RESULTS OF THE
STUDENT LEARNING OUTCOMES
EDUCATIONAL CAMPAIGN
For the Division of Student Affairs

A total of 87 Student Affairs staff completed useable pre-tests in August. The results are as follows:

SCORE	No. of Respondents	% of Respondents
7/7	12	14%
6/7	21	24%
5/7	20	23%
4/7	22	25%
3/7	12	14%
2/7	0	0%
1/7	**0**	**0%**

In May, a total of 39 Student Affairs staff completed the post-test via the CROPS site. The results are as follows:

SCORE	No. of Respondents	% of Respondents
7/7	24	62%
6/7	7	18%
5/7	6	15%
4/7	0	0%
3/7	1	3%
2/7	0	0%
1/7	**0**	**0%**

Student Learning Outcomes
Division of Student Affairs
UC Merced
Fall 2013

APPRECIATION OF HUMAN DIFFERENCES

Appreciation of Human Difference means "every human being has the right to culture, including the right to enjoy and develop cultural life and identity" (Ayton-Shenker, 1995). Appreciation of human differences fosters a broad understanding and acceptance of human and cultural differences and the development of openness to ideas in conflict with, or different from ones own culture as well as awareness of one's own assumptions, prejudice, and privilege (McIntosh, 1989).

- Develop knowledge of own and other cultural frameworks (Knowledge)
- Develop respect for own and other cultural frameworks (Value)
- Openness to dialogue about and engage in cross-cultural interaction and experience (Skill)
- Ability to demonstrate sophisticated and meaningful understanding of complex cross-cultural situations (Skill)
- Ability to skillfully negotiate a shared understanding among diverse individuals, recognizing and appreciating differences (Skill)
- Empathy (Skill)
- Understand the influence of power and privilege on self and society (Value)
- Strive to achieve a more equitable society (Value)

CIVIC RESPONSIBILITY AND ENGAGEMENT

Civic Responsibility means being engaged in the larger community, developing civic sensitivity and contributing to the common good. Civic Engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference (Ehrlich, 2000)." Civic Responsibility and Engagement ultimately lead to positive social change for a more democratic world.

- Develop an awareness of community needs (Knowledge)
- Actively participate in service to the community (Skills, Motivation)
- Understand the reciprocal nature of community involvement (Values)
- Contribute to positive change locally, nationally, and globally (Skills, Social Change)

COMMUNICATION SKILLS

Effective communication is the written, oral and visual transmission of information, ideas, emotions, and skills through the use of symbols, words, pictures, figures and graphs (Jones, 1994) used to timely and properly exchange information to achieve a desired goal.

- Demonstrate the communication skills necessary to engage in personal, professional, civic and social relationships. (Skill)
- Actively express their ideas in oral and written messages that are coherent, persuasive, empathic and ethical. (Value)
- Develop an awareness of ethical, responsible, and effective communication in a variety of contexts. (Knowledge)
- Understand that communication is a reciprocal process that includes the ability to listen critically and empathetically. (Knowledge)

CONFIDENCE IN ONE'S ABILITIES:

This outcome focuses on the confidence students have in a wide spectrum of abilities germane to higher education, including learning, social, critical thinking, creativity, problem solving and purposeful risk taking. Our understanding of confidence in one's abilities is best defined by Bandura's (1977) concept of self-efficacy which is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." Thus, students with a strong sense of self-efficacy, or confidence in their abilities,

- View challenging problems as tasks to be mastered (Knowledge)
- Develop deeper interest in the activities in which they participate (Value)
- Form a stronger sense of commitment to their interests and activities (Value)
- Recover quickly from setbacks and disappointments (Skill)

LEADERSHIP AND TEAMWORK

Leadership and Teamwork means "…collaborative relationships that lead to collective action grounded in the shared values of people who work together to effect positive change (HERI, 1996)." Leadership and teamwork impacts the individual's growth, which has been described as Leadership Identity Development (Komives et al., 2005) where students move from a lack of awareness to an understanding that learning is a lifelong process.

- Recognize one's strengths and identify the skills and experience needed to continue to develop/progress/grow. (Self)

- Develop cooperative and collaborative relationships. Through these relationships, use empowerment to share power and increase the leadership capacity of others, understanding that leadership can come from anywhere in the group (Group)
- Whether serving in positional leadership roles or working in a group of committed individuals, students create positive social change, on campus, in the community, and in the larger world. (Community/society)
- Value ethical integrity, personal growth and feedback, connectedness to others and care for one's community. (Value)

LIFELONG LEARNING AND PERSONAL WELL-BEING

Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence (European Commission, 2000)." Lifelong learning is a process that informs decisions and action on those decisions to enhance personal and community well-being.

- Reflect on experiences and adjust future behavior to improve results (Skill)
- Recognize that learning occurs outside the classroom and throughout life (Knowledge)
- Appreciate personal growth by discovering new opportunities and taking purposeful risks (Value)

"Wellness is defined as a dynamic process of becoming aware of and making conscious choices toward a more balanced and healthy lifestyle (World Health Organization)." It is multi-dimensional and directly impacts student success.

- *Embrace* sustainability with the *goal of impacting* personal and community well-being (Value)
- Explore and implement wellness practices that enhance success as a student and as an adult (Skill)
- *Understand* the seven dimensions of wellness: social, physical, emotional, occupational, intellectual, environmental, and spiritual (Knowledge)

SENSE OF SELF AND IMPACT ON OTHERS

Students will develop an understanding of themselves and the way they relate to others. Students will recognize their personal strengths and weaknesses, clarify their personal values and develop self-efficacy (Bandura, 1977). "Self-efficacious students also recover quickly from setbacks and ultimately are likely to achieve their personal goals, (Margolis & McCabe, 2006)." They will develop ethical decision-making skills (Kitchner, 1984) and mutual respect for others as well as an understanding of the role of power and privilege in society (McIntosh, 1989)

- Recognize personal strengths and weaknesses (Knowledge)
- Explore/Clarify interests, skills, preferences and values (Knowledge)
- Understand how their behaviors and decisions affect others (Knowledge)
- Appraise oneself accurately (Skill)
- Align actions with core values/congruence (Skills)
- Reflection informs action… one learns from experiences and changes behaviors accordingly/appropriately (Skills)
- Displays/makes ethical decisions (Values)
- Demonstrate understanding of their place in the community (Knowledge)
- Developing one's sense of identity and purpose… Recognizing the value and worth of "Identity development" (Value) [student development theory]
- Commit to a just and empowering environment (Value)

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Division of Student Affairs
Number of Participants: 16 Upper Division Students
Combined Results of 3 Focus Groups

I. Brainstorming Activity:

Students discussed the various purposes for engaging in "co-curriculum" activities, such as enhancing their communication skills (16, or 100%), gaining an appreciation for human differences (16 or 100%), and learning about their sense of self and impact on other people (5, or 30%).

A few students mentioned that they were unclear about the civic responsibility SLO (2). Some of the students discussed how effective communication is the foundation for all of the other SLOs (3).

Illustrative Comments

"Working with other orientation leaders has given me confidence in public speaking skills."
"As an orientation leader, I have an appreciation of human differences by working with first-years from different backgrounds and with different learning styles."
"I have gained an appreciation for human differences in Greek life by seeing what others are capable of and what they can bring to the table based on what strengths and weaknesses they have."
"In sports, I learned about my sense of self and the impact I can have on others, as well as how to work with others if things get difficult."
"I grew up in a traditional Hispanic home and joined a multicultural organization, which was interesting to adapt to and appreciate human differences."
"My focus is on appreciating human differences, such as dealing with different personalities and sexism. When I talked to a person with different views, I had to talk in a way that was professional so that we could co-exist."
"I have definitely gained human differences from growing up in a very conservative area and coming here to meet people that I did not agree with. I can now appreciate other people's backgrounds and opinions."
"I like the effective communication skills SLO because no matter where you are in life, you are going to need to communicate what you want and think. I think this is a skill that everyone needs to develop, both in and out of college."
"What I came to realize here is that it is not what you know, but who you know. You have to build relationships with administrators. It is about putting yourself out there and knowing how to communicate with people."
"I feel like I agree less with civic responsibilities because I feel like I do not give back enough."
"I don't think it would be good if we could pinpoint it to one thing. If I only learned one [of the SLOs], I think I would be a little disappointed."
"The way I talk as a student leader demonstrates how other students should talk and act. If I embrace diversity, other people will too."
"In order for you to be able to talk to other students, you have to be comfortable and approachable. I think effective communication is one of the main SLOs that I have gained and really appreciate."
"Without learning communication skills, I would not be able to work on the other SLOs."

II. Demographics and Self-Assessment of the Student Learning Outcomes

Self-Evaluation Sheet		
Part I: Demographic Information		
1. **Class standing**	**N=16**	**%**
Junior	3	18
Senior	11	69
Graduated	2	13
2. **Major**	**N=**	
Human Biology	3	
Management	4	
Psychology	4	
Computer Science and Engineering	1	
Sociology	1	
Applied Mathematics	1	
Mechanical Engineering	1	
Political Science	1	
3. **Co-curricular activities**	**N=**	
Greek life	8	
Housing and Resident Life staff	5	
Campus Store	3	
Bright Success Center	3	
Orientation Leader	3	
USTU T.A.	3	
Career Services Intern	2	
OSL Intern	2	
UCM Volleyball	1	
SFAC member	1	
Filipino American Alliance	1	
UCM Softball	1	
Latino Associated Students	1	
MECHA	1	
Multicultural Student Council	1	
Volunteer at E.C.E.C.	1	
Testimony Gospel Choir	1	
RHG	1	
Mentor Program	1	
Team Get Set	1	
Invisible Children	1	
Campus Tour Guide	1	
National Undergraduate Representative for Sorority	1	

WASC Accreditation Steering Committee	1	
College Republicans	1	
Speech and Debate	1	
Yosemite Leadership Program	1	
Assistant to Vice Chancellor of Student Affairs	1	
Violence Prevention Program	1	
Order of Omega	1	
Energy Service Corps	1	
Angels UCM	1	
Student Assistant at UCM Library	1	
Mercy ER Volunteer	1	
Part II: Self-assessment of the seven Student Affairs SLOs		
1. Appreciating Human Differences	**N=16**	**%**
Much stronger	9	56
Stronger	7	44
No change	0	0
Weaker	0	0
Much Weaker	0	0
2. Civic Responsibility and Engagement	**N=16**	**%**
Much stronger	2	13
Stronger	8	50
No change	6	37
Weaker	0	0
Much Weaker	0	0
3. Confidence in One's Abilities	**N=16**	**%**
Much stronger	10	63
Stronger	6	37
No change	0	0
Weaker	0	0
Much Weaker	0	0
4. Effective Communication	**N=16**	**%**
Much stronger	7	44
Stronger	7	44
No change	2	12
Weaker	0	0
Much Weaker	0	0
5. Leadership and Teamwork	**N=16**	**%**
Much stronger	10	63
Stronger	5	31
No change	1	6
Weaker	0	0
Much Weaker	0	0
6. Lifelong Learning and Personal Well-being	**N=16**	**%**
Much stronger	5	31

Stronger	6	38
No change	4	25
Weaker	1	6
Much Weaker	0	0
7. Sense of Self and Impact on Others	**N=15***	**%**
Much stronger	4	27
Stronger	11	73
No change	0	0
Weaker	0	0
Much Weaker	0	0

**one student did not complete*

If you indicated Much Stronger of Stronger, what project, position, or involvement contributed to that increase?

1. *Appreciating Human Differences*

"My involvement with Greek life; the people are very diverse and I have opportunities to learn from them about their cultures, backgrounds, and beliefs. (2)"

"Through my different co-curricular involvements, I have met a variety of people from diverse backgrounds. I have also met people with different leadership styles and I am beginning to understand how and why people work and how to be patient with them."

"Being able to leader first-year students."

"Bright Success Center: as an orientation leader, the training focuses on appreciating your peers' differences and forming a bond with them."

"Being a Resident Assistant has really helped shape the way I perceive and treat others. I learned through working with other people every day how to appreciate every student. (2)"

"Meeting different people in the programs I am involved with. (2)"

"Actively being involved with community service projects, such as working in Yosemite National Park and the Capstone Project."

"I have learned about the benefits of having differences with others while learning how to effectively work with others."

"Getting involved on campus forces you to interact with others and those experiences teach you about the diversity of individuals."

"Working as a success mentor allowed me to reach out to students of all different backgrounds with different goals and ideas."

"Understanding that everyone has different beliefs."

"Club involvement."

"Multi-cultural student council."

"Campus store."

"Bright Success Center."

"Working at UCM Housing and meeting many different types of individuals."

"All of the projects and just being a student here has made me gain an appreciation for human differences."

"I grew up in a very conservative Hispanic town. Coming to UC Merced definitely made me appreciate the value of other cultures. It gave me the ability to appreciate and understand others."

"KKG and ASUCM court."

2. *Civic Responsibility and Engagement*
"Being a student activities and events intern in OSL has given me more opportunities to get involved."
"Community service."
"FSL programming."
"Philanthropy through Greek life gave me the opportunity and encouragement to give back."
"By planning programs in HEROES, I was in charge of finding the location, marketing, brainstorming ideas, etc."
"As a Resident Assistant, putting on events that allowed students to get involved with the community."
"Energy Service Corpse: reaching out to the community to weatherize homes."
"Greek life."
"Working in the park, Yosemite Leadership Program classes, and development of Capstone project."
"Getting involved with Office of Student Life."

3. *Confidence in One's Abilities*
"I have had experiences that weakened my confidence but also strengthened my confidence in myself."
"Greek life."
"Working with other people and being able to trust them on a project."
"Being an orientation leader has allowed me to grow in my abilities to speak in public."
"All of my work experiences have challenged me to grow as an individual and want to pursue higher positions that have led me to challenge myself in order to do so."
"HEROES. (2)"
"Greek life: getting organized and producing great events. (2)"
"Student Affairs, Yosemite Leadership Program, working in the park."
"Orientation leader has allowed me to be confident in what I am good at and what I have to work on. Both programs challenged me and gave me room to grow."
"Both my library and Resident Assistant jobs have made me more confident."
"My career consultant position helped me learn my capabilities as a person and helped me bring out my strengths."
"Being a peer instructor lead a whole bunch of new doors open for me (2)."
"Bright Success Center."
"Campus store."
"I learned how to work and became accountable and responsible."
"I have always been confident, but UCM definitely gave me that boost to get to the next level."
"Greek life."

4. *Effective Communication (written, oral and technological)*
"As a Lead Peer Instructor, I have had to continuously learn ways to better communicate with my students about the lessons for the day."

"As an orientation leader coordinator, I have to know what is expected and communicate with the team."
"SFAC deliberation."
"In both sports and Greek life, communication is key in order to get the job done."
"I learned a lot from HEROES when it comes to effective communication. Not only have I learned to communicate with staff and my peers but also with the student body. (2)"
"Student Affairs, Yosemite Leadership Program, working in the park."
"In my peer health educator position, I am able to reach out to students, feel comfortable and confident to interact with them."
"I have had lots of public speaking and presentation opportunities."
"Success Mentor Program."
"HRL: leading others in events and knowing how to say things."
"Greek life."
"Speech and debate."
"Being able to work with people."
"In all projects where I have had to be the leader and take charge."
"I got to talk to head administration about different situations that happened during my time here."
"Club involvement."
"Work involvement."

5. ***Leadership and Teamwork***
"Greek life. (2)"
"When working as an orientation leader, it is important to learn to work together and learn from everyone's differences to have a cohesive group. (2)"
"Sports require mental toughness and so does being in a sorority. You need that mental toughness so that you do not waiver in your opinions and help be strong when you do have to bend to others."
"Leading freshmen to set goals has improved my leadership skills."
"Before coming to UCM I would have never called myself a leader. Being an orientation leader has shown me that I can be a leader and there is not only one type of leader."
"Greek life. (2)"
"I have had lots of opportunities to lead during meetings and projects."
"In HEROES, we collaborate with other groups and organizations, and I learned that it is important to work well together to put on a successful program."
"Student Affairs, Yosemite Leadership Program, working in the park."
"Taking on leadership positions. (2)"
"Club involvement."
"Working at the campus store."
"The administrators I have been able to meet have opened so many doors for leadership positions."
"Greek life."

6. ***Lifelong Learning and Personal Well-being***
"As part of a sorority, I have made lifelong friends through learning about different beliefs. (2)"
"OSL helped my well-being of getting involved effectively."
"I have learned amazing presentation skills from Violence Prevention Program and HEROES."

"In HRL, I learned how to interview."
"Greek life: the goal is to always be well-rounded."

7. *Sense of Impact on Others*
"As an orientation leader, every interaction I have had with a student has been meaningful. I strive to go above and beyond to assist both parents and students. (3)"
"In Greek life, my positions have taught me that my actions will impact the organization as a whole."
"My work in Housing and Resident Life as a student leader."
"Being an USTU TA has shown me that my leadership does impact the students."
"Student Affairs, Yosemite Leadership Program, working in the park."
"All of the co-curricular activities I have been a part of contribute to this."
"Being involved in Student Affairs has really shaped me as an individual; it has taught me more about my strengths and weaknesses."
"Being in HEROES, our mission is to promote health and wellness to the UCM students and being able to impact students by teaching them how to live a healthy lifestyle."
"I have learned how much of a difference I can make on this campus through what I do."
"Greek life: through being a leader in five different positions as well as a big sister."
"HRL through knowing that I can communicate with 1500 residents daily and what I do and say is important."
"Being looked up to in Greek life has made me make an impact on others because they come to me for advice. (2)"
"All of my activities have helped me develop this skill. (2)"

III. Group Discussion focused on Self-Assessment.
1. Examine your self-assessment of the seven Student Learning Outcomes and identify those outcomes for which you rated your abilities as "Much stronger" or "Stronger".
a. To what degree did your co-curricular involvement(s) contribute to your development of these abilities? Why? How? Can you give an example?

Students agreed that their civic responsibility is much stronger because OSL programs have encouraged them to have a desire to give back to the community. Those involved in Greek life or who have been orientation leaders agreed that these activities have allowed them to develop a stronger appreciation of human differences. Almost all of the students marked stronger and much stronger abilities to effectively communicate; many of the students described that this is the result of working with staff that they are in charge of. The majority of the students also noted that they have enhanced their confidence in their abilities (12).
Several (3) students mentioned that they rated all of the SLOs "stronger" because of the leadership positions they had on campus. Others discussed how they marked "stronger" for sense of self and impact on others (3). They discussed how co-curricular activities have helped them figure out what they want to do after they graduate. Moreover, many agreed that their involvement has increased their teamwork skills.

<u>Illustrative Comments</u>

"My civic responsibility is stronger because OSL programs like Bobcat Attack have encouraged me to have a lot of desire to give back to the community."
"Student Affairs has given me an opportunity to give back to the school and provide students with what they pay their student fees for."
"Greek life has made me want to give back to the community because this opportunity is accessible and I am encouraged to do so by my peers."
"It is very rewarding to learn the different perspectives of my peers through Greek life."
"As an orientation leader, I have grown to appreciate human differences because despite our different backgrounds, we all have a common goal."
"I marked stronger in effective communication because I am in charge of the staff under me so I have to constantly talk to them about lesson plans to describe to students."
"Most of mine are either stronger or much stronger. I joined a sorority my sophomore year, and most of these SLOs improved because of that. I worked with sixty different personalities, which is similar to a corporation. I was president for one year, working with different officers to make goals, pull off events, and share ideas."
"Working with different types of people improved my leadership skills."
"I gained a sense of self and impact on others when I was the president of my fraternity because my peers would come to me for advice."
"One of my stronger ones was confidence; before I came to UC Merced I was a very shy person. Participating in co-curricular activities really tapped into the skills I had and gave me the confidence to lead people. Looking back on it now, I cannot believe that I was that shy."
"When I was a freshman I had a mentor that was always really happy. She told me to just go for it and join clubs, so I joined everything that I could. I feel like this helped my confidence and boosted my leadership skills."
"My co-curricular activities have shaped my personality overall and has brought out my strengths and weaknesses through working in teams."

b. To what degree did your academic experience(s) contribute to your development of these abilities? Why? How? Can you give an example?

Students agreed that their communication skills have improved from participating in class discussions (10) and writing papers (5). They also all agreed that classes focus a lot on leadership and teamwork (9) through group projects. Students noted that they have developed their confidence in their abilities from their academic experiences (11). Furthermore, many agreed that they have increased their appreciation for human differences when working in groups (6). They also agreed that there was an increase in proficiency with SLO lifelong learning (5). The students mentioned how they feel as though there is a correlation between being involved in co-curricular activities and academic success (5). They articulated that being a part of co-curricular activities has provided them with extra resources for their careers (5).

<u>Illustrative Comments</u>
"There are a lot of opportunities to talk in discussion, and you learn to communicate effectively if you study well and provide a point that the instructor finds interesting."

"If there is no communication during my discussions because students have not read anything then they are not beneficial."
"A lot of my classes focus on teamwork and building upon your leadership experiences. I have a lot of roles that help me in terms of how I work in a team."
"My co-curricular activities have really given me a push to do well in school. I see that a lot with the people I work with because we have a support group."
"When you are working with a group, everyone has a different way of approaching things and it is important to understand that every individual is different."
"I have taken a lot of writing classes with presentations, through which I have improved my effective communications skills."
"I have developed my leadership and teamwork skills from group projects in class by understanding that sometimes you have to do more work or nudge people to get more work done."
"For me, effective communication has increased because I 'live in' office hours, which is a good way to establish a relationship with my professors."
"Academics would fall under lifelong learning. The professors I have met during office hours are very approachable, and I love talking to them about how they continue to learn in their life."
"I have to communicate with professors and students, as well as have confidence in myself and what I know in my studies."
"When I studied abroad last summer, I had gained a lot of confidence in my abilities to speak Spanish when I stayed with a host family that did not know English. I also gained lifelong learning because I love learning about different cultures and their norms."
"To gain confidence in one's abilities, it is important for students to have administrative roles because when their bosses see something in students that they do not, it helps their confidence."
"Confidence is always something that I have struggled with, and working at UCM has definitely helped me. Being a peer instructor has opened up a lot of doors for me."
"Being held accountable by our peers is strong motivation to succeed in school because we have to meet a certain GPA for Greek life."
"Being in co-curricular activities gives me a sense of accountability; someone is always watching you, so you have to perform well on and off campus. At the end of the day, you are a reflection of your boss. This gives you so many resources that you would have not have found by just going to class."
"We are mentors to freshmen at the Bright Success Center, so we are role models and they are expecting a lot from us."

c. **Generally, how important do you think it is that students at UC Merced increase their proficiency in these areas? Why?**

In one group, students all agreed that it is important to increase their proficiency in effective communication. Many of the students in that group mentioned that civic responsibility is important, and some of those students students added the importance of increasing their proficiency in lifelong learning.

In the second group, all of the students felt that it is extremely important to increase proficiency in these areas. In the third group, all students agreed that it is important to increase

their proficiency in all of these areas in order to enhance their social skills and have resources for their careers beyond college.

Illustrative Comments

"Effective communication is really key because in order to become a leader you have to let others know what you are saying in order to express yourself."
"It is important for students to increase their proficiency in civic responsibility because the majority of clubs give money to places instead of actually going into the community and doing things."
"I do not see a lot of lifelong learning being advocated at UC Merced."

"I know people who do well academically but they cannot hold a conversation with another person."

"As a CSE major, everyone choses me to do presentations because I am involved on-campus."

"We can apply these skills to our future careers when we have to work with teams or do presentations."
"When you first come in as a freshman to UCM, you are not really connected to anything. You are broken off from your family and friend, and when you get here you cling to things like you are putting together a puzzle. When you tell people at UCM about your experiences they listen and feed off what you have been through. Without achieving these SLOS, you would not be able to have such a rich interaction at school."

2. Now consider your self-assessment of the seven Student Learning Outcomes and identify those outcomes for which you rated your abilities as "No change", "Weaker" or "Much weaker".
a. What do you think is responsible for the lack of growth in these areas?

Some students felt as though they have not experienced any change in lifelong learning (4), and two students marked no change for effective communication. Three students agreed that civic responsibility has too broad of a meaning, so they put "no change" (3). Others said that they already have a strong foundation in civic responsibility, so they put "no change" (2). Over one third of the students marked nothing in this section (6), meaning they had experienced positive change in every Student Learning Outcome.

Illustrative Comments

"I marked no change for lifelong learning because even though I have learned about my personal well-being from interactions with other people, it is not because of Student Affairs."
"I put no change for effective communication because I feel like with the things I have been involved in I have been able to communication but not effectively."
"I put no change for civic responsibility because I was really involved in high school; I probably did more community service then."

"My no change was civic responsibility, due to its definition. It is a broad term; I think that is where I fall short because I do not really know what it is, so how do I know that I am doing it?"
"For me, effective communication was between no change and stronger because in high school I was involved in a lot of clubs. Here I started to do the same."

b. What might UC Merced, and the Division of Student Affairs specifically, do to increase student achievement of these 7 Learning Outcomes?

Students discussed a lack of growth in effective communication within the departments at Student Affairs. Student Affairs should have more programs at UC Merced such as Bobcat Attack, as well as send more student leaders out to help the Merced community to promote civic engagement and responsibility. A few of the students mentioned that they would like to see more balance in the priorities for the SLOs because there is not as much emphasis on personal well-being as there is on appreciation of human differences. Many agreed that Student Affairs should stress well-being more often, such as taking care of stress before finals week

Students agreed that the definition of civic responsibility should be more specific. They also liked the idea that Student Affairs should label activities, so that the students know what the learning outcomes are for each activity. Students supported an idea that there should be workshops for freshmen that focus on how to maintain interest in student activities throughout their time at UCM.

Illustrative Comments

"There is a lack of effective communication between the departments in Student Affairs, which can shine down to student positions.
"Student Affairs pushes a lot of appreciation for human differences, but it does not have as many resources for personal well-being."
"Participating in UC Merced is different than participating in the Merced community; Student Affairs needs to have more events for both of these environments."
"Civic responsibility needs to be more specific. I still do not know what exactly this entails."
"Having the students know what the SLO is can help them learn that outcome."
"It is important for students to take care of themselves, like knowing how to do laundry or going to a counselor when they need help."
"There should be de-stressing workshops earlier than finals week. If we learn this earlier then the end of the semester would not be so stressful."
"We should find a way to get incoming freshmen to take workshops that maintain their interest in Student Affairs throughout their time here."

c. How important is it that students at UC Merced increase their abilities in these seven areas? Why?

Students agreed that it is important for everyone to increase their abilities in these areas, but it is up to the students' personal experiences to do so. One student mentioned the importance to increase abilities in effective communication in particular, and everyone agreed. Furthermore, they all agreed that students should participate in the programs that Student Affairs offers, particularly in Bobcat Attack to increase civic responsibility.

Illustrative Comments

"It is important to increase growth in communication skills, because without this the programs at the school cannot keep going."
"By participating in Student Affairs activities, you can increase your ability in all of these areas."

IV. Elaboration

3. Reflect on the journey you have had at UC Merced. Think back to your early experiences here.

a. Has your co-curricular involvement changed over time? If so, in what ways?

Many of the students discussed how they focused more on professional activities in their later years. Students agreed that they have taken more of a leadership role in their activities as they got older. They also agreed that they have been able to adapt to new projects and peers over the years. Students noted that participating in co-curricular activities has allowed them to leave a legacy at UC Merced. Lastly, they mentioned that after joining one program, it became easier to join others.

Students agreed that they have had interactions with different people throughout their time at UCM. Some students mentioned they did not like attending UCM at first, but after getting involved with co-curricular activities they have grown to like it (2). A couple of students have stayed with the same involvement their entire time at UCM (2).

Illustrative Comments

"I have worked with a lot of multi-cultural clubs. That is when I started to get experience with human differences and different cultures."
"When I first came to UCM, I hated it because I felt like a lot of people did not like me for no reason, so I just stayed in my room. My sophomore year I got involved with a program, through which I was able to gain confidence and get involved with my peers. Now I go to the gym a lot, and my confidence level has boosted up."
"I have stayed in the same fraternity but I have diversified by running for Greek council."
"After everyone graduated, I stepped it up and became more of a leader in my department."
"Over time, I learned the ability to adapt to new situations at work."
"I am president of my fraternity now, but if you told me that four years ago I would have laughed in your face. The organizations here are not established yet so you can change things and leave behind a legacy."
"After being part of one organization and see it continue growing, I got confidence to join other organizations as well."
"Once I joined one thing, it was a lot easier to go out and join more. Once you take that first step, it is easier to do more."
"I focused more on activities that would benefit my future career"
"My first year I was not involved in very much, then I became a housing resident, and changed my path based on the influence that I from the campus, what I was interested in, and what worked out for me."

b. When considered all together, what benefits did you gain from being involved in the co-curriculum?

Many of the students noted that Student Affairs has helped them figure out what career they wish to pursue after they graduate. One student mentioned that he changed his path from being pre-

med to work in Student Affairs; and two other students added that they would like for their professional job to be in Student Affairs.

Students discussed how the co-curricular activities that they are part of are a good way to network with their peers. They also agreed that they receive a sense of family from the peers they work with. Lastly, they mentioned that they have learned how to talk to staff and faculty.

Illustrative Comments

"Being able to talk to people has changed dramatically for me, I was very shy back in high school, but I have a lot of confidence in approaching people now."

"I think both social and professional fraternities are good for making connections with people. I went from just knowing my roommate to knowing everyone around campus. Just making a connection socially, or even professional for a reference really helped me out."

"You get a sense of family with whoever you are working with because you are going through the same college experience. You will push your limits because you know the people you work with will be there to support you."

"I have learned how to talk to staff and faculty, which is very different from talking to your peers."

"OSL has made me want to have a career in helping students; my interest in Student Affairs has made me want to focus my career path in a different direction."

"I was on a medical school route but working in several programs has made me realize that I would rather continue to help students after I graduate."

c. When considered all together, what could have been better? If you could go back and do it over, what changes would you make? How would you make it better?

Several of the students discussed how they worked too much and found it difficult to get time off from their jobs and focus on their academics (4). A few of the students mentioned how there is not enough academic support in the sports teams (2). Some students noted that they wish they had joined activities sooner (5). A few of the students mentioned how they would have worked on their time management more efficiently to prevent their grades from dropping (3).

Illustrative Comments

"I would have joined sooner because it would have given me more opportunities to start off fresh."

"I would have worked more on time management because I started the spring semester of my freshmen year and my GPA dropped."

"There have been a few times where the process to get time off was too complicated in the housing department and I ended up working the day before a final when I really needed to go to office hours."

"I wish there was more pressure to be a student than to be an athlete on varsity sports teams."

4. Again considering your experiences outside of the classroom, did your peers contribute positively to your learning and developing? If so, in what ways? Please provide examples or stories to help us understand your experience. Were there any negative impacts from

peers? If so, what? What role did UCM staff play in your learning and development, if any?

Many of the students described how they have had a mentor who has helped them manage their time and provide resources for their careers. The majority of the students mentioned that they have had experience working with people that were challenging, but they were still able to accomplish their goals. Several of the students mentioned how the staff in OSL is very welcoming and interested in their personal goals. Students agreed that the UCM staff is encouraging, supportive, and easy to talk to. Many of them discussed how they got ideas from co-curricular activities for their career after UCM. A couple of students want to work in Student Affairs after they graduate. They also noted that their peers are usually respectful of their decisions. The majority of the students agreed that there is a sense of both positive and negative judgment from the peers that they work with.

Illustrative Comments

"There was a faculty member who checked in on me and provided all of these different outlets for me. He has been a great role model."
"There are not a lot of women in my classes, so I would talk to a lot of TAs and professors. Once you get to know them, they make you feel so much better about your work."
"After volunteering through a club, I realized that I love being in that atmosphere and want to become a director of a non-profit organization after I graduate."
"Student Affairs has opened a lot of doors for me and my career."
"My boss has been super encouraging; he was even supportive when I had to transfer jobs."
"Throughout the year I have felt like I have gained a really good relationship with my supervisor, I am comfortable telling her if I do not want to do a certain program."
"In my experience, all of my peers have been really respectful of all my choices."
"I would speak to my boss about having trouble in courses and he would take the time to meet with me biweekly and help me find out what works for me in terms of studying."
"The staff in OSL has been a great resource for me, being able to hear stories about someone else's life after college has encouraged me to set my own goals."
"There have been some people that have stronger personalities than my own but ultimately it became more of how I learned to work with them and not let them bring me down."
"All of the staff in OSL is very welcoming and interested in what the students are involved in and what they want to do with their lives; they always advise us on what we can do and help us in terms of applying to study abroad or various jobs."

V. Parting Wisdom

1. What advice would you give to a first year UCM student about how to get the most out of the co-curriculum (other than just a generic "Get involved!")? Would your advice be different for a sophomore student? For a junior?

Students agreed that they would tell any student that they should put in a lot of effort into whatever they are passionate about. Many also agreed to advice students to not forget to focus on their academics. Many of the students agreed that they would advise students to become involved on campus, so that they will be more focused on their academics. A few of the students

mentioned that they would tell freshmen to talk to staff about the path they took in order to gain interest for themselves. All of the students agreed that it is important for all UCM students to not be afraid to talk to people and get out of their comfort zone (5 or 100%). **S**tudents agreed that they would advise UCM students to only engage in a couple of organizations and participate regularly. They also mentioned that they would advise freshmen to balance their time well. Some of the students noted that they would advise freshmen to not get involved their first year and focus on their academics.

Illustrative Comments

"I know a lot of people who feel the need to join a dozen organizations, but then they slack off. I am only involved in three things, and I think it is good to find passion in what you do."
"Emphasize that balance is essential to freshmen; just because you have a lot of free time it does not mean that you will get anything done."
"I would tell first year student to not get involved in anything their first year because they do not know how they are going to operate yet, they need to get a grasp of their academics first."
"Communicate with the right people because people can change you and impact your life. They will lead you to open doors."
"Just know that everybody is coming here the same exact way you are, bags packed with no friends. Make an impact on yourself but also for someone else. Share your story because you are not alone."
"Get out of your comfort zone and join a club. It will inspire and change you."
"Whatever you put is what you get out; if I devote a lot of time to a project, then the outcome will be greater than if I put in little effort."
"Focus on academics, do not forget why you came to school; students often lose their path and do not learn to balance their workload."
"Exploring different fields has made me a stronger, more well-rounded student."
"Students who are involved in co-curricular activities tend to be more focused on their academics as well because they have more support for their school work."
"A lot of first-year students do not know what they would like to do for their career, I would advise them to talk to staff about what they have done to accomplish their goals and perhaps it will spark an interest."

2. Is there anything else that you would like to share about your experiences outside the classroom?

Students agreed that the less time they had, the more wisely they used it.
Students discussed how communicating at UCM is differently from communicating in high school.

Illustrative Comments

"I feel like at UCM you have to be more professional. In high school it was very casual."
"In high school it was more oral communication, here it is more technological."
"Reflecting on this past year, it was my first year where I had two jobs, and it was my most successful. It has made me more responsible to not have time to slack off."

3. As you review the seven Student Learning Outcomes, do you feel there are concepts missing from the list? What are they? Please expand on your answer if possible.

Students agreed that "professional development" should be added to the list.
Students agreed that there should be an SLO about personal well-being and an SLO about applying what you learn now at UCM in your life after UCM.

