



# UC Merced Student Affairs Winter Colloquium 2018

**Colloquium** - \kə-'lō-kwē-əm\

: a meeting at which various speakers deliver addresses  
on a topic usually with a different topic each meeting

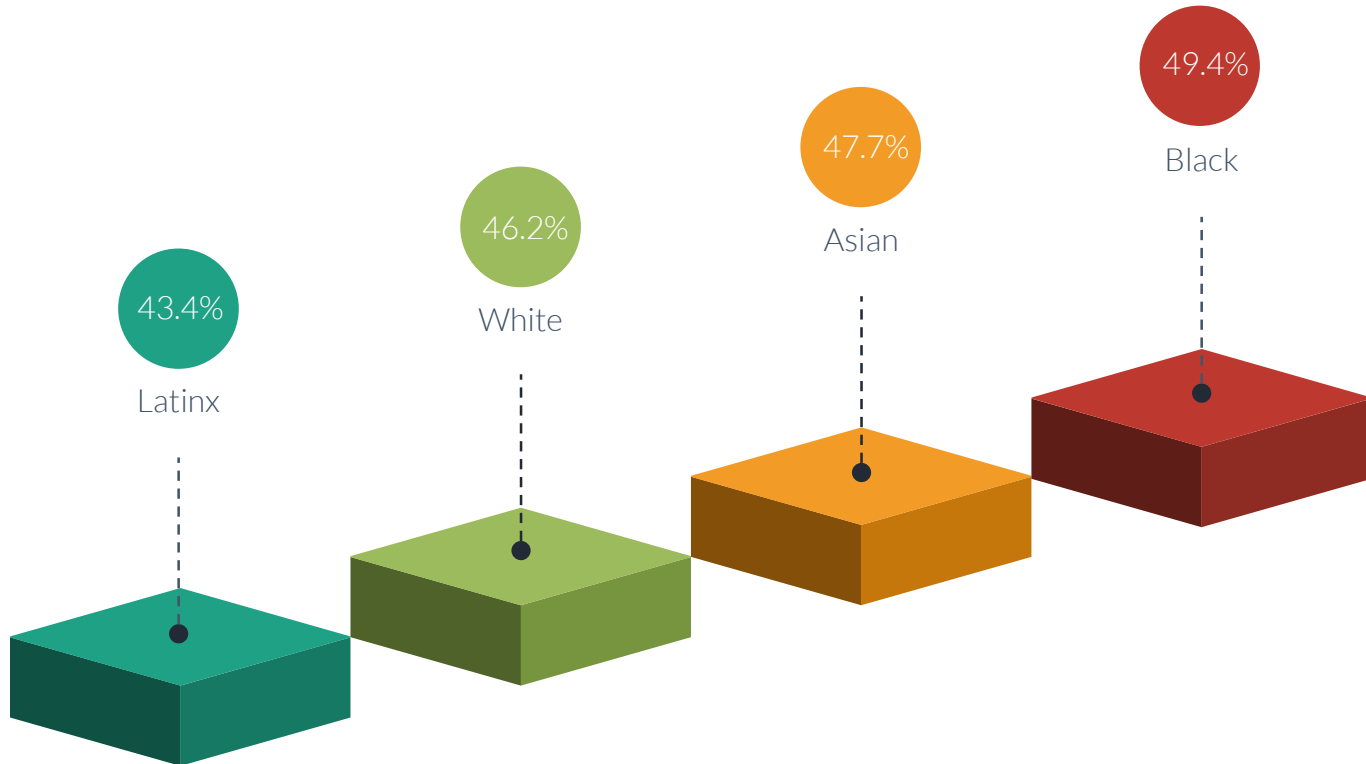






# Four Year Graduation Rates

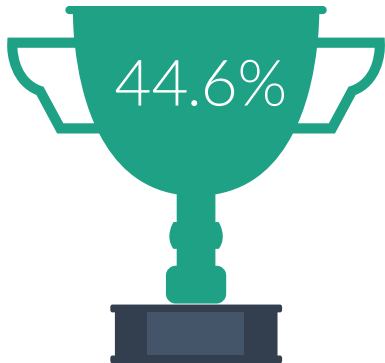
Overall Four Year Graduation Rates are at a **Record High** of 44.6%



# Graduation Rates are Not Only High – They're Equitable!

We Continue to Graduate Students Above Expected Rates and with no Completion Gap

---



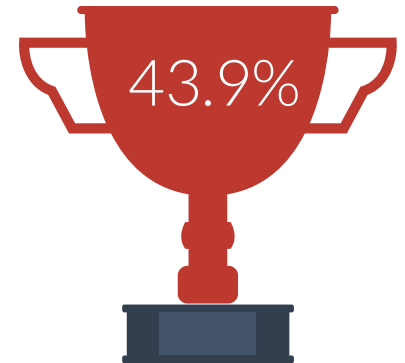
Pell Students



Non-Pell Students



First Gen



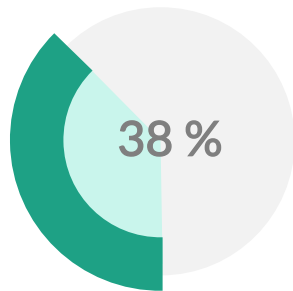
Non-First Gen



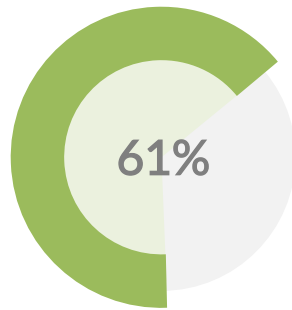
# Six Year Graduation Rates

Public Four Year Institutions (NCES Data)

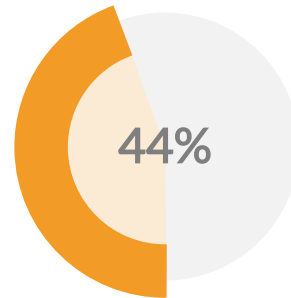
---



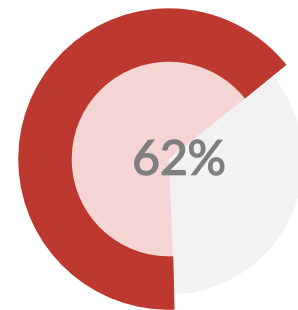
**Pell Grant Recipients**  
National Average



