

**REPORT FROM THE COMMITTEE ON THE
UNDERGRADUATE STUDENT FACILITIES RESOURCES PLAN**

Submitted to the:

CAMPUS SPACE COMMITTEE

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REPORT FROM THE COMMITTEE ON THE UNGRADUATE STUDENT FACILITIES RESOURCES PLAN

I. The Committee's Charge

For fall 2016, the University of California (UC) Office of the President has assigned an enrollment growth target to UCLA of 750 undergraduate students (600 freshman and 150 transfer students). UCLA's mandated enrollment increase is part of a UC-wide enrollment increase of 5000 California undergraduate students, which was incorporated into the 2015-16 State of California Budget legislation. While specific enrollment increase targets for each of the UC campuses in future years have not been finalized, it is anticipated that UCLA's enrollment growth target will be an additional 750 students in 2017-18 and 2018-19.

This enrollment growth will impact the current utilization of classrooms, study spaces, residence halls, and recreational facilities. Accordingly, the Campus Space Committee recommended the development of a plan for accommodating the increase in enrollment.

On February 11, 2016, Executive Vice Chancellor and Provost Scott Waugh invited faculty members, undergraduate students, and administrators to serve on the Committee on the Undergraduate Student Facilities Resource Plan (See Appendix A to view a copy of the Charge letter). This new Committee was charged to *"develop recommendations to respond to the planned growth in undergraduate students over the next three to five years."*

More specifically, the Committee was to assess the adequacy of student facilities in four key areas:

1. Housing and dining facilities
2. Classroom facilities
3. Study Spaces
4. Recreation Facilities

The Committee was further directed to organize its recommendations along three levels of potential campus response:

1. Recommendations that prevent significant deterioration in the quality of the student learning environment;
2. Recommendations that maintain the current quality of the student learning environment; and
3. Recommendations that enhance the quality of the student learning environment.

Upon discussion and deliberation, the Committee determined that there was not a sufficient distinction between the first two levels, and thus these two were amalgamated. Due to the uncertainty that the current 1500 FTE projected enrollment growth target would remain unchanged, the Committee expanded the definition of the 'enhance the quality' level to include recommendations that are responsive if the student enrollment target is further increased.

Accordingly, the recommendations are organized along the following two levels:

1. Recommendations to sustain the current quality of the student learning environment; and
2. Recommendations to enhance the current quality of the student learning environment or if the projected student enrollment is further increased.

Additionally, the Committee believed it important to discuss in the Report the campus's recent response to the enrollment growth that occurred between fall 2010 and fall 2014. This response is discussed in the next chapter of the Report, "Background and Assumptions", as well as in each recommendation chapter. The recommendation chapters are organized by each of the four key areas (Housing and dining facilities, Classroom facilities, Study spaces, and Recreation facilities) identified in the Committee's charge.

The Committee was given a target date of June 2016 for completing the report and had its initial meeting on March 9, with subsequent meetings through early June. However, a significant amount of the Committee's work was accomplished by its four sub-groups, organized around the four key areas identified above.

Committee representatives made a presentation to the Campus Space Committee on June 16, 2016. The final Report was submitted to the Campus Space Committee via Executive Vice Chancellor and Provost Scott Waugh on June 22, 2016.

II. Background and Assumptions

A. Student Enrollment Growth Fiscal Year 2010/11 to Fiscal Year 2014/15

While the undergraduate student enrollment increase of 1500 FTE (or 2,100 headcount) from fall 2010 to fall 2014 is expected to significantly strain the campus housing, classroom, study space, and recreation facilities, it is important to recognize that UCLA has recently successfully absorbed an even greater increase in student enrollment. The undergraduate student population increased by **14 percent** from 25,125 in fall 2010 to 28,591 in fall 2014. This increase of about 3500 students was exclusively due to the addition of non-resident students, while the California resident population remained basically unchanged at around 22,500 students during this four year period.

The campus was able to absorb these additional students because of a variety of initiatives which were either underway or were implemented in response to the enrollment growth. While these initiatives will be described in more detail in subsequent sections of the Report (i.e., in sections IV.A, V.A, VI.A, and VII.A), a brief summary is provided directly below:

Housing and Dining Facilities

Two new construction projects were already underway and provided 790 new beds by 2012 and an additional 690 beds by 2013. Additionally, the re-development of two apartment complexes nearby the campus, the conversion of a faculty apartment building, and the acquisition of additional properties also increased the number of beds by 593 available to upper division students. Further, as the decade long housing renovation effort neared completion, several hundred beds were returned to the inventory and thus decreased the percentage of triple occupancy rooms. Finally, as part of the Sproul Hall expansion, a new dining facility (Bruin Plate) was opened to serve students housed on campus.

Classroom Facilities

In response to the enrollment growth during FY 2010/11 through FY 2014/15, the number of primary class sections increased by over 500, or nearly 11 percent. Furthermore, the increase in the number of secondary sections was even more significant at over 1500 sections, or 23 percent. The larger growth in the secondary sections was due to the increase in the freshman cohorts while the transfer student

entering cohorts remained relatively unchanged during these years. Larger freshman cohorts required additional lower division course sections which incorporate secondary sections to a greater degree than upper division courses.

This increase in the number of primary and secondary sections resulted in additional pressure on the classroom scheduling system. Since the number of classrooms remained basically unchanged during this period, the increase in course sections absorbed a significant portion of the spare capacity of campus classroom facilities.

Study Spaces

While there were campus efforts to expand designated study spaces in response to the enrollment growth, there is an acknowledged consensus that there is a significant shortfall. In the housing area, the retrofit of the Hitch and Saxon Suites expanded the common study space at these two facilities. The planning process was also initiated to convert the Hedrick Hall dining venue to combination of food-to-go and study space. Study spaces were also expanded at the Young Research Library and at Powell Library. Additionally, during final exams, Pauley Pavilion and Rieber Hall dining have been made available for study.

Students, displaying tremendous adaptive skills and attributes, have utilized building hallways and stairways, classrooms not in session, campus dining facilities, and outdoor areas for study spaces.

Recreation Facilities

By any national standard, the amount of outdoor recreation space on campus is severely limited. For instance, at approximately 400 acres, UCLA is the smallest UC campus offering undergraduate education, but has the largest student enrollment. In that context, the conversion of the Intramural Field to synthetic turf increased the functional use of this venue while reducing campus water usage. The opening of a new fitness center, BFIT, in the Carnesale Commons and the construction of new basketball courts adjacent to the Hitch Suites provided additional recreational opportunities for students.