Illustrative Comments

"Well-being plays a major difference in every aspect of my life. Overall, I am so much happier if I feel healthy, and it helps me communicate with people."
"There should be a SLO about mental, physical, and emotional well-being."
"We should be able to apply what we learn now after college."

UCMERCED

FIRST-TIME FULL-TIME FRESHMAN RETENTION & GRADUATION RATES

		Retention %			Persistence %					Graduation %				
Cohort	N	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	4-Year	5-Year	6-Year	7-Year	8-Year
Fall 2005	706	82.3%	68.3%	63.5%	24.9%	5.4%	2.0%	0.8%	0.3%	33.3%	52.3%	58.2%	60.2%	60.8%
Fall 2006	396	79.5%	68.7%	64.9%	28.5%	8.6%	3.8%	0.8%		29.8%	50.8%	58.1%	61.1%	
Fall 2007	668	79.2%	66.9%	62.0%	30.5%	7.6%	2.5%			26.8%	49.1%	56.7%		
Fall 2008	922	83.1%	74.2%	68.4%	30.7%	8.8%				33.6%	55.2%			
Fall 2009	1,126	87.1%	75.3%	71.3%	31.9%					36.7%				
Fall 2010	1,336	84.7%	74.0%	70.1%										
Fall 2011	1,439	82.8%	72.8%											
Fall 2012	1,494	84.4%												

How to interpret retention tables:

- 82.3% of the Fall 2005 cohort were still enrolled after one year (fall 2006)
- 60.8% of the Fall 2005 cohort graduated within 8 years

Note: Persistence rates should be read in conjunction with graduation rates to determine the percentage of the original cohort who have either graduated or are still enrolled

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Note: For calculation of graduation rates, summer is a trailer term

Source: IPA Enrollment Table

Prepared by Institutional Research & Decision Support

UCMERCED

FIRST-TIME FULL-TIME FRESHMAN RETENTION & GRADUATION RATES BY GENDER

Females

		Retention %			Persistence %					Graduation %				
Cohort	N	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	4-Year	5-Year	6-Year	7-Year	8-Year
Fall 2005	360	80.3%	65.0%	59.4%	21.1%	3.9%	1.1%	0.6%	0.3%	34.4%	52.2%	56.7%	58.1%	58.3%
Fall 2006	178	79.8%	70.8%	68.5%	21.9%	3.9%	1.7%	0.6%		39.3%	57.9%	62.4%	64.0%	
Fall 2007	314	79.9%	69.4%	63.7%	27.1%	4.5%	1.9%			33.1%	55.7%	60.2%		
Fall 2008	432	83.1%	74.5%	68.3%	24.1%	5.6%				41.9%	60.9%			
Fall 2009	594	87.0%	74.2%	70.5%	30.1%					38.7%				
Fall 2010	703	85.2%	76.4%	73.3%										
Fall 2011	754	85.0%	76.7%											
Fall 2012	733	85.8%												

Males

		Retention %			Persistence %					Graduation %				
Cohort	N	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	4-Year	5-Year	6-Year	7-Year	8-Year
Fall 2005	345	84.6%	71.9%	67.8%	28.7%	7.0%	2.9%	1.2%	0.3%	32.2%	52.5%	60.0%	62.6%	63.5%
Fall 2006	215	79.1%	66.5%	61.4%	33.5%	12.1%	5.1%	0.9%		21.9%	45.1%	54.4%	58.1%	
Fall 2007	354	78.5%	64.7%	60.5%	33.6%	10.5%	3.1%			21.2%	43.2%	53.7%		
Fall 2008	487	83.0%	73.7%	68.4%	36.1%	11.5%				26.5%	50.1%			
Fall 2009	527	87.1%	76.5%	72.1%	33.6%					34.5%				
Fall 2010	626	84.3%	71.4%	66.8%										
Fall 2011	680	80.6%	68.7%											
Fall 2012	756	83.1%												

How to interpret retention tables:

- 84.6% of the Fall 2005 males were still enrolled after one year (fall 2006)
- 63.5% of the Fall 2005 males graduated within 8 years

Note: Persistence rates should be read in conjunction with graduation rates to determine the percentage of the original cohort who have either graduated or are still enrolled

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Note: For calculation of graduation rates, summer is a trailer term

Source: IPA Enrollment Table

Prepared by Institutional Research & Decision Support

UCMERCED

FIRST-TIME FULL-TIME FRESHMAN RETENTION & GRADUATION RATES BY ETHNICITY

AFRICAN-AMERICAN

		Retention %			Persistence %					Graduation %				
Cohort	N	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	4-Year	5-Year	6-Year	7-Year	8-Year
Fall 2005	49	79.6%	69.4%	65.3%	20.4%	6.1%	4.1%	6.1%	0.0%	40.8%	59.2%	59.2%	59.2%	59.2%
Fall 2006	26	73.1%	69.2%	65.4%	30.8%	3.8%	3.8%	3.8%		11.5%	42.3%	53.8%	53.8%	
Fall 2007	45	75.6%	62.2%	62.2%	28.9%	4.4%	0.0%			26.7%	48.9%	53.3%		
Fall 2008	67	83.6%	68.7%	61.2%	29.9%	10.4%				28.4%	46.3%			
Fall 2009	95	88.4%	68.4%	67.4%	47.4%					20.0%				
Fall 2010	70	85.7%	75.7%	72.9%										
Fall 2011	108	79.6%	72.2%											
Fall 2012	96	87.5%												

ASIAN

		Retention %			Persistence %					Graduation %				
Cohort	N	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	4-Year	5-Year	6-Year	7-Year	8-Year
Fall 2005	274	86.9%	71.5%	66.1%	27.0%	5.5%	1.5%	0.7%	0.4%	33.6%	56.2%	63.5%	65.3%	65.7%
Fall 2006	136	76.5%	67.6%	65.4%	30.1%	8.1%	3.7%	0.7%		30.9%	52.9%	61.0%	64.7%	
Fall 2007	209	81.3%	65.6%	59.8%	26.8%	7.7%	2.9%			29.7%	50.2%	56.0%		
Fall 2008	294	88.8%	77.9%	73.8%	33.7%	8.5%				35.4%	61.9%			
Fall 2009	372	87.6%	78.8%	75.5%	29.6%					41.7%				
Fall 2010	363	87.6%	79.1%	76.0%										
Fall 2011	385	89.4%	79.7%											
Fall 2012	369	86.7%												

How to interpret retention tables:

- 86.9% of the Fall 2005 Asian students were still enrolled after one year (fall 2006)
- 65.7% of the Fall 2005 Asian students graduated within 8 years

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Note: For calculation of graduation rates, summer is a trailer term

Source: IPA Enrollment Table & IPA Degree Table

Prepared by Institutional Research & Decision Support

UCMERCED

FIRST-TIME FULL-TIME FRESHMAN RETENTION & GRADUATION RATES BY ETHNICITY

HISPANIC

		Retention %			Persistence %					Graduation %				
Cohort	N	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	4-Year	5-Year	6-Year	7-Year	8-Year
Fall 2005	171	80.7%	66.1%	61.4%	24.0%	5.8%	2.9%	1.8%	0.6%	33.3%	46.8%	54.4%	57.3%	58.5%
Fall 2006	116	82.8%	73.3%	68.1%	35.3%	9.5%	3.4%	0.9%		27.6%	50.9%	58.6%	60.3%	
Fall 2007	218	79.8%	72.5%	67.0%	31.2%	7.8%	1.4%			29.4%	52.8%	61.0%		
Fall 2008	296	80.1%	73.3%	66.6%	32.1%	8.4%				32.1%	54.4%			
Fall 2009	396	85.9%	74.2%	69.7%	32.3%					36.4%				
Fall 2010	540	81.1%	70.7%	69.1%										
Fall 2011	643	78.4%	68.1%											
Fall 2012	687	81.5%												

PACIFIC ISLANDER

		Retention %			Persistence %					Graduation %				
Cohort	N	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	4-Year	5-Year	6-Year	7-Year	8-Year
Fall 2009	7	85.7%	85.7%	85.7%	57.1%					28.6%				
Fall 2010	8	100.0%	87.5%	87.5%										
Fall 2011	6	100.0%	83.3%											
Fall 2012	9	77.8%												

How to interpret retention tables:

- 80.7% of the Fall 2005 Hispanic students were still enrolled after one year (fall 2006)
- 58.5% of the Fall 2005 Hispanic students graduated within 8 years

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Source: IPA Enrollment Table & IPA Degree Table

Prepared by Institutional Research & Decision Support

UCMERCED

FIRST-TIME FULL-TIME FRESHMAN RETENTION & GRADUATION RATES BY ETHNICITY

WHITE

		Retention %			Persistence %					Graduation %				
Cohort	N	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	4-Year	5-Year	6-Year	7-Year	8-Year
Fall 2005	178	78.1%	64.6%	61.2%	24.2%	4.5%	1.7%	0.0%	0.0%	32.6%	50.6%	55.1%	57.3%	57.9%
Fall 2006	89	78.7%	59.6%	57.3%	21.3%	6.7%	4.5%	0.0%		28.1%	44.9%	50.6%	55.1%	
Fall 2007	148	78.4%	64.9%	58.1%	31.1%	8.1%	3.4%			22.3%	45.3%	53.4%		
Fall 2008	207	79.7%	72.0%	65.2%	24.2%	6.8%				36.2%	52.2%			
Fall 2009	204	87.3%	75.5%	70.1%	27.0%					38.7%				
Fall 2010	235	86.0%	71.5%	63.4%										
Fall 2011	208	86.1%	75.0%											
Fall 2012	202	88.1%												

TWO OR MORE RACES

		Retention %			Persistence %					Graduation %				
Cohort	N	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	4-Year	5-Year	6-Year	7-Year	8-Year
Fall 2010	62	87.1%	83.9%	75.8%										
Fall 2011	73	80.8%	69.9%											
Fall 2012	60	86.7%												

How to interpret retention tables:

- 78.1% of the Fall 2005 White students were still enrolled after one year (fall 2006)
- 57.9% of the Fall 2005 White students graduated within 8 years

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Source: IPA Enrollment Table & IPA Degree Table

Prepared by Institutional Research & Decision Support

UCMERCED

FIRST-TIME FULL-TIME FRESHMAN RETENTION & GRADUATION RATES BY ETHNICITY

NONRESIDENT ALIEN

		Retention %			Persistence %					Graduation %				
Cohort	N	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	4-Year	5-Year	6-Year	7-Year	8-Year
Fall 2005	4	75.0%	75.0%	50.0%	25.0%	0.0%	0.0%	0.0%	0.0%	25.0%	25.0%	25.0%	25.0%	25.0%
Fall 2006	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	0.0%	
Fall 2007	8	75.0%	62.5%	62.5%	25.0%	12.5%	0.0%			12.5%	50.0%	62.5%		
Fall 2008	12	83.3%	75.0%	66.7%	8.3%	8.3%				41.7%	41.7%			
Fall 2009	9	100.0%	88.9%	77.8%	22.2%					44.4%				
Fall 2010	15	86.7%	46.7%	40.0%										
Fall 2011	8	87.5%	87.5%											
Fall 2012	54	83.3%												

OTHER/UNKNOWN

		Retention %			Persistence %					Graduation %				
Cohort	N	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	4-Year	5-Year	6-Year	7-Year	8-Year
Fall 2005	30	80.0%	70.0%	63.3%	23.3%	6.7%	3.3%	0.0%	0.0%	23.3%	50.0%	53.3%	53.3%	53.3%
Fall 2006	29	89.7%	82.8%	72.4%	13.8%	3.4%	3.4%	0.0%		55.2%	65.5%	69.0%	72.4%	
Fall 2007	40	72.5%	57.5%	60.0%	30.0%	7.5%	0.0%			17.5%	37.5%	52.5%		
Fall 2008	46	80.4%	73.9%	71.7%	39.1%	13.0%				26.1%	47.8%			
Fall 2009	43	88.4%	65.1%	60.5%	34.9%					20.9%				
Fall 2010	43	88.4%	74.4%	62.8%										
Fall 2011	8	87.5%	75.0%											
Fall 2012	17	88.2%												

Note: Other/Unknown category includes Native American and Pacific Islander (2005-2008) ethnicities.

How to interpret retention tables:

- 80.0% of the Fall 2005 of the students with an unknown ethnicity were still enrolled after one year (fall 2006)
- 53.3% of the Fall 2005 students with an unknown ethnicity graduated within 8 years

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Source: IPA Enrollment Table

Prepared by Institutional Research & Decision Support

UCMERCED

FIRST-TIME FULL-TIME FRESHMEN RETENTION & GRADUATION RATES BY PELL RECIPIENT

		Persistence %												
Cohort	**N**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**4-Year**	**5-Year**	**6-Year**	**7-Year**	**8-Year**
Fall 2005	255	82.7%	68.2%	62.7%	24.3%	6.7%	1.2%	1.2%	0.4%	31.4%	47.8%	57.3%	58.4%	59.2%
Fall 2006	146	80.1%	69.2%	64.4%	33.6%	11.0%	3.4%	0.7%		29.5%	47.9%	56.8%	58.9%	
Fall 2007	264	79.9%	69.7%	62.1%	33.0%	10.6%	2.7%			23.9%	45.8%	55.7%		
Fall 2008	392	83.9%	76.5%	69.1%	33.7%	8.2%				33.2%	57.1%			
Fall 2009	577	87.5%	76.9%	72.1%	37.6%					32.6%				
Fall 2010	808	82.9%	72.9%	69.8%										
Fall 2011	844	79.6%	70.1%											
Fall 2012	929	83.0%												

How to interpret retention tables:

- 82.7% of the Fall 2005 cohort were still enrolled after one year (fall 2006)
- 59.2% graduated within 8 years of enrolling

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Source: IPA Enrollment Table & Pell Recipient Table

Prepared by Institutional Research & Decision Support

UCMERCED

FIRST-TIME FULL-TIME FRESHMEN RETENTION & GRADUATION RATES BY NON-PELL RECIPIENTS

		Persistence %												
Cohort	**N**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**4-Year**	**5-Year**	**6-Year**	**7-Year**	**8-Year**
Fall 2005	451	82.0%	68.3%	63.9%	25.3%	4.7%	2.4%	0.7%	0.2%	34.4%	54.8%	58.8%	61.2%	61.6%
Fall 2006	250	79.2%	68.4%	65.2%	25.6%	7.2%	4.0%	0.8%		30.0%	52.4%	58.8%	62.4%	
Fall 2007	404	78.7%	65.1%	61.9%	29.0%	5.7%				28.7%	51.2%	57.4%		
Fall 2008	530	82.5%	72.5%	67.9%	28.5%	8.7%				34.0%	53.8%			
Fall 2009	549	86.7%	73.6%	70.5%	25.9%					41.0%				
Fall 2010	528	87.3%	75.6%	70.5%										
Fall 2011	595	87.4%	76.6%											
Fall 2012	565	86.7%												

How to interpret retention tables:

- 82.0% of the Fall 2005 cohort were still enrolled after one year (fall 2006)
- 61.6% graduated within 8 years of enrolling

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Source: IPA Enrollment Table & Pell Recipient Table

Prepared by Institutional Research & Decision Support

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FIRST-TIME FULL-TIME FRESHMAN RETENTION/GRADUATION RATES BY FIRST GENERATION STATUS

		Retention %			Persistence %					Graduation %				
Cohort	N	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	4-Year	5-Year	6-Year	7-Year	8-Year
Fall 2005	318	80.8%	69.2%	64.5%	26.1%	6.9%	1.9%	0.6%	0.3%	35.2%	52.8%	60.4%	62.3%	62.5%
Fall 2006	195	77.9%	67.7%	62.1%	28.7%	9.7%	4.1%	0.5%		29.7%	47.7%	54.9%	57.9%	
Fall 2007	348	77.9%	69.5%	63.8%	33.0%	8.6%	1.4%			26.7%	49.4%	58.3%		
Fall 2008	487	82.5%	75.4%	70.2%	33.5%	8.8%				33.3%	56.9%			
Fall 2009	590	87.6%	76.1%	72.2%	34.7%					34.9%				
Fall 2010	773	81.4%	72.6%	69.1%										
Fall 2011	871	80.5%	71.0%											
Fall 2012	979	82.3%												

How to interpret retention tables:

- 80.8% of the Fall 2005 cohort where neither parent graduated from college were still enrolled after one year (fall 2006)
- 62.5% graduated within 8 years

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Prepared by Institutional Research & Decision Support

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FIRST-TIME FULL TIME TRANSFER STUDENT RETENTION & GRADUATION RATES

		Retention	Persistence				Graduation				
Cohort	**N**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**2-Year**	**3-Year**	**4-Year**	**5-Year**	**6-Year**
Fall 2005	130	80.8%	26.2%	6.2%	0.8%	0.0%	48.5%	66.9%	73.1%	75.4%	76.9%
Fall 2006	100	82.0%	42.0%	11.0%	2.0%	1.0%	30.0%	57.0%	70.0%	70.0%	71.0%
Fall 2007	116	81.9%	40.5%	19.0%	4.3%	0.0%	32.8%	50.9%	63.8%	68.1%	70.7%
Fall 2008	138	81.9%	58.0%	15.9%	6.5%	2.2%	15.9%	50.7%	60.9%	65.9%	
Fall 2009	144	86.1%	60.4%	22.2%	2.1%		19.4%	56.3%	73.6%		
Fall 2010	207	87.9%	52.2%	11.6%			28.0%	67.1%			
Fall 2011	170	91.2%	42.4%				41.8%				
Fall 2012	127	93.7%									

How to interpret retention tables:

- 80.8% of the Fall 2005 cohort were still enrolled after one year (fall 2006)
- 76.9% graduated within six years

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Source: IPA Enrollment Table

Prepared by Institutional Research & Decision Support

UCMERCED

FIRST-TIME FULL TIME TRANSFER STUDENT RETENTION & GRADUATION RATES BY GENDER

Females

		Retention	Persistence				Graduation				
Cohort	**N**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**2-Year**	**3-Year**	**4-Year**	**5-Year**	**6-Year**
Fall 2005	63	79.4%	23.8%	4.8%	0.0%	0.0%	55.6%	73.0%	79.4%	79.4%	82.5%
Fall 2006	54	88.9%	31.5%	7.4%	1.9%	1.9%	42.6%	64.8%	75.9%	75.9%	77.8%
Fall 2007	56	83.9%	42.9%	21.4%	8.9%	0.0%	33.9%	50.0%	64.3%	67.9%	73.2%
Fall 2008	59	83.1%	55.9%	16.9%	6.8%	1.7%	18.6%	47.5%	55.9%	66.1%	
Fall 2009	62	83.9%	51.6%	17.7%	4.8%		27.4%	62.9%	72.6%		
Fall 2010	76	84.2%	40.8%	5.3%			35.5%	69.7%			
Fall 2011	77	94.8%	39.0%				48.1%				
Fall 2012	50	98.0%									

Males

		Retention	Persistence				Graduation				
Cohort	**N**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**2-Year**	**3-Year**	**4-Year**	**5-Year**	**6-Year**
Fall 2005	66	83.3%	28.8%	7.6%	1.5%	0.0%	42.4%	62.1%	68.2%	72.7%	72.7%
Fall 2006	46	73.9%	54.3%	15.2%	2.2%	0.0%	15.2%	47.8%	63.0%	63.0%	63.0%
Fall 2007	60	80.0%	38.3%	16.7%	0.0%	0.0%	31.7%	51.7%	63.3%	68.3%	68.3%
Fall 2008	77	81.8%	59.7%	14.3%	6.5%	2.6%	13.0%	53.2%	63.6%	64.9%	
Fall 2009	78	87.2%	66.7%	25.6%	0.0%		12.8%	50.0%	74.4%		
Fall 2010	122	89.3%	59.0%	14.8%			23.8%	66.4%			
Fall 2011	88	87.5%	45.5%				36.4%				
Fall 2012	72	91.7%									

How to interpret retention tables:

- 79.4% of the Fall 2005 Female cohort were still enrolled after one year (fall 2006)
- 82.5% of the Fall 2005 Female cohort graduated within 6 years

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Source: IPA Enrollment Table

Prepared by Institutional Research & Decision Support

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FIRST-TIME FULL TIME TRANSFER STUDENT RETENTION & GRADUATION RATES BY ETHNICITY

AFRICAN-AMERICAN

		Retention %	Persistence %				Graduation %				
Cohort	**N**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**2-Year**	**3-Year**	**4-Year**	**5-Year**	**6-Year**
Fall 2009	11	81.8%	72.7%	36.4%	0.0%		0.0%	36.4%	63.6%		
Fall 2010	9	88.9%	44.4%	11.1%			44.4%	66.7%			
Fall 2011	11	90.9%	63.6%				27.3%				

Note: For Fall 2012, African-American students are in the other/unknown category due to small cell size and student privacy concerns

ASIAN

		Retention %	Persistence %				Graduation %				
Cohort	**N**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**2-Year**	**3-Year**	**4-Year**	**5-Year**	**6-Year**
Fall 2005	35	82.9%	25.7%	5.7%	0.0%	0.0%	57.1%	71.4%	77.1%	77.1%	80.0%
Fall 2006	27	85.2%	44.4%	11.1%	0.0%	0.0%	29.6%	55.6%	70.4%	70.4%	70.4%
Fall 2007	23	73.9%	34.8%	21.7%	0.0%	0.0%	30.4%	52.2%	73.9%	73.9%	73.9%
Fall 2008	34	91.2%	67.6%	20.6%	5.9%	2.9%	8.8%	47.1%	61.8%	70.6%	
Fall 2009	34	85.3%	70.6%	29.4%	2.9%		5.9%	52.9%	70.6%		
Fall 2010	29	89.7%	51.7%	10.3%			24.1%	72.4%			
Fall 2011	35	94.3%	48.6%				37.1%				
Fall 2012	20	90.0%									

How to interpret retention tables:

- 81.8% of the Fall 2009 African-American students were still enrolled after one year (fall 2010)
- 0.0% of the Fall 2005 African-American students graduated within 2 years

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Note: For calculation of graduation rates, summer is a trailer term

Source: IPA Enrollment Table & IPA Degree Table

Prepared by Institutional Research & Decision Support

UCMERCED

FIRST-TIME FULL TIME TRANSFER STUDENT RETENTION & GRADUATION RATES BY ETHNICITY

HISPANIC

		Retention %	Persistence %				Graduation %				
Cohort	**N**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**2-Year**	**3-Year**	**4-Year**	**5-Year**	**6-Year**
Fall 2005	31	74.2%	25.8%	6.5%	3.2%	0.0%	48.4%	64.5%	67.7%	74.2%	77.4%
Fall 2006	26	88.5%	34.6%	19.2%	7.7%	3.8%	38.5%	57.7%	65.4%	65.4%	69.2%
Fall 2007	32	81.3%	31.3%	15.6%	3.1%	0.0%	40.6%	50.0%	59.4%	62.5%	68.8%
Fall 2008	39	82.1%	59.0%	12.8%	2.6%	2.6%	25.6%	59.0%	69.2%	71.8%	
Fall 2009	41	87.8%	48.8%	17.1%	2.4%		34.1%	61.0%	78.0%		
Fall 2010	59	79.7%	50.8%	8.5%			16.9%	55.9%			
Fall 2011	54	90.7%	42.6%				37.0%				
Fall 2012	43	100.0%									

WHITE

		Retention %	Persistence %				Graduation %				
Cohort	**N**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**2-Year**	**3-Year**	**4-Year**	**5-Year**	**6-Year**
Fall 2005	45	80.0%	26.7%	6.7%	0.0%	0.0%	46.7%	64.4%	73.3%	75.6%	75.6%
Fall 2006	33	81.8%	54.5%	6.1%	0.0%	0.0%	24.2%	66.7%	81.8%	81.8%	81.8%
Fall 2007	42	85.7%	47.6%	21.4%	4.8%	0.0%	31.0%	52.4%	69.0%	73.8%	73.8%
Fall 2008	44	79.5%	47.7%	11.4%	6.8%	2.3%	13.6%	50.0%	54.5%	56.8%	
Fall 2009	48	83.3%	58.3%	16.7%	2.1%		18.8%	58.3%	72.9%		
Fall 2010	67	89.6%	53.7%	14.9%			31.3%	70.1%			
Fall 2011	52	90.4%	36.5%				48.1%				
Fall 2012	42	90.5%									

How to interpret retention tables:

- 74.2% of the Fall 2005 Hispanic students were still enrolled after one year (fall 2006)
- 77.4% of the Fall 2005 Hispanic students graduated within six years

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Source: IPA Enrollment Table & IPA Degree Table

Prepared by Institutional Research & Decision Support

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FIRST-TIME FULL TIME TRANSFER STUDENT RETENTION & GRADUATION RATES BY ETHNICITY

TWO OR MORE RACES

		Retention %	Persistence %				Graduation %				
Cohort	**N**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**2-Year**	**3-Year**	**4-Year**	**5-Year**	**6-Year**
Fall 2010	16	100.0%	56.3%	81.3%			37.5%	75.0%			
Fall 2011	7	100.0%	28.6%				71.4%				
Fall 2012	14	92.9%									

OTHER/UNKNOWN

		Retention %	Persistence %				Graduation %				
Cohort	**N**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**2-Year**	**3-Year**	**4-Year**	**5-Year**	**6-Year**
Fall 2005	19	89.5%	26.3%	5.3%	0.0%	0.0%	36.8%	68.4%	73.7%	73.7%	73.7%
Fall 2006	14	64.3%	21.4%	7.1%	0.0%	0.0%	28.6%	35.7%	50.0%	50.0%	50.0%
Fall 2007	19	84.2%	47.4%	15.8%	10.5%	0.0%	26.3%	47.4%	47.4%	57.9%	63.2%
Fall 2008	21	71.4%	61.9%	23.8%	14.3%	0.0%	14.3%	42.9%	57.1%	66.7%	
Fall 2009	10	100.0%	70.0%	30.0%	0.0%		30.0%	60.0%	80.0%		
Fall 2010	27	92.6%	51.9%	18.5%			37.0%	74.1%			
Fall 2011	11	81.8%	36.4%				45.5%				
Fall 2012	8	87.5%									

Note: Other/Unknown category includes African-Americans, Native Americans, Pacific Islanders, Non-resident Aliens, and Two or More Races. These student populations are too small to be statistically relevant.

How to interpret retention tables:

- 89.5% of the Fall 2005 of the students with an unknown ethnicity were still enrolled after one year (fall 2006)
- 73.7% of the Fall 2005 students with an unknown ethnicity graduated within six years

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Source: IPA Enrollment Table

Prepared by Institutional Research & Decision Support

UCMERCED

FIRST-TIME FULL TIME TRANSFER STUDENT RETENTION & GRADUATION RATES BY PELL GRANT STATUS

Pell Grant Recipients

		Retention	Persistence				Graduation				
Cohort	**N**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**2-Year**	**3-Year**	**4-Year**	**5-Year**	**6-Year**
Fall 2005	62	80.6%	33.9%	9.7%	1.6%	0.0%	46.8%	67.7%	75.8%	77.4%	80.6%
Fall 2006	39	82.1%	46.2%	12.8%	5.1%	2.6%	28.2%	59.0%	71.8%	71.8%	74.4%
Fall 2007	52	86.5%	36.5%	17.3%	7.7%	0.0%	38.5%	53.8%	63.5%	69.2%	75.0%
Fall 2008	62	79.0%	64.5%	21.0%	4.8%	1.6%	11.3%	45.2%	59.7%	67.7%	
Fall 2009	80	82.5%	58.8%	22.5%	2.5%		17.5%	53.8%	67.5%		
Fall 2010	128	88.3%	51.6%	10.9%			26.6%	66.4%			
Fall 2011	118	88.1%	42.4%				39.8%				
Fall 2012	83	96.4%									

Non-Pell Grant Recipients

		Retention	Persistence				Graduation				
Cohort	**N**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**2-Year**	**3-Year**	**4-Year**	**5-Year**	**6-Year**
Fall 2005	68	80.9%	19.1%	2.9%	0.0%	0.0%	50.0%	66.2%	70.6%	73.5%	73.5%
Fall 2006	61	82.0%	39.3%	9.8%	0.0%	0.0%	31.1%	55.7%	68.9%	68.9%	70.5%
Fall 2007	64	78.1%	43.8%	20.3%	1.6%	0.0%	28.1%	48.4%	64.1%	67.2%	67.2%
Fall 2008	76	84.2%	52.6%	11.8%	7.9%	2.6%	19.7%	55.3%	61.8%	64.5%	
Fall 2009	64	90.6%	62.5%	21.9%	1.6%		21.9%	59.4%	81.3%		
Fall 2010	79	87.3%	53.2%	12.7%			30.4%	68.4%			
Fall 2011	52	98.1%	42.3%				46.2%				
Fall 2012	44	88.6%									

How to interpret retention tables:

- 80.6% of the Fall 2005 Pell Recipient cohort were still enrolled after one year (fall 2006)
- 80.6% of the Fall 2005 Pell Recipient cohort graduated within six years

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Source: IPA Enrollment Table

Prepared by Institutional Research & Decision Support

FIRST-TIME FULL TIME TRANSFER STUDENT RETENTION & GRADUATION RATES BY FIRST GENERATION STATUS

		Retention	Persistence				Graduation				
Cohort	**N**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**2-Year**	**3-Year**	**4-Year**	**5-Year**	**6-Year**
Fall 2005	77	81.8%	22.1%	6.5%	1.3%	0.0%	50.6%	66.2%	71.4%	74.0%	76.6%
Fall 2006	44	75.0%	36.4%	15.9%	4.5%	0.0%	34.1%	50.0%	63.6%	63.6%	63.6%
Fall 2007	70	81.4%	41.4%	20.0%	2.9%	0.0%	35.7%	48.6%	64.3%	67.1%	71.4%
Fall 2008	60	85.0%	55.0%	13.3%	5.0%	1.7%	20.0%	53.3%	61.7%	68.3%	
Fall 2009	80	82.5%	53.8%	22.5%	1.3%		22.5%	50.0%	68.8%		
Fall 2010	107	86.0%	47.7%	4.7%			29.9%	69.2%			
Fall 2011	102	86.3%	36.3%				41.2%				
Fall 2012	87	92.0%									

How to interpret retention tables:

- 81.8% of the Fall 2005 first generation cohort were still enrolled after one year (fall 2006)
- 80.6% of the Fall 2005 first generation cohort graduated within six years

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Source: IPA Enrollment Table

Prepared by Institutional Research & Decision Support

UCMERCED

STUDENT RETENTION & GRADUATION RATES
UPPER DIVISION TRANSFERS FROM CALIFORNIA COMMUNITY COLLEGES

		Retention	Persistence				Graduation				
Cohort	**N**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**2-Year**	**3-Year**	**4-Year**	**5-Year**	**6-Year**
Fall 2005	66	78.8%	21.2%	7.6%	1.5%	0.0%	54.5%	66.7%	74.2%	75.8%	77.3%
Fall 2006	61	83.6%	41.0%	11.5%	3.3%	1.6%	32.8%	60.7%	72.1%	72.1%	73.8%
Fall 2007	73	87.7%	38.4%	12.3%	2.7%	0.0%	41.1%	58.9%	67.1%	71.2%	75.3%
Fall 2008	104	82.7%	58.7%	14.4%	5.8%	1.9%	14.4%	53.8%	65.4%	71.2%	
Fall 2009	82	92.7%	62.2%	17.1%	1.2%		22.0%	67.1%	82.9%		
Fall 2010	183	86.9%	52.5%	12.0%			27.3%	67.2%			
Fall 2011	164	90.2%	39.6%				22.6%				
Fall 2012	124	91.9%									

How to interpret retention tables:

- 78.8% of the Fall 2005 cohort were still enrolled after one year (fall 2006)
- 77.3% graduated within six years

Note: Retention rates do not include students who left to serve in the military, go on religious missions or are deceased

Source: IPA Enrollment Table

Prepared by Institutional Research & Decision Support

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UNDERGRADUATE ENROLLMENT BY FIRST GENERATION STATUS

Undergraduates	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Yes	1,670	2,259	2,757	3,199	3,624
No	1,520	1,879	2,181	2,232	2,213
Total	**3,190**	**4,138**	**4,938**	**5,431**	**5,837**
New Freshmen					
Yes	591	778	872	979	1137
No	537	563	572	516	517
Total	**1,128**	**1,341**	**1,444**	**1,495**	**1,654**
New Transfers					
Yes	81	109	104	88	61
No	64	100	70	42	42
Total	**145**	**209**	**174**	**130**	**103**

UNDERGRADUATE ENROLLMENT % BY FIRST GENERATION STATUS

Undergraduates	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Yes	52.4%	54.6%	55.8%	58.9%	62.1%
New Freshmen					
Yes	52.4%	58.0%	60.4%	65.5%	68.7%
New Transfers					
Yes	55.9%	52.2%	59.8%	67.7%	59.2%

Note: First Generation defined as neither parent has graduated from a 4-year college or university

Data Source: IPA Enrollment Table

Prepared by Institutional Planning & Analysis

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UNDERGRADUATE ENROLLMENT BY FIRST GENERATION STATUS

Undergraduates	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Yes	396	573	872	1,278
No	442	637	878	1,256
Total	**838**	**1,210**	**1,750**	**2,534**
New Freshmen				
Yes	318	195	349	489
No	388	203	320	436
Total	**706**	**398**	**669**	**925**
New Transfers				
Yes	78	45	70	61
No	54	57	46	78
Total	**132**	**102**	**116**	**139**

UNDERGRADUATE ENROLLMENT % BY FIRST GENERATION STATUS

Undergraduates	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Yes	47.3%	47.4%	49.8%	50.4%
New Freshmen				
Yes	45.0%	49.0%	52.2%	52.9%
New Transfers				
Yes	59.1%	44.1%	60.3%	43.9%

Note: First Generation defined as neither parent has graduated from a 4-year college or university

Data Source: IPA Enrollment Table

Prepared by Institutional Planning & Analysis

UCMERCED

UNDERGRADUATE HEADCOUNT BY FIRST GENERATION STATUS BY ETHNICITY

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
African-American	28	37	55	84	118	146	181	200	209
Asian	121	172	239	340	427	551	643	711	702
Hispanic	152	229	391	588	809	1160	1476	1757	2113
Native American	0	0	3	7	9	8	8	9	6
Pacific Islander	3	3	6	10	11	16	16	17	22
White	73	96	128	182	222	267	309	317	312
Multi-Racial	N/A	N/A	N/A	N/A	N/A	19	46	70	77
International	4	4	9	12	17	21	25	69	143
Unknown/Decline to State	15	32	41	55	57	71	53	49	40
Total	**396**	**573**	**872**	**1,278**	**1,670**	**2,259**	**2,757**	**3,199**	**3,624**