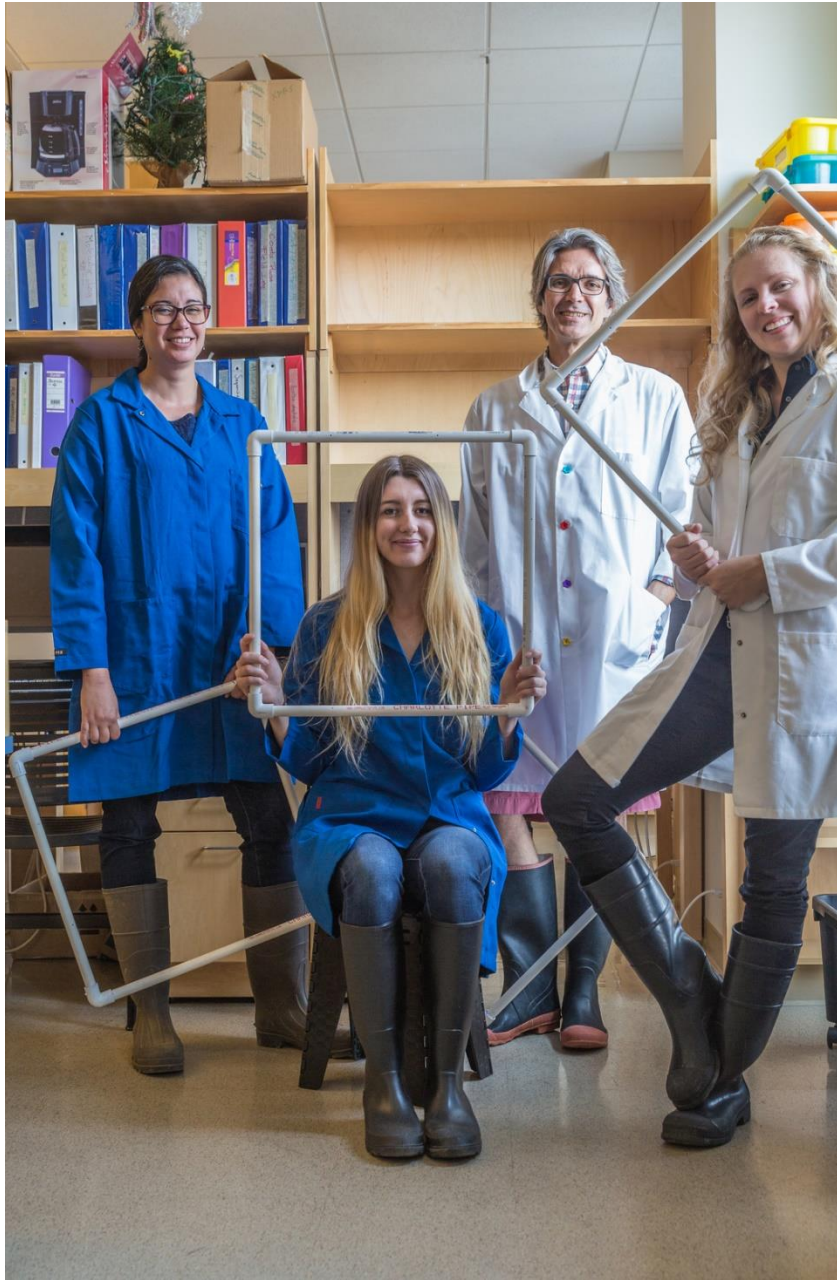
**Pell Grant Recipients**  
UC Merced



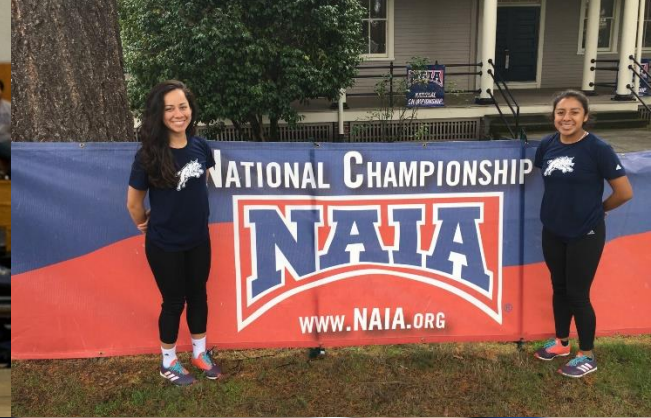
**First Gen**  
National Average



**First Gen**  
UC Merced

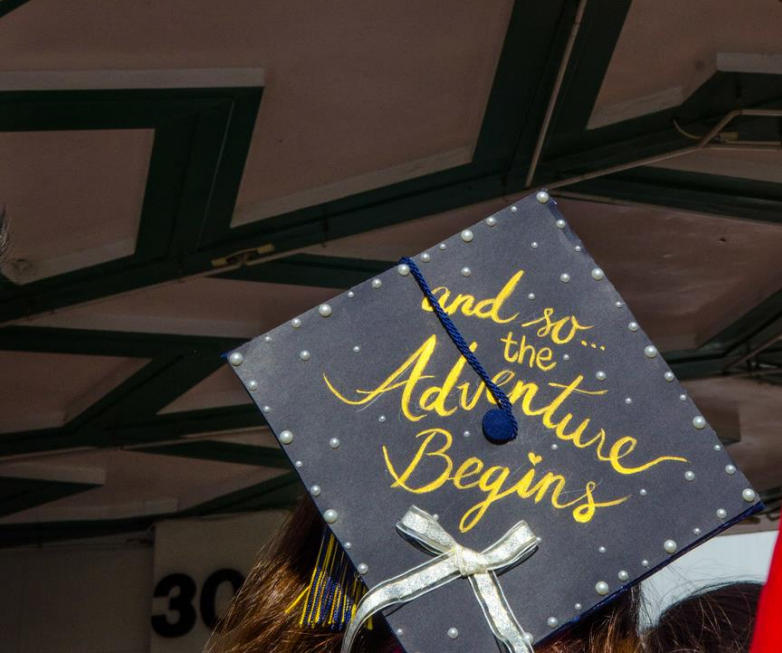






Anthony Tyler ran a school record 25:23 in the 8k and became the first Cross Country All-American in UC Merced history.