B. Projected Student Enrollment Growth FY 2016/17 to FY 2019/20

For the purposes of this Report, it was assumed that the current projected enrollment increases for the next four years would be 1500 FTE or 2,100 headcount over the 28,500 base in fall 2015, which represents **a 7 percent increase**. More specifically, the fall 2016 cohort would grow by 600 freshman and 150 transfer students, all of the increase coming from the California resident component of UCLA incoming students.

Normally, a seven percent increase in student enrollment would not necessarily place a significant stress on the existing campus facilities. However, when coupled with the 14 percent enrollment increase that occurred between fall 2010 and fall 2014, which the campus is still in the process of absorbing, the cumulative impact presents serious challenges. Therefore, the Committee's recommendations discuss actions that will not, in some cases, be easy to undertake since the easier initiatives have already been implemented.

Given that UC student enrollment, particularly the California resident component, will remain a high priority issue for the State legislature and the UC Office of the President, current future enrollment targets may be altered over the next four years. Accordingly, as previously mentioned in the Committee's Charge section, the 'enhance the current quality' recommendations incorporate a response should projected enrollment growth targets be further increased.

C. Response of other UC Campuses to Enrollment Growth

The other UC campuses are also facing the challenge of additional enrollment growth. As the Committee began developing its recommendations and to ensure that potential solutions were not missed, an informal survey was conducted of the recent and current response of three UC representative campuses: UC Davis, UC Irvine, and UC San Diego. Their responses are summarized below:

- Building new housing and plugging the current gap in adequate dining capacity by the use of food trucks.
- Attempting to negotiate leases for off-campus housing.

- Constructing new instructional (classroom space). On one campus a new classroom building is opening this fall which will be extremely helpful.
- Converting or re-purposing space from other academic purposes to classrooms.
- Negotiating with academic departments via individualized agreements regarding the greater use of meeting rooms and departmental classrooms.
- Using the campus performing arts center in the mornings for classes and its lobby for study space.
- Classes are now being scheduled from 8 am through 9 pm, and the number of night classes will increase.
- Opening up a new student recreation center.
- One campus reported the need for more faculty and research space. As an interim solution, negotiations are under way to lease this type of space in a research park adjacent to campus.
- Toward increasing space utilization efficiency, one campus is considering developing metrics for space use, including the possibility of cost recovery.
- Convened work groups to focus on housing, academic space (faculty offices and labs), and classrooms.

As can be seen in the next section, III. Summary of Recommendations, there is a significant overlap between the Committee's recommendations and the responses on other UC campuses. While each UC campus has a few unique conditions, the UC campuses' responses to enrollment growth have many common attributes.

III. Summary of Recommendations

UCLA is facing significant challenges in responding successfully to the projected enrollment increase of 1500 FTE or 2,100 headcount over the next four years, and particularly, since the campus has already absorbed 3500 students between fall 2010 and fall 2014.

Listed directly below are key leading indicators symptomatic of UCLA's challenges which can be overcome with the implementation of this Committee's recommendations.

- Triple occupancy in the residence halls will exceed 75 percent by fall 2019.
- The new standard class offering times will expand to a daily period ranging from 8 am to 9 pm, Monday through Friday.
- At 3.5 seats for every new student, the additional 2,100 students will require 7,350 more class seats for primary courses.
- Currently, the library system provides study seating for only 6.5 percent of undergraduate students as compared to 7 to 17 percent for peer institutions.
- Compared to benchmark institutions and national standards, the quality gap in indoor recreation space is between 65,000 and 100,000 square feet.
- The outdoor space quality gap is between 6 to 8 acres of open playing fields.

To meet and overcome the challenges of the projected enrollment growth, the Committee is proposing over 50 recommendations organized along the four areas of its focus: housing & dining facilities, classroom facilities, study spaces, and recreation facilities. These recommendations are delineated in the next four sections (IV, V, VI, and VII) of the report and for each area, they are divided into two groups:

- Recommendations to sustain current quality of the student learning environment
- Recommendations to enhance quality of the student learning environment and if projected enrollment is further increased

Due to their criticality and significant potential impact, fourteen of the recommendations have been so identified, and are listed below in this Summary of Recommendations section. Additionally, these recommendations are identified as A) those that require immediate action and have a short term implementation horizon, and B) those that need to also be initiated soon, but possess a longer term implementation horizon.

A. Recommendations for immediate action with short term horizon

- 1. Increase seating efficiencies in the residence hall dining commons by 10 to 15 percent.**
- 2. Form standing committee to assess and recommend support of campus learning spaces (classrooms, study spaces, etc.). One of the committee's initial tasks should include conducting a comprehensive assessment of all UCLA learning spaces.**
- 3. Extend class offering times to a daily period ranging from 8 am to 9 pm.**
- 4. Through establishing collaborations with academic departments, increase the utilization of departmental classrooms.**
- 5. Create a study area in courtyard directly south of Powell Library which would include addressing the required security needs.**
- 6. Enhance and fund custodial services and deferred maintenance in the Powell Library.**
- 7. Review campus space policies on user access for recreation and student facilities and make adjustments as appropriate.**
- 8. Re-assess the funding model for recreation and student activity facilities.**

B. Recommendations to be initiated but that possess a longer term horizon

- 1. Construct 1,000 additional beds on the northwest campus to reduce the triple occupancy percentage back to the campus norm.**
- 2. Add classrooms via the building of a new campus learning center within a ten minute walking proximity to other campus classrooms, or repurpose an**

existing campus building. The design of the center would be facilitated by the assessment of all learning spaces to be conducted by the new standing committee. (See Recommendation A.2 on the previous page). Additionally, the learning center should incorporate new, innovative, and enhanced pedagogical techniques in order to meet the instructional needs of faculty and the learning modalities of students.

- 3. Explore relocating units now in Powell to other facilities, thus freeing up space for study activities.**
- 4. Identify outdoor sites for study areas (beyond south of Powell) and provide the required amenities.**
- 5. Renovate and expand the Sunset Canyon Recreation Center (SCRC).**
- 6. Renovate and expand student activity space in the Student Activity Center (SAC), and with the collaboration with ASUCLA, do similarly in the Ackerman Union and Kerckhoff Hall.**

IV. Housing and Dining Facilities

A. Recent and Current Responses to Enrollment Growth

Housing Facilities

UCLA has aspired to provide a four year guarantee of housing for all first year undergraduate students and a two year guarantee for all new transfer students, while concurrently reducing the number of triple accommodations. This aspiration is in support of the mission to transform UCLA from a commuter to a residential campus. In pursuit of these objectives, an additional 1,500 bed spaces were constructed and added to the on-campus housing inventory, along with additional recreation and dining space. Originally, it was anticipated that the addition of these 1,500 beds would enable UCLA to increase the guarantee for transfer students to a two-year standard, while freshmen would remain at the three year guarantee. As a result of the student enrollment increase of FY 2011 through FY 2014, however, these additional bed spaces were utilized to absorb this enrollment expansion, at the expense of increasing the housing guarantees.