% OF STUDENTS WHO ARE FIRST GENERATION BY ETHNICITY

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
African-American	52.8%	50.7%	50.5%	51.2%	51.5%	54.5%	55.0%	56.0%	57.1%
Asian	39.2%	39.3%	41.4%	41.4%	41.3%	45.3%	45.4%	46.8%	47.5%
Hispanic	75.2%	72.7%	76.7%	77.1%	78.7%	79.7%	80.3%	81.4%	82.5%
Native American	0.0%	0.0%	21.4%	41.2%	40.9%	42.1%	50.0%	56.3%	42.9%
Pacific Islander	50.0%	60.0%	75.0%	71.4%	64.7%	59.3%	48.5%	47.2%	55.0%
White	32.6%	31.7%	29.8%	29.8%	31.8%	31.0%	32.0%	33.7%	35.1%
Multi-Racial	N/A	N/A	N/A	N/A	N/A	24.4%	28.9%	32.7%	32.0%
International	66.7%	57.1%	52.9%	40.0%	50.0%	45.7%	52.1%	79.3%	83.6%
Unknown/Decline to State	46.9%	53.3%	47.7%	47.8%	44.5%	42.0%	40.2%	48.5%	51.9%
Total	**47.3%**	**47.4%**	**49.8%**	**50.4%**	**52.4%**	**54.6%**	**55.8%**	**58.9%**	**62.1%**

Note: First Generation defined as neither parent has graduated from a 4-year college or university
Note: In 2010, the federal government mandated changes in the way student race and ethnicity data are collected and reported. Apparent changes after 2009 in the ethnic composition of the student body are artifacts of this federal mandate and are not reflective of a demographic shift.
Data Source: IPA Enrollment Table
Prepared by Institutional Planning & Analysis

UCMERCED

UNDERGRADUATE HEADCOUNT ENROLLMENT BY PELL RECIPIENTS

Undergraduates	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Yes	1,542	2,341	2,858	3,274
No	1,648	1,797	2,080	2,157
Total	**3,190**	**4,138**	**4,938**	**5,431**
New Freshmen				
Yes	579	811	845	929
No	549	530	598	566
Total	**1,128**	**1,341**	**1,443**	**1,495**
New Transfers				
Yes	81	129	119	85
No	64	80	55	45
Total	**145**	**209**	**174**	**130**

UNDERGRADUATE ENROLLMENT % BY PELL RECIPIENTS

Undergraduates	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Yes	48.3%	56.6%	57.9%	60.3%
New Freshmen				
Yes	51.3%	60.5%	58.6%	62.1%
New Transfers				
Yes	55.9%	61.7%	68.4%	65.4%

Note: Pell Grant recipients are a common proxy for low-income students
Note: Fall 2013 data should be available by December 2014
Data Source: IPA Enrollment Table
Prepared by Institutional Planning & Analysis

UCMERCED

UNDERGRADUATE HEADCOUNT ENROLLMENT BY PELL RECIPIENTS

Undergraduates	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Yes	318	461	695	1053
No	520	749	1055	1481
Total	**838**	**1,210**	**1,750**	**2,534**
New Freshmen				
Yes	255	146	264	393
No	451	252	405	532
Total	**706**	**398**	**669**	**925**
New Transfers				
Yes	63	39	52	62
No	69	63	64	77
Total	**132**	**102**	**116**	**139**

UNDERGRADUATE ENROLLMENT % BY PELL RECIPIENTS

Undergraduates	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Yes	37.9%	38.1%	39.7%	41.6%
New Freshmen				
Yes	36.1%	36.7%	39.5%	42.5%
New Transfers				
Yes	47.7%	38.2%	44.8%	44.6%

Note: Pell Grant recipients are a common proxy for low-income students

Data Source: IPA Enrollment Table

Prepared by Institutional Planning & Analysis

UCMERCED

Enrollment by Ethnicity

Headcount - All Students

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Hispanic	1,028	1,456	1,838	2,159	2,560
American Indian	22	19	16	16	14
Asian	1,033	1,215	1,417	1,520	1,479
Black	229	268	329	357	366
Pacific Islander	17	27	33	36	40
White	699	860	966	941	890
Two or more races	0	78	159	214	240
Decline to State/Unknown	128	169	132	101	77
Nonresident Alien	34	46	48	87	171
Total Undergraduate	**3,190**	**4,138**	**4,938**	**5,431**	**5,837**
Hispanic	30	26	33	37	46
American Indian	1	1	2	2	2
Asian	19	23	21	26	36
Black	3	5	7	6	7
Pacific Islander	0	0	0	0	1
White	75	81	95	128	139
Two or more races	0	0	5	9	13
Decline to State/Unknown	22	33	14	12	11
Nonresident Alien	74	74	83	109	103
Total Graduate	**224**	**243**	**260**	**329**	**358**
Total Headcount	**3,414**	**4,381**	**5,198**	**5,760**	**6,195**

Glossary of Terms

UCMERCED

Enrollment by Ethnicity

Headcount - All Students

	Fall 2013
Hispanic	44%
American Indian	0%
Asian	25%
Black	6%
Pacific Islander	1%
White	15%
Two or more races	4%
Decline to State/Unknown	1%
Nonresident Alien	3%
Total Undergraduate	**100%**
Hispanic	13%
American Indian	1%
Asian	10%
Black	2%
Pacific Islander	0%
White	39%
Two or more races	4%
Decline to State/Unknown	3%
Nonresident Alien	29%
Total Graduate	**100%**

Glossary of Terms

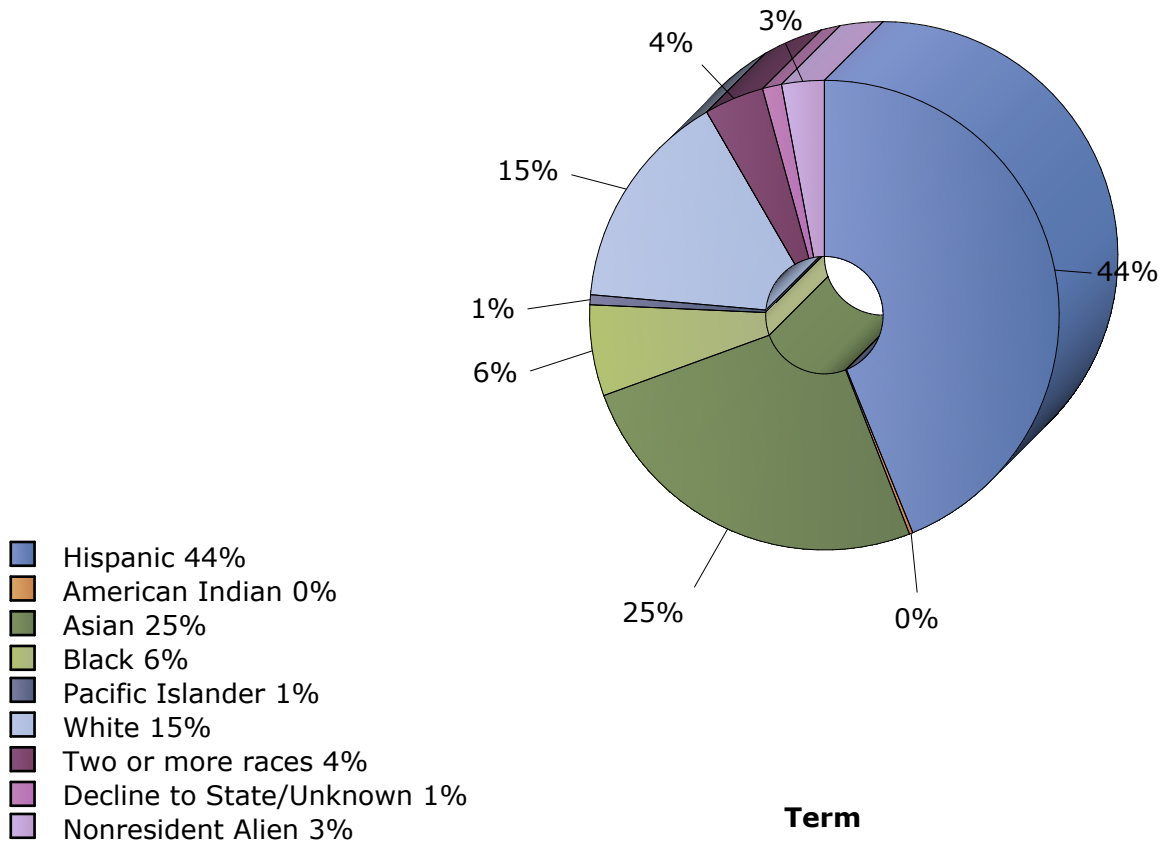
UCMERCED

Enrollment by Ethnicity

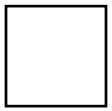
Headcount - All Students

Undergraduate

Fall 2013



Glossary of Terms



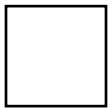
Enrollment by Gender

Headcount - All Students

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Female	1,554	2,034	2,457	2,706	3,004
Male	1,624	2,074	2,447	2,691	2,797
Decline to State	12	30	34	34	36
Total Undergraduate	**3,190**	**4,138**	**4,938**	**5,431**	**5,837**
Female	83	93	91	128	149
Male	141	150	169	201	208
Decline to State	0	0	0	0	1
Total Graduate	**224**	**243**	**260**	**329**	**358**
Total Enrollment	**3,414**	**4,381**	**5,198**	**5,760**	**6,195**

* Excludes Declined to State

Glossary of Terms



Enrollment by Gender

Headcount - All Students

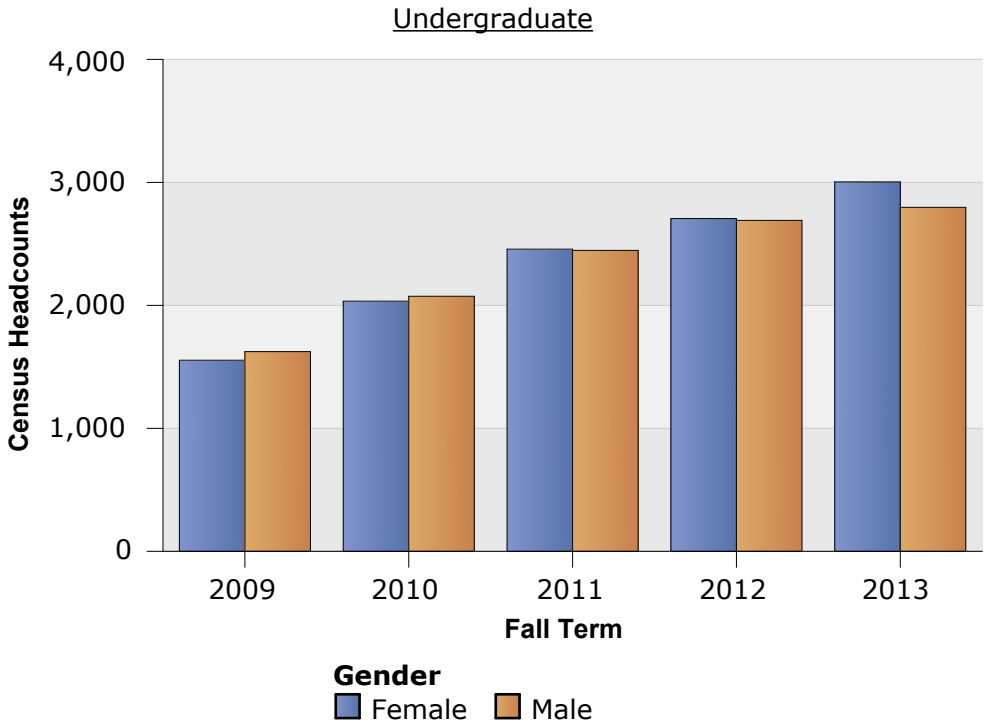
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Female	49%	49%	50%	50%	51%
Male	51%	50%	50%	50%	48%
Decline to State	0%	1%	1%	1%	1%
Total Undergraduate	**100%**	**100%**	**100%**	**100%**	**100%**
Female	37%	38%	35%	39%	42%
Male	63%	62%	65%	61%	58%
Decline to State	0%	0%	0%	0%	0%
Total Graduate	**100%**	**100%**	**100%**	**100%**	**100%**

* Excludes Declined to State

Glossary of Terms

Enrollment by Gender

Headcount - All Students

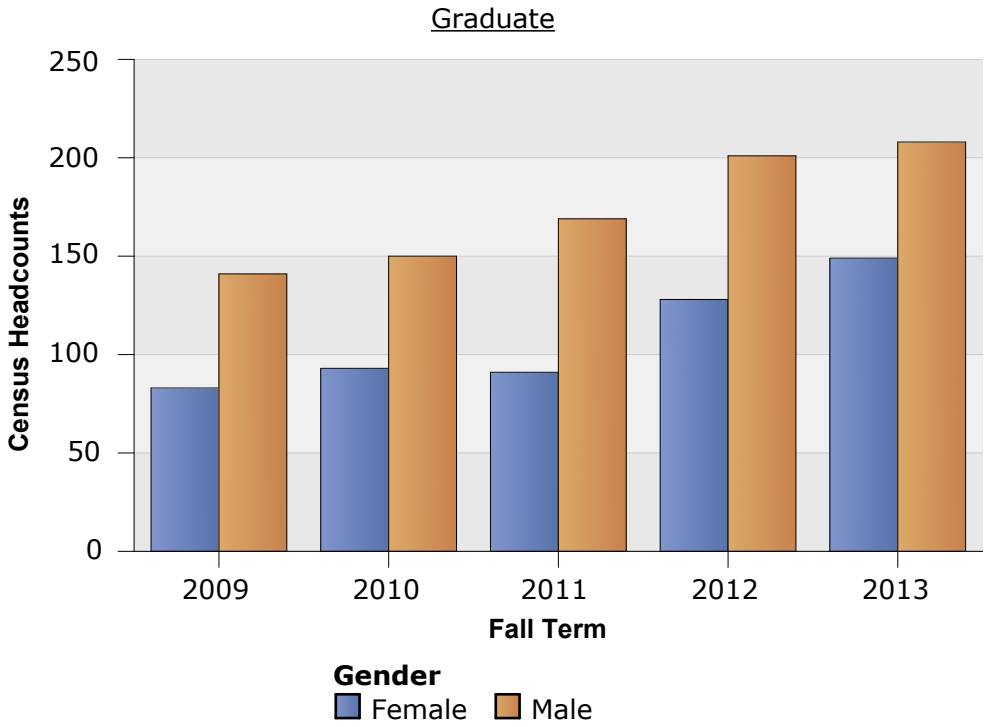


* Excludes Declined to State

Glossary of Terms

Enrollment by Gender

Headcount - All Students



* Excludes Declined to State

Glossary of Terms

UCMERCED

UNDERGRADUATE ENROLLMENT BY PRIMARY LANGUAGE SPOKEN AT HOME

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
English Only	456	630	896	1,238	1,457	1,804	2,057	2,108	2,055
English & Another Language	235	364	551	852	1,210	1,647	1,709	1,828	1,866
Another Language	146	208	302	435	507	685	1,145	1,476	1,817
Unknown	1	7	1	9	16	2	27	19	99
Total	**838**	**1,209**	**1,750**	**2,534**	**3,190**	**4,138**	**4,938**	**5,431**	**5,837**

UNDERGRADUATE ENROLLMENT % BY PRIMARY LANGUAGE SPOKEN AT HOME

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
English Only	54.4%	52.1%	51.2%	48.9%	45.7%	43.6%	41.7%	38.8%	35.2%
English & Another Language	28.0%	30.1%	31.5%	33.6%	37.9%	39.8%	34.6%	33.7%	32.0%
Another Language	17.4%	17.2%	17.3%	17.2%	15.9%	16.6%	23.2%	27.2%	31.1%
Unknown	0.1%	0.6%	0.1%	0.4%	0.5%	0.0%	0.5%	0.3%	1.7%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Note: Primary language spoken at home is self-reported data from the student application

Note: In Fall 2011, the student choices for primary language was changed on the application. Changes in headcounts and percentages between 2010 and 2011 are partially an artifact of that change.

Data Source: IPA Enrollment Table

Prepared by Institutional Planning & Analysis

First Time Freshmen Retention and Graduation at UC Merced, other UC's, and Nationally

Table A: One-Year Persistence Rates for the Fall 2010 Freshman Cohort by UC Campus

Campus	One-Year Persistence Rate
Berkeley	97%
Davis	93%
Irvine	94%
Los Angeles	97%
Merced	85%
Riverside	89%
San Diego	96%
Santa Barbara	92%
Santa Cruz	91%
System	**93%**

Source: University of California Info Center
(http://data.universityofcalifornia.edu/student/stu-success.html)

Table B: One-Year Retention Rates for First-Time, Full-Time Freshman Cohorts for UC Merced, Nationally, and for California

One-Year Retention Rates for First-Time, Full-Time Freshman Cohorts

UC Merced	Retention
Fall 2005	82%
Fall 2006	80%
Fall 2007	79%
Fall 2008	83%
Fall 2009	87%
Fall 2010	85%
Fall 2011	83%
Fall 2012	84%
National (Fall 2009 Cohort)	
All 4-yr public colleges*	80%
Public High Research Universities**	78%
Public Very High Research Universities**	87%
California (Fall 2009 Cohort)	
All 4-yr public colleges*	87%
University of California (average for the 8 other UG campuses)**	93%

* NCHEMS (www.higheredinfo.org)
** IPEDS (nces.ed.gov/ipeds)

Table C: Graduation Rates for Entering Freshman Cohorts by UC Campus

Graduation Rates for Entering Freshman Cohorts

Campus	Four Year Rates			Six Year Rates
	2005	**2006**	**2007**	**2005**
Berkeley	71%	71%	73%	91%
Davis	52%	52%	52%	83%
Irvine	65%	66%	68%	86%
Los Angeles	67%	70%	68%	89%
Merced	36%	31%	30%	63%
Riverside	44%	44%	43%	70%
San Diego	57%	57%	57%	87%
Santa Barbara	67%	68%	69%	81%
Santa Cruz	52%	52%	52%	77%

Source: *Source: University of California Info Center*
http://data.universityofcalifornia.edu/student/stu-success.html)

UCMERCED

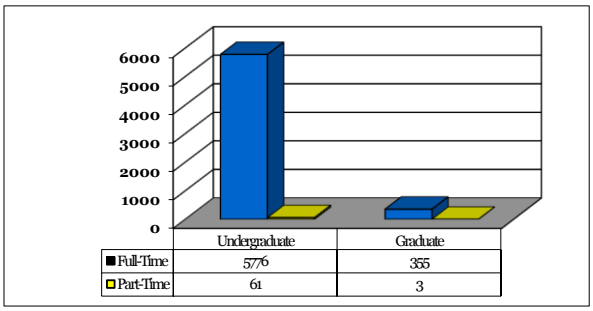
Merced, CA • 209.228.4400 • www.ucmerced.edu

UC Merced opened September 5, 2005, as the 10th campus in the University of California system and the first American research university of the 21st century. The campus significantly expands access to the UC system for students throughout the state, with a special mission to increase college-going rates among students in the San Joaquin Valley. It also serves as a major base of advanced research and as a stimulus to economic growth and diversification throughout the region. The university is expected to grow rapidly with a goal of reaching 10,000 students by 2020.

Student Characteristics (Fall 2013) More

TOTAL NUMBER OF STUDENTS **6,195**

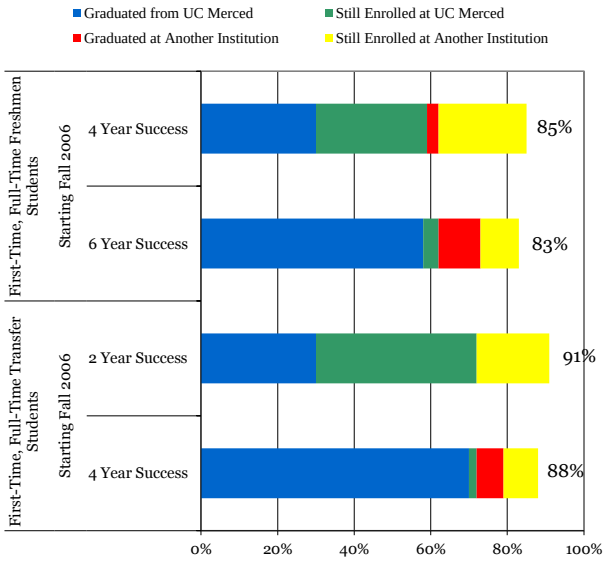
Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total		**5,837**
Gender		
Women	3,004	*51.5%*
Men	2,797	*47.9%*
Decline to State	37	*0.6%*
Race/Ethnicity		
African American / Black	366	*6.3%*
American Indian / Alaskan Native	14	*0.2%*
Asian	1,478	*25.3%*
Hispanic	2,560	*43.9%*
Pacific Islander	40	*0.7%*
White	889	*15.2%*
2 or more races	241	*4.1%*
International	171	*2.9%*
Race/Ethnicity Unknown	78	*1.3%*
Geographic Distribution		
California	5,809	*99.5%*
Other States	19	*0.3%*
Other Countries	9	*0.2%*
Age		
Average Age		20
Percent of Undergraduates Age 25 or Older		3%

Undergraduate Success & Progress Rates More



A 83% six-year success and progress rate means that 83% of students starting in Fall 2006 either graduated or are still enrolled at a higher education institution six years later.

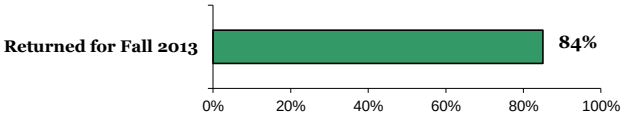
Counts for the Fall 2006 entering class shown in the graph above.

- 396 First-Time Full-Time Freshmen
- 100 First-Time Full-Time Transfer Students

2011-12 Graduates' Average Time to Degree

First-Time Freshman Students:
8.55 enrolled semesters (4.28 years)

Retention of Fall 2012 First-Time, Full-Time Freshmen

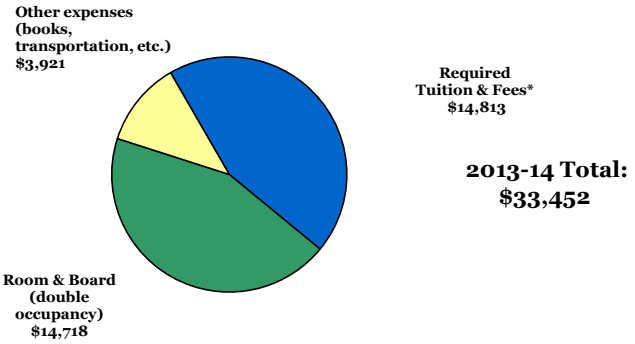


UC Merced Profile

Choosing the right college to attend is an important personal decision. Among the factors that college-seeking students and their families consider in their decision-making are size and characteristics of student population, the academic success and progress rates of current students, faculty contact, educational and research opportunities, costs/financial assistance, social/recreational opportunities, location, and campus resources. This document provides information in a similar format to other campus profiles for ease in comparing colleges across the country. We hope that this helps prospective students find the colleges that match their interests and abilities plus personal and educational goals.

Cost of Attendance & Financial Aid More

Typical Undergraduate Cost per Year without Financial Aid (Full-Time, In-State Students Living On Campus)



* Includes student health insurance costs of $1,743 which can be waived if student is covered by another health plan.

CLICK HERE to get a financial aid package estimate.

CLICK HERE for more details on 2013-14 Tuition and Fees.

Financial Aid Awarded to Undergraduates

Overall Financial Aid

• 83% of Fall 2012 UC Merced undergraduates were awarded financial aid (including student and parent loans); average award was $21,320.

Need-Based Grants and Scholarships

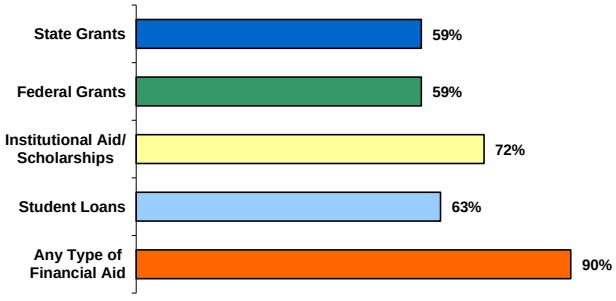
• 80% of Fall 2012 UC Merced full-time undergraduates were awarded income-based grants or scholarships; average award was $17,369.

• 56% of Fall 2012 UCM undergraduates were designated low income by the Federal government and received federal Pell Grants.

Loans

64% of Fall 2012 UC Merced undergraduates were awarded loans; average loan amount was $5,203.

Percent of Fall 2011 Full-Time, First-Time Freshmen Receiving Each Type of Financial Aid

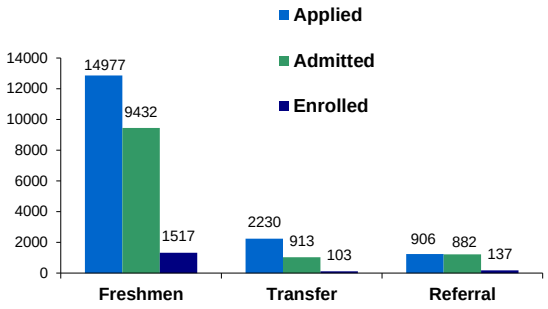


Note: Students may receive aid from more than one source.

Note: Grants and Scholarships are gift aid awards that do not have to be repaid by students.

Undergraduate Admissions More

Fall 2013 Applicants, Admits and Enrollees



Referral applicants are UC eligible students who are not admitted to their first choice of campus due to space limitations.

Test(s) Required for Admission: **SAT or ACT**

Middle 50% of Score Range

50% of enrolled students have test scores in the following ranges. 25% have scores above and 25% have scores below.

Entering New Freshman SAT Scores	Middle 50% of Score Range
Math	463-580
Critical Reading	450-540
Writing	450-540

	Middle 50% of Score Range
Freshman High School GPA (4.4 point scale)	3.3 - 3.7
Transfer Student GPA (4.0 point scale)	2.8 - 3.4

Areas of Study & Degrees More

UC Merced offers 20 majors and 22 minors.
For a complete list
CLICK HERE

Degrees Awarded at UC Merced in 2012-13

Bachelor's	862
Master's	11
Doctoral	25
Professional (e.g., Law, Medicine)	0
Total	**898**

Majors at UC Merced with the Largest Number of Undergraduate Degrees Awarded in 2012-13

Biological Sciences	21%
Psychology	21%
Management	9%
Political Science	6%
Mechanical Engineering	6%
All other degree areas	37%
Total	**100%**

UC Merced Profile

Student Research & Academic Excellence

The undergraduate experience at UC Merced includes abundant opportunities to interact with world-class faculty and graduate students involved in research in nearly any discipline. The advantage to students who are interested in pursuing graduate or professional school education is extraordinary. Consider the value of classroom experiences that include graduate student participation (as many upper-division courses do) or the numerous opportunities for undergraduates to actively take part in ground-breaking research.

Undergraduate Research Opportunities

Examples of UC Merced undergraduate research programs:

Natural Resources/Ecosystems: Students study the effects of population growth, air quality, fire ecology, resource management and policy, biodiversity and climate change in the nearby Sierra Nevada mountains.

Cultural impacts: Students study evolving and competing images of California, agriculture and society, and the role of economics, religion, and the arts in the formation of the individual and societal local, regional and national identities.

Health Sciences: Students study how human health links with the health of the environment in such areas as stem cell biology, infectious disease and bioengineering.

Natural Sciences

Health Sciences

Stem Cell Research

Distinguished Faculty More

UC Merced's 306 faculty members have a wide range of interdisciplinary research interests beginning with the campus' signature research centers: the Sierra Nevada Research Institute, the Merced Energy Research Institute, and the Center for Computational Biology. Faculty expertise includes hydrology, solar power technologies, stem cell biology, infectious disease, biodiversity and global climate change, air and water quality, and population health. Partnerships with other UC campuses and with entities such as Lawrence Livermore National Laboratory, Sequoia and Kings Canyon National Parks, and Yosemite National Park enhance education and research at UC Merced.

Graduate Education More

UC Merced is building partnerships with Yosemite National Park, Sequoia/Kings Canyon National Parks and Lawrence Livermore National Laboratory.

Providing students with innovative projects and hands-on experience are central themes in the approach to learning at UC Merced. Students are invited to explore emerging areas of knowledge and have unparalleled access to UC Merced's distinguished faculty and state-of-the-art facilities.

Library Resources More

A research library for the 21st century, the UC Merced Library is a student hub and the heart of the campus. Equipped with nearly 1000 seats, the Library provides access to 80,000 online journals, 550 databases and 1 million print and digital books. The on-site collection is supplemented by ready access to the entire University of California collection of approximately 39 million volumes which includes 3.3 million books in digital full-text format. The Library works closely with faculty and other campus community members to provide targeted research instruction and has worked to both curate and create multiple digital collections. Wireless connectivity throughout the library building allows users to access the entirety of the online information resources provided by the UC Merced Library.

45% of Merced seniors have assisted faculty with research projects.
(UCUES Survey, 2012)

Research Centers & Institutes More

Sierra Nevada Research Institute

SNRI experts in the natural sciences, engineering and policy sciences work together to address resource-related questions for the Sierra Nevada and the Central Valley of California, exploring fields like hydrology, fire science, ecology and climate change.

Energy Research Institute

Rising energy prices and the impact of fossil fuels on the environment are driving increased research into renewable energy supply systems. UC Merced is developing novel solutions for a reliable, cost-competitive and environmentally friendly energy system. As part of an international community of energy experts, UC Merced is positioned to develop new technologies that challenge the status quo of the current energy economic system.

Center for Computational Biology

The Center for Computational Biology(CCB) is a new research and education center at UC Merced. The center sponsors multidisciplinary scientific projects in which biological understanding is guided by computational modeling. The center also facilitates the development and dissemination of undergraduate and graduate course materials based on the latest research in computational biology.

The UC Merced Community

More

The University of California, Merced is committed to learning, teaching and serving the people of the San Joaquin Valley, California, the nation and the world through excellence in education, research and public service. We strive to provide educational opportunities for all.

* *We celebrate the spirit of academic excellence and strive to promote our University and its strengths through our daily interactions with students, staff, faculty and the community at large.*
* *We maintain a working and learning environment based on integrity, fairness, cooperation, professionalism and respect.*
* *We are a community comprised of individuals with multiple cultures, lifestyles and beliefs. We celebrate this diversity for the breadth of ideas and perspectives it brings.*
* *We value the creativity of students, staff and faculty and acknowledge both their individual and collaborative achievements.*
* *We encourage health and wellness and strive to develop a sense of environmental responsibility and stewardship among all the members of our community.*
* *We are committed to achieving tolerance in our community. All persons - - faculty, staff and students - - regardless of background or lifestyle should participate and work together in a collegial atmosphere that we strive to make free of any and all acts of discrimination or harassment.*
* *We respect, support and value the civil and respectful expression of individual beliefs and opinions.*

Study Abroad | Housing | Student Life | Living Learning | Graduate Students | Student Services | Green Campus | Students First | Athletics

Study at UC Merced

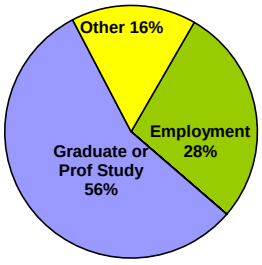
Classroom Environment

Student/Faculty Ratio	20 to 1
Undergraduate classes with fewer than 30 students	62%
Undergraduate classes with fewer than 50 students	74%

Instructional Faculty

Total Full-time Instructional Faculty	260
% Women Faculty	42%
% Faculty from Minority Groups	30%
% Faculty with Ph.D. or Equivalent	78%

Post-Graduation Plans of Spring, 2012 Seniors (based on UCUES results)



CLICK HERE for information on survey administration, sample and response rates.

UC Merced Profile

Student Housing

UC Merced guarantees housing to all new freshmen.

79% of the incoming freshmen in Fall 2013 lived on-campus.

Campus Safety

More

The UC Merced Police Department provides high-quality, professional crime prevention, protection, and law enforcement services to maintain and promote human safety and the security of property for the Merced campus and its associated locations. The department facilitates the achievement of the academic, research and public service missions of the University through its safety and security programs, protection of individual rights, and reduction of fear of crime. This is accomplished through the direct provision of traditional law enforcement and emergency services and the design and delivery of pro-active educational, outreach and crime prevention programs for a broad and diverse campus.

CLICK HERE for more information and safety reports

Student Experiences & Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

The following are selected responses from the 2011-12 University of California Undergraduate Experience Survey (UCUES). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of UC Merced seniors who participated in the survey.

CLICK HERE for information about UCUES methodology and results for the entire UC system.

Satisfaction percentages are a combination of "very satisfied", "satisfied" and "somewhat satisfied" student responses. Student experience percentages are a combination of "very often", "often", "somewhat often" and "occasionally" responses. Students responding "rarely" are excluded.

Of seniors who replied to the UC Undergraduate Experience Survey in 2012:

Group Learning Experiences

88% worked outside of class on class projects or studied with classmates
29% spent at least 6 hours per week participating in student organizations or clubs
89% helped a classmate better understand course material

Active Learning Experiences

81% reported making class presentations
84% spent at least 6 hours per week studying or on other academic activities outside of class
23% enrolled in at least one independent research course
11% participated in a study abroad program
16% participated in an internship under the direction of a faculty member
75% participated in a reseach project, creative activity or paper as part of their coursework

Institutional Commitment to Student Learning and Success

83% were satisfied with advising by faculty on academic matters
57% were satisfied with advising by college staff on academic matters
72% were satisfied with the availability of courses needed for graduation
85% reported raising their standards for acceptable effort due to the high standards of a faculty member

Student Satisfaction

66% were satisfied with the value of their education for the price they paid
85% were satisfied with their overall academic experience
83% would choose to attend this institution again
93% reported that their campus had a strong commitment to undergraduate education

Experiences with Diverse Groups of People and Ideas

96% rated their ability to appreciate, tolerate, or understand racial and ethnic diversity as good or better
94% rated their ability to appreciate cultural and global diversity as good or better

Student Interaction with Campus Faculty and Staff

79% sought academic help from an instructor or tutor
75% talked with an instructor outside of class about course material
38% worked with a faculty member on a campus activity other than coursework

Alumni Survey

Of the survey respondents currently employed, 13% are in a job highly related to their undergraduate major,
48% are in a moderately related job, 22% are in a somewhat related job and 17% are in a job not at all related to their major.

Of the survey respondents currently employed, 28% are in a job highly related to their career goals,
30% are in a moderately related job, 22% are in a somewhat related job and 20% are in a job not at all related to their career goals.

Of the survey respondents currently employed, 41% were offered their first position between 0 and 3 months after graduation,
25% between 4 and 6 months, 9% between 7 and 9 months, 16% between 10 and 12 months and 9% more than 12 months after graduation.

According to data from the National Student Clearinghouse, Graduating Senior Survey and the Alumni Survey, 19% of students who graduated in the 2011-12 academic year with a baccalaureate degree have continued their education.
Of these students, 23% were in a Master's program, 14% were in a Doctorate program and 8% in a Professional Degree program

Learning Outcomes

The table below shows how seniors who completed the University of California Undergraduate Experience Survey during Spring 2012 reflected on various abilities between when they were freshman and when they took the survey as seniors. It shows how much students believe they have grown between their freshmen and senior years. Overall, students at UC Merced and at other UC campuses report having grown considerably during their college years. Students at UC Merced and students at other UC campuses report being at similar levels of proficiency during their senior years. In most areas, students at UC Merced consistently rated their freshman skills lower than students at other UC campuses and reported greater growth from freshman to senior year than their counterparts at other UC campuses.

Seniors during spring 2012 who began college as freshmen at UC Merced...