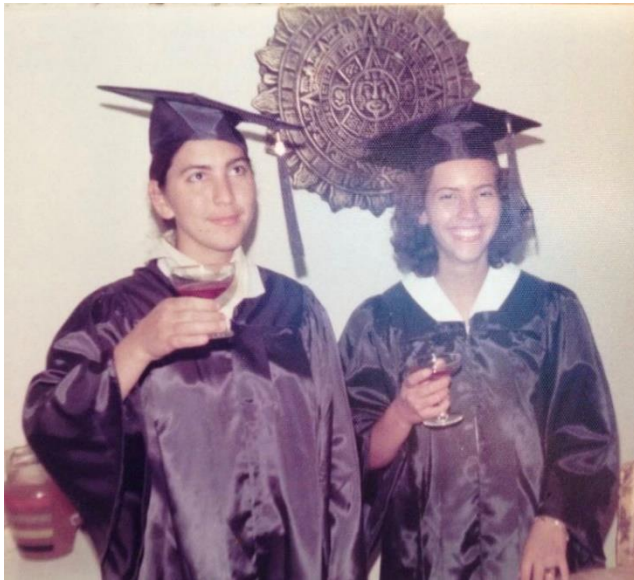






# My Journey to UC Merced





Role Models



Livingston High School



CSU Stanislaus KCSS



University Ambassadors



# Merced High School Gateway Scholars Class of 2017



# Merced High School

52 seniors with 93% of the participating scholars being both first generation & low-income students

## University of California:

- 34 Applied
- 30 Admitted
- 21 Enrolled
  - 17 at UC Merced!

## California State University:

- 41 Applied
- 30 Admitted
- 18 Enrolled

## California Community College:

- 11 Enrolled



96% (50 of 52) of Merced High Gateway Scholars participants went on to enroll in a higher education institution



Florencia Sabao-Schneider

UC Berkeley

**Major:** Molecular and Cell  
Biology

*"I am so happy at UC Berkeley  
and have completely fallen in  
love with the Bay Area!"*



Cory Luh

UC Merced

**Major:** Computer Science &  
Engineering

*"I've learned what I don't know  
and where I need to improve.  
My first semester has been a lot  
about learning where to start in  
being great at UCM."*



Mark Soza

UC Merced

**Major:** Management &  
Business Economics

*"With the help of my mentors,  
I've learned to change my study  
habits and focus more on  
understanding the information  
rather than memorizing it."*



Elizabeth Rios-Perez

San Jose State

**Major:** Jazz

*"College has changed my whole  
perspective about opportunities  
that are possible for me. As the  
oldest in my family I want to set  
a good example for my siblings.  
It's not easy, but so worth it."*



A blue-tinted photograph of the University of California Merced campus. In the foreground, a large, abstract sculpture made of two curved, light-colored concrete slabs stands on a grassy lawn. To the right, a modern, multi-story building with a glass and metal facade is visible. The sky is overcast, and several bare trees are scattered across the scene.

UNIVERSITY OF CALIFORNIA  
**MERCED**

## An update on our Campus Expansion







Toronto, Canada



Toronto Subway System



Toronto Subway Station Transfer Tickets



Richard's Old House





Rancho Cucamonga



# RESEARCH BRIEF

Public  
Policy  
Institute of  
California

FEBRUARY 2005

ISSUE #98

## *How Will Urbanization Change the San Joaquin Valley?*

Forecasters predict that the San Joaquin Valley's population will grow from its current level of 3.3 million residents to 7.0 million over the next 40 years. What forms might that growth take? In *Urban Development Futures in the San Joaquin Valley*, Michael B. Teitz, Charles Dietzel, and William Fulton use a sophisticated computer model to sketch the scale, tempo, and location of that growth under several public policy scenarios. Their results, which include a series of color maps to illustrate the spread of urbanization, will help policymakers and the public to assess the implications of that growth and to consider a range of policy responses.

### *Envisioning the Valley's Future*

The authors consider four broad scenarios for urban growth in the San Joaquin Valley.

The *Accommodating Urban Development* scenario assumes that the underlying urbanization patterns of the last 60 years will continue for the next four decades. Under this scenario, urban areas grow faster than the population, and prime farmland diminishes considerably. By 2040, urbanized areas show major growth in the three northern counties, around Fresno, and around Bakersfield. U.S. 99 has almost continuous urban development, and there is considerable growth along Interstate 5.

The *Prime Farmland Conservation* scenario permits urbanization to continue following the historical pattern but prohibits urbanization of 3.2 million acres of prime farmland. It projects substantial urbanization and farmland loss, with urban densities little changed. Because of the location of prime farmland, development shifts to land in other categories. The regulation of development at this scale is unlikely, but the scenario reflects the widely felt concern for farmland preservation and illustrates its likely results.

The *High-Speed Rail* scenario reflects the results of a proposed high-speed rail system that would connect the Bay

Area and Sacramento to Los Angeles via the San Joaquin Valley. Under this scenario, urbanization would intensify within a 20-mile radius of the stations identified for the proposed rail network and decrease the probability of urbanization outside that radius.

The *Automobile-Oriented Managed Growth* scenario assumes that parts of Highway 65, a north-south highway on the eastern side of the Valley, would be built; that several east-west routes would be improved; and that the probability of new development would be greater along these transportation corridors and Interstate 5. Thus, it projects a future in which highway transportation improvements help shape urban growth. Like the High-Speed Rail scenario, it envisages high levels of urbanization and farmland loss (although in somewhat different places) and falling urban population densities.

### *Exploring the Policy Implications*

The authors note that all four scenarios are speculative and that none is likely to provide a precise representation of the Valley's future development. However, they illustrate the different forms that growth might take, highlight the choices that the Valley will likely have to make to ensure a prosperous and livable future, and permit useful comparisons and conclusions.

One conclusion is that urban growth will be significant in the San Joaquin Valley. Three of the four scenarios forecast the urbanization of at least one million acres by 2040—in essence, a tripling of the urban land stock. Because most of that growth would occur along highways, the perception of urbanization may be even greater than its reality.