Concurrently, the undergraduate off-campus apartment inventory was being increased. Landfair Vista was acquired in 2014, adding 178 beds. Landfair and Glenrock Apartments were both redeveloped to add a net of 131 beds in fall 2014. Gayley Court, formerly Faculty Gayley, was converted in 2013 to undergraduate housing, netting 284 beds. The Margan Apartments will also be redeveloped starting in 2017, and return to inventory in 2019 with an additional 143 beds. Thus, the total incremental off-campus apartment inventory increase by 2019 will be 736 beds.

HHS has also concluded an aggressive systems renovation cycle for the on-campus housing inventory. Over the last decade, buildings were taken offline during the academic year in order to complete necessary systems improvements: mechanical, electrical, plumbing, and infrastructure refurbishments to existing buildings. Decreasing the inventory while enrollment has been simultaneously growing, resulted in higher than desired triple occupancy percentages. This cycle is concluding with completion of the Delta Terrace renovation this academic year. All on-campus inventory will be online for the 2016-2017 academic year. With systems renovations complete, the planned renovations over the next two decades will be light in nature, targeting: carpet, paint, wall vinyl, and when possible incorporating energy efficient elements. These light renovations will typically be initiated during the summer and will be completed prior to fall student move-in.

Even with the additional beds from new developments, redevelopments, conversion of faculty buildings, and renovations, HHS is meeting current guarantees by maintaining higher than desired triple occupancy percentages. Without additional beds, the

projected enrollment increases for FY 2017 through FY 2020 will result in triple occupancy that will exceed 75 percent. This result is in stark comparison to the aspiration to provide a 4 year guarantee for freshmen and a 2 year guarantee for transfers with triple occupancy in the range of 60-65 percent.

Dining Facilities

Dining is an essential element in providing a quality residential experience. HHS has not only focused on adding additional seating to accommodate recent enrollment increases, but has also invested in infrastructure improvements to gain efficiencies in food production and increase quality.

As part of the phased buildout in 2013, an all-you-care-to-eat dining facility, Bruin Plate, in Carnesale Commons was added. Bruin Plate innovated platform dining, featuring locally-sourced produce and meats from nearby farms, sustainable seafood, unprocessed and preservative-free items, organic foods, cage-free eggs, nutrient-packed ingredients, and expanded vegetarian and vegan options, in a light-filled venue with a capacity of 710 seats.

In fall 2016, HHS will introduce a new boutique, Hedrick Study. Hedrick Study innovates how students can eat and study together. The Study is an artisanal bakery with flexible study space that adds 350 seats. It will be the first 24-hour eatery and study space of its kind in higher education.

To increase throughputs in existing inventory HHS has invested in infrastructure improvements to Rendevous, Bruin Café, and added De Neve on the Go. The redesign of several to-go venue production areas has increased dining efficiencies. De Neve on the Go serves over 900 students daily. Lastly, catering productions are moving to the Luskin Conference Center in fall 2016. This opens up additional space for the De Neve commissary to expand, which will begin by fall 2016 and complete fall 2017. Infrastructure improvements to the commissary, bakeries, and several dining commons kitchen spaces will provide the necessary throughput capacity to accommodate at least another 1000 students living on campus.

B. Recommendations to Sustain Current Quality of the Student Learning Environment

Housing

In order to meet current quality, while absorbing the planned increase in enrollment between FY 2017 and FY 2020, the focus needs to be on decreasing the triple percentage to an optimal level, between 60-65 percent, while continuing to meet current

guarantees. **This goal can be achieved by adding an additional 1,000 on-campus beds. The optimal site to increase inventory is in the Northwest Campus Zone.**

This site would allow for the adjacencies of existing on campus housing program infrastructure to support additional beds with maximum efficiency. Pursuing the Northwest Campus Zone site to its fullest capacity allows for a larger population of students to access safe and affordable housing.

The Westwood housing market for rental properties is becoming unreachable for the vast majority of students. Studies indicate that Westwood market rents could increase as much as 46 percent within the next 8 years. Additionally, most of the inventory was constructed in the 1940s and 1950s. Additionally, limitations imposed by the Westwood Site Specific Plan leave little financial incentive for owners of existing inventory to renovate or redevelop their parcels into more modern facilities. Thus it is probable that the Westwood housing inventory will be stagnant and will not meet university standards.

Recommendation: Construct an additional 1,000 beds in the Northwest Campus Zone.

Dining

HHS is implementing the following adjustments to dining facilities in order to absorb the increase in enrollment over the next four years:

1. Increasing seating in dining commons: All residential dining commons currently provide seating of roughly 10-15 percent below capacity for an optimally gracious dining experience. HHS will incrementally add approximately 400 seats across the four large dining commons, an increase of 12 percent. Usually one commons will turn over all its available seats two to three times per meal period. Thus an addition of 400 seats allows for up to 1,200 incremental students per meal
2. Developing additional seating at Hedrick Study: A preliminary schematic design study has been initiated to explore adding an all-season patio with seating adjacent to Hedrick Study. It is estimated that this seating area could accommodate up to 350 students.
3. Improving identified efficiencies in dining production areas: Already identified improvements will be made to service platforms which increase student throughput during peak service hours and reduce wait times at platform service points. Recent improvements in Rendezvous infrastructure have increased student counts by 14 percent at this venue. Some minor adjustments to food preparation processes at the commons platforms may also allow for some additional increase in throughput, if necessary.

4. Leveraging app technology to gain efficiencies: HHS is developing an app service for students to make decisions based on compaction of facilities, similar to Waze. Students will be able to quickly check to see which Housing Residential Restaurant locations are less congested. This app, scheduled to be launched by the end of 2016, will reduce average wait times and improve operational efficiency.

5. Expanding service hours of to-go eateries. If the actions specified above are not sufficient to accommodate the additional number of students housed, the hours of operation of the to-go eateries can be expanded, such as Bruin Café from the hours of 7a.m. to 12 a.m. to the hours of 7 a.m. to 2 a.m.

Recommendation: HHS should implement the dining enhancements delineated above.