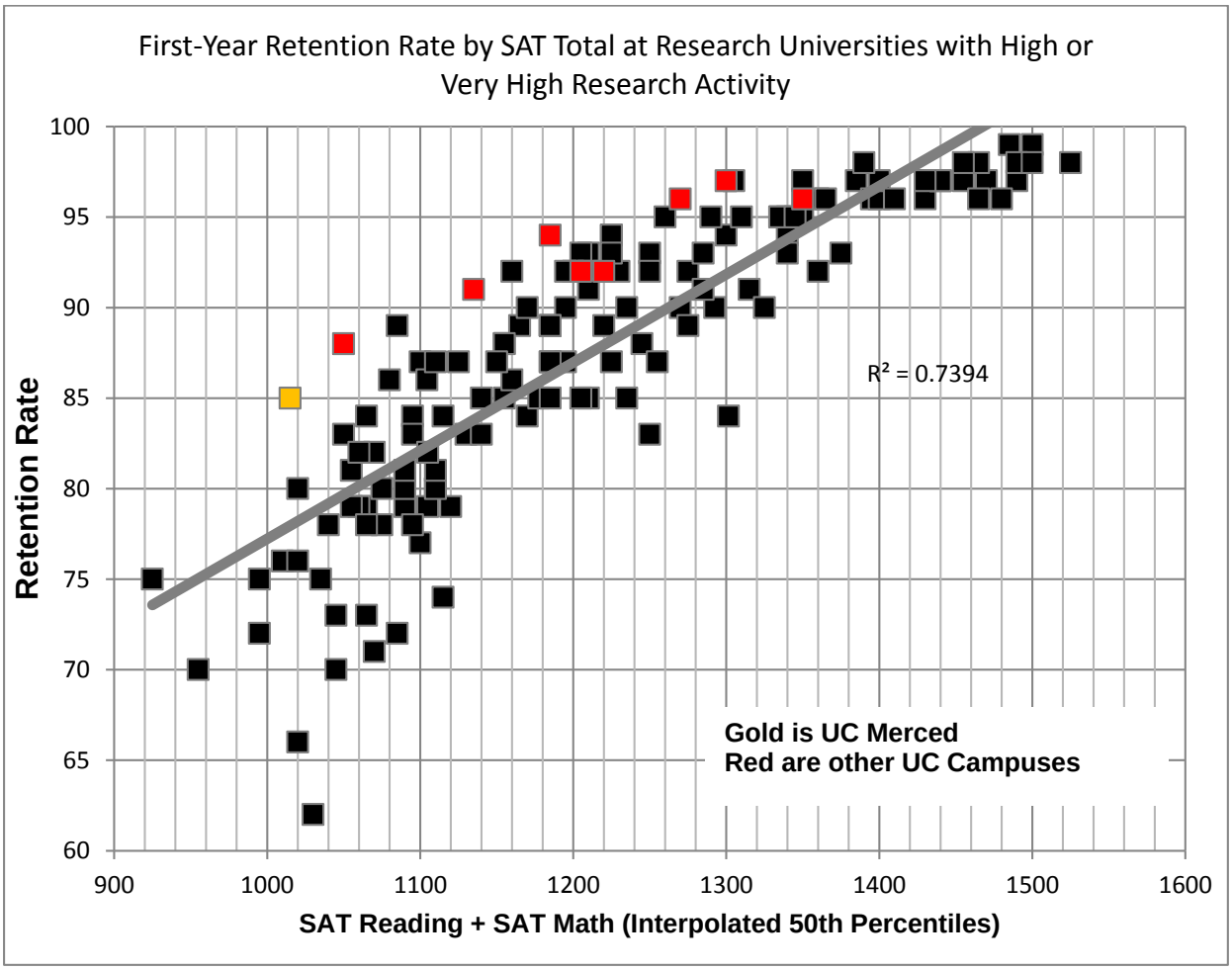
	UC Merced		Other UCs	
	as Freshmen	*as Seniors*	*as Freshmen*	*as Seniors*
Rated their **Analytical/Critical Thinking Skills** as *Very Good or Excellent* :	18%	64%	23%	65%
Rated their **Writing Skills** as *Very Good or Excellent* :	18%	60%	24%	57%
Rated their **Understanding of a Specific Field of Study** as *Very Good or Excellent* :	11%	69%	12%	69%
Rated their **Comprehension of Academic Material** as *Very Good or Excellent* :	18%	64%	22%	64%
Rated their **Quantitative (Mathematical & Statistical) Skills** as *Very Good or Excellent* :	14%	43%	23%	39%
Rated their **Understanding of International Perspectives** as *Very Good or Excellent* :	17%	59%	19%	56%
Rated their **Ability to Prepare and Make a Presentation** as *Very Good or Excellent* :	19%	67%	22%	57%
Rated their **Interpersonal Skills** as *Very Good or Excellent* :	24%	65%	30%	62%
Rated their **Self Awareness and Understanding** as *Very Good or Excellent* :	35%	76%	36%	75%
Rated **Importance of Personal Social Responsibility** as *Very Good or Excellent* :	41%	77%	42%	73%

UC Merced Profile

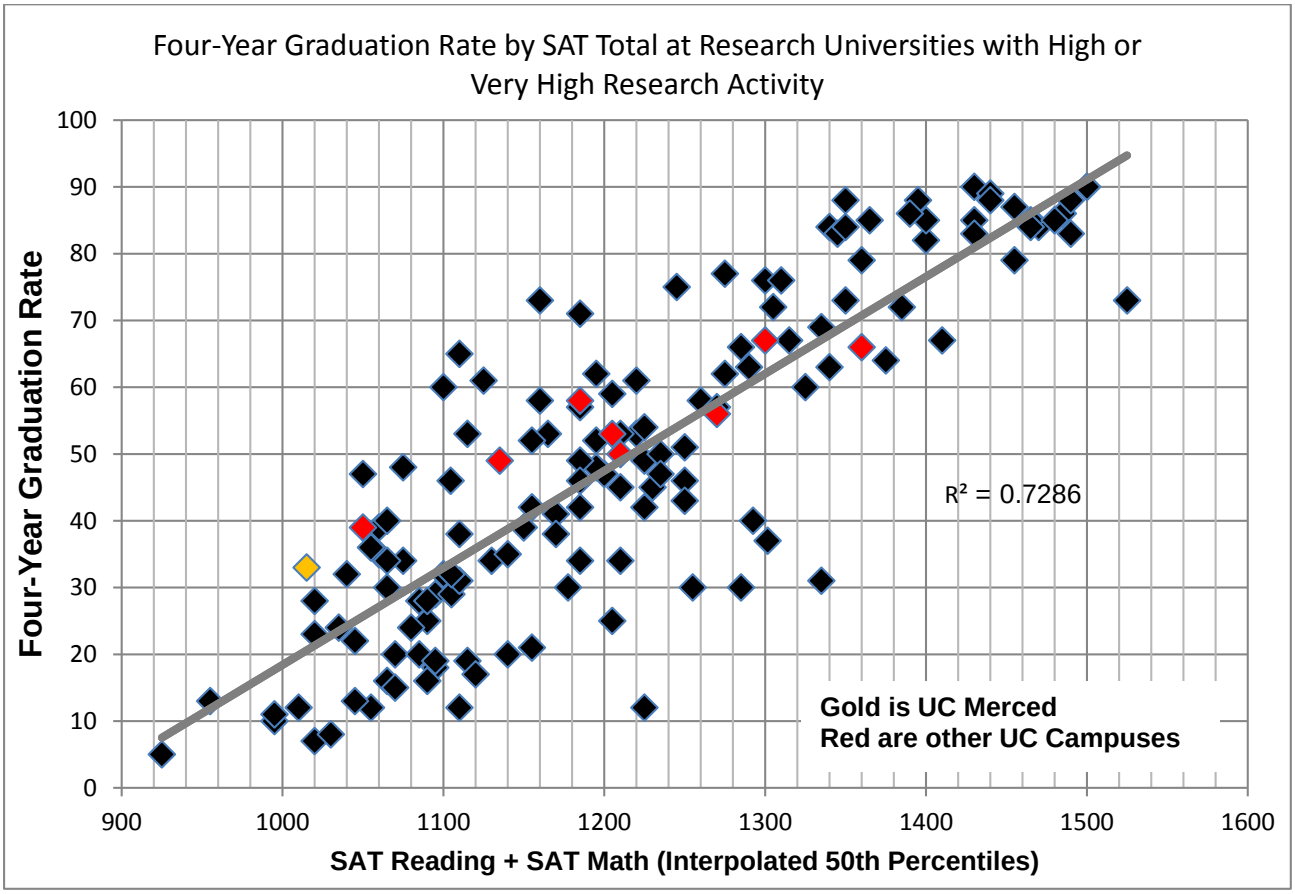
UC Merced: Retention and Graduation Rates by SAT

The data in Figures A-C demonstrate that there is no other public or private research university in the nation with freshmen academic characteristics similar to UC Merced that manages to produce a higher retention or graduation rate. These plots display the SAT scores, graduation rate, and retention rate as officially reported by 147 public and private Carnegie classified Research Universities, Very High research activity and High research activity. (UC Merced has not yet been classified.) To maintain statistical significance, Universities with SAT scores from less than 25% of their freshmen were not included.

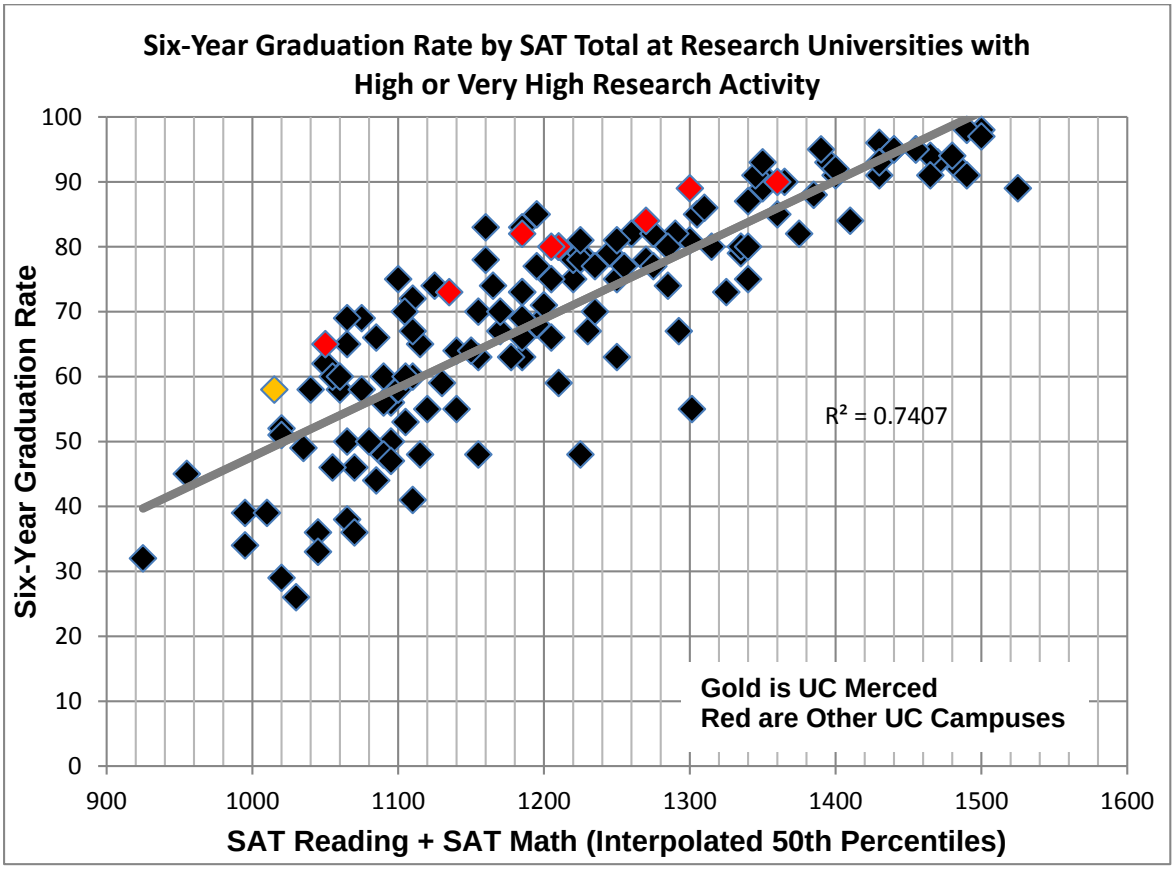
A. First year retention rate and its dependence on incoming student SAT Reading/Math scores. UC Merced is in gold, other UC campuses in red.



B. Four-Year graduation rate and its dependence on incoming student SAT Reading/Math Scores. UC Merced is in gold, other UC campuses in red.



C. Six-Year graduation rate and its dependence on incoming student SAT Reading/Math Scores. UC Merced is in gold, other UC campuses in red.



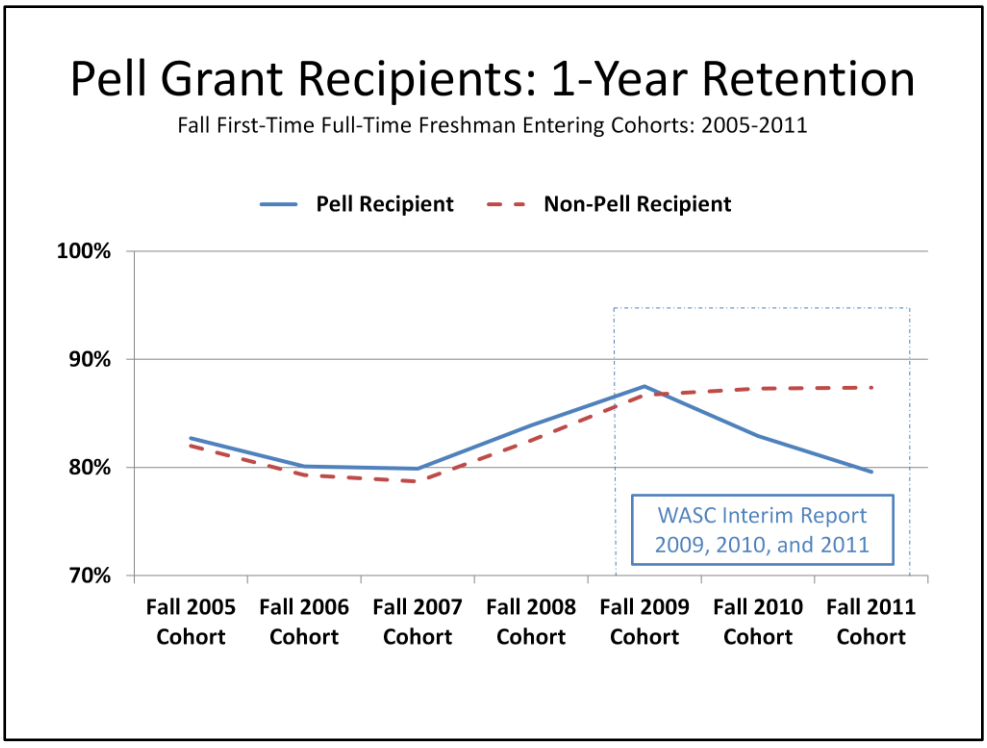
First year success and four-year graduation rates of first-time, full-time entering fall cohorts of freshmen

Institutional Research and Decision Support

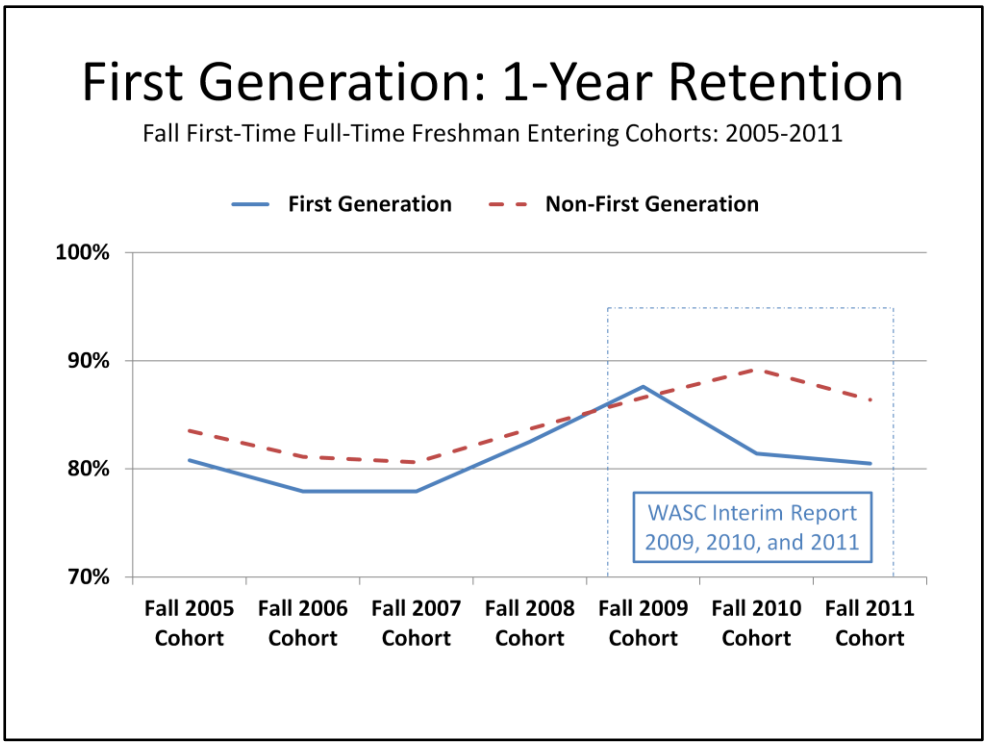
This presentation focuses on first-time, full-time, entering fall cohorts of freshmen, who historically account for approximately 84% of UC Merced's entering undergraduate students and over 99% of new fall freshmen. Because these analyses were concerned with exploring fundamental relationships and patterns, variance was controlled by excluding transfer students, part-time students, and students who first enroll in the spring. The excluded groups collectively account for about 16% of entering students.

As a general rule, we have attempted to use as many cohort classes as were available. That means that we were limited to the 2006 cohort when examining six-year graduation rates, but could use the 2006-2008 cohorts when examining four-year graduation rates and more cohorts when examining freshman year success. Because Merced has a short history and has changed in many ways over a short period of time, including tremendous enrollment growth, results do not exhibit the stability that we have seen in studies at other universities.

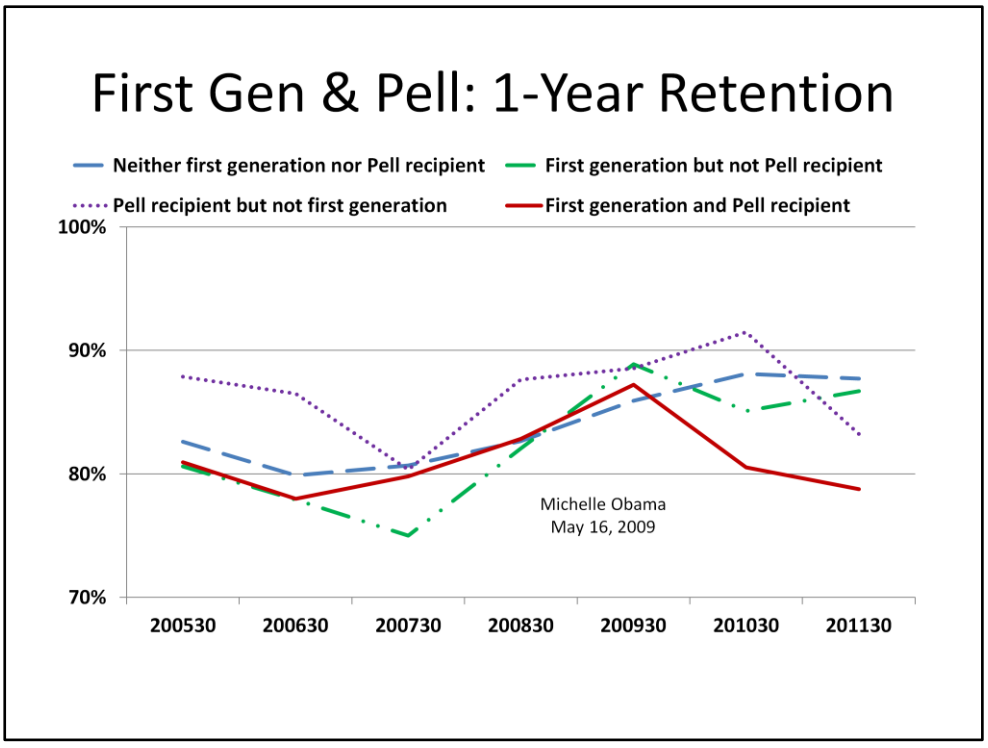
An earlier version of this PowerPoint was presented to the Undergraduate Student Success Committee on May 3, 2013. This version contains additional notes and follow up analyses to respond to members' questions and to clarify and further substantiate what was presented on May 3rd.



Last meeting we looked at a WASC retention report for Pell Recipients that only showed data for 2009, 2010, and 2011. This slide adds broader context. Whether the downturn in one-year retention rates for Pell Recipients over the past three years is a trend worthy of concern remains to be seen, but clearly the increasing difference over the past two years is inconsistent with longer term patterns. Two contrasting explanations are that the groups with and without Pell Grants changed or that the student experience changed for Pell Grant recipients. Subsequent results suggest that the student experience has not changed.

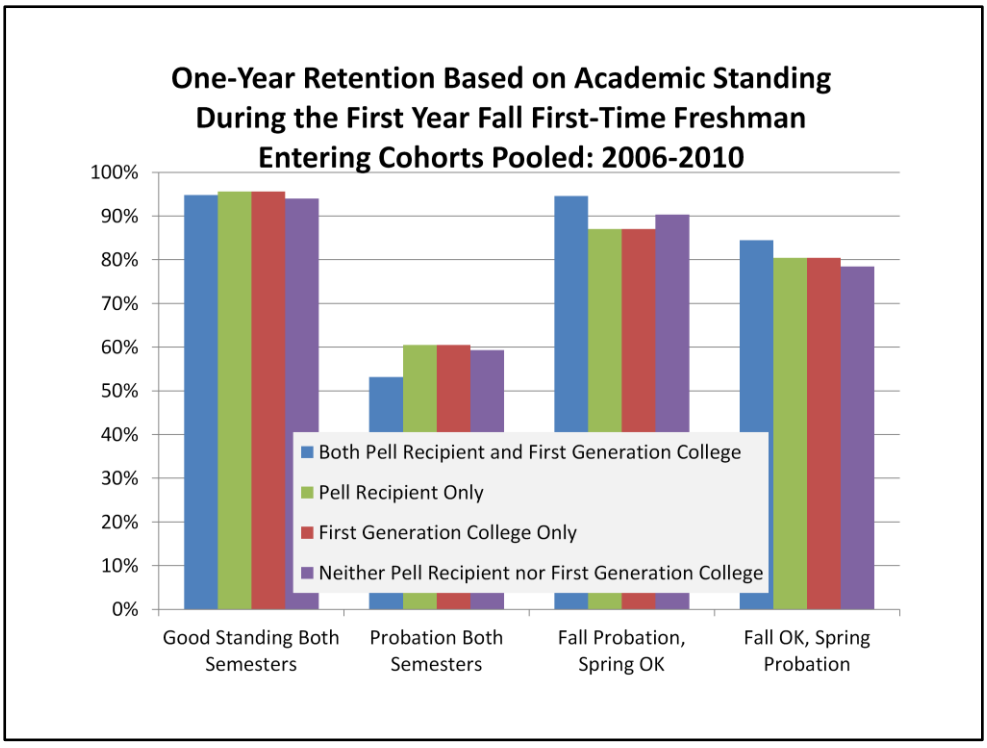


At our first meeting on March 15, the committee asked us to investigate the success of First Generation students, because the WASC tables we reviewed at the meeting do not track student success for First Generation students. The trend for First Generation students above roughly parallels the trend for Pell Recipients on the previous slide, and the trend for Non-First Generation students above roughly parallels the trend for Non-Pell Recipients on the previous slide.

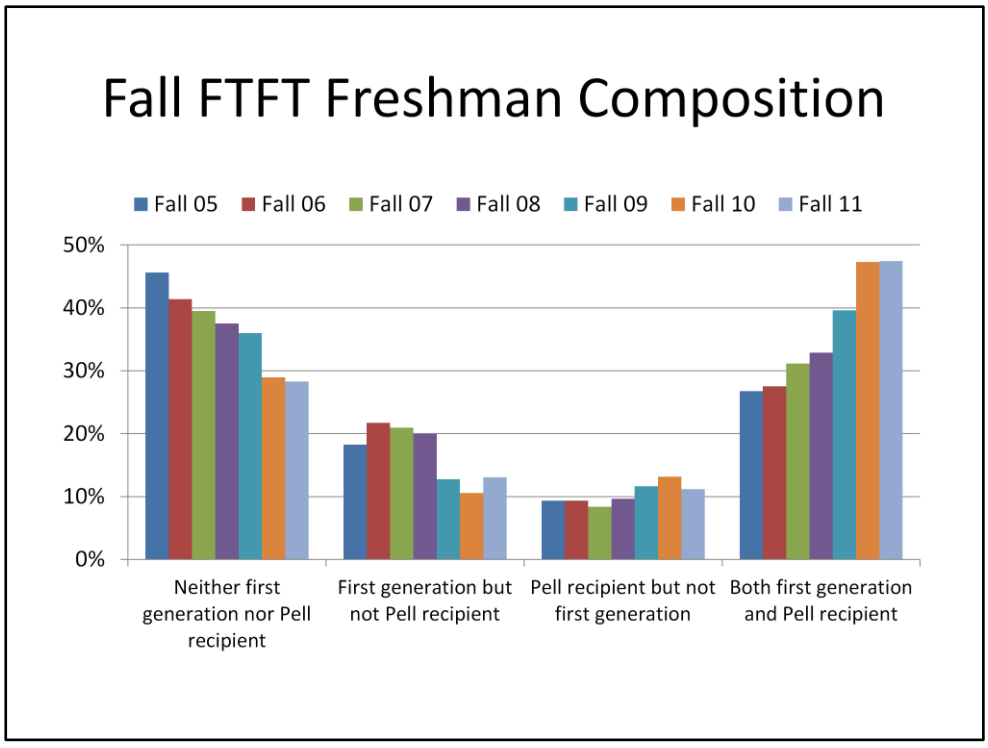


When we examine the possible permutations of Pell Recipient status and First Generation status, we see that the group with the gentlest curve (least variation) is the group comprised of students who are neither First Generation nor Pell Recipients, but that this group does not necessarily have better one-year retention rates than other groups. In fact, for the Fall 2009 entering class, it had the lowest one-year retention rate. In general it appears that students who are Pell Recipients but not First Generation do better than the other three groups.

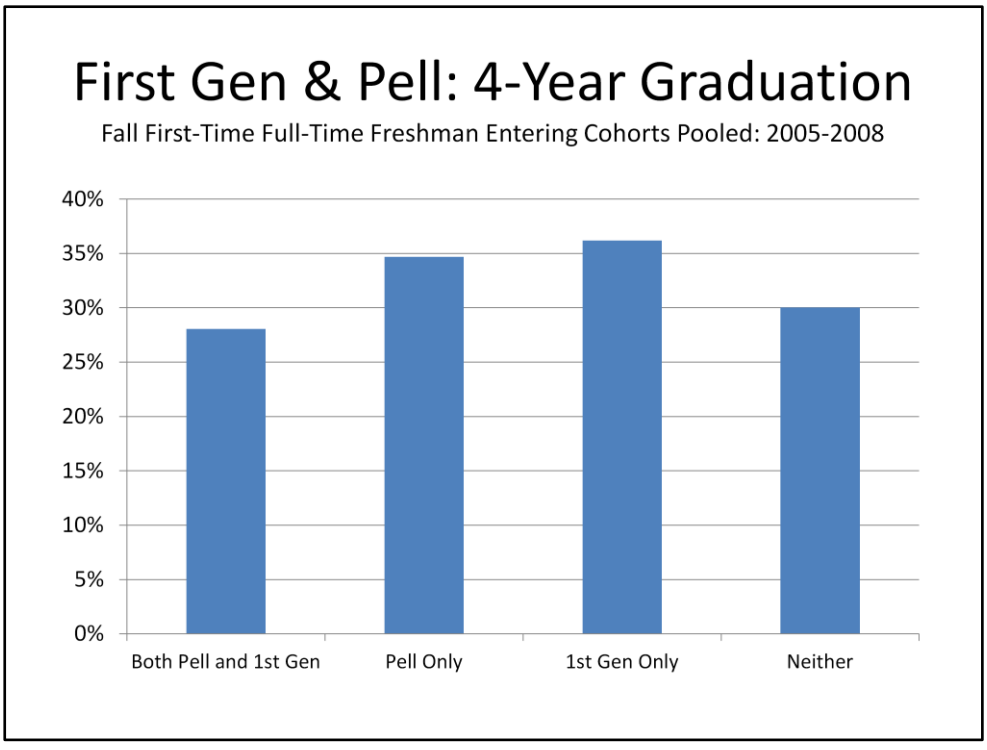
It is possible that the improved retention rates for the 2008 and 2009 entering cohorts were part of a "Michelle Obama" inspired effect. If so, then the apparent decrease in retention rates after that effect wore off should be viewed as a return to normal.



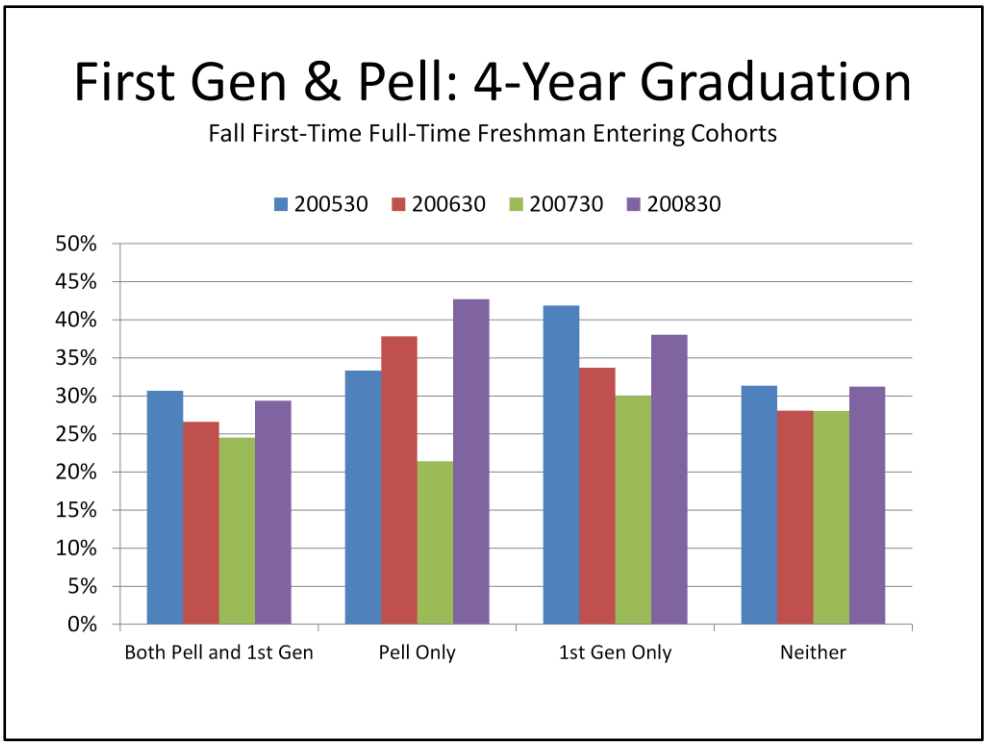
This graph extends the examination of one-year retention by adding academic performance as measured by academic standing during students' first two semesters. The four possible student clusters are arrayed across the X axis: good academic standing both semesters, probation both semesters, fall probation only and spring probation only. Among the findings are the obvious and surprising. Obviously, students on probation both semesters are much less likely to return for a second year and students in good academic standing both semesters are very likely to return (> 90%). Surprisingly, given conventional wisdom, being a first-generation student, Pell Grant recipient, both or neither was of little additional importance. That is a result that will be subsequently confirmed and could be useful in assuring prospective students that those factors are of little importance at UC Merced. An interesting result is that an improving record (probation in fall not in spring) was associated with higher retention than a declining record (good standing in the fall and probation in the spring). It might be possible to improve retention in the declining record group with a summer intervention.



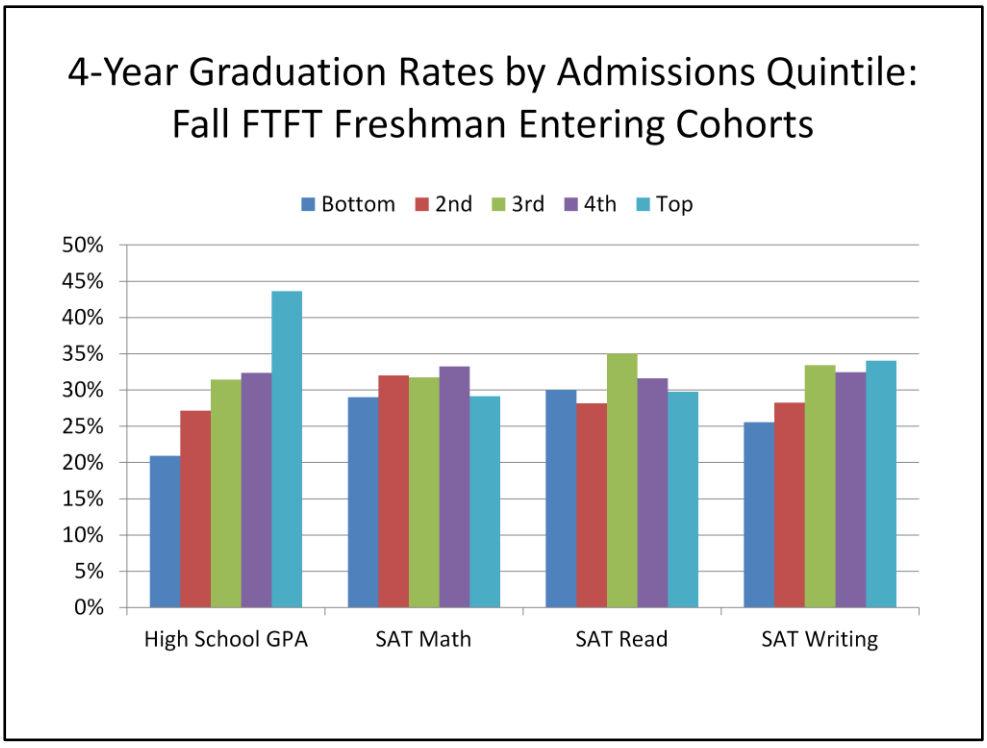
We mentioned in the first results slide, which shows increasing deviation in retention over the past two years, that changing student composition was a possible explanation for the deviation. This graph shows that student composition has dramatically changed over recent years. The percentage of entering freshmen classes who are neither First Generation nor Pell Recipients has decreased each year, and the percentage that are both First Generation and Pell Recipients has increased. There also appears to have been a decrease in the percentage of students who are First Generation but not Pell Recipients, and a slight increase in the percentage of students who are Pell Recipients by not First Generation. These patterns likely reflect the economic downturn.