Second, the forecasts point to declining urban density in the San Joaquin Valley. This is not surprising given the nature of the Valley—a large plain of mostly private land with relatively low land prices. The urbanized parts projected by these scenarios consist of automobile-oriented, low-rise

Great Valley Center



UC Merced



## Development Plan Honored for Sustainability



The UC Merced [Long-Range Development Plan](#) (LRDP) was named the Outstanding Planning Document of 2009 by the Association of Environmental Professionals (AEP), a statewide organization focusing on environmental science, regulation and policy.

The LRDP is a guide for future land use patterns and the development of facilities, residence halls, roads, bicycle paths, open space and infrastructure on the UC Merced campus. The plan features a high-density, pedestrian-friendly layout covering 815 acres and serving 25,000 students at its final build-out in 30 years.

"From day one, UC Merced has been committed to becoming a leader in sustainability both in its curriculum and in its own physical development and



SSM Rendering



UC Merced LRDP

### Communities: Neighborhoods and Districts

#### Academic Campus

1. North Campus
2. Central Campus West
3. Central Campus East
4. Gateway District

#### Neighborhoods

- A. Lake View
- B. North Neighborhood
- C. Sierra View
- D. Valley View

#### Commons

5. Grand Ellipse
6. North Bowl
7. South Bowl
8. East Field
9. Main Street Pond
10. Canals



SE1 Rendering

# UC Merced Downtown Campus Center Ribbon Cutting: January 23rd



INTERIOR ATRIUM

DOWNTOWN CENTER

- Located at 18th and N Street across from City Hall in Downtown Merced
- Construction began in 2016
- 300 staff





#### OVERVIEW

### How we got here

In May 1995, the Regents selected a 2,000-acre site in Merced County for its tenth campus. The campus' purpose was to expand the UC system's teaching, research and public service presence in the San Joaquin Valley — one of California's fastest growing and least served regions.

After the site was selected, the campus plan was reconfigured to avoid environmentally sensitive lands and to be closer to existing urban development patterns and infrastructure.

Ground breaking occurred in 2002. The initial development of the UC Merced campus ("Phase 1") was focused on a 304-acre portion of the site.

The campus welcomed its first class of 875 students, 251 staff and 61 faculty in September 2005.



The initial quadrangle and founding academic buildings — 7 months before campus opening.



The campus site in January 2002.

#### OVERVIEW

### Where we are today

In Fall 2014, the campus enrolled 6,268 students. Ninety-seven percent of its undergraduates are Californian, more than a third are from the Central Valley and more than half are first-generation students. UC Merced continues to deliver on the commitment by the State and the University of California to support this underserved region.

The campus houses three schools: Engineering, Natural Sciences and Social Sciences, Humanities and Arts.

However, without new facilities, UC Merced's enrollment will be constrained after Fall 2026.

Due to the decline in state general fund support for capital projects, UC Merced launched the "2020 Project" with the support of the UC Office of the President. Together, we are exploring a design-build-finance-operate-maintain ("DBFOM") strategy to deliver additional academic, research, residential and student life facilities in the form of a single, integrated project.

#### WHERE WE ARE TODAY

WITHOUT NEW FACILITIES, ENROLLMENT WILL BE CONSTRAINED AFTER FALL 2026



The campus currently enrolls 6,268 students. They are supported by 327 faculty and 698 staff.



The campus currently has 1.3 million gross square feet of existing facilities, including 2,000 beds.



**LIVE KOPB'S HOMETOWN CONNECTIONS**  
**RICHARD CUMMINGS**  
UNIVERSITY OF CALIFORNIA MERCED



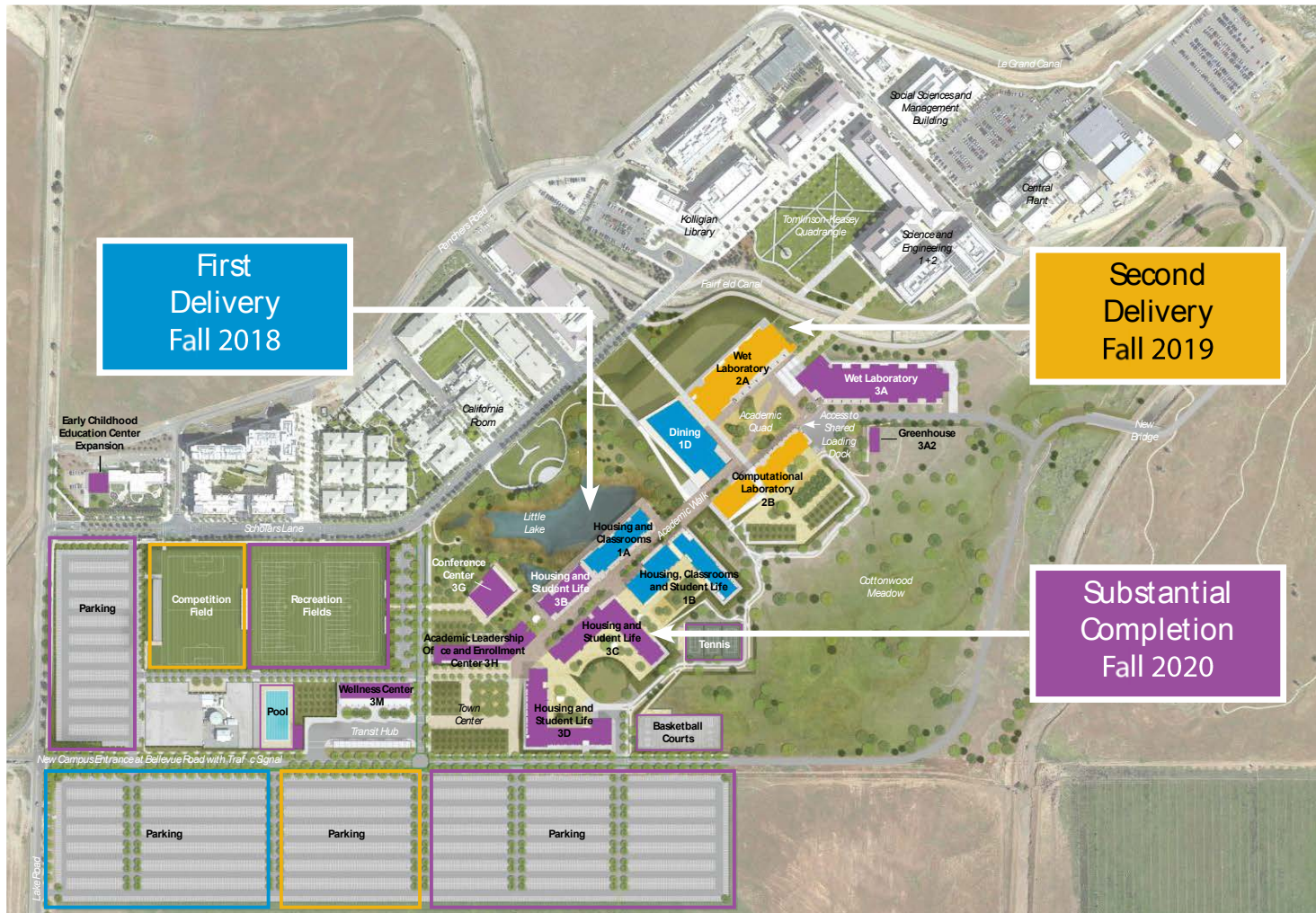
This aerial view shows the scale of construction activity since work began in October 2016