C. Recommendations to Enhance Current Quality or if Projected Enrollment is further Increased

A fundamental tenet underlying the housing objectives is the aspiration to continue the significant progress achieved to date in transforming UCLA to a residential campus. **To enhance current quality or in the event projected enrollment is further increased, the housing capacity should be increased by at least 2500 beds, 1500 beds beyond the 1000 beds required just to sustain quality.** With the addition of the 2,500 beds, assuming project enrollment growth is not further increased, the triple occupancy will be reduced to 60 percent, while maintaining a 3 year guarantee for freshman students and increasing the guarantee to 2 years for transfer students (see Table I below and Table II on the next page for details).

Potential building sites should be explored on the Northwest Campus Zone and the Southwest Campus Zone. The majority of the beds developed would be 2-bedroom apartments targeting upper division student preferences.

Table I

Objective	Location	Beds	Impact
Maintain Current Quality	Northwest Campus Zone	1,000	Keeps Triple percentages at a sustainable level with estimated guarantees
Enhance Current Quality or if Projected Enrollment is Increased	Northwest Campus Zone & Southwest Campus Zone	2,500	Allows for incremental increases to guarantees and safeguarding future upperclassmen with more affordable Housing (i.e., 3/2)

Table II

Project	Undergrads Housed	Undergraduate Triple %	Guarantees	Students Beyond 3/1 Offered
No Addition	14,110	Over 75%	3/1	0
Northwest Campus (1,000 beds added)	14,790- 14,915	60%-62%	3/1	640-765
Northwest Campus & Southwest Campus (2,500 beds added)	16,290- 16,415	60%-62%	3/2	2,000-2,125

Recommendation: Construct an additional 2,500 beds (1500 beds beyond the 1,000) on the Northwest Campus Zone and Southwest Campus Zone.

The campus should also work toward developing and acquiring off-campus apartments, particularly in the north Westwood village. Adding housing inventory via this paradigm could achieve an increase in guarantees, help ensure affordable housing for student in the future, and further UCLA's transition to a residential campus. An increase in off campus housing also does not impact the dining program and thus would not need any additional dining capacity.

Adding both on-campus housing and off-campus housing will help ensure that UCLA continues to provide high quality, safe, and affordable housing to students and protect future generations of Bruins from rapidly escalating Westwood area rents.

V. Classroom Facilities

A. Recent and Current Responses to Enrollment Growth

Campus classrooms, are more than the traditional auditoria and rooms that have, for example, lights, chairs with tablet arms, projectors, and wall mounted writing surfaces. Campus classrooms are formal learning spaces that include:

- General assignment (GA) rooms (classrooms and auditoria)
- Department controlled rooms (classrooms and conference rooms in academic spaces, libraries, Ackerman, etc.)
- Laboratory rooms (equipment/function based)
- Digital/online environments (e.g., BruinCast, CCLE, UC Cross-Campus Online Courses)

Any schedulable learning space can serve as a UCLA classroom, and these areas may overlap with study spaces and other campus spaces used to support the mission of the University.

Increase in Offerings

In response to the increase in students, departments have offered more sections and seats in primary and secondary class offerings. There has been an 11 percent increase in primary offerings (4,992 to 5,525), and a 23 percent increase in secondary offerings (6,521 to 8,047). This has equated to a 17 percent increase in seats in primary sections (295,585 to 346,257) and a 24 percent increase in seats for secondary sections (172,194 to 213,469).

- GA spaces have had an 18.5 percent increase in classes scheduled (2,661 to 3,153)
- Departmental classroom space has also seen an increase in classes scheduled of about 13 percent (1,454 to 1,657)

Scheduling Policy Changes

An analysis of general assignment classroom scheduling from 8 am to 5 pm reveals there is little time available for the additional classes that will need to be scheduled. In 2010, the GA room usage percentage was 69 percent. In 2015, room usage it had risen to 78 percent. While 100 percent utilization may seem ideal, that in reality gives departments little flexibility to move classes to the appropriate size room as enrollment demand changes. The growth was

especially acute in rooms 200-299 in size, which had a utilization rate of 93 percent in fall 2015.

Since UCLA has traditionally had available space for classes according to faculty desires, there was a strong campus culture to teach during the prime-time of 9 am to 3 pm. Pushing teaching earlier in the morning and later into the evening is a big culture shift and requires the understanding of faculty and staff needs. The recent increases in classes during earlier and later periods is delineated below:

- There has been a 47 percent increase in classes starting at 8 am from 131 classes in fall 2010 to 192 classes in in fall 2014, and a 30 percent increase in classes starting at 4 pm from 197 to 257 during the same four years.
- Midterms and review sessions are becoming increasingly more difficult to schedule, as classes get pushed further into the evening.
 - In fall 2010 there were 213 midterms scheduled, which increased by 17 percent to 249 by fall 2014, with 90 percent of midterms scheduled at 5 pm.
 - For fall 2016, midterms will be scheduled at 6 pm and 8 pm as a result of classes being scheduled later in the day.
- The Division of Physical Sciences has responded by offering Chemistry 14BL and 14CL on Saturdays during winter and spring 2014, and have extended lab hours until after 9 pm during the regular quarter for both Chemistry labs and Physics 4AL, and 8 pm for Physics 4BL.
- There has been an expansion of online learning opportunities in the past two years from 13 offerings in 2010 during the summer, to 73 offerings for the 2014-15 academic year (38 during summer, 35 for F/W/S).

The Registrar's Office, in response to these pressures, has enhanced room scheduling processes and policies both by modifying scheduling policy to align Mon/Wed scheduling patterns with Tue/Thu scheduling patterns, and to review and enforce efficiencies of department priority rooms by permanently or temporarily switching general assignment priority rooms based on utilization trends. The Registrar's Office has also secured a contract with Ad Astra to implement a new scheduling system (Astra Schedule) to increase scheduling efficiency and ease for department schedulers to secure space, as well as

Platinum Analytics, a predictive analytics tool to inform departments on projected demand for their courses.

Classroom Renovations

There have also been campus efforts to renovate and refresh some of the GA spaces. In summer 2012, eight 12-15 seat Rolfe classrooms were reconstituted to form four 25-30 seat rooms (note: although inventory was reduced from 196 to 192 rooms, the overall impact increased room use). In summer 2015 all of the GA classrooms in Dodd Hall were renovated and refreshed, as well as to gain an additional 15 seats across three auditoria and eight rooms.