Earlier slides looked at one-year retention rates. This slide extends analysis to four-year graduation rates. From the retention rate perspective, the students who were neither First Generation nor Pell Recipients did not do as well as students who were Pell Recipients but not First Generation. Focusing on four-year graduation rates, we see again that being a Pell Recipient or a First Generation student is not a risk factor for success. In fact, being neither a first generation college student nor a Pell grant recipient appears to be a "risk factor" relative to being one but not the other, and students who are neither have only slightly higher four-year graduation rates than students who are both. To reiterate, being first generation or a Pell recipient or both does not hamper the academic experience at UC Merced.

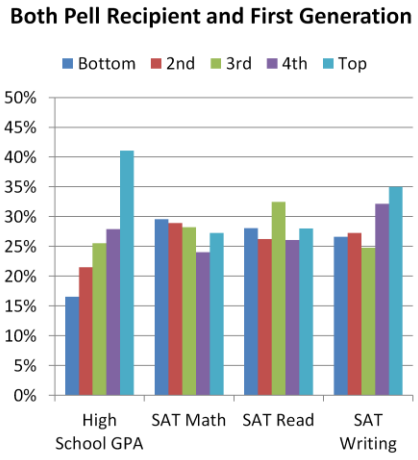


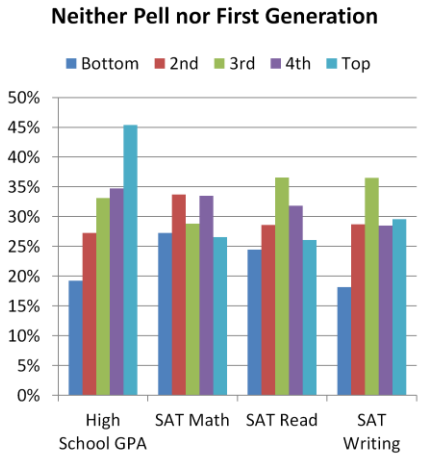
When we disaggregate these results by entering cohort, we see that the group that is neither has the most consistency of achievement (but not the highest level of achievement), followed closely by the group that is both. The Pell Only and First Generation Only groups have the most variation in four-year graduation rates. For all groups, the 2007 cohort had the lowest four-year graduation rate. Again, it is possible the 2008 “rebound” is due to the “Michelle Obama” effect. Only additional data points will tell.



Students with higher High School GPAs have higher 4-year graduation rates, but there are no differences in 4-year graduation rates between those with higher SAT scores and those with lower SAT scores. Thus, High School GPA is a likely predictor of four-year graduation rates, but SAT scores (with the possible exception of Writing) do not appear to be predictors at this level of aggregation.

4-Year Graduation Rates by Admissions Quintile





While the students who are neither Pell Recipients nor First Generation complete degrees at higher rates, the patterns and association or lack of association between Neither and Both are very similar, reinforcing the idea that only High School GPA is associated with 4-year graduation rates at this level of aggregation.

The Relationship Between Math and Writing Developmental Course Placements and Graduation in Four Years for Freshmen in 2006, 2007 and 2008

			Graduated in 4 years (Cohorts)				Placed Into Course (Cohorts)			
			2006	2007	2008	Sum	2006	2007	2008	Sum
Developmental Writing and Math Placements										
Writing 001	Placed into	%	26%	25%	30%	28%	60%	64%	60%	61%
	Not placed into	%	35%	30%	37%	35%	40%	36%	40%	39%
							100%	100%	100%	100%
Math 005	Placed into	%	22%	27%	27%	26%	33%	54%	50%	48%
	Not placed into	%	33%	27%	40%	34%	67%	46%	50%	52%
							100%	100%	100%	100%

Number of Developmental Placements

		Graduated in 4 years (Cohorts)				Math and Writing Developmental Placements			
		2006	2007	2008	Sum	2006	2007	2008	Sum
0	%	36%	30%	42%	37%	31%	21%	25%	25%
1	%	31%	26%	34%	31%	46%	40%	39%	41%
2	%	18%	25%	25%	24%	23%	39%	35%	34%
						100%	100%	100%	100%

This table addresses whether developmental course placements were associated with lower four-year graduation rates. It is an especially important question because half or more of the matriculating freshmen were directed to developmental classes in writing or mathematics. Percentage placements are on the right half of the table. Four-year graduation rates are shown on the left half of the table. It was very often, but not always, the case that students placed into developmental classes were less likely to graduate in four years. In addition, there was significant variation in placement rates and graduation rates from year to year. It is probably the case that developmental course assignment is associated with lower four-year graduation rates and that two developmental course placements reduces the probability of graduating in four years more than one placement.

Budget Act of 2013 (Proposed)

- Prohibits tuition increases for four years
- Provides a 20% General Fund increase over four years
  - ~10% increase in core operating revenues
  - Contingent on meeting 7 performance outcomes
    - 1% improvement by end of first year
    - 3% improvement by end of second year
    - 6% improvement by end of third year
    - 10% improvement by end of fourth year

Here are some of the key features of the Governor's academic performance proposal for the University of California.

Performance Outcome Measures

- Increase four-year graduation rates for freshmen
- Increase two-year graduation rates for CCC transfers
- Increase number of new CCC transfers enrolled
- Increase degree completions by first time freshmen
- Increase degree completions by CCC transfers
- Increase degree completions by low income students (Pell or Cal Grant recipients)
- Increase undergrad degree completions per 100 FTE

For the University of California, the performance would be measured by these measurable goals.

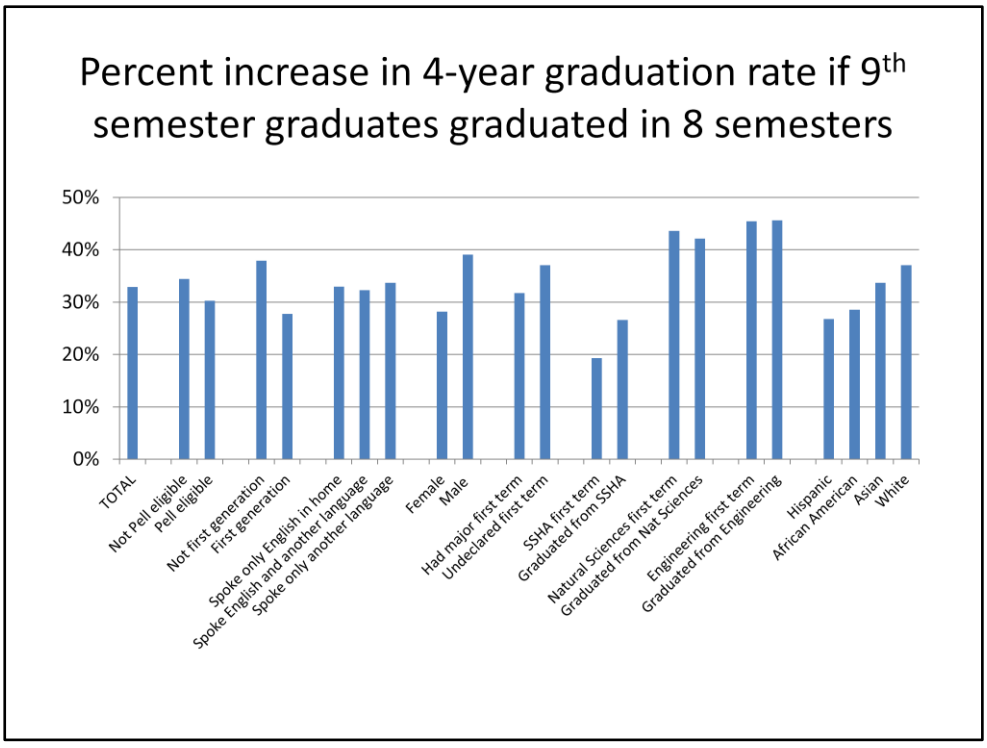
Four Year Graduation Rates

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Entering FTFT cohort	706	396	668	922
Percent graduated in 4 years	33.3%	29.8%	26.8%	33.6%
Number graduated in 4 years	235	118	179	310
Increase required to meet year 1 goal	2	1	2	3
Increase required to meet year 2 goal	7	4	5	9
Increase required to meet year 3 goal	14	7	11	19
Increase required to meet year 4 goal	24	12	18	31
Graduated one semester late (9th sem)	84	42	49	88
Not enrolled during 9th semester	23	17	11	N/A

This and the next two slides present a possible procedural solution and associated positive outcomes if ninth semester graduates, especially those not even enrolled that term, graduated in four years (eight semesters). Displayed are recent cohorts, four-year graduations, and the additional number of members of each entering freshman cohort that would have had to graduate within four years to meet the first of the Governor's performance goals. It also shows the number of students who graduated one semester late and the number who graduated one semester late but were not enrolled at UC Merced during that semester. If all students who graduated one semester late would have graduated one semester earlier, UC Merced would have far surpassed the Governor's proposed 10% increase in four year graduation rates. The red numbers indicate the goals that could have been met if all the students who graduated one semester late but were not enrolled at UC Merced during the semester they graduated could have graduated on time. Some of these students who graduated during their ninth semester even though they were not enrolled at UC Merced during their ninth semester may have been completing coursework at another institution that was required to graduate, but some may have simply failed to submit paperwork required to graduate on time. Improving graduation rates for these students is probably a first, most efficient and least disruptive strategy.

Graduated within Five Years

- 59% of entering cohorts who graduated within five years graduated within four years.
- 19% graduated one semester late
- 29% of those who graduated one semester late were not enrolled at UC Merced during the term they graduated.



This figure shows many associated effects if all students who graduated one semester late graduate on time. For example, there would be a slight increase in the four year graduation rate of students who are not Pell Eligible relative to students who are Pell Eligible, but that effect is far less pronounced that the difference between students who are Not First Generation and those who are. Overall, the effect on graduation rates of students who were raised in homes where different languages were spoken would be even, but the effect on male graduation rates would be more pronounced that the effect on female graduation rates (largely because females have higher four year graduation rates). The groups that would see the greatest increase in four-year graduation rates if students who graduated in nine semesters graduated in eight semesters would be engineering majors, natural sciences majors, males, non-first generation students, and white students.

The following slides focus on establishing relationships among variables that can be used to predict academic performance and graduation, many of which are malleable. The 2008 cohort was the data source for these analyses.

Graduation Rates for Groups Defined by Admissions and Enrollment Variables

	Yes	No
Demographic Variables		
First-Generation College	33%	34%
English Only 1st Language	32%	35%
Pell Grant Recipient	32%	34%
Not White/Asian/International	30%	36%
✔ Gender	26%	41%

A straightforward graduation rate methodology is to simply report four-year graduation rates for students by a variety of variables. The first, most simple variables by which students might be described are demographic. Comparing four-year graduation rates for these groups of students shows very little difference associated with first generation college, English as the only first language, or being a Pell recipient. The difference between historically underserved racial/ethnic groups was slightly larger at 6%, but the largest difference was associated with gender. Males were much less likely to graduate in four years. The gender variable was therefore flagged for subsequent use as a "challenge" to graduation in four-years. (Please note that six-year graduation rates did not show a gender difference.)

Graduation Rates for Groups Defined by Admissions and Enrollment

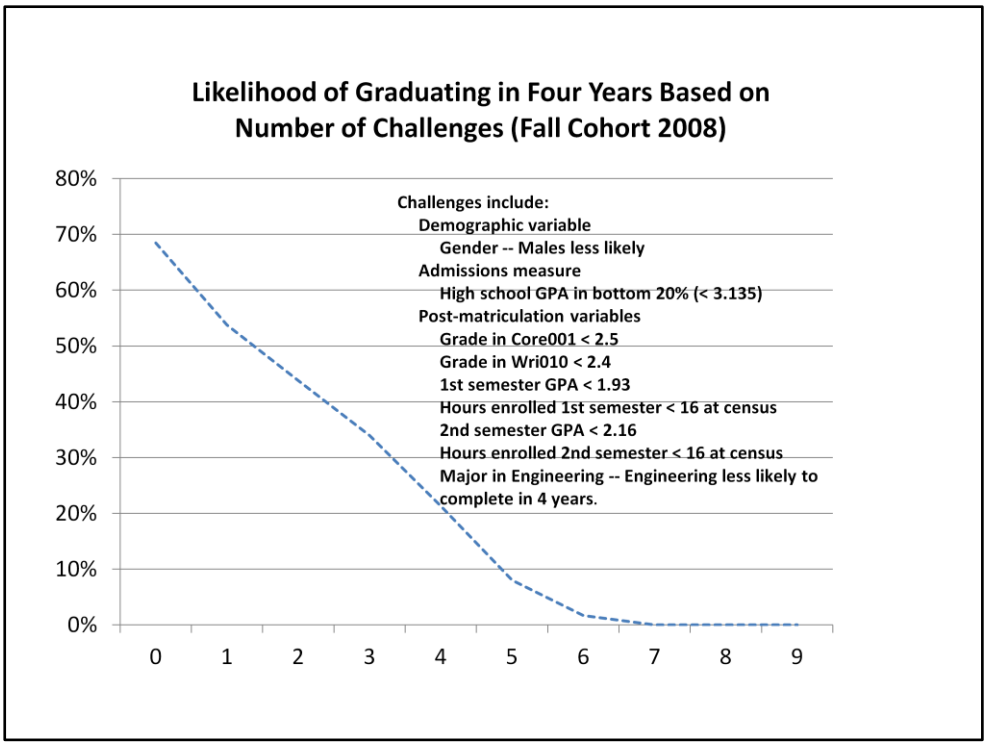
	Yes	No
Admissions Variables		
✔ High School GPA < 3.135	21%	37%
SAT Math < 445	33%	34%
SAT Writing < 425	32%	34%
SAT Reading < 415	30%	35%

Admissions measures are assumed to be associated with four-year graduation because they are associated with first year academic performance. This slide shows that only the group identified by a high school GPA less than 3.125 (the bottom 20%) was clearly associated with a lower rate of four-year graduation. High school GPA in the bottom 20% is flagged as the second “challenge” variable.

Graduation Rates for Groups Defined by Admissions and Enrollment Variables

	Yes	No
Post-Matriculation Behaviors		
✔ Grade in Core001 (< 2.5)	11%	45%
✔ Grade in Wri010 (< 2.5)	18%	41%
✔ GPA Earned 1st Semester < 1.93	13%	40%
✔ Hours Enrolled 1st Semester (< 16 at census)	25%	43%
✔ GPA Earned 2nd Semester < 2.16	12%	42%
✔ Hours Enrolled 2nd Semester (< 16 at census)	17%	45%
Major Undeclared	26%	35%
Major SSHA	46%	27%
✔ Major Engineering	19%	37%
Major Natural Sciences	35%	32%

After matriculation, we have many freshman year measures of performance and academic choices that are more clearly associated with graduating in four years. Among those that can be added to the "challenge" variables were grades earned in Core 001 and Wri 010, GPA and hours enrolled in the first and second semesters, and the decision to major in Engineering. Engineering students were less likely to graduate in four years. Of these variables, hours enrolled in the first semester would be one of the easiest to change and has been shown by the University of Minnesota, UC Davis and others to be counterintuitive. These other universities have shown that a very full academic schedule is associated with better academic performance even after controlling for academic ability. The lack of free time is one explanation offered to explain better outcomes. At this point, we have nine challenge variables and it is reasonable to assume that graduation rate would suffer with each additional challenge.



This graph shows that graduation rate declined as the number of challenges increased. The relationship was very nearly linear up to six challenges. It is also interesting to note that students who met none of the challenge conditions completed a degree in four years at a rate of 68%.

The notion of a challenge index and the independent examination of variables is helpful but not analytically adequate.

Comparing Stability of Important Logistic Model Variables for Four-Year Graduation (Cohort 2006, 2007 and 2008)

	2006	2007	2008	Three-Years
Admissions and Post-Matriculation				
• High School GPA quintiles			✔	✔
• SAT Math quintiles				
• Social Sciences, Humanities and Arts			✔	✔
• SAT Writing quintiles				
Zero if white, Asian, or international				
Engineering	✔	✔		✔
Gender	✔		✔	✔
• First generation				
• SAT Reading quintiles	✔			✔
• Natural Sciences			✔	
• Set to 1 if "English only" was first language in home				
• Pell recipients		✔		
Is coded 0 if first Core001 grade was less than 2.5	✔	✔	✔	✔
Is coded 0 if first Writ010 grade was less than 2.5	✔	✔		✔
Is coded 0 if 1st semester credit hours at census was less than 16			✔	✔
First semester cumulative GPA quintiles				
Is coded 0 if 2nd semester credit hours at census was less than 16			✔	✔
Second semester cumulative GPA quintiles	✔	✔	✔	✔

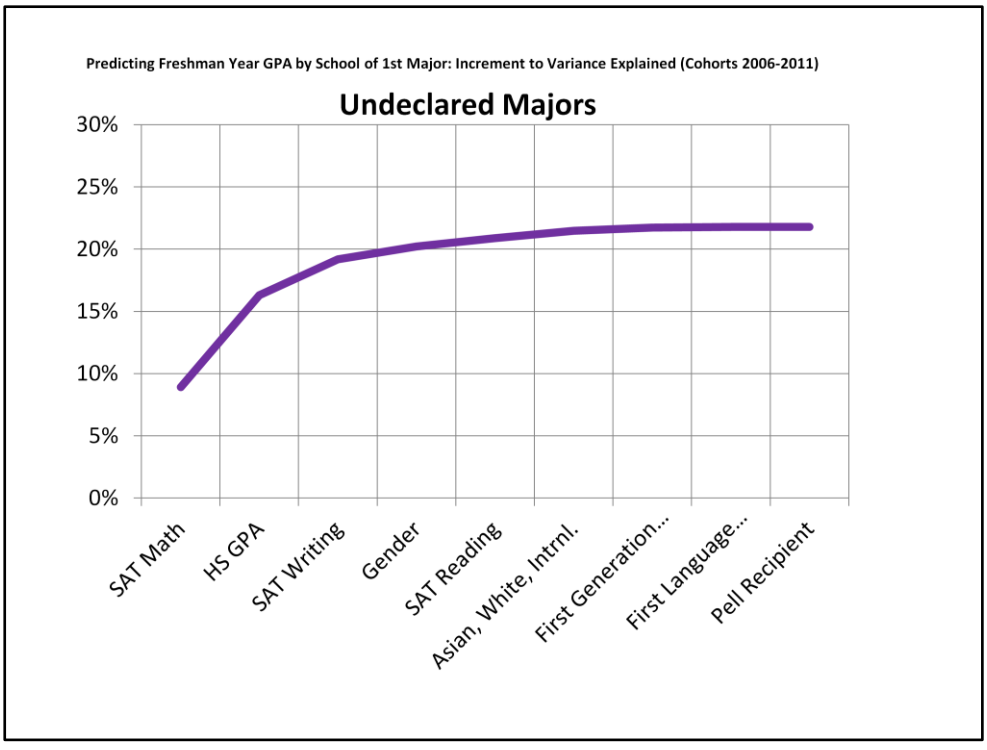
Note: The three cohorts were equally weighted.

* Could be considered in admissions processes.

This table displays the results of a more appropriate technique, logistic regression, that considers the variables collectively. Specifically, the earlier measures were included in comprehensive models attempting to predict whether students would graduate in four years or not. The analyses were done independently for three cohorts (2006, 2007 and 2008) to establish stability and for a combined group comprised of samples of equal sizes from the three years to prevent later years from differentially impacting the outcomes. Variables shown to be significant are checked.

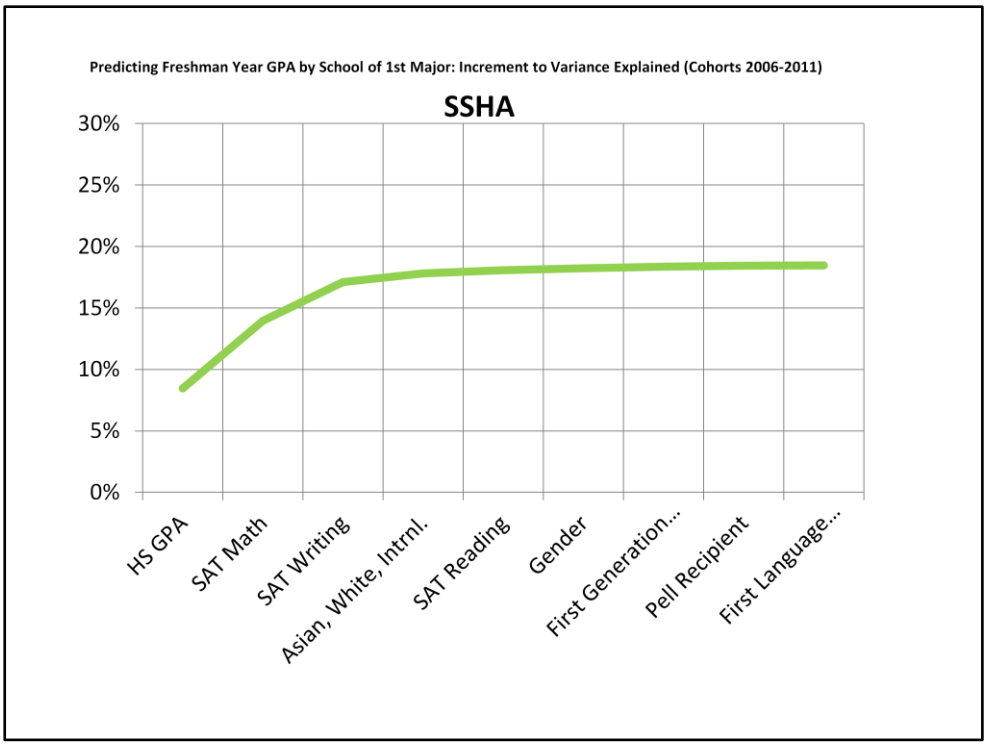
As shown in earlier analyses, high school GPA is an important indicator of completion in four years. Those in the bottom 20% are less likely to graduate in four years. Majors in SSHA are more likely to complete a bachelors in four years and majors in Engineering are less likely to do so. Surprisingly, SAT Reading appeared as an important variable. (Finding variables that are useful in the context of several other variables is an advantage of logistic regression.) Not surprisingly, academic performance in common courses and performance in the second semester were important. It was also clear that enrolling for 16 or more hours each semester was important.

In the next slides, we shift our focus from predicting graduation within four years to predicting GPA earned during the freshman year. We apply an appropriate statistical analysis, linear regression, at the level of school of major.

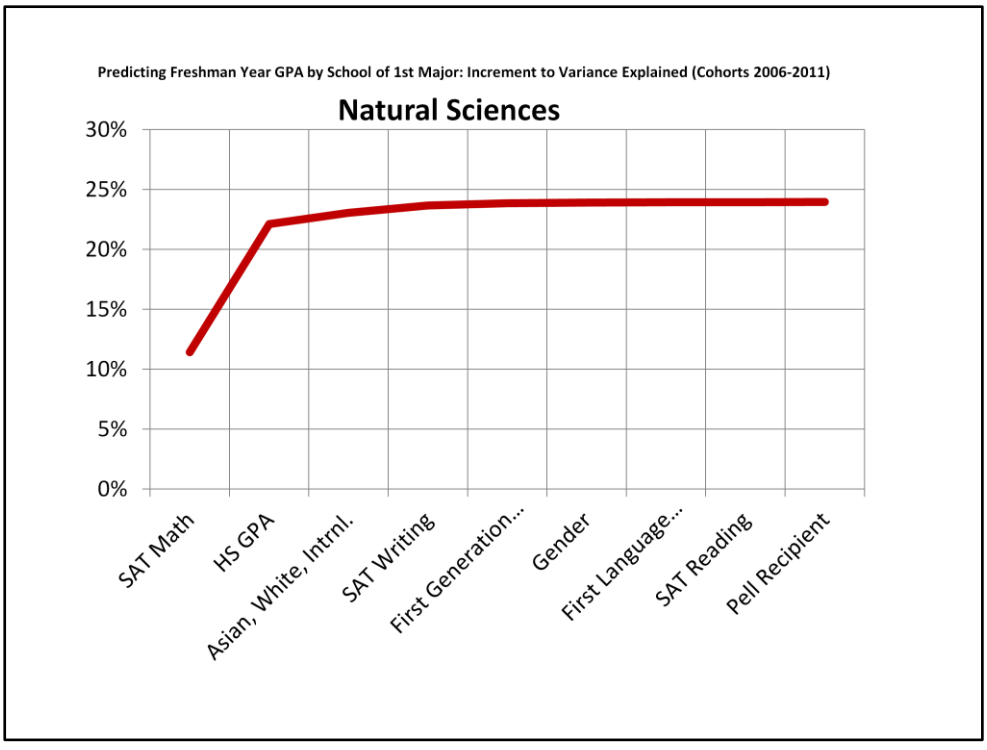


The next five graphs show the sequential contribution of each "challenge" variable to the ability to predict cumulative GPA at the end of the freshman year. That is, the vertical axis shows the percent of variance explained by the model as each predictor variable shown on the horizontal axis is added to the equation.

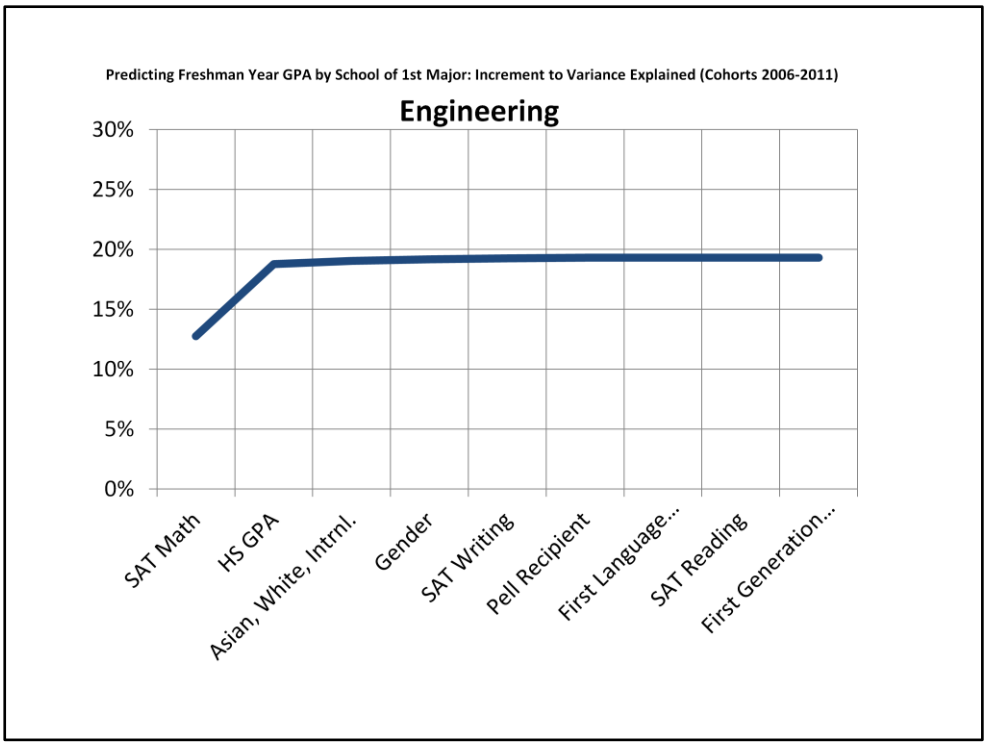
In this case, the variables that best predicted the academic performance of undeclared majors were SAT Math, followed by high school GPA and SAT Writing. The next five variables added little to predictive power. It is important to note here and subsequently, that gender, race/ethnicity, being first-generation or not, being a Pell recipient or not, and whether English was the only first language in students' homes were unimportant, not helpful predictors of academic performance at UC Merced.



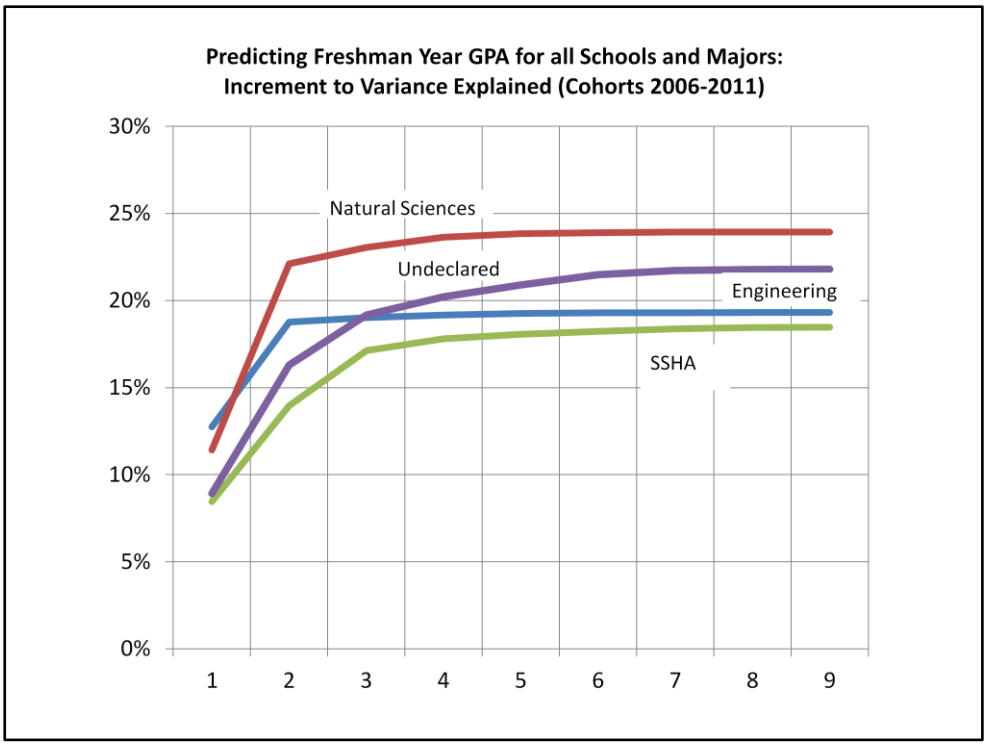
The results for SSHA were similar. SAT Math and Writing and high school GPA were helpful.



Only two variables improved the explanation of differences in the freshman year academic performance of Natural Sciences students by more than 5%: SAT Math and high school GPA.



The Engineering result was similar to Natural Sciences with SAT Math and high school GPA making important improvements in explaining academic performance during the freshman year.



To put the previous results in context, they are displayed together. Using "challenge" measures to explain freshman year performance was more successful for Natural Sciences majors than for Engineering and SSHA majors. That is, the "challenge" measures explained a larger percentage of the variation in cumulative GPA's earned during the freshman year by students majoring in Natural Science disciplines than for students majoring in disciplines in other schools.

In all cases, only two or three measures made important incremental improvements to prediction. SAT Math and high school GPA were always either first or second and, if there was a third important predictor, it was SAT Writing.

Caution should be used in accepting or applying the results presented herein. They are the best currently available, but UC Merced is young and growing and changing rapidly. It will probably be several years before the patterns begin to fluctuate within narrow ranges that are more useful for prediction and planning.