September 2017



# 13 buildings are under construction



# Construction and design is progressing rapidly on multiple tracks



Up to 400 construction workers are on site each day

Simultaneous construction of multiple buildings and infrastructure is underway



The buildings have been wrapped in plastic so that construction can continue when it rains



The first three buildings  
are scheduled to open this summer  
Design work is also progressing for second and final deliveries



**Central Dining Facility**  
600-seats, 37,000 GSF  
LEED Gold

*55% of construction  
is complete*



**Housing 1A/3B**  
Four floors, 100,000 GSF  
LEED Gold

*53% of construction  
is complete*



**Housing 1B**  
6 floors, 164,000 GSF  
LEED Gold

*65% of construction  
is complete*

Note: As of December 2017



# Recreation field and pool construction began in December



**Future Sports Fields  
(Former Lake Lot 1  
and Lake Lot 2)**





Bellevue  
Parking Lot  
Fall 2020

Fall  
2020

68% increase in  
parking



# Campus Expansion Dining and Housing

Additional dining facility and 712  
new beds in Fall 2018

Additional 1000 beds in Fall 2020



Housing



Dining Pavilion



Housing



# Dining Pavilion opens in 7 months

600 seats

Overlooks Little Lake



Outdoor Seating

Main Entrance



# Dining Pavilion Main Room





Housing will add 712 beds in Fall 2018



Study Lounges



New Housing will feature study lounges on every floor



Housing 1B



**Two additional housing buildings  
will open in Fall 2020**

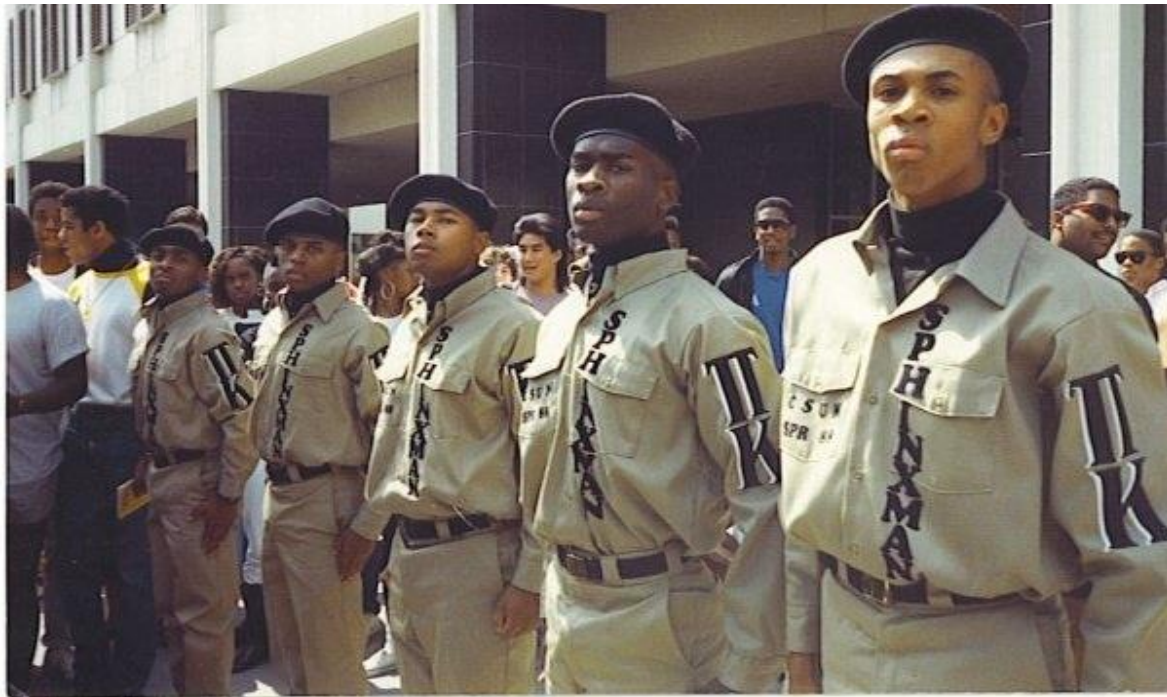




# Chapter 1 - Discovery

**CSUN**

CALIFORNIA  
STATE UNIVERSITY  
NORTHRIDGE



# Chapter 2 – Destiny





# Chapter 3 – Calling



# REALIZING AND OWNING YOUR WORTH: A PATH TO ACHIEVING YOUR OWN IDEALS

"Every day I recognize what a precious privilege and gift it is to be alive, to breathe, to think, to enjoy, to love, and to empower. Recognize that there is something inside you that is greater than any obstacle, greater than even you may know or can comprehend. You have the power to ensure how your story ends. This is your life, your story, your book. Never let anyone else write your pages nor apologize for the edits you make."

Jonathan R. Grady, Ph.D.