The renovation plan for summer 2016 includes 12 classrooms (4 auditoria and eight rooms) which will also result in an estimated 150-200 additional seats in the following rooms:

- a. Moore 100
- b. Court of Sciences (3 auditoria)
- c. Young Hall (3 classrooms)
- d. Geology (4 classrooms)
- e. Slichter (1 classroom)

B. Recommendations to Sustain Current Quality of the Student Learning Environment

Based on estimates from Academic Planning and Budget, each additional student requires 3.5 seats in primary classes. This means the campus will need 7,350 seats for the additional 2,100 students that will arrive over the next four years.

Using those parameters and estimates generated from the infeasible list (classes that were unable to be placed in a room by the scheduling optimizer), the campus will need 7 additional rooms with the seating capacity as depicted below:

Room capacity (# seats)	Number of rooms needed	Additional class offerings made available
200-299	2	14 primary sections per room
100-199	2	14 primary sections per room
40	5	50 secondary sections per room

In light of this increased enrollment, the following recommendations need to be implemented to sustain the current quality of the student learning environment:

1. Establish a formal and standing campus committee (issued under the Executive Vice Chancellor/Provost's Office or as a subgroup of the Campus Space Committee) that studies, reviews, and recommends ongoing efforts with campus learning spaces. The proposed membership of the committee would be made up of faculty, students, and administrators. (See also Recommendation #1 in Section C on next page).
2. To absorb recent and future enrollment increases the campus needs to add GA classrooms to its inventory through the construction of a new building or the renovation of existing buildings. The ideal recommended solution is to increase classroom square footage that is within the existing 10 minute walk time boundary. This could be new single facility dedicated to GA auditoria and classrooms, or the reallocation of existing spaces that would be suitable for instruction. (See also Recommendation #2 in Section C on next page).
3. Fund the annual renovation of no fewer than 12 GA spaces to meet current and evolving standards that does not exceed a 12-year cycle.
4. While intending to maintain and enhance quality, set a new standard of weekday instructional hours of 8:00 am to 9:00 pm. This expansion of the instructional hours will require the support and engagement from academic leadership and faculty. Further analysis will also be needed to determine the operational effect on other campus resources and services (e.g., student organization meetings, Events, UCLA Extension, transportation, study spaces, dining facilities, custodial services).
5. Explore different start times for late afternoon courses to provide opportunities for students and faculty to access classrooms south of Young Drive and at the residence halls, which are difficult to reach within the 10 minute walk time.
6. Enhance collaborations with academic departments toward the increased utilization of existing non-GA classroom spaces (i.e., department classrooms) within the 10 minute walk time.
7. If new academic, research, and non-GA classroom facilities are built or developed in different campus locations, formalize a reallocation review process to determine the feasibility of shifting appropriate vacated department learning spaces (fully or partially) to the GA classroom inventory.

8. Review, modify, and augment custodial service efforts and time periods in classrooms and adjacent restrooms in support of the increased utilization of classrooms.
9. Increase use of technology to deliver academic content to more students using existing inventory of classrooms.

C. Recommendations to Enhance Current Quality or if Projected Future Enrollment is further Increased

From a classroom perspective, the difference between enhancing classroom quality and addressing future enrollment increases are negligible. The University has a responsibility to provide and maintain:

- a suitable number and type of classroom that meets the pedagogical needs of instructors; and,
- schedule enough seats during any given term for students to meet timely degree progress.

Thus the following two recommendations need to be implemented:

1. Perform a comprehensive assessment of all learning spaces (e.g., main campus, UCLA Extension) to identify patterns of use, student movement, existing course scheduling, key characteristics, instructional technology, decision making tools for renovation and upgrade. This assessment would facilitate the planning for a new and required building that will house instructional learning spaces. This effort could be led by the newly formed standing committee on campus learning spaces.
2. Create innovative learning space environments to meet the instructional needs of instructors and the learning modalities of students. Although developing and maintaining maximum capacity learning spaces remains a top priority, the campus must identify a small number of campus learning spaces (5 to 10 learning spaces with different seat capacities in the general assignment and/or department controlled inventory) where modern educational technology equipment, if needed, are installed, prototyped, and refreshed regularly to support new or enhanced pedagogical techniques.

VI. Study Spaces

During the past twenty years, UCLA's transition from a commuter to a residential campus has prioritized construction of new residence halls and related amenities, and dramatically increased the number of students living on campus. However, more needs to be done to address the needs of the population of students who live off-campus. These recommendations are intended to improve the student experience for both on- and off-campus students.

With respect to study space, on-campus student residents often have greater access to study spaces than other students who rely exclusively on libraries and other campus facilities. There is a disparity between the quality of study space, related amenities, and level of cleanliness experienced by these two groups of students. A funding plan is needed to increase the supply and quality of space in the campus libraries where undergraduate students study, particularly Powell Library.

Powell Library

Powell Library, with a total of 957 seats, is the primary study space for undergraduates who also use Young Research Library (YRL), the Science and Engineering Library (SEL), and the Arts, Music, Rosenfeld and Biomedical libraries. The total available seats in Powell are the equivalent of 3 percent of total undergraduate enrollment, in contrast to target seating standards of 25 percent recommended by the California Postsecondary Education Commission (CPEC). Overall, the UCLA library system provides seating for approximately 6.5 percent of full-time students as of 2015, compared to peer institutions (e.g. University of Texas, University of Washington, and University of Michigan) that range from 7 percent to 17 percent.

In April 2015, an outside architectural firm conducted a review of Powell Library space. Part of that review included workshops with library staff, observations of student behavior and the use of the building facilities, and interviews with students. Information from that review, plus the Library's own 2014 participatory design study with students revealed the need for many enhancements.

Convenient and ample power sources are among the students' most requested amenities. About 50 percent of students in the study said they require a power outlet when looking for a seat in Powell. Approximately 25 percent stated that finding a seat was always difficult, but even more so during exam periods. Students said that upgrading the lower level restrooms for both appearance and accessibility is essential.

Requested improvements by the students include a café (59 percent), more enclosed study spaces (83 percent), a greater variety of seating options (76 percent), more

comfortable and upholstered seating (63 percent). Approximately 70 percent stated that the presence of books is important in order to maintain the necessary ambiance and resources for a serious study environment. In addition, 43 percent requested more natural light, including non-fluorescent lighting, and 39 percent mentioned the need for more art or improvements to décor that would include student creative work and plants. Additional requested improvements included lockers and readily available assistance from librarians to help with project work.

Students who have met with this committee have asserted that more of them would like to utilize Powell Library for study space at night, but there is no safe pathway to Powell from off-campus locations. The Committee was told that transportation provided from the Westwood turnaround to and from Powell would remove a significant barrier to their use of Powell after dark.