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TRANSFER STUDENT ENROLLMENT BY FULL-TIME/PART-TIME STATUS

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Full-Time	138	144	207	127	102
Part-Time	1	1	2	3	1
Total	**139**	**145**	**209**	**130**	**103**

ENROLLMENT PERCENTAGE BY FULL-TIME/PART-TIME STATUS

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Full-Time	99.3%	99.3%	99.0%	97.7%	99.0%
Part-Time	0.7%	0.7%	1.0%	2.3%	1.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Note: Percentages may not total 100% due to rounding

Data Source: IPA Enrollment Table

Prepared by Institutional Planning & Analysis

UCMERCED

TRANSFER STUDENT ENROLLMENT BY FULL-TIME/PART-TIME STATUS

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Full-Time	130	100	116	138
Part-Time	2	2	0	1
Total	**132**	**102**	**116**	**139**

ENROLLMENT PERCENTAGE BY FULL-TIME/PART-TIME STATUS

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Full-Time	98.5%	98.0%	100.0%	99.3%
Part-Time	1.5%	2.0%	0.0%	0.7%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Note: Fall 2005 enrollment figures do not include students admitted with a visitor designation

Note: Percentages may not total 100% due to rounding

Data Source: IPA Enrollment Table

Prepared by Institutional Planning & Analysis

UCMERCED

NEW TRANSFER STUDENTS FULL-TIME/PART-TIME STATUS BY GENDER

	Fall 2011			Fall 2012			Fall 2013		
	F	**M**	**D**	**F**	**M**	**D**	**F**	**M**	**D**
Full-Time	77	88	5	50	72	5	56	44	2
Part-Time	1	3	0	2	1	0	0	1	0
Total	**78**	**91**	**5**	**52**	**73**	**5**	**56**	**45**	**2**

ENROLLMENT PERCENTAGE BY FULL-TIME/PART-TIME STATUS

	Fall 2011			Fall 2012			Fall 2013		
	F	**M**	**D**	**F**	**M**	**D**	**F**	**M**	**D**
Full-Time	98.7%	96.7%	100.0%	96.2%	98.6%	100.0%	100.0%	97.8%	100.0%
Part-Time	1.3%	3.3%	0.0%	3.8%	1.4%	0.0%	0.0%	2.2%	0.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Note: D = Decline to State - Students did not indicate gender on their application

Data Source: IPA Enrollment Table

Prepared by Institutional Planning & Analysis

UCMERCED

NEW TRANSFER STUDENTS FULL-TIME/PART-TIME STATUS BY GENDER

	Fall 2008			Fall 2009			Fall 2010		
	F	M	D	F	M	D	F	M	D
Full-Time	59	77	2	62	78	4	76	122	9
Part-Time	0	1	0	0	1	0	1	1	0
Total	**59**	**78**	**2**	**62**	**79**	**4**	**77**	**123**	**9**

ENROLLMENT PERCENTAGE BY FULL-TIME/PART-TIME STATUS

	Fall 2008			Fall 2009			Fall 2010		
	F	M	D	F	M	D	F	M	D
Full-Time	100.0%	98.7%	100.0%	100.0%	98.7%	100.0%	98.7%	99.2%	100.0%
Part-Time	0.0%	1.3%	0.0%	0.0%	1.3%	0.0%	1.3%	0.8%	0.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Note: D = Decline to State - Students did not indicate gender on their application

Data Source: IPA Enrollment Table

Prepared by Institutional Planning & Analysis

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NEW TRANSFER STUDENTS FULL-TIME/PART-TIME STATUS BY GENDER

	Fall 2005			Fall 2006			Fall 2007		
	F	M	D	F	M	D	F	M	D
Full-Time	63	66	1	54	46	0	56	60	0
Part-Time	1	1	0	0	2	0	0	0	0
Total	**64**	**67**	**1**	**54**	**48**	**0**	**56**	**60**	**0**

ENROLLMENT PERCENTAGE BY FULL-TIME/PART-TIME STATUS

	Fall 2005			Fall 2006			Fall 2007		
	F	M	D	F		M	F	M	D
Full-Time	98.4%	98.5%	100.0%	100.0%	95.8%	0.0%	100.0%	100.0%	0.0%
Part-Time	1.6%	1.5%	0.0%	0.0%	4.2%	0.0%	0.0%	0.0%	0.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**0.0%**	**100.0%**	**100.0%**	**0.0%**

Note: D = Decline to State - Students did not indicate gender on their application

Data Source: IPA Enrollment Table

Prepared by Institutional Planning & Analysis

Transfer Retention and Graduation Rates by UC Campus

Table A: One-Year Persistence Rates for the Fall 2010 Transfer Cohort by UC Campus

Campus	**One-Year Persistence Rate**
Berkeley	95%
Davis	90%
Irvine	93%
Los Angeles	94%
Merced	88%
Riverside	89%
San Diego	95%
Santa Barbara	93%
Santa Cruz	90%
System	**93%**

Source: University of California Info Center
(http://data.universityofcalifornia.edu/student/stu-success.html)

Table B: Two, Three and Four Year Graduation Rates for Entering Transfer Cohorts by Campus

Campus	Two Year Rates					Three Year Rates				Four Year Rates		
	2005	**2006**	**2007**	**2008**	**2009**	**2005**	**2006**	**2007**	**2008**	**2005**	**2006**	**2007**
Berkeley	55%	58%	58%	61%	61%	85%	86%	87%	88%	90%	91%	91%
Davis	52%	49%	47%	49%	47%	79%	80%	77%	80%	85%	86%	85%
Irvine	49%	50%	50%	50%	50%	82%	80%	80%	83%	87%	85%	86%
Los Angeles	55%	55%	55%	58%	59%	85%	85%	82%	85%	90%	89%	86%
Merced	46%	31%	33%	16%	20%	65%	60%	52%	51%	72%	71%	66%
Riverside	48%	48%	43%	43%	45%	73%	70%	70%	72%	78%	76%	76%
San Diego	37%	38%	35%	36%	42%	74%	72%	72%	73%	83%	82%	82%
Santa Barbara	58%	57%	57%	63%	64%	82%	78%	77%	80%	86%	82%	82%
Santa Cruz	51%	48%	47%	47%	47%	78%	75%	76%	77%	82%	81%	83%

Source: University of California Info Center
(http://data.universityofcalifornia.edu/student/stu-success.html)

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UNDERGRADUATE ADMIT AND YIELD RATES BY STUDENT ENTERING LEVEL

FIRST-TIME FRESHMAN APPLICANTS

Year	Applied	Admitted	Admit Rate	SIR	SIR Yield	Enrolled	Enrollment Yield
Fall 2005	14,078	12,157	86.4%	929	7.6%	706	5.8%
Fall 2006	14,097	12,313	87.3%	508	4.1%	398	3.2%
Fall 2007	15,094	13,512	89.5%	821	6.1%	669	5.0%
Fall 2008	19,116	17,324	90.6%	1167	6.7%	925	5.3%
Fall 2009	20,851	19,042	91.3%	1425	7.5%	1,128	5.9%
Fall 2010	22,902	20,296	88.6%	1775	8.7%	1,341	6.6%
Fall 2011	15,206	12,161	80.0%	1907	15.7%	1,443	11.9%
Fall 2012	14,056	10,614	75.5%	1888	17.8%	1,495	14.1%
Fall 2013	15,883	10,314	64.9%	2190	21.2%	1,654	16.0%

TRANSFER APPLICANTS

Year	Applied	Admitted	Admit Rate	SIR	SIR Yield	Enrolled	Enrollment Yield
Fall 2005	1,797	1,467	81.6%	173	11.8%	132	9.0%
Fall 2006	1,825	1,560	85.5%	133	8.5%	102	6.5%
Fall 2007	1,825	1,558	85.4%	149	9.6%	116	7.4%
Fall 2008	2,185	1,763	80.7%	192	10.9%	139	7.9%
Fall 2009	2,764	2,270	82.1%	188	8.3%	145	6.4%
Fall 2010	4,062	3,372	83.0%	342	10.1%	209	6.2%
Fall 2011	2,397	1,424	59.4%	260	18.3%	174	12.2%
Fall 2012	2,288	1,092	47.7%	183	16.8%	130	11.9%
Fall 2013	2,230	913	40.9%	150	16.4%	103	11.3%

SIR: Statement of Intent to Register

Data Source: IPA Application Table, AS_Admissions_Applicant Table & IPA Enrollment Table

Prepared by Institutional Planning & Analysis

UCMERCED

GRADUATE ADMIT AND YIELD RATES BY STUDENT ENTERING LEVEL

MASTERS' APPLICANTS

Year	Applied	Admitted	Admit Rate	SIR	SIR Yield	Enrolled	Enrollment Yield
Fall 2004	6	4	66.7%	3	75.0%	2	50.0%
Fall 2005	21	8	38.1%	5	62.5%	5	62.5%
Fall 2006	47	8	17.0%	8	100.0%	8	100.0%
Fall 2007	57	11	19.3%	8	72.7%	8	72.7%
Fall 2008	85	26	30.6%	15	57.7%	12	46.2%
Fall 2009	78	22	28.2%	22	100.0%	19	86.4%
Fall 2010	96	15	15.6%	12	80.0%	11	73.3%
Fall 2011	68	15	22.1%	11	73.3%	11	73.3%
Fall 2012	97	19	19.6%	14	73.7%	14	73.7%
Fall 2013	102	38	37.3%	19	50.0%	14	36.8%

DOCTORATE APPLICANTS

Year	Applied	Admitted	Admit Rate	SIR	SIR Yield	Enrolled	Enrollment Yield
Fall 2004	15	7	46.7%	7	100.0%	7	100.0%
Fall 2005	57	25	43.9%	19	76.0%	19	76.0%
Fall 2006	134	44	32.8%	37	84.1%	35	79.5%
Fall 2007	206	80	38.8%	47	58.8%	44	55.0%
Fall 2008	254	87	34.3%	57	65.5%	54	62.1%
Fall 2009	303	88	29.0%	58	65.9%	52	59.1%
Fall 2010	267	64	24.0%	36	56.3%	30	46.9%
Fall 2011	292	102	34.9%	55	53.9%	52	51.0%
Fall 2012	328	155	47.3%	99	63.9%	95	61.3%
Fall 2013	363	158	43.5%	90	57.0%	87	55.1%

SIR: Statement of Intent to Register

Data Source: IPA Application Table, AS_Admissions_Applicant Table & IPA Enrollment Table

Prepared by Institutional Planning & Analysis

UCMERCED

UNDERGRADUATE ADMIT AND YIELD RATES BY STUDENT ENTERING LEVEL

FIRST-TIME FRESHMAN REGULAR APPLICANTS

Year	Applied	Admitted	Admit Rate	SIR	SIR Yield	Enrolled	Enrollment Yield
Fall 2005	8,053	6,133	76.2%	647	10.5%	505	8.2%
Fall 2006	8,043	6,260	77.8%	440	7.0%	344	5.5%
Fall 2007	8,755	7,176	82.0%	700	9.8%	577	8.0%
Fall 2008	10,386	8,607	82.9%	1,043	12.1%	825	9.6%
Fall 2009	9,604	7,829	81.5%	1,164	14.9%	954	12.2%
Fall 2010	10,682	8,215	76.9%	1,303	15.9%	1,010	12.3%
Fall 2011	11,530	8,667	75.2%	1,465	16.9%	1,140	13.2%
Fall 2012	12,860	9,440	73.4%	1,650	17.5%	1,329	14.1%
Fall 2013	14,977	9,432	63.0%	1,992	21.1%	1,517	16.1%

FIRST-TIME FRESHMAN EARLY REFERRAL APPLICANTS

Year	Applied	Admitted	Admit Rate	SIR	SIR Yield	Enrolled	Enrollment Yield
Fall 2005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Fall 2006	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Fall 2007	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Fall 2008	310	306	98.7%	33	10.8%	29	9.5%
Fall 2009	1,204	1,175	97.6%	89	7.6%	67	5.7%
Fall 2010	1,149	1,069	93.0%	164	15.3%	134	12.5%
Fall 2011	1,354	1,208	89.2%	183	15.1%	135	11.2%
Fall 2012	292	286	97.9%	38	13.3%	31	10.8%
Fall 2013	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SIR: Statement of Intent to Register

Early referral & referral pool applicants are students who applied to other UC campus' but are not admitted due to space limitations

Data Source: IPA Application Table & IPA Enrollment Table

Prepared by Institutional Planning & Analysis

UCMERCED

FIRST-TIME FRESHMAN REFERRAL POOL APPLICANTS

Year	Applied	Admitted	Admit Rate	SIR	SIR Yield	Enrolled	Enrollment Yield
Fall 2005	6,025	6,024	100.0%	282	4.7%	201	3.3%
Fall 2006	6,054	6,053	100.0%	68	1.1%	54	0.9%
Fall 2007	6,339	6,336	100.0%	121	1.9%	92	1.5%
Fall 2008	8,420	8,411	99.9%	91	1.1%	71	0.8%
Fall 2009	10,044	10,038	99.9%	172	1.7%	107	1.1%
Fall 2010	11,071	11,012	99.5%	308	2.8%	197	1.8%
Fall 2011	2,322	2,286	98.4%	259	11.3%	168	7.3%
Fall 2012	904	888	98.2%	200	22.5%	135	15.2%
Fall 2013	906	882	97.4%	198	22.4%	137	15.5%

SIR: Statement of Intent to Register

Early referral & referral pool applicants are students who applied to other UC campus' but are not admitted due to space limitations

Data Source: IPA Application Table & IPA Enrollment Table

Prepared by Institutional Planning & Analysis

UCMERCED

UNDERGRADUATE ADMIT AND YIELD RATES BY STUDENT ENTERING LEVEL

TRANSFER REGULAR APPLICANTS

Year	Applied	Admitted	Admit Rate	SIR	SIR Yield	Enrolled	Enrollment Yield
Fall 2005	951	622	65.4%	147	23.6%	111	17.8%
Fall 2006	886	627	70.8%	116	18.5%	95	15.2%
Fall 2007	896	627	70.0%	122	19.5%	102	16.3%
Fall 2008	1,208	788	65.2%	158	20.1%	117	14.8%
Fall 2009	1,291	803	62.2%	142	17.7%	113	14.1%
Fall 2010	1,818	1,206	66.3%	211	17.5%	146	12.1%
Fall 2011	2,198	1,246	56.7%	198	15.9%	138	11.1%
Fall 2012	2,233	1,041	46.6%	165	15.9%	119	11.4%
Fall 2013	2,230	913	40.9%	150	16.4%	103	11.3%

TRANSFER REFERRAL POOL APPLICANTS

Year	Applied	Admitted	Admit Rate	SIR	SIR Yield	Enrolled	Enrollment Yield
Fall 2005	846	845	99.9%	26	3.1%	21	2.5%
Fall 2006	939	933	99.4%	17	1.8%	7	0.8%
Fall 2007	929	929	100.0%	27	2.9%	14	1.5%
Fall 2008	977	975	99.8%	34	3.5%	22	2.3%
Fall 2009	1,475	1,467	99.5%	43	2.9%	32	2.2%
Fall 2010	2,244	2,166	96.5%	131	6.0%	63	2.9%
Fall 2011	199	178	89.4%	62	34.8%	36	20.2%
Fall 2012	55	51	92.7%	18	35.3%	11	21.6%
Fall 2013	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SIR: Statement of Intent to Register

Referral pool applicants are students who applied to other UC campus' but are not admitted due to space limitations

Data Source: IPA Application Table & IPA Enrollment Table

Prepared by Institutional Planning & Analysis

Table 1
University of California
Comparison of All Application Counts by Campus
Fall 2012, 2013 and 2014[1]

Campus by Level	Fall Terms 2012	2013	2014	2012-13 +/- #	2012-13 +/- %	2013-14 +/- #	2013-14 +/- %
BERKELEY							
Freshman	61,661	67,658	73,711	5,997	9.7%	6,053	8.9%
Transfer	15,717	15,982	16,573	265	1.7%	591	3.7%
Total	**77,378**	**83,640**	**90,284**	**6,262**	**8.1%**	**6,644**	**7.9%**
DAVIS							
Freshman	49,389	55,877	60,496	6,488	13.1%	4,619	8.3%
Transfer	13,126	13,765	14,413	639	4.9%	648	4.7%
Total	**62,515**	**69,642**	**74,909**	**7,127**	**11.4%**	**5,267**	**7.6%**
IRVINE							
Freshman	54,465	60,619	66,426	6,154	11.3%	5,807	9.6%
Transfer	15,443	15,616	16,024	173	1.1%	408	2.6%
Total	**69,908**	**76,235**	**82,450**	**6,327**	**9.1%**	**6,215**	**8.2%**
LOS ANGELES							
Freshman	72,626	80,472	86,472	7,846	10.8%	6,000	7.5%
Transfer	18,886	19,087	19,352	201	1.1%	265	1.4%
Total	**91,512**	**99,559**	**105,824**	**8,047**	**8.8%**	**6,265**	**6.3%**
MERCED							
Freshman	12,838	14,966	15,264	2,128	16.6%	298	2.0%
Transfer	2,216	2,225	2,205	9	0.4%	-20	-0.9%
Total	**15,054**	**17,191**	**17,469**	**2,137**	**14.2%**	**278**	**1.6%**
RIVERSIDE							
Freshman	29,879	33,809	34,899	3,930	13.2%	1,090	3.2%
Transfer	7,727	8,369	8,496	642	8.3%	127	1.5%
Total	**37,606**	**42,178**	**43,395**	**4,572**	**12.2%**	**1,217**	**2.9%**
SAN DIEGO							
Freshman	60,819	67,403	73,437	6,584	10.8%	6,034	9.0%
Transfer	15,168	14,988	16,100	-180	-1.2%	1,112	7.4%
Total	**75,987**	**82,391**	**89,537**	**6,404**	**8.4%**	**7,146**	**8.7%**
SANTA BARBARA							
Freshman	54,807	62,402	66,756	7,595	13.9%	4,354	7.0%
Transfer	13,524	13,637	14,137	113	0.8%	500	3.7%
Total	**68,331**	**76,039**	**80,893**	**7,708**	**11.3%**	**4,854**	**6.4%**
SANTA CRUZ							
Freshman	32,941	38,507	40,687	5,566	16.9%	2,180	5.7%
Transfer	7,681	8,133	8,162	452	5.9%	29	0.4%
Total	**40,622**	**46,640**	**48,849**	**6,018**	**14.8%**	**2,209**	**4.7%**
UNIVERSITYWIDE (unduplicated count)							
Freshman	126,299	139,758	148,450	13,459	10.7%	8,692	6.2%
Transfer	34,640	35,009	34,822	369	1.1%	-187	-0.5%
Total	**160,939**	**174,767**	**183,272**	**13,828**	**8.6%**	**8,505**	**4.9%**

[1] Transfer category includes second baccalaureate and limited status applicants.

SOURCE: University of California Office of the President, Student Affairs, Undergraduate Admissions files, 12/27/11, 12/20/12 and 12/04/13.

ASCEND

UC MERCED

New Student Success Conference

Tuesday, August 27, 2013

OPPORTUNITIES TO LEARN

OPPORTUNITIES FOR SUCCESS

Bring this program book with you to the conference

This program belongs to:

Conference Themes:

Academic excellence

Student life and leadership

Personal and academic responsibility

Wellness

What does ASCEND stand for?

Acknowledge the possibilities

Strengthen your potential

Connect with campus and community

Excel academically

Navigate your future

Discover strategies for success

FROM THE CHANCELLOR

WELCOME!

Greetings Bobcats!

Welcome to our campus' annual ASCEND New Student Success Conference. The purpose of this event is to help our new **first-year and transfer students achieve academic success**. You will also have an opportunity to learn about resources and tools available to assist you, and you'll get to **meet and connect** with other Bobcats – both new and continuing students – as well as faculty and staff. This early contact with your peers, along with the chance to learn about UC Merced's programs that **enhance student life and leadership skills** and promote **physical and emotional wellness**, establishes a strong foundation for you to enjoy a **successful first year** here.

You also are joining a research university. I hope you will seek out opportunities to work with our faculty and to contribute to our community. I look forward to seeing you around campus.

Fiat Lux,

Dorothy Leland

Dorothy Leland
Chancellor

FROM THE CONFERENCE COMMITTEE

Welcome to the annual ASCEND New Student Success Conference. This conference is designed to impart practical information to assist all students new to UC Merced to reach their fullest potential. This book is your guide to the day and contains all the information needed to make the most of this experience. Here are some suggestions to navigate the day.

- The "Survivor" session is mandatory. Please attend your specific scheduled session, which is designated by your resident hall or off-campus status.
- Included in this book is a time schedule on page 6. Please use this to keep track of the sessions you wish to attend.
- Each session is identified by an icon relating to one of the four main conference themes. Be sure to attend a variety of sessions.
- Class sizes are limited, so when choosing a session to attend, select two or three per hour in case your first choice session is full. Many of the sessions are offered multiple times, so if you cannot get in to your first choice at 10am, for example, try a later time.
- The day will most likely be warm or hot, so carry water (or a beverage) with you. The hot Merced days can be exhausting; keeping hydrated is a must.
- Enjoy the day! The focus of these sessions is to give new students advice and information to help with the transition from high school or community college to the university environment. Take advantage of the information provided by those who have come before you. They know the difference between a struggling student and a successful one.

We hope you enjoy the day and look forward to a great year!

Sincerely,
ASCEND New Student Success Conference Committee

WHERE TO GO AND WHEN

Mariposa Hall and Tuolumne Hall Residents:

8:35am	Check-in at the North Bowl Field
10:00am -3:45pm	Conference workshops
12:00-12:45pm	Lunch in the Carol Tomlinson-Keasey Quad

Cathedral Hall, Tenaya Hall, Valley Terraces, and Off-campus First Years:

8:45am	Check-in at the North Bowl Field
10:00am -3:45pm	Conference workshops
12:00-12:45pm	Lunch in the Carol Tomlinson-Keasey Quad

Transfer Students:

8:45am	Check-in at the North Bowl Field
10:00am -3:45pm	Conference workshops
12:00- 12:45pm	Lunch in KL 355

HOW TO FIND YOUR CLASSROOMS

Maps of campus and specific buildings appear after the workshop abstracts section of this conference book, on page 44.

CONFERENCE PLANNER WORKSHEET

Use this chart to plan your day. Make sure to include your room number for each session!

Time	Choice 1	Choice 2	Choice 3
10:00- 10:45 a.m.			
11:00- 11:45 a.m.			
12:00 - 12:45 p.m.	Lunch	Lunch	Lunch
1:00 - 1:45 p.m.			
2:00 - 2:45 p.m.			
3:00 - 3:45 p.m.			

10:00 am - 10:45 am

Survivor: UC Merced Edition
COB 102 *required for Mariposa residents*
Are you ready for Survivor: the UC Merced Edition? You are the star of this reality show, but this isn't the "Jersey Shore" where GTL (Gym, Tan, Laundry) are your biggest worries. As a UCM student, going to class, studying, taking tests and working hard are a huge part of the college experience. But don't despair… it's not all work and no play. A little "Glee" is coming your way. There will be time for making friends, visiting "The Social Network" (Facebook), and trying new things. However, if you want to be a college "Survivor" and not be voted off the island, then this MANDATORY workshop is just what you need! To play the game, you've got to know the rules. Game on!
Presented by Le'Trice Curl (Student Life and Judicial Affairs)

Time Management: An Investment in You!
COB 120 *for freshmen*
Top-notch UCM students learn how to manage their life rather then allowing people or activities dictate their schedules. Learn how to make the best use of your time for studying, work, and fun through this interactive workshop.
Presented by James Barnes (Bright Success Center)

Bobcat Finances 101: Money
COB 105 *for all*
Learn about common financial issues and how to make personal finance decisions! Take a common sense approach to money management by looking at the entire financial picture, including managing credit cards, budgeting skills, setting finanancial goals, and paying back loans.
Presented by Enrique Guzman (Student Life)

VIP Program: See, Say, Do Something
COB 116 *for all*
At some point during your college career, you may be a witness to an act of sexual violence, dating violence, or stalking. This interactive presentation uses realistic scenarios and clicker technology to prepare you to see, say, or do something in these situations.
Presented by V.O.I.C.E.S. and H.E.R.O.E.S. (peer education groups)

What is Biological Sciences?
KL 209 *for freshmen*
By attending this workshop, you will have a better understanding of the Biological Sciences major at UC Merced. Understand what to expect from this degree program and start strong.
Presented by Jesus Jimenez (academic advisor, Natural Sciences)

Undergraduate Research
COB 113 *for all*
Receive important information on various Undergraduate research programs offered at UC Merced. Join this session to understand the significance of participating in a program. Have your general questions about UG research answered.
Presented by Rudy Ortiz (Associate Professor), Jesus Cisneros

Money Madness: Learn from our mistakes!
KL 217 *for all*
If I knew then what I know now, I never would've borrowed or spent so much money! Avoid having that be you! Learn how from students and alumni.
Presented by Jodi Gerber (Advising & Financial Aid)

V.I.P. Program Project Rewind
SSM 104 *for all*
The H.E.R.O.E.S. will give you the opportunity to turn back time to learn how small actions can have a significant impact.
Presented by H.E.R.O.E.S. (peer education group)

Pass that Class Through Note-Taking
COB 110 *for all*
Learn how to effectively take notes from textbooks by exploring examples from Contemporary Biology. Become skilled at identifying important chapter topics and key concepts. Learn how to best prepare for quizzes and exams.
Presented by Sarah Abboud (Graduate Student)

Know the Code: 95210
COB 267f *or freshman*
Join the H.E.R.O.E.S. and learn how you can maximize your grades by making wellness a priority! Attend this workshop to learn the meaning of the wellness code: 9-5-2-1-0.
Presented by H.E.R.O.E.S. (peer education group)

Want to Succeed at UC Merced?
COB 265 *for freshman*
Listen to personal experience of students emphasizing how important it is to get to know the staff, how university classes differ from a high school classes, and how to approach faculty and class expectations.
Presented by Maria Medina (Undergraduate Student),
Jennifer Guerrero (Undergraduate Student), and
Yesenia Herrera (Undergraduate Student)

How SSHA Connects the Dots from Class to Career: Build on your unique skills on and off campus
COB 263 *for freshman*
Did you know that employers, club leaders and the campus community are looking for your unique qualities and skills? As a Social Sciences, Humanities and Arts (SSHA) major, identify your skills & strengths. Find opportunities to expand those skills to be a success on and off campus.
Presented by Lisa McMullen (SSHA Career Specialist)

Plagiarism: Avoiding an "academic death penalty"
SSM 154 *for all*
This workshop will cover what is plagiarism and how to avoid plagiarism by making proper citations, using quotation marks and proper referencing.
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Talking to Professor Snape: How to Communicate With Your Professors
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Nervous about talking to your professors? Don't be! This workshop will help you learn more about your professors, how to prepare to meet with them, and how to communicate with them when writing emails and asking questions.
Presented by Stacie Jenkins (Academic Advisor)

Merced County Project 10%: Empowering Success
COB 276 *for all*
YOU can make the difference in a middle school student's life!
Learn how sharing your story can help motivate students to stay in school and find success!
Presented by Doty Vernette (Student Life, Civic Leadership)

Eat This, Not That: Dining Commons (DC) Edition
COB 129 *for freshmen*
Is it possible to eat healthy in our campus Dining Commons? Yes! Join the Health Education Representatives for Opportunities to Empower Students for a virtual tour of the Dining Commons and learn how you can make healthy choices and eat tasty food at the same time! The H.E.R.O.E.S. and Dining Commons staff will work together to develop the presentation content and to select the food choices that will be highlighted.
Presented by H.E.R.O.E.S. (peer education group)

Transfer and Connection
COB 127 *for transfers*
As a transfer student, you join UC Merced with a wealth of experiences and backgrounds. This workshop will discuss the advantages you bring and will cover how to build networks, create opportunities and identify research university expectations.
Presented by Jim Greenwood (Clubs and Organizations)

Exploring Majors: Discovering Passion
COB 288 *for freshman*
Undeclared Advising and Career Services will help you explore majors efficiently, identify your strengths, and begin to connect your interests to majors and careers.
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Gateway to Adventure
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As a BOBCAT, you are surrounded by some of the world's most breath taking arenas for adventure, recreation, photography, relaxation, and getting away from academic stress. Come learn how to get there.
Presented by Jacob Croasdale (Yosemite Leadership Program)

Introducing Office 365 for Students
COB 281 *for all*
Action! Adventure! Romance! ...are not a part of this presentation. But! Come learn about and get your computer and/or mobile device configured for the new Office 365 tools (E-Mail, Calendar, Todo, IM) available to UC Merced students.
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Your success is greatly enhanced by adapting learning strategies such as those emphasized by Aristotle, Bloom and Kolb. Join this session to discover the value of these strategies and to practice university-level learning paradigms.
Presented by Petia Gueorguieva (STEM Advisor)

Women Engineers: How to Survive Being Greatly Outnumbered
COB 272 *for all*
Women engineers are greatly outnumbered in the classroom and with that comes many challenges. This workshop is designed to give women the tools to be successful in an engineering environment.
Presented by Alyson Cabral (Student Ambassador)

Singletasking for College Success
COB 270 *for all*
"Multitasking" is a myth. Distractions that our electronic devcies bring into our lives generate stress, and detract from learning. Find out how and why to manage your online activities, while keeping them separate from your time spent learning. Tips and demonstrations for singletasking will be provided.
Presented by Elizabeth Boretz (Bright Success Center)

How to Ace Your Chemistry Labs!
COB 266 *for all*
Participate in writing a mock lab report, utilizing best practices in structure, and practice analysis, so you maximize your ability to score well on actual reports.
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Good habits are an essential element of success! Have fun while learning about biology of habit formation and how you can helpful yourself establish the habits of an A student!
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Do You Have A Style? (Learning, That Is!)
COB 203 *for all*
This is a chance for you to discover your learning style. Participate in group discussions to determine how to put this knowledge to use in the classroom.
Presented by Drew Shelburne (Disability Services)

10:00 am - 10:45 am

Reading the Syllabus, Cracking the Code - Something Every Freshmen Must Know!

COB 205 *for freshman*

Get a jump on academic success! Join this session to learn to use the syllabus, an essential course document describing readings, assignments, tests, and related due dates and course policies.

Presented by Adriana Signorini and SATAL Students

Successful Steps To Transfer On Course in SSHA and NS

COB 207 *for transfers*

Now that you are here at UC Merced, find out how to succeed at the university. Learn the different steps you as a transfer student needs to take for a successful academic career.

Presented by Marsha Bond-Nelson (Academic Advisor, SSHA)

How to Build a Thesis Statement in Advanced Writing

COB 209 *for transfers*

Interested in how to draft a thesis statement for advanced writing projects? This workshop will discuss the discipline-aspects of argumentation and include opportunities to review thesis statements and work in teams to "defend" arguments.

Presented by Anne Zannzucchi (Faculty)

11:00 am - 11:45 am

Survivor: UC Merced Edition
COB 102 *required for Tuolumne residents*
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Learn about common financial issues and how to make personal finance decisions! Take a common sense approach to money management by looking at the entire financial picture, including managing credit cards, budgeting skills, setting finanancial goals, and paying back loans.
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Presented by V.O.I.C.E.S. and H.E.R.O.E.S. (peer education groups)

11:00 am - 11:45 am

Managing Conflict Made Simple
COB 205 *for all*
Need to clear the air and cut the tension? When handled well, conflict can actually produce creative results! Learn how to make the best of conflict at this workshop for all incoming students.
Presented by Molly Betchel (Fraternity and Sorority Life and Women's Programs), Gabriel Rodriguez (Fraternity and Sorority Life Intern), Sonamtso Lama (Women's Programs Intern), and Monserrat Armendaris-Ibarria (Fraternity and Sorority Life and Women's Programs Intern)

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Interested in how to draft a thesis statement for advanced writing projects? This workshop will discuss the discipline-aspects of argumentation and include opportunities to review thesis statements and work in teams to "defend" arguments.
Presented by Anne Zannzucchi (Faculty)

Save Rufus!: A Library Mystery Game
KL 371 *for all*
Rufus the Bobcat has been kidnapped and is being held hostage in the Library! Working together in groups, you'll learn about Library spaces, people, and resources while you work to save him – and win a prize!
Presented by Elizabeth McMunn-Tetangco (Instruction Librarian)

12:00 pm - 12:45 pm

First-Year Students:
Carol Tomilson-Keasey Quad

Transfer Lunch
KL 355 (Third Floor Lantern, Green Room) for transfers
All transfer students are invited to join us for a lunch with staff, faculty and other new transfer students in the Kolligian Library.
Please make sure to bring your lunch ticket with you!

12:00 pm - 12:45 pm

1:00 pm - 1:45 pm

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COB 102 required for Cathedral and Transfer students
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Presented by Le'Trice Curl (Student Life and Judicial Affairs)

1:00 pm - 1:45 pm

Make Your Life Easier; Learn CROPS Now
KL 217 for all
CROPS is the online course management system that many professors for assignments, readings, and discussions. Learn how to navigate CROPS now and you will have one less thing to learn once the semester begins.
Presented by Amy Fenstermaker (CRTE) and Sarah Abboud (Graduate Student)

Time Management: An Investment in You!
COB 120 for freshmen
Top-notch UCM students learn how to manage their life rather then allowing people or activities dictate their schedules. Learn how to make the best use of your time for studying, work, and fun through this interactive workshop.
Presented by James Barnes (Bright Success Center)

BE HERE NOW: Time and Money Issues
COB 272 for all
Your success as a student is often based on skills and attitudes regarding time and money management. In this session, you will learn the value of several useful strategies and have an opportunity to practice them.
Presented by Stan Matoon (Lecturer) and Petia Gueorguieva (STEM Advisor)

Bobcat Finances 101: Money
COB 105 for all
Learn about common financial issues and how to make personal finance decisions! Take a common sense approach to money management by looking at the entire financial picture, including managing credit cards, budgeting skills, setting finanancial goals, and paying back loans.
Presented by Enrique Guzman (Student Life)

Navigating Your 1st Year at UC Merced
COB 116 for all
The Students First Center is the one stop shop for admissions, financial aid, and registration. Learn about the important resources our office offers and discover how to better navigate your My.UCMerced.edu portal!
Presented by Erin Connor (Enrollment Services)

1:00 pm - 1:45 pm

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Presented by V.O.I.C.E.S. and H.E.R.O.E.S. (peer education groups)

On and Off Campus Opportunities All Students Should Know
COB 113 for freshman
What is there to do in Merced? We'll show you where to look! Explore and learn about the numerous opportunities both on and off-campus that are available to students.
Presented by Chris Abresy (Alumni Relations)

Beat Burnout
SSM 104 for all
Burnout is that moment when things get to be too much. The good news: it's preventable! Join C.A.P.S. and the H.E.R.O.E.S. to learn how you can beat burnout!
Presented by C.A.P.S. and H.E.R.O.E.S.

Pass that Class Through Note-Taking
COB 110 for all
Learn how to effectively take notes from textbooks by exploring examples from Contemporary Biology. Become skilled at identifying important chapter topics and key concepts. Learn how to best prepare for quizzes and exams.
Presented by Sarah Abboud (Graduate Student)

Ten Tactics for Making College a Winning Experience
COB 267 *for all*
College is your next step in your professional career. Learn the tactics for presenting yourself and performing at that college level. Learn to make preparations for success.
Presented by Catherine Gilbert (Lecturer)

Globalizing Your Undergraduate Experience with Study Abroad
COB 265 *for all*
Build life-long, employable skills and complete some of your degree requirements abroad while taking advantage of financial aid. Come to learn why college is the best time to go abroad.
Presented by Craig Harmelin (Study Abroad)

How Do I Get to Law School
COB 263 *for all*
Learn how to engage with the Merced Pre-Law Society, community involvement, and trips and programs all year long that help to prepare you for law school. UC Merced students regularly find their way to law school, as long as they take the right steps. Find out what those steps are here.
Presented by Elizabeth Boretz (Bright Success Center) and Merlyn Perez (MPLS Club President)

IT Survival Guide
SSM 154 *for all*
Come learn about what Information Technology (IT) has to offer! Discover the different services that IT offers to UC Merced students, like wireless configurations, computer labs, and more!
Presented by Jessica Kuo (Student Senior Supervisor)

What is Chemical Sciences?
COB 282 *for all*
By attending this workshop, you will have a better understanding of the Chemical Sciences major at UC Merced. Understand what to expect from this degree program and start strong.
Presented by Jesus Jiminez (Academic Advisor)

Engineering Clubs and Societies: How to Get Involved
COB 276 *for all*
Of the twelve student engineering organizations, each has a distinct area of interest from the Robotics Society to Engineers for a Sustainable World. Come learn about the purpose of each organization and the cool projects they do.
Presented by Alyson Cabral (Student Ambassador)

1:00 pm - 1:45 pm

Top 10 Secrets of College Success
COB 129 *for all*
Inspired by Ken Bain's book What the Best College Students Do, join a panel of active, involved and high-achieving UC Merced student leaders to learn their secrets to college success.
Presented by Molly Betchel (Fraternity and Sorority Life and Women's Programs)

Want to Become a Bobcat Leader? First Define Your Values!
COB 127for all
Want the opportunity to be called a Bobcat Leader? This program will explain the Bobcat Leadership Series and help you complete the first step in the process, defining your values!
Presented by Steven Lerer (Student Life)

Becoming a Campus Leader
COB 288 *for freshman*
Led by Associated Student leaders, this workshop will introduce you to student government, leadership opportunities, and important campus figures.
Presented by Jaron Brandon (ASUCM President)

Want Science Outside the Classroom? Join the Science Alliance!
COB 286 *for all*
Have a burning question about a scientific topic? Want to know how to go from student to researcher? Science Alliance can be your facilitator. Come appreciate science outside the classroom!
Presented by Lauren Schiebelhut (Graduate Student)

Learn Research Skills for a Great Job or Graduate School
COB 281 *for freshman*
Regardless of your major or future career, learning how to do research can lead to a great job, graduate school or other goals. Come learn research opportunities for your success.
Presented by Stergios Roussos (Resource Center for Community Engaged Scholarship)

Employment Strategies in Science, Technology, Engineering, and Math (STEM): Having More than a Degree

COB 266 for all

Innovation. We all know the word, but do you know what it takes to be truly innovative? Attend this seminar to find out how you can make your college experience more appealing to employers.

Presented by Robert Goodman (STEM Career Specialist) and Kaitlin Harada (Employment Relations and Internship)

Help!! Solving Problems and Effectively Asking for Help

COB 264 for all

This workshop will show techniques to problem-solve common questions, as well as the most effective ways to communicate with your educators to maximize the help received.

Presented by Holly Swift (Graduate Student)

Experience in the Service of Others

COB 261 for all

Experience is what sets you apart from your peers. Come discover how The Foster Family Center for Engineering Service Learning can help you gain professional experience by serving others.

Presented by Christopher Butler (The Foster Family Center for Engineering Service Learning)

Reading the Syllabus, Cracking the Code - Something Every Freshmen Must Know!

COB 203 for freshman

Get a jump on academic success! Join this session to learn to use the syllabus, an essential course document describing readings, assignments, tests, and related due dates and course policies.

Presented by Adriana Signorini and SATAL Students

Time Management for Leaders

COB 205 for all

As a UCM student there are many ways to become a active leaders in our bobcat community. But how do you fit all of that while being a full time student and getting great grades? By having an awesome time managements system! This workshop will talk about how time management is a leaders secret tool and how you can all use this to succeed in college and life.