LOVE YOURSELF.  
GIVE YOURSELF  
SOME GRACE.

3

IDENTIFY  
YOUR IDEAL  
FUNCTION(S) IN  
THIS WORLD.

4

DISCOVER THE  
MULTIPLE SKILL  
SETS NEEDED  
FOR YOUR  
IDEAL(S).

5

IDENTIFY  
YOUR AREAS  
OF STRENGTH.

6

IDENTIFY  
YOUR AREAS  
OF GROWTH.

9

KNOW WHEN TO  
LET GO,  
REINVENT  
YOURSELF, AND  
START ANEW.

7

ESTABLISH, SUSTAIN,  
AND GROW YOUR  
NETWORK.

8

CHALLENGE  
YOURSELF AND BE  
OPEN TO CHANGE.

2

FIND YOUR WHY.

1

KNOW THYSELF: DEFINE YOUR ETHOS AND BRAND.



# DEAN OF STUDENTS



JONATHAN R. GRADY, PH.D.  
JGRADY2@UCMERCED.EDU  
UNIVERSITY OF CALIFORNIA, MERCED

## YOUR ADVOCATE. YOUR CONNECTOR.

"Working in education I have learned over the years to never let inhospitable and toxic circumstances destroy one's soul, but to use education as a way to empower, transform, radically heal, and cultivate seeds of hope. I hope you all recognize that there is something inside you that is greater than any obstacle, greater than even you may know or comprehend. You all have the power to ensure how your story ends. Please understand that this is your life, your story, your book. Never let anyone else write your pages nor apologize for the edits you make."

The Office of the Associate Vice Chancellor and Dean of Students at the University of California, Merced is a unit under the Division of Student Affairs that holistically promotes student development and advocates for student success through intentional programs and initiatives, collaborative partnerships, and policy/procedural development that enhance campus climate and facilitates the successful navigation of campus life. Utilizing a social justice orientation rooted in community cultural wealth, criticalness, collaboration, accountability, and care, the Office of the Associate Vice Chancellor and Dean of Students is a central space for students, parents, staff, and faculty to receive assistance with navigating the complexity of student life. The Office of the Associate Vice Chancellor and Dean of Students supports the University's mission and values while placing students first in all endeavors.



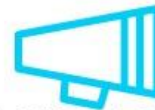
### NAVIGATION

CONNECTS STAKEHOLDERS TO APPROPRIATE CAMPUS AND COMMUNITY RESOURCES WHILE PROMOTING A SAFE, EQUITABLE, DIVERSE, HEALTHY, AND INCLUSIVE CAMPUS COMMUNITY.



### STUDENT SUCCESS

WORKS COLLABORATIVELY TO SERVE, SUPPORT, AND EMPOWER STUDENTS AND OTHER MEMBERS OF THE COMMUNITY THROUGH INTENTIONAL AND HOLISTIC PROGRAMS/INITIATIVES. ADDRESSES BARRIERS THAT MAY IMPACT STUDENT SUCCESS.



### ADVOCACY

SERVES AS AN ADVOCATE TO STUDENTS AND THEIR SUPPORT NETWORKS IN TIMES OF PERSONAL, ACADEMIC, OR COMMUNITY CRISIS. PROVIDES SUPPORT SERVICES AND MANAGES CRITICAL INCIDENTS AND CHALLENGES IMPACTING STUDENTS AND THE CAMPUS COMMUNITY.



### STUDENTS OF CONCERN

OFFERS WIDE-RANGING SUPPORT TO ALL STUDENTS IN TIMES OF CHALLENGE/CRISES OR WHEN FACED WITH ACADEMIC OR SOCIO-EMOTIONAL CONCERNS.

# My Journey to UC Merced





# New General Education Program

- Effective for new (non-transfer) students in fall 2018
- General Education Implementation Team
- All the traditional elements of a campus wide GE program:
  - Freshman experience
  - Writing, math, language
  - Upper Division courses required
- Intellectual Experience Badges
- More information at [ue.ucmerced.edu/ge](http://ue.ucmerced.edu/ge)

# Intellectual Experience Badges

- *a. Scientific Method*
- *b. Literary and Textual Analysis*
- *c. Media and Visual Analysis*
- *d. Quantitative and Numerical Analysis*
- *e. Societies and Cultures of the Past*
- *f. Diversity and Identity*
- *g. Global Awareness*
- *h. Sustainability*
- *i. Practical and Applied Knowledge*
- *j. Ethics*
- *k. Leadership, Community, and Engaging the World*



# GE Co-Curricular Intellectual Experience Badge Information Sessions

- Wednesday, January 17 from 3:00-4:00 in SSB 250
- Friday, January 26 from 2:00-3:00 in SSB 250
- Deadline to submit







# How Did I Get Here?

- 1992 - Graduated high school
- 1993 - Dropped out of college
- 1997 - Began community college
- 2005 - Graduated from community college
- 2006 - Began working at UC Merced
- 2006 - Transferred to UC Merced as an undergraduate student
- 2009 - Graduated from UC Merced (BA, Cognitive Science)
- 2009 - Began Ph.d. program at UC Merced
- 2015 - Received Ph.d. in Cognitive & Information Sciences
- 2015 - Began teaching middle school & high school
- 2016 - Became a lecturer in Cognitive Science
- 2016 - Became the DARTS (Degree Attainment for Returning & Transfer Students) Program Coordinator!