Additional custodial and security services will be needed. Routine maintenance of library spaces is provided by Facilities Management. However, due to the intense use of the libraries and the lengthy operating hours, more than one custodial shift per day is required, particularly at Powell, YRL and the Biomedical Library. The Library funds custodial services beyond one shift per day as well as for extra security services out of its operating budget. However, the Library does not possess sufficient funding to keep the facilities in the physical condition or offer the level of security that students say they want – including the ability to access the library safely from wherever they live. The library currently reports that the lowest hours of use are between 2:00 am and 5:00 am, but this use could increase if students perceive the library as a safe study environment throughout the day and night, with the option of safely returning home at any time.

A. Recent and Current Responses to Enrollment Growth

Libraries: Due to demand the operating hours of the libraries have been extended. Powell Library currently operates on a 24/7 basis from the third week of the quarter through finals. YRL is open 24 hours per day during the week before and during finals. YRL's extended operating schedule was implemented three years ago in response to growth in enrollment at that time. Furthermore, additional services have been provided to students such as Night Powell, Writing Center hours in Powell, and peer to peer reference and research assistance in Powell.

During the past three years, space in the campus libraries has been upgraded and repurposed – sometimes by reducing space for administrative staff - to improve the quality of space and add study area seats. YRL space was upgraded

in 2011, adding a formal reading room, a research commons, and a café. Additionally, the Biomedical Library and the Science and Engineering Library (SEL) spaces were both upgraded within the past three years to include a research commons. Finally, in 2015, the Music Library was significantly renovated.

Campus Facilities: Pauley Pavilion was opened for study use during final exams starting in 2012, with approximately 150 students using the facility each night. The 700-seat Rieber Dining Hall (Feast) was recently opened during final exams for 24 hour study use, with a total of 1,955 students using the facility over a 54 hour period. The recent renovations at the Saxon and Hitch Suites included new larger commons buildings with study spaces. Finally, a new 350-seat dining/study facility in Hedrick Hall, based on a concept developed in conjunction with Student Affairs, is scheduled to open in fall 2016.

B. Recommendations to Sustain Current Quality of the Student learning Environment

Libraries: Powell Library and YRL need to continue providing 24 hour per day access in order to maintain current quality. For Powell, plans are in development to expand peer to peer services, and accommodate more computerized classroom and active learning spaces. Enhanced custodial services and deferred maintenance funding is needed to ensure that existing study spaces are clean, safe, and inviting. Maintenance of dedicated study space that is quiet, and equipped with good lighting, Wi-Fi, and electrical outlets, is important to students. The need to improve/upgrade the condition of the Powell restrooms has been a consistent request from students and should be implemented.

Campus Facilities: Maintain access to Pauley, campus dining halls, and other facilities where students study during peak periods.

C. Recommendations to Enhance Current Quality or if Projected Enrollment is Increased

Libraries:

- Expand “Night Powell” from its assigned space on the first floor to the entire building. This expansion will require additional funding for security, staffing, and custodial services.

- Open Powell's south facing door on the ground level to activate the exterior courtyard space. This upgrade could accommodate up to 100 study seats. Shuttle bus service to this location and good lighting will facilitate improved access and security.
- Powell's ground floor can be and should be reconfigured to add between 50 and 100 additional study seats.
- A reservation system can be established to avoid time wasted finding a room for group study. The supply of these spaces should also be increased.
- At YRL, study carrels can be replaced with updated furniture and electrical power on levels 3, 4, and 5 in order to improve the study experience for students.
- The operating hours of SEL, Arts Library, and Music Library could be expanded to 24/7 for designated periods during the academic quarter with additional funding for staffing, security, and custodial services.
- Libraries have no room for growth unless some functions can be moved to other locations. At Powell, additional study space could be provided by finding new facilities for special collections processing (3,400 asf) and OID administration (5,550 asf) on the ground floor, and the library's information technology unit in a double height space on the third floor (8,700 asf). An instructional media lab operated by OID on the second floor (6,500 asf) could be converted to dual use.

Campus Facilities:

- Explore potential opportunities to expand access to on-campus housing study spaces. The Hedrick Dining/Study venue, to be opened in fall 2016, will be the pilot for this endeavor.
- Provide well-lit and secure routes to campus study spaces at night.
- Explore the feasibility of providing access to GA classrooms or department classrooms during off-hours.

- Seek additional potential study areas in or adjacent to the residence halls and throughout the campus.
- Align campus operating resources to support these recommendations (i.e., enhanced custodial services, deferred maintenance, security, etc.)

VII. Recreation Facilities

At UCLA, Recreation is an UMBRELLA term as it represents not only access to independent exercise, and formal recreation activities such as classes, intramurals, fitness training, adventure programs, camps, and club teams for students, but also a robust workplace well-being program for employees and affiliates. Additionally, Intercollegiate Athletics and student events all utilize “recreational spaces” at UCLA in a multi-use fashion. As the campus has grown and developed, Recreation has become the “community center type space “which brings students, faculty, staff, families, and the community together. Recreation “community” space is more than a gym, and has now become home for meetings, study groups, conferences, programs, events and special needs, such as meditation space.

Past and current increases in student enrollment will continue to result in heightened student interests, needs, and demands. While this condition creates opportunities, it also results in ongoing competition for space with priorities related to individual activities, traditional recreation, new emerging trends and programs, Athletic events, student and university events, and student group activities.

A. Recent and Current Responses to Enrollment Growth

As UCLA represents one of the largest student enrollments on the least amount of acres of any UC campus, as well as any large public University campus in the country. Using any national collegiate recreation activity standard, (i.e. cardio/strength exercise space of 1.25 square feet per student, and outdoor student playing field space of one acre per 1,000 students), UCLA is significantly deficient in available recreation space, and these deficiencies have further increased as enrollment has continued to grow.

Within this context, creative solutions have occurred over the last five years in response to both enrollment growth, and changing student needs and interests. These responses have included two planning studies by an outside architectural firm on recreation/activity space and multi-use organization space needs. More significantly, the addition of the Kinross Recreation Center (KREC), a graduate student/employee fitness facility which offset demand and capacity of the John Wooden Center, and the development of the 13,000 square foot Bruin Fitness Center (BFIT) as a satellite fitness center at Carnesale Commons, have provided much needed new in-door exercise space.

The conversion of 8 acres of the IM Field to synthetic turf resulted in a 30 percent increase of useable space by making the field available to users year round, and with the added benefit of saving 6.5 million gallons of water per year. The addition of the Hitch outdoor basketball courts has also provided much needed outdoor recreation for students.