Presented by Monserrat Armendaris-Ibarria (Undergraduate Student) and Adariana Garcia (Undergraduate Student)

Building Your Career Toolkit
COB 207 *for freshman*
How confident is your handshake? Participate in this interactive workshop with Career and Professional Advancement staff and undergraduate Career Consultants to develop the tools you need to get a job.
Presented by Anne Dicarlo (Career and Professional Advancement), Laura Li, Kristen Nelson, Gillian Lopez (Career Consultants)

Getting to Know SSHA Advising Staff and Transitioning Tips
COB 209 *for freshman*
SSHA Advisors will provide an introduction to our majors, transitioning tools and tips to be successful your first year, Advising office location, hours, and website.
Presented by Horatio Mercado (SSHA Advisor)

1:00 pm - 1:45 pm

Save Rufus!: A Library Mystery Game
KL 371 *for all*
Rufus the Bobcat has been kidnapped and is being held hostage in the Library! Working together in groups, you'll learn about Library spaces, people, and resources while you work to save him – and win a prize!
Presented by Elizabeth McMunn-Tetangco (Instruction Librarian)

2:00 pm - 2:45 pm

2:00 pm - 2:45 p.m.

Survivor: UC Merced Edition
COB 102 *<u>required for Tanaya residents and Off Campus Freshman</u>*
Are you ready for Survivor: the UC Merced Edition? You are the star of this reality show, but this isn't the "Jersey Shore" where GTL (Gym, Tan, Laundry) are your biggest worries. As a UCM student, going to class, studying, taking tests and working hard are a huge part of the college experience. But don't despair… it's not all work and no play. A little "Glee" is coming your way. There will be time for making friends, visiting "The Social Network" (Facebook), and trying new things. However, if you want to be a college "Survivor" and not be voted off the island, then this MANDATORY workshop is just what you need! To play the game, you've got to know the rules. Game on!
Presented by Le'Trice Curl (Student Life and Judicial Affairs)

So You Want to Be a Doctor...
COB 120 *for all*
Gaining acceptance to medical school requires a huge commitment from the student. This presentation will discuss the pathway leading to a career in medicine as well as the components of the medical school application.
Presented by Erica Robbins (Pre-health advisor), and Pre-health Peer Advisors

School of Engineering Overview
COB 105 *for all*
Join this session for an overview of School of Engineering requirements and expectations, information on the five engineering majors offered, and a discussion on basic strategies for success in engineering.
Presented by Maria Serrano-Velazquez (Academic Advisor)

Navigating Your 1st Year at UC Merced
COB 116 *for all*
The Students First Center is the one stop shop for admissions, financial aid, and registration. Learn about the important resources our office offers and discover how to better navigate your My.UCMerced.edu portal!
Presented by Erin Connor (Enrollment Services)

What is Computer Science and Engineering?
KL 209 *for freshman*
Find out what the field of Computer Science and Engineering (CSE) entails. Gain a greater understanding of the field of computer science and engineering, CSE degree opportunities post-graduation, and the importance of programming literacy in the 21st century.
Presented by Kevin Lwin (Faculty)

On and Off Campus Opportunities All Students Should Know
COB 113 *for transfers*
What is there to do in Merced? We'll show you where to look! Explore and learn about the numerous opportunities both on and off-campus that are available to students.
Presented by Chris Abresy (Alumni Relations)

VIP Program: Help a Friend
COB 113 *for all*
Learn how to support survivors in ways that are non victim-blaming and make it clear that you are a Bobcat who will step in and speak up!
Presented by Karen Mansager (VIP)

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"Get Involved, Get Connected" Benefits of Joining a Registered Club or Organization

COB 110 *for all*

Make the most out of your UC Merced experience by building new networks and having fun as a member of a campus organization. With over 150 clubs in 7 categories from art and dance to pre-professional organizations, it's easy to find a fit and build your skills.

Presented by Jim Greenwood (Clubs and Organizations)

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Led by Associated Student leaders, this workshop will introduce you to student government, leadership opportunities, and important campus figures.

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SSM 154 *for all*

Come learn about what Information Technology (IT) has to offer! Discover the different services that IT offers to UC Merced students, like wireless configurations, computer labs, and more!

Presented by Jessica Kuo (Student Senior Supervisor)

What is Applied Mathematics?

COB 282 *for all*

By attending this workshop, you will have a better understanding of the Applied Mathematics major at UC Merced. Understand what to expect from this degree program and start strong.

Presented by Jesus Jimenez (Academic Advisor)

12 Competencies Employers Look For In College Grads
COB 276 *for all*
It's not to early to start! Identify the 12 competencies that employers look for in recent graduates. As future alumns of UC Merced, get a head start and gain these skills and experiences.
Presented by Onar Primitivo (Student Life & Social Justice Initiatives)

Successful Beginnings: Starting Your College Experience Off Right!
COB 129 *for freshman*
Be a successful Bobcat! By attending this workshop, you will develop specific goals and strategies to quickly and successfully adjust to academic and social life at UC Merced.
Presented by Jason Juarez (Peer Mentoring and New Student Transitions)

Want to Become a Bobcat Leader? First Define Your Values!
COB 127 *for all*
Want the opportunity to be called a Bobcat Leader? This program will explain the Bobcat Leadership Series and help you complete the first step in the process, defining your values!
Presented by Steven Lerer (Student Life)

Getting to Know SSHA Faculty
COB 288 *for freshmen*
Come meet some of UC Merced's SSHA faculty during a Q& A style presentation. Faculty will discuss the difference between high school and college, share some transitioning tips on how to be successful your first year, discuss expectations of a UCM students, how to approach faculty in or outside the classroom, and end the session with an open forum for Q&A. Great opportunity to meet UCM faculty!
Presented by Horacio Mercado (academic advisor, SSHA) and Marsha Bond-Nelson (academic advisor, SSHA)

Society of Professional Hispanic Engineers, Presents: "Welcome to College!"
COB 286 *for freshman*
College is a new chapter in one's life, where one needs guidance to succeed and prosper. The SHPE chapter at UC Merced would like to offer it's experience and aid to you, as we would like to see everyone become successful in their academic endeavors!
Presented by Eduardo Rojas-Flores (Instructor)

Learn Research Skills for a Great Job or Graduate School
COB 281 *for freshman*
Regardless of your major or future career, learning how to do research can lead to a great job, graduate school or other goals. Come learn research opportunities for your success.
Presented by Stergios Roussos (Resource Center for Community Engaged Scholarship), Robin DeLugan (Anthropology), Brittany Oakes (ReCCES)

Experience Your Yosemite
COB 262 *for all*
Merced is the Gateway to Yosemite! Join the rangers from the Wilderness Education Center and staff from the Outdoor Experience Program to learn about the history of Yosemite, the importance of Wilderness in our life, and the resources available to connect you to Yosemite.
Presented by Martinez Aricia (UC Merced Wilderness Education) and Ryan McCallum (OEP)

BE HERE NOW: Time and Money Issues
COB 272 *for all*
Your success as a student is often based on skills and attitudes regarding time and money management. In this session, you will learn the value of several useful strategies and have an opportunity to practice them.
Presented by Stan Matoon (Lecturer) and Petia Gueorguieva (STEM Advisor)

2:00 pm - 2:45 pm

Think Professional. Think Alpha Kappa Psi
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Come learn about professionalism with Alpha Kappa Psi (AKPsi) -- how to dress professionally and present yourself through social networks. Discover what AKPsi has done to help your future throughout college and beyond!
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Presented by Robert Goodman (STEM Career Specialist) and Kaitlin Harada (Employment Relations and Internship)

Show Your True Colors! Being a Leader at UC Merced

COB 264 *for all*

What kind of leader are you? Find out by identifying your "true color" at this fun, interactive workshop for all incoming students and aspiring leaders.

Presented by Molly Betchel (Fraternity and Sorority Life and Women's Programs), Gabriel Rodriguez (Fraternity and Sorority Life Intern), Sonamtso Lama (Women's Programs Intern), and Monserrat Armendaris-Ibarria (Fraternity and Sorority Life and Women's Programs Intern)

Experience in the Service of Others

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Got Conflict? How to Deal with Tough Situations

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"My Professor hates me!" "My roommate wants me to help them cheat on a test." "Is there a confidential place to go for help?" Learn new skills and campus resources to help you and your friends when the unexpected pops up.

Presented by Diedre Acker (Campus Ombuds)

Planning through S.M.A.R.T. Goals

COB 203 *for all*

We all have plans for ourselves, but having SMART goals determines your success.

Presented by Jamie Sweet (NSBE President)

Time Management for Leaders

COB 205 *for all*

As a UCM student there are many ways to become a active leaders in our bobcat community. But how do you fit all of that while being a full time student and getting great grades? By having an awesome time managements system! This workshop will talk about how time management is a leaders secret tool and how you can all use this to succeed in college and life.

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How confident is your handshake? Participate in this interactive workshop with Career and Professional Advancement staff and undergraduate Career Consultants to develop the tools you need to get a job.
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As an incoming transfer student you'll need to quickly and effectively navigate the Library's resources. Attend this session to get the scoop on using the Library for your research needs.
Presented by Robin Milford (Access Services)

2:00 pm - 2:45 pm

3:00 pm - 3:45 pm

Survivor: UC Merced Edition
COB 102 *required for Half Dome residents and Latecomers*
Are you ready for Survivor: the UC Merced Edition? You are the star of this reality show, but this isn't the "Jersey Shore" where GTL (Gym, Tan, Laundry) are your biggest worries. As a UCM student, going to class, studying, taking tests and working hard are a huge part of the college experience. But don't despair… it's not all work and no play. A little "Glee" is coming your way. There will be time for making friends, visiting "The Social Network" (Facebook), and trying new things. However, if you want to be a college "Survivor" and not be voted off the island, then this MANDATORY workshop is just what you need! To play the game, you've got to know the rules. Game on!
Presented by Le'Trice Curl (Student Life and Judicial Affairs)

Make Your Life Easier; Learn CROPS Now
KL 209 *for all*
CROPS is the online course management system that many professors for assignments, readings, and discussions. Learn how to navigate CROPS now and you will have one less thing to learn once the semester begins.
Presented by Amy Fenstermaker (CRTE) and Sarah Abboud (Graduate Student)

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Join this session for an overview of School of Engineering requirements and expectations, information on the five engineering majors offered, and a discussion on basic strategies for success in engineering.
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Bobcat Finances 101: Money
COB 105 *for all*
Learn about common financial issues and how to make personal finance decisions! Take a common sense approach to money management by looking at the entire financial picture, including managing credit cards, budgeting skills, setting finanancial goals, and paying back loans.
Presented by Enrique Guzman (Student Life)

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Presented by Alpha Kappa Psi Executive Board

Getting a Quick Start To Your Physics Major
COB 264 for all
Majoring in science or engineering...physics perhaps?
Why not chat with your friendly neighborhood physics professor?
Presented by Jay Sharping (Associate Professor)

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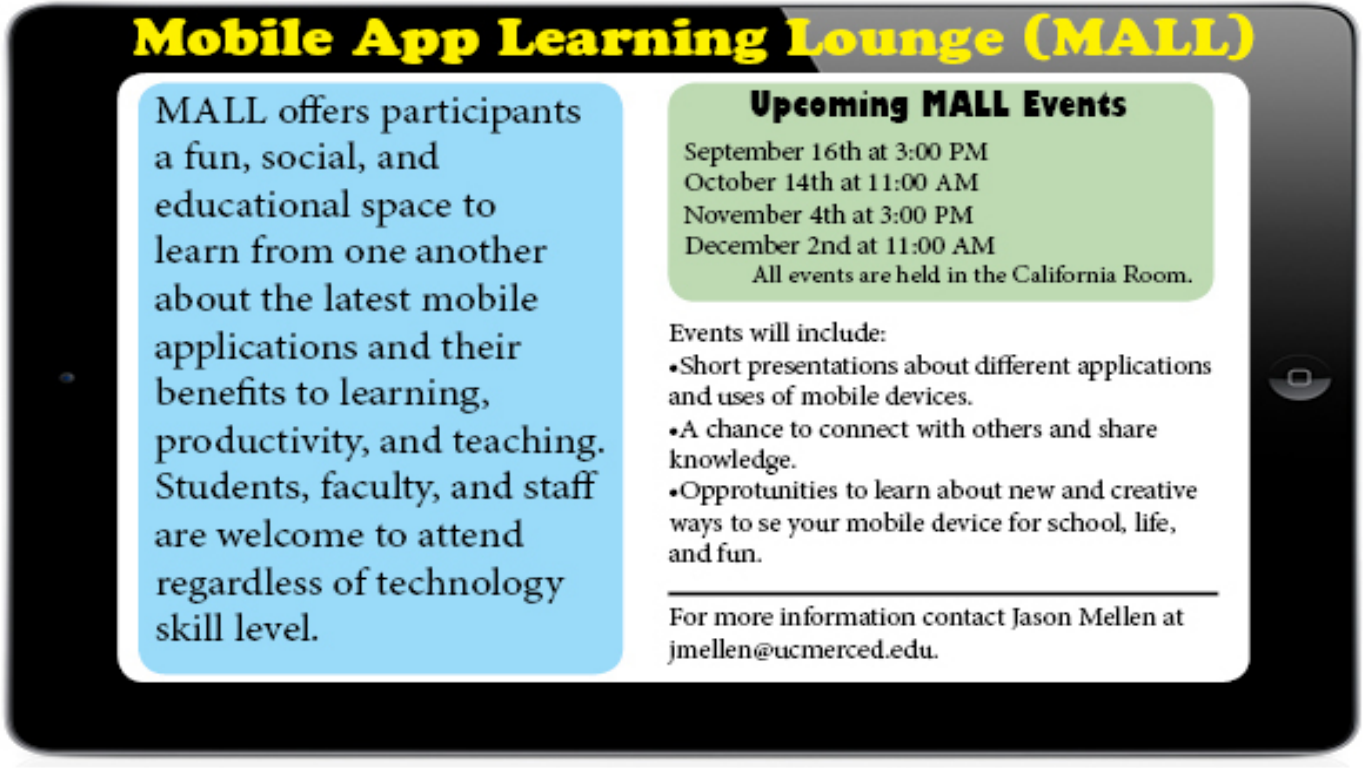
Presented by Robin Milford (Access Services)

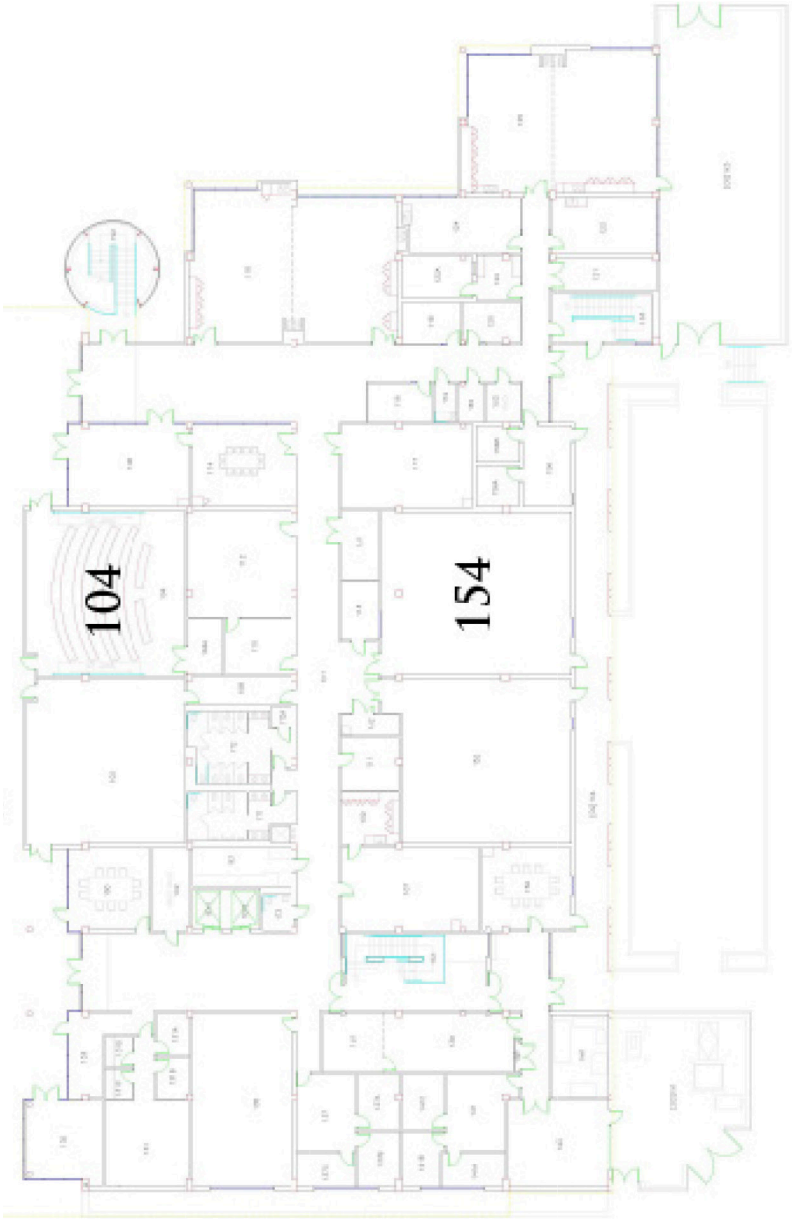
WTF?! The 5 F Words of College Life
COB 266 *for all*
You've heard of the F word, but what does that have to do with the college experience? We'll introduce a new batch of F words and you won't be saying "WTF?" long!
Presented by Molly Betchel (Fraternity and Sorority Life and Women's Programs)

3:00 pm - 3:45 pm

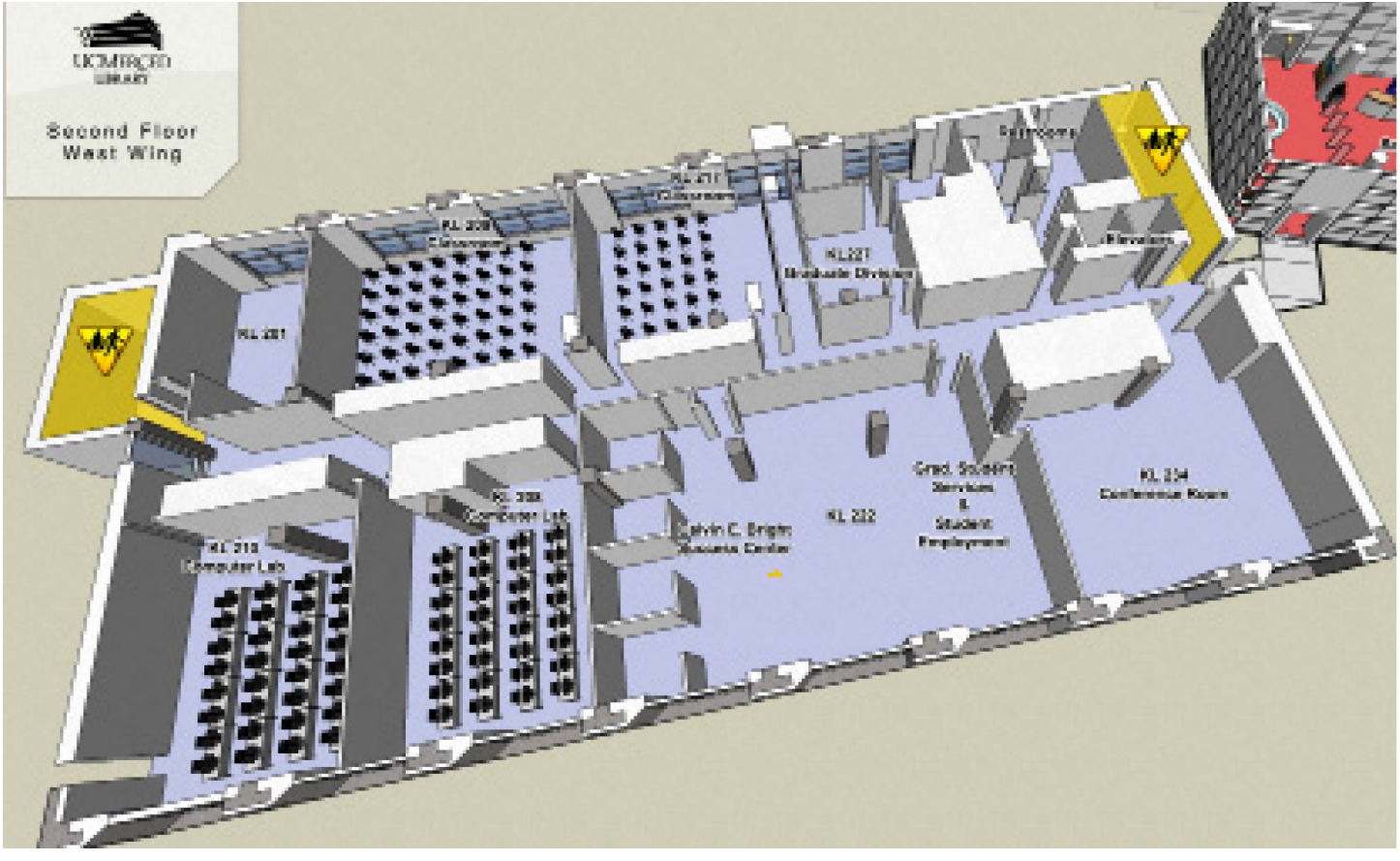

Mobile App Learning Lounge (MALL)
MALL offers participants a fun, social, and educational space to learn from one another about the latest mobile applications and their benefits to learning, productivity, and teaching. Students, faculty, and staff are welcome to attend regardless of technology skill level.
Upcoming MALL Events
September 16th at 3:00 PM
October 14th at 11:00 AM
November 4th at 3:00 PM
December 2nd at 11:00 AM
All events are held in the California Room.
Events will include:
•Short presentations about different applications and uses of mobile devices.
•A chance to connect with others and share knowledge.
•Opprotunities to learn about new and creative ways to se your mobile device for school, life, and fun.
For more information contact Jason Mellen at jmellen@ucmerced.edu.


UC MERCED
FOOD
PANTRY
Supporting Our Community of Bobcats
This program is free and provides participants with a monthly food allotment. The Food Pantry takes place every third Friday from 10am - 2pm at the Tri-College Center on G Street near Merced College.
Sign up now
Questions? Contact: foodpantry@ucmerced.edu

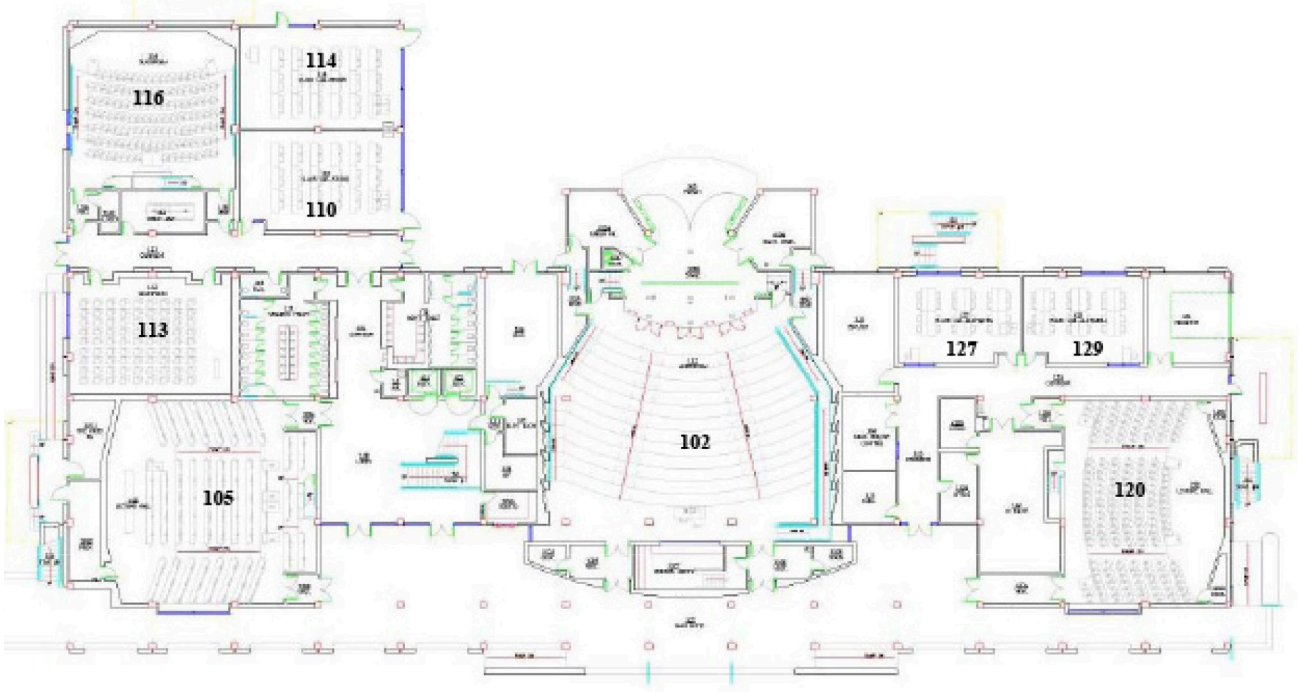

UC Merced Campus Map
La Grand Canal
Facilities Services
FACILITIES LOOP
Central Utilities Plant
Campus Police
SERVICES LANE
Telecom Building
Science & Engineering Lot
MINERVA WAY
Social Sciences & Management Building
(Opening in 2010)
ANSEL ADAMS ROAD
Northern Pond
Future Parking
Academic Office Complex
Science & Engineering Building
Future Science & Engineering Building 2
Classroom & Office Building
Quad
Campus Sculpture "BEGINNINGS"
FAIRFIELD LOOP
LAKE YOSEMITE
COLLEGE STORE
Leo & Dottie Kolligian Library
STUDENT SERVICES
SHAVER LAKE ROAD
Library Lot
Library Lot 2
Fairfield Canal
Confrence Check-In
Muir Pass Lot
Joseph E. Gallo Recreation & Wellness Center
Sand Volleyball Court
MUIR PASS
Kelly Grove
Student Housing Sierra Terraces
Yablokoff-Wallace Dining Center
Little Lake
SCHOLARS LANE
Outbound Bus Stop
BOBCAT LANE
Visitors Center
Temporary Student Resident Lot
Terrace Center
Kelly Grove
Lake Yosemite Regional Park ENTRANCE
Student Housing Valley Terraces
RANCHERS ROAD
Temporary Student Resident Lot
Lower Pond
Recreation Field
Student Housing Phase 3
(Opening in 2010)
SCHOLARS LANE
Early Childcare & Education Center
Lake Lot
Lot H
EMIGRANT PASS
Ranchers Road Entrance
MAIN ENTRANCE
Lake Lot 2
Pump House
LAKE ROAD
Lot G
Physical Planning, Design & Construction
BELLEVUE ROAD
LEGEND
Visitors Center
Campus Buildings
Future Construction
Student Housing
Service and Support
Parking
Future Parking
Service Roads
Parking Permit Dispenser
Visitors Center Parking
ATM
Bus Stop
MARCH 2009



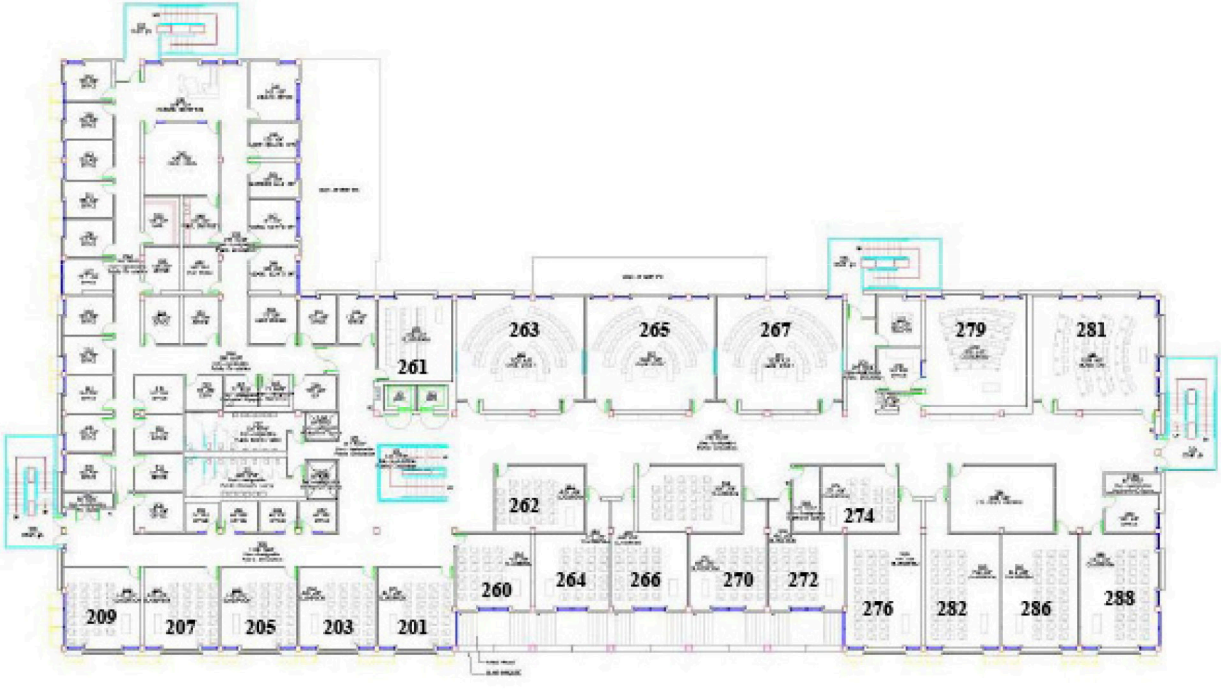
Social Sciences and Management Building
First Floor


UCMERCED
LIBRARY
Second Floor
West Wing
KL 201
KL 207
Classroom
KL 211
Classroom
KL 227
Graduate Division
Restrooms
Elevators
KL 231
KL 233
Computer Lab
KL 213
Computer Lab
Calvin C. Bright
Resource Center
KL 222
Grad. Student
Services
&
Student
Employment
KL 234
Conference Room


Third Floor
East Wing



Classroom and Office Building
First Floor



Classroom and Office Building
Second Floor

2013 ASCEND Conference at a Glance

Bldg	Rm	Max	Type	10-10:45am	11-11:45am	12-12:45pm	1-1:45pm	2-2:45pm	3-3:45pm
COB	102	377	Auditorium	Judicial: Mariposa (300)	Judicial: Tuolumne (300)	*No workshops during lunch*	Judicial: Cathedral (216) & Transfer sts (120)	Judicial: Tenaya (176) & off-campus frosh (190)	Judicial: Half Dome (220) and latecomers
COB	120	176	Lect. Hall	Time Management	Time Management		Time Management	So You Want to Be a Doc	So You Want to Be a Doc
COB	105	174	Lect. Hall	Bobcat Finances 101	Bobcat Finances 101		Bobcat Finances 101	Sch. of Engin. Overview	Sch. of Engin. Overview
COB	116	120	Lect. Hall	See, Say, Do Smthg (VIP)	See, Say, Do Smthg (VIP)		Navigating Your 1st Year	Navigating Your 1st Year	Bobcat Finances 101
KL	209	80	GE	What is Biological Sci?	What is Env. Systems Sci.?		See, Say, Do Smthg (VIP)	What is Comp. Sci. & Eng.?	
COB	113	61	GE	Undergraduate Research	Undergraduate Research		On & Off Campus	On & Off Campus (Tr)	On & Off Campus
KL	217	60	GE	Money Madness	Money Madness			Help a Friend (VIP)	Help a Friend (VIP)
SSM	104	60	Case Study	Project Rewind (VIP)	Project Rewind (VIP)		Beat Burnout	Beat Burnout	Beat Burnout
COB	110	54	GE	Pass that Class...	Pass that Class...		Pass that Class...	Get Involved, Get Connect	Get Involved, Get Connect
COB	267	45	Case St./Vid	Know the Code: 95210	Know the Code: 95210		Ten Tactics...	Ten Tactics...	Ten Tactics...
COB	265	45	Case Study	Want to Succeed at UCM?	Want to Succeed at UCM?		Globalizing...	Globalizing...	Globalizing...
COB	263	45	Case Study	How SSHA Connects...	How SSHA Connects... (Tr)		How Do I Get to Law Sch.?	Becoming a Campus...	Becoming a Campus... (Tr)
SSM	154	43	Comp. Lab	Plagiarism: Avoiding...	Plagiarism: Avoiding...		IT Survival Guide	IT Survival Guide	Make Your Life Easier
COB	282	35	GE	Talking to Prof. Snape	Talking to Prof. Snape		What is Chem. Sci.?	What is Applied Math?	What is Physics?
COB	276	35	GE	Merced County Project 10%	Merced County Project 10%		Engineering Clubs and...	12 Competencies	12 Competencies
COB	129	35	GE	Eat This, Not That	Eat This, Not That		Top 10 Secrets	Successful Beginnings	Successful Beginnings
COB	127	35	GE	Transfer & Connection (Tr)	Transfer & Connection (Tr)		Want to Become a...	Want to Become a...	Want to Become a...
COB	288	32	GE	Exploring Majors	Exploring Majors		Becoming a Campus...	Getting to Know SSHA Fac.	Engineering Clubs and...
COB	286	32	GE	Gateway to Adventure	Gateway to Adventure		Want Science Outside...	Society of Prof. Hispanic...	Society of Prof. Hispanic...
COB	281	30	Comp. lab	Introducing Office 365	Introducing Office 365		Learn Research Skills	Learn Research Skills	Learn Research Skills (Tr)
COB	262	25	GE	Critical Thinking	Critical Thinking			Experience Your Yosemite	Experience Your Yosemite
COB	272	24	GE	Women Engineers	Women Engineers		Be Here Now: Time &...	Be Here Now: Time &...	Be Here Now: Time &...
COB	270	24	GE	Singletasking for College	Singletasking for College			Think Professional...	Think Professional...
COB	266	24	GE	How to Ace Your Chem...	How to Ace Your Chem...		Employment Strategies	Employment Strategies	WTF?! The 5 Words...
COB	264	24	GE	Making Success a Habit	Making Success a Habit		Help!! Solving Problems...	Show Your True Colors!	Getting a Quick Start...
COB	261	24	GE	Reality Check...	Reality Check...		Exper. in the Service of...	Exper. in the Service of...	Exper. in the Service of...
COB	201	20	GE	Success in a Foreign Lang.	Success in a Foreign Lang.		STEM Support for Undergraduate	Got Conflict?	Got Conflict?
COB	203	20	GE	Do You Have Style?	Do You Have Style?		Reading the Syllabus...	Planning thru' S.M.A.R.T....	Planning thru' S.M.A.R.T....
COB	205	20	GE	Reading the Syllabus...	Managing Conflict		Time Mgmt for Leaders	Time Mgmt for Leaders	Time Mgmt for Leaders
COB	207	20	GE	Successful Steps (Tr)	Successful Steps (Tr)		Building Your Career...	Building Your Career... (Tr)	Building Your Career...
COB	209	20	GE	How to Build a Thesis (Tr)	How to Build a Thesis (Tr)		Getting to Know SSHA Adv.	Finding info in the... (Tr)	Finding info in the... (Tr)
KL	371	20	Lib Instr. Rm		Save Rufus!: A Library...		Save Rufus!: A Library...		