# I Had Help Along The Way

- Family
- Friends
- Colleagues



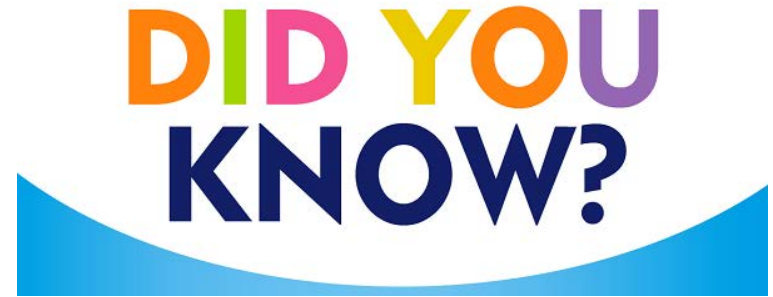


# My Experience as a Transfer Student Transformed Me



- I learned how to make friends quickly & how to adjust to new cultures
- I had life experiences that matched many of my colleagues (Marriage & Family)
- I was became proficient at navigating bureaucratic systems - I attended five schools before UC Merced

# Transfer Facts



- Nearly 1 in 3 UC students start at a community college
- Recent UCOP Presidential initiatives call for a streamlined flow of California Community College students to UC campuses
- To support this initiative UC campuses are required to admit 1 transfer student for every 2 native students
  - (UC Merced is currently exempt as our ratio is nearly 10:1 native to transfer students but we will not continue to be exempt)



# Transfer Students Often Face Roadblocks that our Native Students Do Not

- Confusing transfer policies and agreements
- Vague knowledge on how courses are applied to degree
- Inconsistent access to information & appeals
- Lack of knowledge about comparable courses
- Undermatching (students from low-income or disadvantaged backgrounds who are academically talented but don't apply)
- Extended time to degree



# Transfer Students Benefit UC Merced!

- Add to the upper classmen population (think leadership!)
- Diversifies the student experience
- Bring a built-in peer mentoring component to our student population
- Creates a strong academic core





## Student Success Definition

[Home](#) › [Student Success Definition](#)

Below is our definition of student success that has been collaboratively developed. This definition unites us behind a common purpose. [Click here](#) for the printable version of the definition.

### Student Success at UC Merced

Successful students at UC Merced develop a passion and capacity for lifelong learning and for creating and sharing knowledge, consistent with our distinctive context as a public research university. We celebrate our location in California's San Joaquin Valley, which provides unique opportunities to shape our communities and enable students to become engaged citizens. We believe every student possesses a unique and valuable perspective that enriches and transforms our community.

At UC Merced, student success results from a collaboration and shared responsibility among students, faculty, staff, and administration. Because student success is at the heart of our planning and decision-making, we use robust and meaningful evidence to inform decisions about programs, policies and practices.

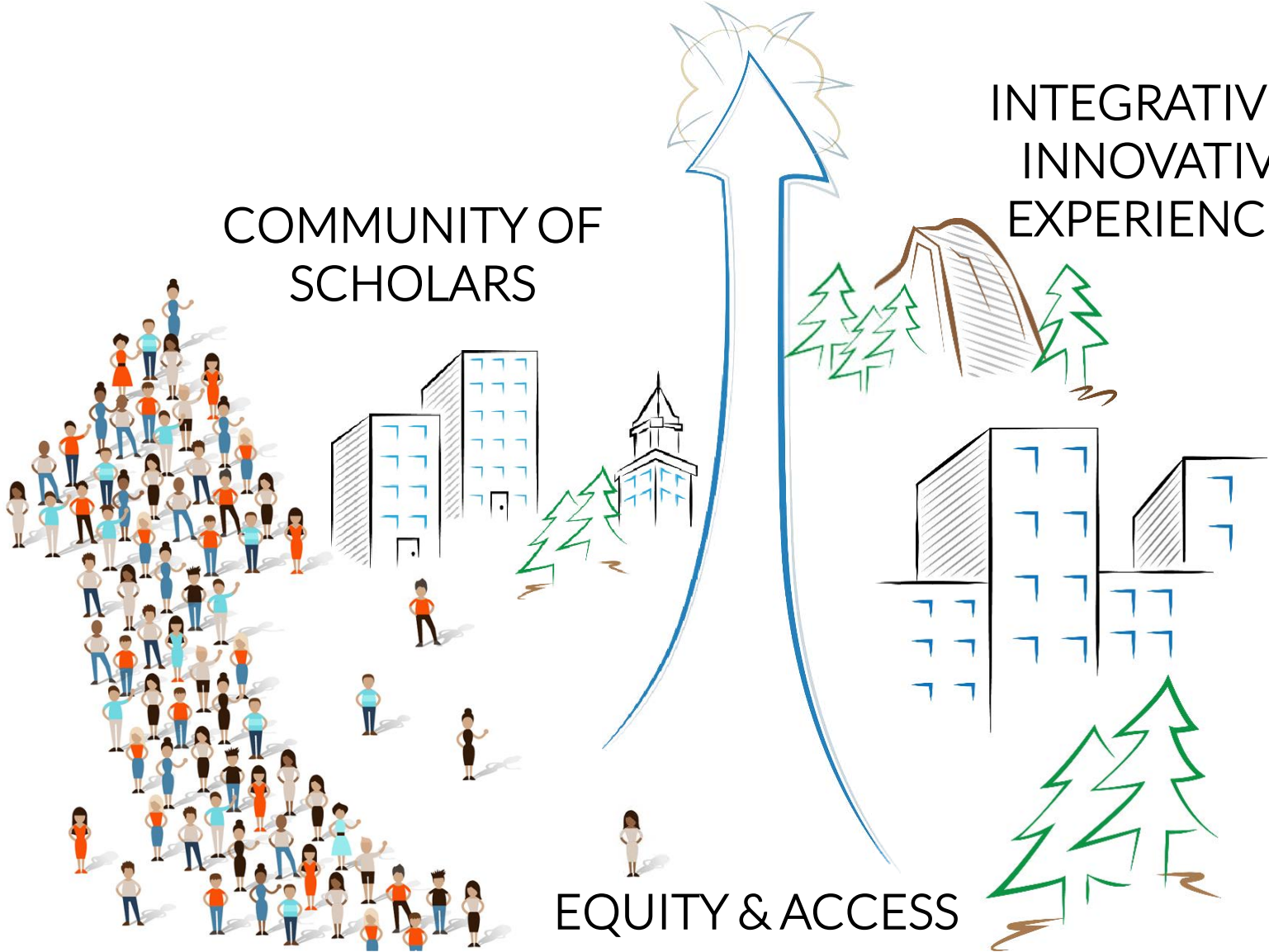
Providing support, guidance and resources that equip students to pursue their educational journey creates the foundation for student success. Students achieve success by actively engaging in opportunities for growth in and out of the classroom. These experiences ensure that students have the tools to complete their academic, career and personal goals