Finally, the creative multi-use scheduling of Pauley Pavilion, John Wooden Center, Sunset Canyon Recreation Center, and Student Activities Center gymnasium for student meetings, recreation and student organization programs, and student events has resulted in the maximum utilization of these facilities.

B. Recommendations to Sustain Current Quality of the Student Learning Environment

With the projected enrollment growth over the next four years there will be a need to look at both breadth and depth of recreation offerings, the prioritization of recreation and student space, and the additional investment in recreation facilities. There is an urgent need for the renovation of existing aging facilities along with the addition of expanded and satellite facilities. In the interim and as we enter fall 2016, an emphasis will be placed on multi-use scheduling, block scheduling priorities, and the implementation of “24 hour week day Wooden” which was voted on and approved by students as part of a Spring 2016 USAC referendum.

A major priority is the renovation of the Sunset Canyon Recreation Center (SCRC) inclusive of the seismic and safety requirements, while preserving its historic elements. The renovation would also need to add multi-use community space, including multi-purpose rooms for activities, student meetings and events, program and office space, and experiential activity space. The addition of a community garden and teaching kitchen to the SCRC would enhance the optimal use of its park like grounds.

It is also recommended that various campus space policies, particularly on user access be reviewed. Also, multi-use options of campus spaces such as classrooms residential meeting spaces, and other spaces for student group activity, meetings, programs, and leisure and recreation activities need to be explored.

Additionally we need to understand and acknowledge the increased overlapping/competing needs of Intercollegiate Athletics and the addition of Geffen Academy. These can have a tremendous impact on recreation spaces for students; and have directly resulted in the loss of tennis courts and the relocation of KREC as well as planning for the future addition of a high school sports program. The development of agreed upon use parameters and stated MOU's is critical for the preservation and prioritization of recreation facilities for student and student group use, activities and programs, and events.

As a footnote, it is critical to re-assess the funding model related to student recreation and student facilities. The University has relied on mandatory student fees as the funding model for the existing facilities. By UC and national standards these are some of the lowest fees in the country, and arguably offer the greatest access to breadth and scope.

However, a few past decisions have diverted the investment capacity away from future Recreation facility improvements to other campus priorities and consequently have contributed to Recreation's structural planning and funding issues.

Specifically, these decisions include the \$1 million per year of SFAC funding dedicated to the John Wooden Center reserves that was shifted to Athletics in the early 1990's to support women's athletics; the \$500,000 budget reduction to SFAC funding in 2003-05; and the use of \$5.8 million in SPARC funding as a campus contribution to build the Court of Sciences Student Center in 2009-10. During this same period Recreation experienced tremendous growth in the use of its facilities, necessitating major maintenance projects as well as expansion and improvement of recreation spaces. These projects were funded by leveraging the mandatory fee reserves for construction, but at a cost to adequately funding on-going operations. A more comprehensive investment strategy for ongoing capital improvement as well as operating resources for Recreation is required.

To summarize the above discussion, the four recommendations are listed directly below:

- Renovate and expand the SCRC inclusive of seismic and safety requirements
- Review campus space policies on user access to recreation and student activity facilities
- Develop use parameters with Intercollegiate Athletics and the Geffen Academy on recreation and student activity facilities
- Re-assess the funding model for recreation and student facilities

C. Recommendations to Enhance Current Quality or if Projected Enrollment is further Increased

To enhance the quality of the student experience and in anticipation of continued enrollment growth, UCLA will need to make a focused commitment and a significant investment in additional recreation and activity space. These spaces allow for community building and personal development, life and work competencies, and value reinforcement that an active, healthy, inclusive, and sustainable lifestyle is a critical part of holistic learning.

Several high demand activity areas are severely undersized compared to benchmark institutions and national standards. The quality gap in recreational/student activity space is projected between 65,000 and 100,000 gross square feet of indoor space and 6-8 acres of open playing field space. Weight and fitness spaces are approximately one-half of what planning standards and current participant interest dictate. Likewise, the multi-use rooms and existing group fitness/hardwood studio spaces are not capable of meeting

student demand for fitness, activity programs, and student group interests. Other large activity spaces, such as gymnasium courts are lacking, not necessarily from the benchmark analysis, but from the competing demands of athletics, events, student programs and increasing popularity of intramurals, club sports, and drop-in recreation, all of which share this flexible space type.

The recommendations that need to be implemented in addition to the ones in section VI.B. are:

- Renovate the Wooden Center to facilitate programmatic expansion.
- Partner with ASUCLA on the renovation and/or expansion of central campus student activity space in Ackerman and Kerckhoff, to include multi-use rooms and activity, meeting space, community rooms, lounges and study space, and storage to meet the needs of a growing student populations and the largest number of student organizations in the country. The Student Activities Center (SAC) will also require renovation with the same objective as for Ackerman and Kerckhoff.
- Provide access to residence hall spaces for both expanded collaborative recreation/activity programs, and in some allocated fashion for all student groups for meetings and programs.
- Continued development of satellite fitness areas, and active small park locations in conjunction with campus projects.
- Explore conversation of natural grass to a multi-use synthetic turf playing surface at Drake Stadium.
- Develop community, school partnerships for field use access in near proximity of the campus

APPENDIX A

February 11, 2016 letter from Scott Waugh to the prospective members of the Committee on the Undergraduate Student Facilities Resource Plan

February 11, 2016

Assistant Vice Chancellor Peter Angelis
Assistant Vice Chancellor Mick Deluca
Assistant Provost Maryann Gray
Assistant Dean Jeanne Ladner
Director Jerry Markham
Deputy University Librarian Susan Parker
Administrative Vice Chancellor (retired) Jack Powazek (Chair)
Manager Rob Rodgers
Associate Vice Chancellor Jeff Roth
Senior Dean Joe Rudnick
Associate Vice Chancellor Sue Santon
Assistant Vice Chancellor Suzanne Seplow
University Registrar Frank Wada
Undergraduate students (to be determined)

Dear Colleagues:

Under the 2015-16 State budget, the University of California will receive \$25 million provided we increase enrollment by 5,000 California undergraduate students. In response, the Office of the President assigned each campus a growth target. UCLA's target is 750 new students in fall 2016 – 600 freshmen and 150 transfer students. Although growth targets for future years have not yet been established, we anticipate that we will be asked to increase undergraduate enrollment by adding another 750 students in the subsequent two years (2017-18 and 2018-19).

Among many other challenges, enrollment growth will strain the capacity of our classrooms and teaching laboratories, residence halls, study spaces, and recreational facilities. As a result, the Campus Space Committee has recommended that we develop a plan for accommodating enrollment growth.

I am writing to invite you to serve on the Committee on the Undergraduate Student Facilities Resource Plan, which will take on this task for the Campus Space Committee. This new committee will develop recommendations to respond to the planned growth in undergraduate students over the next three to five years.

The Committee should assess the adequacy of student facilities in four key areas:

- Housing and dining facilities;
- Classroom facilities;
- Study spaces; and
- Recreational facilities.

Utilizing appropriate metrics, the Committee should determine the necessary enhancements to satisfactorily accommodate the mandated student growth. In doing so, the Committee should review how UCLA and other universities have creatively responded to past surges in their undergraduate student populations.

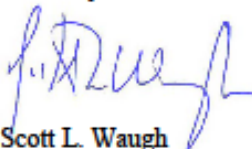
The Committee's recommendations should be organized along three levels of proposed campus response:

- Recommendations that prevent significant deterioration in the quality of the student learning environment;
- Recommendations that maintain the current quality of the student learning environment; and
- Recommendations that enhance the current quality of the student learning environment.

I am very appreciative that our recently retired Administrative Vice Chancellor Jack Powazek has agreed to serve as chair of this committee. The Committee should endeavor to complete its assignment and draft its report by June 2016.

Please contact Jack or me if you have questions or are unable to serve. Otherwise, you will be contacted soon for scheduling.

Sincerely,



Scott L. Waugh
Executive Vice Chancellor and Provost

cc: Chancellor Gene D. Block
Members of the Campus Space Committee:
Dean Alessandro Duranti
Dean Jody Heymann
Interim Vice Chancellor Ann Karagozian
Vice Chancellor John Mazziotta
Vice Chancellor Janina Montero
Vice Chancellor and CFO Steve Olsen
Director Edwin Pierce
Interim Dean Linda Sarna
Professor Monica Smith
Dean Victoria Sork
University Librarian Ginny Steel
Vice Chancellor Rhea Turteltaub
Executive Director Robert Williams

APPENDIX B

Membership of the COMMITTEE ON THE UNDERGRADUATE STUDENT FACILITIES RESOURCES PLAN

Jack Powazek, Administrative Vice Chancellor – Retired (Chair)

Pete Angelis, Assistant Vice Chancellor, Housing & Hospitality Services

Xander Barbar, External Vice President, Hedrick Summit Residential Community

Ian Cocroft, Student Facilities Commissioner

Mick Deluca, Assistant Vice Chancellor, Campus Life

Maryann Gray, Assistant Provost, Chancellor's Office

Justin Jackson, Vice President, On-Campus Housing Council

Jeanne Ladner, Assistant Dean, Physical Sciences, College of Letters & Science

Jerry Markham, Director, Design, Project Management, & Operations, Facilities Management

Susan Parker, Deputy University Librarian, Library

Rob Rodgers, Manager, Educational Technology Services

Jeff Roth, Associate Vice Chancellor, Academic Planning & Budget

Joe Rudnick, Dean of Physical Sciences, college of Letters & Science

Susan Santon, Associate Vice Chancellor, Capital Programs

Suzanne Seplow, Assistant Vice Chancellor, Student Development

Frank Wada, University Registrar, Student Affairs

APPENDIX C

UCLA Undergraduate Student Enrollment from 2005 projected through 2020

Assigned Fall 2016 targets for **New California Resident Undergraduates** at UCLA are **750 = 600 + 150** above a Fall 2014 Baseline
 Corresponding targets for **All New Undergraduates** – holding steady on Non-Resident access plans – are **932 = 719 + 213** above Fall 2015 Actuals

**All New Undergraduate Headcount in Fall Quarters at UCLA, Fall 2005 to Projected Fall 2020
 by Freshman/Transfer Access and California Residency Status**

	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
Freshman Access																
Cal Resident	4,232	4,426	4,228	4,266	4,007	4,053	4,865	4,019	4,129	4,200	4,132	4,800	4,600	4,600	4,500	4,500
Non-Resident	222	385	337	472	465	584	960	1,602	1,568	1,580	1,549	1,600	1,600	1,600	1,600	1,600
All Freshmen	4,454	4,811	4,565	4,738	4,472	4,637	5,825	5,621	5,697	5,780	5,681	6,400	6,200	6,200	6,100	6,100
Transfer Access																
Cal Resident	2,838	2,955	2,938	2,745	2,790	2,679	2,638	2,649	2,297	2,625	2,564	2,775	2,800	2,800	2,750	2,700
Non-Resident	323	333	386	482	447	551	478	525	529	568	553	555	555	555	555	555
All Transfers	3,161	3,288	3,324	3,227	3,237	3,230	3,116	3,174	2,826	3,193	3,117	3,330	3,355	3,355	3,305	3,255
Total Access																
Cal Resident	7,070	7,381	7,166	7,011	6,797	6,732	7,503	6,668	6,426	6,825	6,696	7,575	7,400	7,400	7,250	7,200
Non-Resident	545	718	723	954	912	1,135	1,438	2,127	2,097	2,148	2,102	2,155	2,155	2,155	2,155	2,155
All New Undergrads	7,615	8,099	7,889	7,965	7,709	7,867	8,941	8,795	8,523	8,973	8,798	9,730	9,555	9,555	9,405	9,355
												932				

Plus 932 new undergraduates produces a one-year gain of 955 in total 3QA undergraduate headcount from 28,520 in 2015-16 to 29,475 in 2016-17

All Undergraduate Headcount Enrollment at UCLA, 3-Quarter Average, 2005-06 to Estimated 2020-21, by California Residency Status

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	e 15-16	e 16-17	e 17-18	e 18-19	e 19-20	e 20-21
Cal Resident	22,478	22,967	23,317	23,605	23,327	22,596	23,161	22,791	22,517	22,552	22,060	22,975	23,625	24,050	24,300	24,090
Non-Resident	1,397	1,555	1,706	2,050	2,284	2,529	3,081	4,205	5,205	6,039	6,460	6,500	6,525	6,550	6,585	6,585
All Undergrads	23,875	24,522	25,023	25,655	25,611	25,125	26,242	26,996	27,722	28,591	28,520	29,475	30,150	30,600	30,885	30,675
All Undergrad vs. 2015-16	(4,845)	(3,898)	(3,487)	(2,886)	(2,808)	(3,396)	(2,278)	(1,624)	(798)	71	-	955	1,830	2,080	2,386	2,166
Fall Headcount	24,811	26,432	26,920	26,636	26,807	26,182	27,199	27,941	28,074	29,633	29,686	30,523	31,192	31,881	31,978	31,708