# STUDENT SUCCESS

COMMUNITY OF  
SCHOLARS

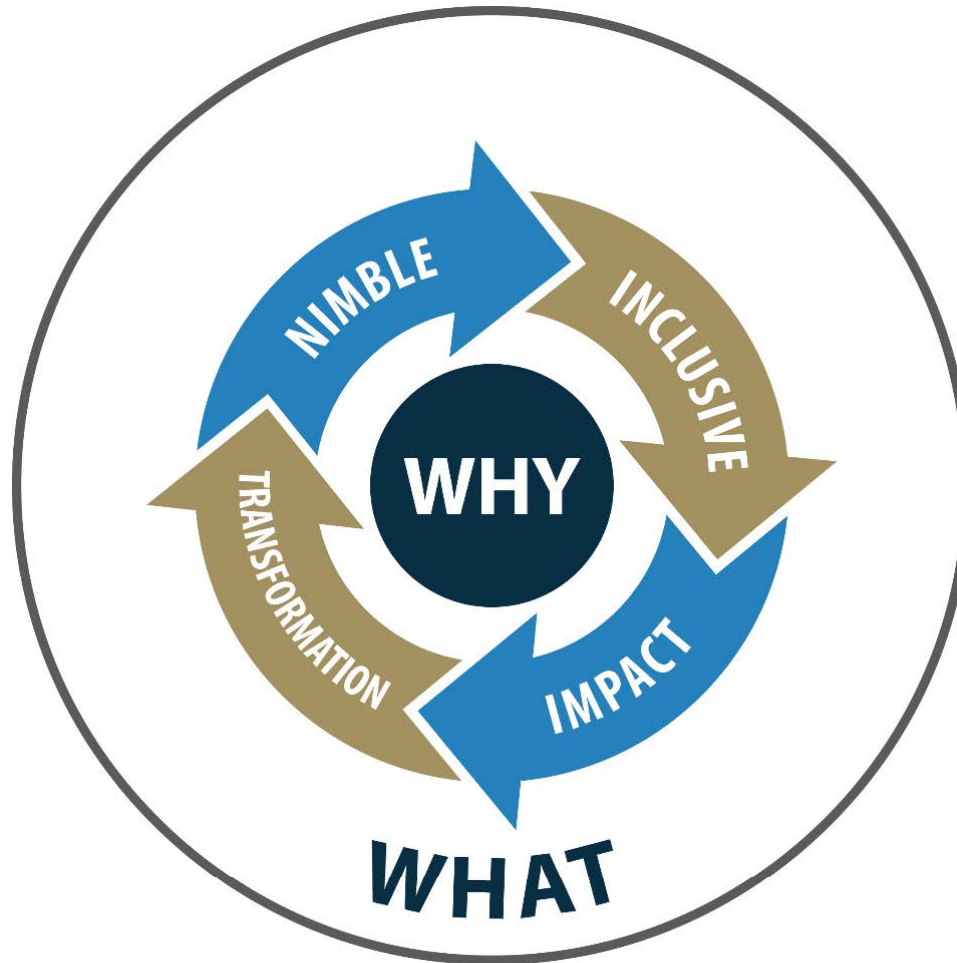
INTEGRATIVE &  
INNOVATIVE  
EXPERIENCES

EQUITY & ACCESS



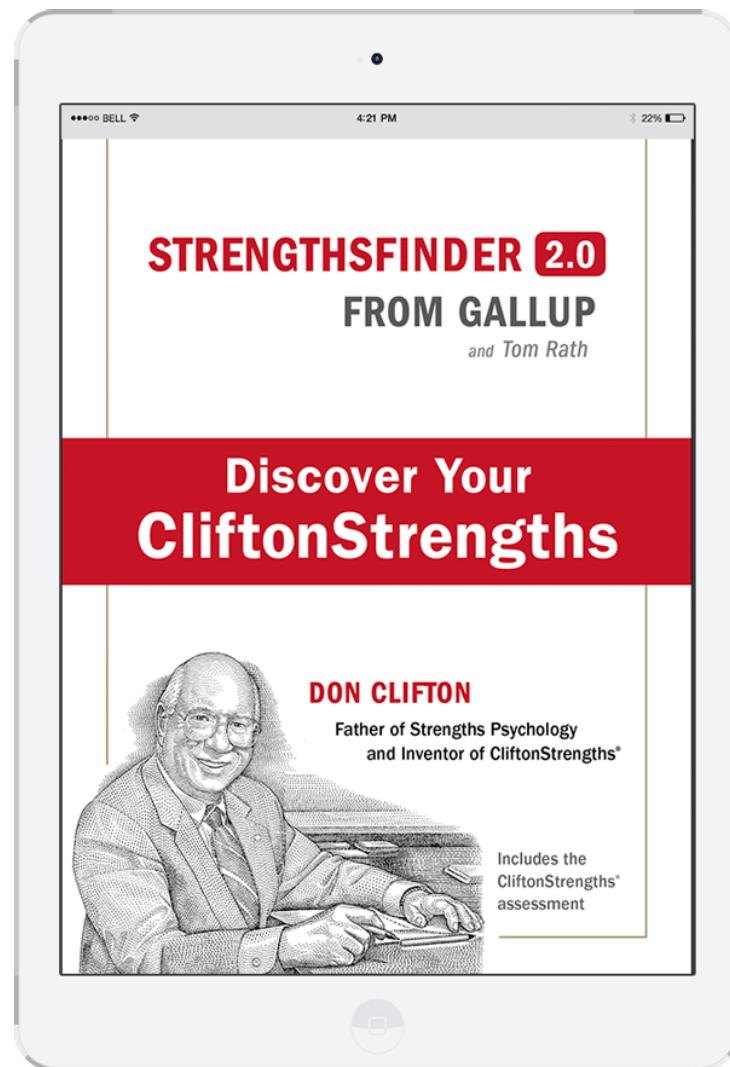


# Our **WHY**, HOW & WHAT



*“All organizations start with WHY, but only the great ones keep their WHY clear year after year.”*

**Simon Sinek**





TO USE MY TALENTS IN A WAY  
THAT POSITIVELY IMPACTS HIGHER  
EDUCATION, SO AS TO INCREASE  
DEEPER LEARNING AND  
EDUCATIONAL GOAL  
ACCOMPLISHMENT



Thank you for all you do to support  
the **success** of our students!