My Notes from Today (Session 1):

My Notes from Today (Session 2):

My Notes from Today (Session 3):

My Notes from Today (Session 4):

My Notes from Today (Session 5):

What Successful Students Do:

1. **They show up:** they commit to attending every class.

2. **They do their best work:** they commit to excellence and also get work in on time.

3. **They participate actively:** they come to class prepared, listen, take notes, think and ask and answer questions.

**from Downing, S. (2011). On Course: Strategies for Creating Success in College and Life. (6 ed.). Boston: Wadsworth Cengage Learning.*

What I plan to Do:

1.

2.

3.

4.

5.

The ASCEND New Student Success Conference Planning Committee would like to thank the following individuals, units and sponsors for supporting the conference. Without their backing, this conference would not have happened. THANK YOU!!

- ★ Chancellor Dorothy Leland
- ★ Units from across the Division of Student Affairs
- ★ Deans, Faculty, lecturers, advisors, staff and TAs from:
  - School of Engineering
  - School of Natural Sciences
  - School of Social Sciences, Humanities and Arts
- ★ The Merritt Writing Program
- ★ The Center for Research on Teaching Excellence
- ★ Information Technology
- ★ Kolligian Library
- ★ Alumni Affairs and University Development
- ★ Student Peer Groups

We especially want to thank our major sponsors:
Merced School Employees Federal Credit Union, Paul's Place, Jantz Cafe, J&R Tacos, Cue Spots Billards

Other conference sponsors include:
Mariana's Mexican Grill, El Portal Dental, The Branding Iron, Yosemite Property Management, Bella Luna Cafe

When you patronize these local businesses, please thank them for their support of this conference!

STUDENTS: Build upon what you've learned at the ASCEND conference by participating in as many of the activities offered during WELCOME WEEK as your schedule allows. Our WELCOME WEEK theme is:

It takes a Community to Build a Bobcat!

Once again, WELCOME TO UC MERCED! Go Bobcats!

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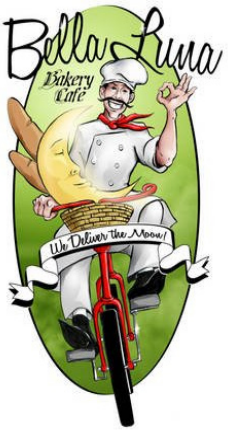
MSEFCU
FEDERAL CREDIT UNION

PAUL'S PLACE
RESTAURANT AND BAKERY



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EL PORTAL
DENTAL GROUP

UNIVERSITY OF CALIFORNIA
UCMERCED

ENROLLMENT MANAGEMENT COUNCIL (EMC)

Subcommittee Charges and Possible Membership

1. Graduate Student Success — Graduate Dean Chris Kello, Chair
   Including initiatives and needs related to establishing and achieving goals for recruitment, retention, degree progress, student diversity, time-to-degree and graduation rates.
   Potential members: Grad Group Chairs, Grad Group Coordinators, GSA and GSS, IPA, Dean/School Representatives, ALO Martin
   Staff to Subcommittee: Tony Jimenez, Graduate Studies

2. Undergraduate Student Success — Vice Provost Jack Vevea, Chair
   Including initiatives and needs related to establishing and achieving institutional goals for retention, student diversity, time to degree and graduation rates.
   Potential members: AVC/Dean of Students, School representatives (Directors of Student Success, Assistant Deans), ASUCM, Financial Aid, IPA, Director of the Bright Center, member UGC, ALO Martin
   Staff to Subcommittee: Hector Sambolin, Assistant Director, Bright Success Center

3. Instructional Space — Director Brian Gresham, Chair
   In coordination with the Campus Space Advisory Committee, prepare for the Provost, EMC and Deans an analysis of instructional space needs (classrooms and labs) in the near term for both the academic year and summer.
   Potential members: IPA, Registrar's Office, Assistant Deans from the Schools, Technical and Space Allocation Manager
   Staff to Subcommittee: Registrar's Office staff

4. Enrollment Management Model — AVC Nancy Ochsner, Chair
   Definition of key performance indicators, construction of dashboards to monitor strategic and operational planning efforts, construction of predictive models that can inform the important decisions about campus enrollment growth.
   Potential members: AVC for EM, IPA, Associate Director for Marketing and Analysis, Admissions Office, Coordinator for Assessment and Research, Student Affairs

WASC now expects that all accredited institutions will report on student success on a triennial basis. Since our WASC interim report is due in 2014, we have included ALO Laura Martin on the Graduate and Undergraduate Success Subcommittees so that the work of the Subcommittees, while not limited to WASC requirements, will incorporate WASC expectations into their responsibilities.

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Enrollment by Class Level

Headcount - All Students

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Freshman	1,442	1,699	1,767	1,841	1,973
Sophomore	658	857	1,078	1,128	1,219
Junior	544	874	1,020	1,135	1,142
Senior	545	707	1,072	1,327	1,503
Second Baccalaureate	1	1	1	0	0
Total Undergraduate	**3,190**	**4,138**	**4,938**	**5,431**	**5,837**
Masters	30	43	29	41	43
Doctoral	149	126	133	175	225
Doctoral - Level 1	45	73	96	101	72
Doctoral - Level 2	0	1	2	12	18
Total Graduate	**224**	**243**	**260**	**329**	**358**
Total Enrollment	**3,414**	**4,381**	**5,198**	**5,760**	**6,195**

Glossary of Terms

UCMERCED

Enrollment by Class Level

Headcount - All Students

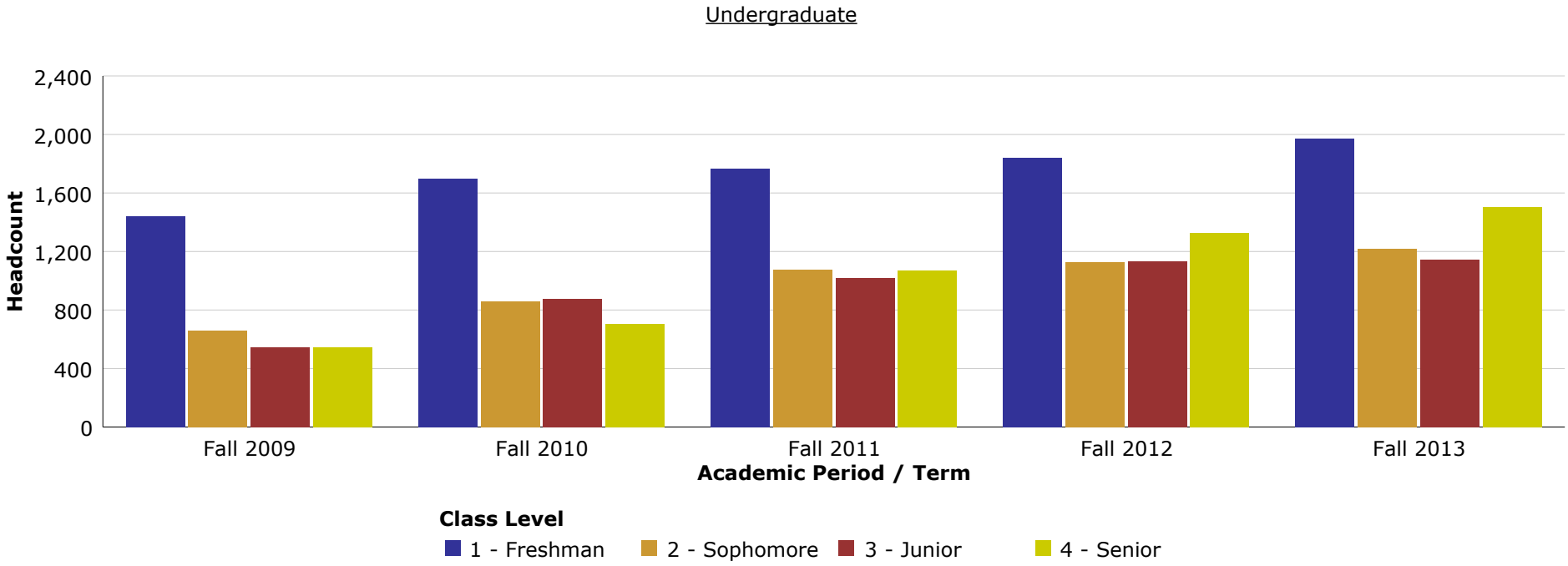
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Freshman	42%	39%	34%	32%	32%
Sophomore	19%	20%	21%	20%	20%
Junior	16%	20%	20%	20%	18%
Senior	16%	16%	21%	23%	24%
2nd Baccalaureate	0%	0%	0%	0%	0%
Total Undergraduate	**93%**	**94%**	**95%**	**94%**	**94%**
Masters	1%	1%	1%	1%	1%
Doctoral	4%	3%	3%	3%	4%
Doctoral - Level 1	1%	2%	2%	2%	1%
Doctoral - Level 2	0%	0%	0%	0%	0%
Total Graduate	**7%**	**6%**	**5%**	**6%**	**6%**
Total Enrollment	**100%**	**100%**	**100%**	**100%**	**100%**

Glossary of Terms

UCMERCED

Enrollment by Class Level

Headcount - All Students

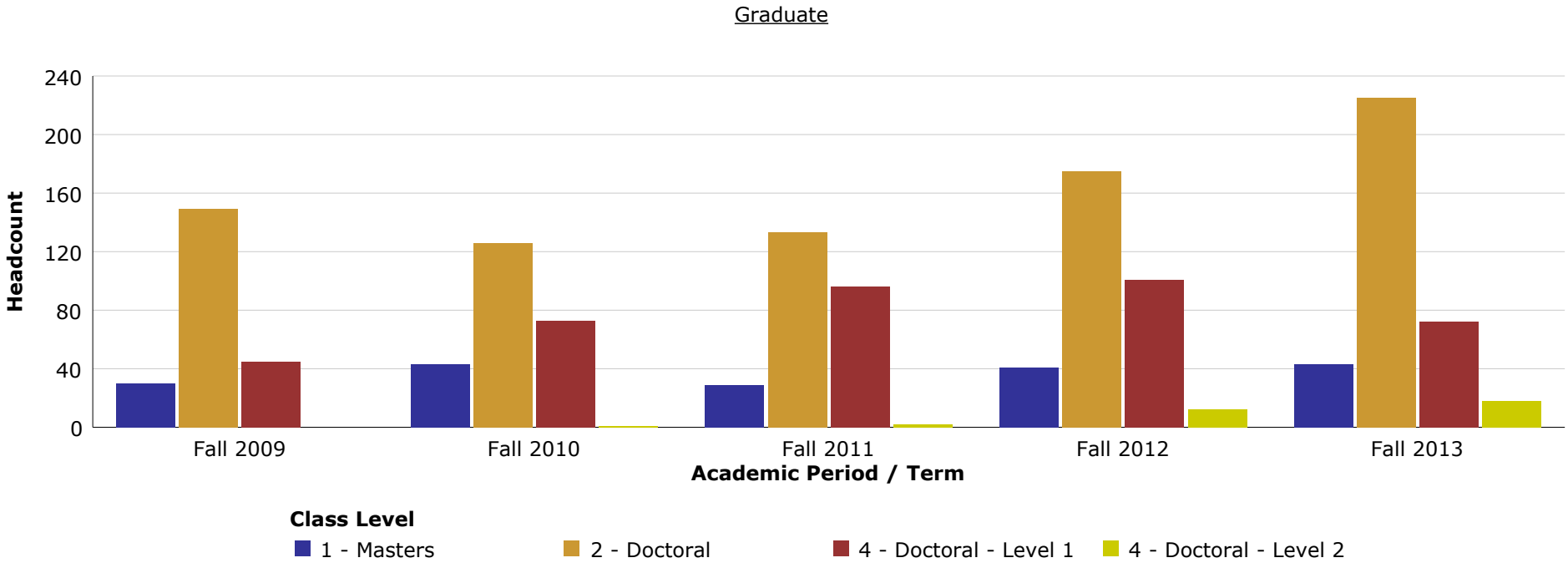


Glossary of Terms

UCMERCED

Enrollment by Class Level

Headcount - All Students



Glossary of Terms

UCMERCED

GRADUATE ENROLLMENT BY MAJOR/PROGRAM

All Graduate Levels	Fall 2011	Fall 2012	Fall 2013
Chemistry & Chemical Sciences	0	0	19
Cognitive & Information Sciences	8	14	24
Environmental Systems	41	42	32
Psychology	11	26	36
Quantitative & Systems Biology	45	56	61
Individual Graduate Program with Emphasis in:			
Applied Mathematics	16	20	19
Biological Engineering & Small Scale Technologies	20	24	22
Electrical Engineering & Computer Science	25	28	34
Mechanical Engineering	14	22	24
Physics	35	45	34
Social Sciences	20	23	21
World Cultures	25	29	32
Graduate Total	**260**	**329**	**358**

GRADUATE ENROLLMENT % BY MAJOR/PROGRAM

Chemistry & Chemical Sciences	0.0%	0.0%	5.3%
Cognitive & Information Sciences	3.1%	4.3%	6.7%
Environmental Systems	15.8%	12.8%	8.9%
Psychology	4.2%	7.9%	10.1%
Quantitative & Systems Biology	17.3%	17.0%	17.0%
Individual Graduate Program with Emphasis in:			
Applied Mathematics	6.2%	6.1%	5.3%
Biological Engineering & Small Scale Technologies	7.7%	7.3%	6.1%
Electrical Engineering & Computer Science	9.6%	8.5%	9.5%
Mechanical Engineering	5.4%	6.7%	6.7%
Physics & Chemistry	13.5%	13.7%	9.5%
Social & Cognitive Sciences	7.7%	7.0%	5.9%
World Cultures	9.6%	8.8%	8.9%
Graduate Total	**100.0%**	**100.0%**	**100.0%**

Data Source: IPA Enrollment Table

Prepared by Institutional Research & Decision Support

UCMERCED

MASTERS' ENROLLMENT BY MAJOR/PROGRAM

Masters' Degree Level	Fall 2011	Fall 2012	Fall 2013
Environmental Systems	8	13	7
Quantitative & Systems Biology	7	11	14
Individual Graduate Program with Emphasis in:			
Applied Mathematics	2	1	0
Biological Engineering & Small Scale Technologies	2	4	5
Electrical Engineering & Computer Science	1	1	4
Mechanical Engineering	3	3	4
Physics	2	1	0
World Cultures	4	7	9
Graduate Total	**29**	**41**	**43**

MASTERS' ENROLLMENT % BY MAJOR/PROGRAM

Environmental Systems	27.6%	31.7%	16.3%
Quantitative & Systems Biology	24.1%	26.8%	32.6%
Individual Graduate Program with Emphasis in:			
Applied Mathematics	6.9%	2.4%	0.0%
Biological Engineering & Small Scale Technologies	6.9%	9.8%	11.6%
Electrical Engineering & Computer Science	3.4%	2.4%	9.3%
Mechanical Engineering	10.3%	7.3%	9.3%
Physics	6.9%	2.4%	0.0%
World Cultures	13.8%	17.1%	20.9%
Graduate Total	**100.0%**	**100.0%**	**100.0%**

Data Source: IPA Enrollment Table

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DOCTORATE ENROLLMENT BY MAJOR/PROGRAM

Doctorate Degree Level	Fall 2011	Fall 2012	Fall 2013
Chemistry & Chemical Biology	8	14	19
Cognitive & Information Sciences	8	14	24
Environmental Systems	33	29	25
Psychology	11	26	36
Quantitative & Systems Biology	38	45	47
Individual Graduate Program with Emphasis in:			
Applied Mathematics	14	19	19
Biological Engineering & Small Scale Technologies	18	20	17
Electrical Engineering & Computer Science	24	27	30
Mechanical Engineering	11	19	20
Physics	33	44	34
Social Sciences	20	23	21
World Cultures	21	22	23
Graduate Total	**231**	**288**	**315**

DOCTORATE ENROLLMENT % BY MAJOR/PROGRAM

Chemistry & Chemical Biology	3.5%	4.9%	6.0%
Cognitive & Information Sciences	3.5%	4.9%	7.6%
Environmental Systems	14.3%	10.1%	7.9%
Psychology	4.8%	9.0%	11.4%
Quantitative & Systems Biology	16.5%	15.6%	14.9%
Individual Graduate Program with Emphasis in:			
Applied Mathematics	6.1%	6.6%	6.0%
Biological Engineering & Small Scale Technologies	7.8%	6.9%	5.4%
Electrical Engineering & Computer Science	10.4%	9.4%	9.5%
Mechanical Engineering	4.8%	6.6%	6.3%
Physics	14.3%	15.3%	10.8%
Social & Cognitive Sciences	8.7%	8.0%	6.7%
World Cultures	9.1%	7.6%	7.3%
Graduate Total	**100.0%**	**100.0%**	**100.0%**

Data Source: IPA Enrollment Table

Prepared by Institutional Research & Decision Support

UCMERCED

GRADUATE ENROLLMENT BY MAJOR/PROGRAM

All Graduate Levels	Fall 2008	Fall 2009	Fall 2010
Environmental Systems	28	32	42
Individual Graduate Program with Emphasis in:			
Applied Mathematics	12	19	18
Biological Engineering & Small Scale Technologies	14	18	22
Electrical Engineering & Computer Science*	19	21	23
Mechanical Engineering & Applied Mechanics	8	11	17
Physics & Chemistry**	20	30	31
Quantitative & Systems Biology	41	45	41
Social & Cognitive Sciences	22	27	30
World Cultures	20	21	19
Graduate Total	**184**	**224**	**243**
Master's Degree Level			
Environmental Systems	9	9	11
Individual Graduate Program with Emphasis in:			
Applied Mathematics	4	5	7
Biological Engineering & Small Scale Technologies	2	5	5
Electrical Engineering & Computer Science*	1	0	1
Mechanical Engineering & Applied Mechanics	2	3	6
Physics & Chemistry**	0	1	3
Quantitative & Systems Biology	6	3	6
World Cultures	4	4	4
Master's Total	**28**	**30**	**43**
Doctorate Degree Level			
Environmental Systems	19	23	31
Individual Graduate Program with Emphasis in:			
Applied Mathematics	8	14	11
Biological Engineering & Small Scale Technologies	12	13	17
Electrical Engineering & Computer Science*	18	21	22
Mechanical Engineering & Applied Mechanics	6	8	11
Physics & Chemistry**	20	29	28
Quantitative & Systems Biology	35	42	35
Social & Cognitive Sciences	22	27	30
World Cultures	16	17	15
Doctorate Total	**156**	**194**	**200**

* Formerly Computer & Information Systems

** Formerly Atomic & Molecular Engineering

Data Source: IPA Enrollment Table

Prepared by Institutional Research & Decision Support

UCMERCED

GRADUATE ENROLLMENT % BY MAJOR/PROGRAM

All Graduate Levels	Fall 2008	Fall 2009	Fall 2010
Environmental Systems	15.2%	14.3%	17.3%
Individual Graduate Program with Emphasis in:			
Applied Mathematics	6.5%	8.5%	7.4%
Biological Engineering & Small Scale Technologies	7.6%	8.0%	9.1%
Electrical Engineering & Computer Science*	10.3%	9.4%	9.5%
Mechanical Engineering & Applied Mechanics	4.3%	4.9%	7.0%
Physics & Chemistry**	10.9%	13.4%	12.8%
Quantitative & Systems Biology	22.3%	20.1%	16.9%
Social & Cognitive Sciences	12.0%	12.1%	12.3%
World Cultures	10.9%	9.4%	7.8%
Graduate Total	**100.0%**	**100.0%**	**100.0%**
Master's Degree Level			
Environmental Systems	32.1%	30.0%	25.6%
Individual Graduate Program with Emphasis in:			
Applied Mathematics	14.3%	16.7%	16.3%
Biological Engineering & Small Scale Technologies	7.1%	16.7%	11.6%
Electrical Engineering & Computer Science*	3.6%	0.0%	2.3%
Mechanical Engineering & Applied Mechanics	7.1%	10.0%	14.0%
Physics & Chemistry**	0.0%	3.3%	7.0%
Quantitative & Systems Biology	21.4%	10.0%	14.0%
World Cultures	14.3%	13.3%	9.3%
Master's Total	**100.0%**	**100.0%**	**100.0%**
Doctorate Degree Level			
Environmental Systems	12.2%	11.9%	15.5%
Individual Graduate Program with Emphasis in:			
Applied Mathematics	5.1%	7.2%	5.5%
Biological Engineering & Small Scale Technologies	7.7%	6.7%	8.5%
Electrical Engineering & Computer Science*	11.5%	10.8%	11.0%
Mechanical Engineering & Applied Mechanics	3.8%	4.1%	5.5%
Physics & Chemistry**	12.8%	14.9%	14.0%
Quantitative & Systems Biology	22.4%	21.6%	17.5%
Social & Cognitive Sciences	14.1%	13.9%	15.0%
World Cultures	10.3%	8.8%	7.5%
Doctorate Total	**100.0%**	**100.0%**	**100.0%**

* Formerly Computer & Information Systems

** Formerly Atomic & Molecular Engineering

Data Source: IPA Enrollment Table

Prepared by Institutional Research & Decision Support

UCMERCED

GRADUATE ENROLLMENT BY MAJOR/PROGRAM

All Graduate Levels	Fall 2005	Fall 2006	Fall 2007
Environmental Systems	16	19	21
Individual Graduate Program with Emphasis in:			
Applied Mathematics	0	5	10
Biological Engineering & Small Scale Technologies	0	0	7
Electrical Engineering & Computer Science*	0	5	15
Mechanical Engineering & Applied Mechanics	0	0	3
Physics & Chemistry**	3	8	12
Quantitative & Systems Biology	8	14	23
Social & Cognitive Sciences	1	13	16
World Cultures	9	12	14
Graduate Total	**37**	**76**	**121**
Master's Degree Level			
Environmental Systems	8	9	8
Individual Graduate Program with Emphasis in:			
Applied Mathematics	0	2	3
Biological Engineering & Small Scale Technologies	0	0	0
Electrical Engineering & Computer Science*	0	1	2
Mechanical Engineering & Applied Mechanics	0	0	0
Physics & Chemistry**	0	0	0
Quantitative & Systems Biology	0	1	2
World Cultures	2	3	3
Master's Total	**10**	**16**	**18**
Doctorate Degree Level			
Environmental Systems	8	10	13
Individual Graduate Program with Emphasis in:			
Applied Mathematics	0	3	7
Biological Engineering & Small Scale Technologies	0	0	7
Electrical Engineering & Computer Science*	0	4	13
Mechanical Engineering & Applied Mechanics	0	0	3
Physics & Chemistry**	3	8	12
Quantitative & Systems Biology	8	13	21
Social & Cognitive Sciences	1	13	16
World Cultures	7	9	11
Doctorate Total	**27**	**60**	**103**

* Formerly Computer & Information Systems

** Formerly Atomic & Molecular Engineering

Data Source: IPA Enrollment Table

Prepared by Institutional Research & Decision Support

UCMERCED

GRADUATE ENROLLMENT % BY MAJOR/PROGRAM

All Graduate Levels	Fall 2005	Fall 2006	Fall 2007
Environmental Systems	43.2%	25.0%	17.4%
Individual Graduate Program with Emphasis in:			
Applied Mathematics	0.0%	6.6%	8.3%
Biological Engineering & Small Scale Technologies	0.0%	0.0%	5.8%
Electrical Engineering & Computer Science*	0.0%	6.6%	12.4%
Mechanical Engineering & Applied Mechanics	0.0%	0.0%	2.5%
Physics & Chemistry**	8.1%	10.5%	9.9%
Quantitative & Systems Biology	21.6%	18.4%	19.0%
Social & Cognitive Sciences	2.7%	17.1%	13.2%
World Cultures	24.3%	15.8%	11.6%
Graduate Total	**100.0%**	**100.0%**	**100.0%**
Master's Degree Level			
Environmental Systems	80.0%	56.3%	44.4%
Individual Graduate Program with Emphasis in:			
Applied Mathematics	0.0%	12.5%	16.7%
Biological Engineering & Small Scale Technologies	0.0%	0.0%	0.0%
Electrical Engineering & Computer Science*	0.0%	6.3%	11.1%
Mechanical Engineering & Applied Mechanics	0.0%	0.0%	0.0%
Physics & Chemistry**	0.0%	0.0%	0.0%
Quantitative & Systems Biology	0.0%	6.3%	11.1%
World Cultures	20.0%	18.8%	16.7%
Master's Total	**100.0%**	**100.0%**	**100.0%**
Doctorate Degree Level			
Environmental Systems	29.6%	16.7%	12.6%
Individual Graduate Program with Emphasis in:			
Applied Mathematics	0.0%	5.0%	6.8%
Biological Engineering & Small Scale Technologies	0.0%	0.0%	6.8%
Electrical Engineering & Computer Science*	0.0%	6.7%	12.6%
Mechanical Engineering & Applied Mechanics	0.0%	0.0%	2.9%
Physics & Chemistry**	11.1%	13.3%	11.7%
Quantitative & Systems Biology	29.6%	21.7%	20.4%
Social & Cognitive Sciences	3.7%	21.7%	15.5%
World Cultures	25.9%	15.0%	10.7%
Doctorate Total	**100.0%**	**100.0%**	**100.0%**

* Formerly Computer & Information Systems

** Formerly Atomic & Molecular Engineering

Data Source: IPA Enrollment Table

Prepared by Institutional Research & Decision Support

UC Graduate Student Enrollment by Ethnicity, Fall 2011

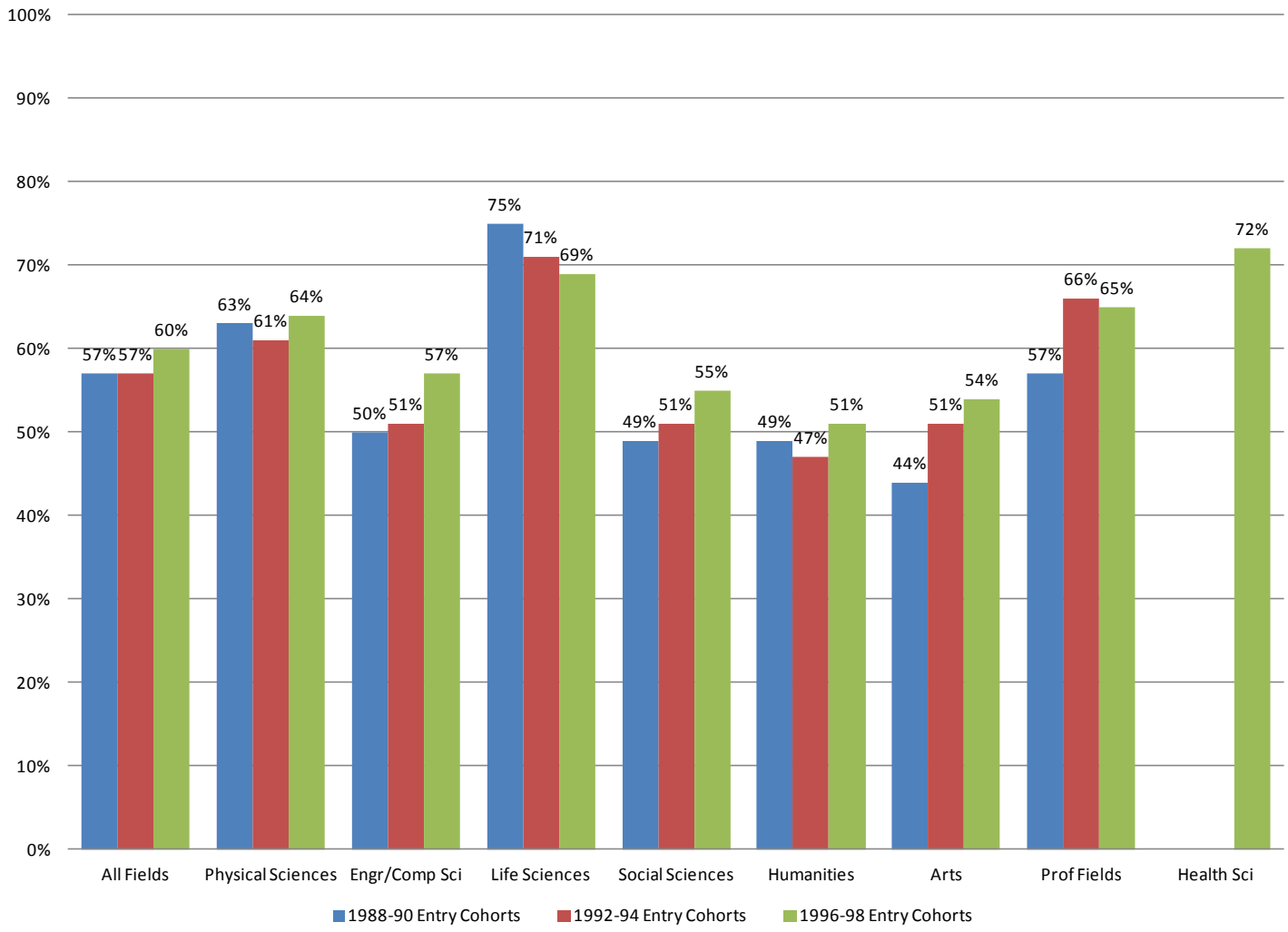
	Merced	Other UC Campuses
American Indian	2%	1%
African American	3%	3%
Hispanic	13%	7%
Asian	9%	14%
White	37%	43%
International	32%	23%
Unknown	5%	9%
TOTAL	100%	100%

All Academic Fields (Professional Programs Excluded)
Source: Graduate Enrollment by Ethnicity Dashboard at http://data.universityofcalifornia.edu/student/grad-student-data.html

Student Outcomes

Degree completion rates and median time to degree are the principal measures for assessing academic doctoral student outcomes. Recent UCOP studies have found that, on average across campuses and disciplines, about 60 percent of UC doctoral students complete their degrees within 10 years. This varies by discipline, with the STEM fields showing the highest rates of 65 to 70 percent. Arts and Humanities students are less likely to complete the doctorate within ten years due to the standard program length being somewhat longer and fellowship funding being less abundant than in the STEM fields. Figure 6 below shows the systemwide ten year doctoral completion rates by broad discipline for three recent groups of entry cohorts.

Figure 6. UC Systemwide Doctoral Completion Rates after Ten Years by Broad Field



Graduate Student Success Tables[1]

In the tables that follow, "Small N" replaces numbers for cell counts between 1 and 4.

Table 1: Degree objective upon enrollment at UC Merced versus degree earned at last term at UC Merced for the 136 students who have graduated from UC Merced since opening.

Degree Objective At Entry Vs. Degree Earned at Last Term*, **	
Admitted into Ph.D. - Left with Ph.D.:	66
Admitted into Masters** - Left with Masters:	42
Admitted into Masters - Left with Ph.D.:	Small N
Admitted into Ph.D.- Left with Masters:	27
Total	**136**

* Does not include 12 students who earned a master's degree from UCM and continued on to pursue their Ph.D., since they have not graduated yet.

** Includes both MS and MA; the number of MA recipients is small, so not reported here, although tracked separately.

[1] Z:\IPA\Enrollment Management Council\Subcommittee on Grad Student Success\1. Analysis Dataset Updated.sav

Table 2: Time-to-degree and "time-to-leave" for the 136 students who graduated with a degree (Ph.D. and masters), and the 91 students who left without a degree since UC Merced opened. For students who left without a degree, the degree column indicates degree enrollment at time of departure.

a) Ph.D.

	Graduated		Left Without Degree	
Years	***%***	***N***	***%***	***N***
1	0%	0	50%	37
2	0%	0	21%	16
3	Small N	Small N	8%	6
4	27%	18	11%	8
5	24%	16	Small N	Small N
6	34%	23	Small N	Small N
7	11%	7	Small N	Small N
8	Small N	Small N	0%	0
Total	100%	67	100%	75

b) Masters - Includes both MS and MA; the number of MA recipients was too small to disaggregate. MS and MA students are being tracked separately, however.

	Graduated		Left Without Degree	
Years	***%***	***N***	***Years***	***%***
1	Small N	Small N	51%	8
2	29%	20	Small N	Small N
3	48%	33	Small N	Small N
4	16%	11	Small N	Small N
5	Small N	Small N	Small N	Small N
Total	100%	69	100%	16

Table 3: For the 136 students who have graduated from UC Merced since opening, degree objective upon enrollment at UC Merced versus degree earned at last term at UC Merced by School. (School of Engineering; School of Natural Sciences; School of Social Sciences, Humanities and Arts)

**Degree Objective At Entry Vs. Degree Earned at Last Term*, ** **			
	Engineering	**Natural Sciences**	**SSHA**
Admitted into Ph.D. - Left with Ph.D.:	26	28	12
Admitted into Masters** - Left with Masters:	21	14	7
Admitted into Masters - Left with Ph.D.:	Small N	Small N	Small N
Admitted into Ph.D.- Left with Masters:	10	15	Small N
Total	**136**		

Table 4: Time-to-degree and "time-to-leave" in semesters by School for the 136 students who graduated with a degree (Ph.D. and masters), and the 91 students who left without a degree since UC Merced opened. For students who left without a degree, the degree column indicates degree enrollment at time of leaving. (School of Engineering, SoE; School of Natural Sciences, SNS; School of Social Sciences, Humanities and Arts, SSHA)

a) Ph.D.

	Graduated			Left Without Degree		
Year	***SoE***	***SNS***	***SSHA***	***SoE***	***SNS***	***SSHA***
1	0%	0%	0%	31% (8)	61% (19)	56% (10)
2	0%	0%	0%	31% (8)	20% (6)	Small N
3	Small N	0%	0%	Small N	Small N	Small N
4	19% (5)	29% (8)	42% (5)	19% (5)	Small N	Small N
5	26% (7)	25% (7)	Small N	Small N	Small N	Small N
6	30% (8)	39% (11)	Small N	Small N	Small N	Small N
7	Small N	Small N	Small N	Small N	Small N	Small N
8	Small N	0%	0%	0%	0%	0%
Total	100% (27)	100% (28)	100% (12)	100% (26)	100% (31)	100% (18)

b) Masters - Includes both MS and MA; the number of MA recipients is small, so not reported here, although tracked separately.

	Graduated			Left Without Degree		
Year	***SoE***	***SNS***	***SSHA***	***SoE***	***SNS***	***SSHA***
1	0%	Small N	0%	63% (5)	Small N	0%
2	32% (10)	28% (8)	Small N	Small N	Small N	0%
3	52% (16)	45% (13)	Small N	0%	Small N	Small N
4	Small N	17% (5)	Small N	Small N	0%	0%
5	Small N	Small N	Small N	0%	0%	Small N
Total	100% (31)	100% (29)	100% (9)	100% (8)	100% (6)	100% (2)

Table 5: For the 136 students who have graduated from UC Merced since opening, degree objective upon enrollment at UC Merced versus degree earned at last term at UC Merced by underrepresented minority (URM) and non-URM status.

**Degree Objective At Entry Vs. Degree Earned at Last Term*, **		
	URM	**Non-URM**
Admitted into Ph.D. - Left with Ph.D.:	6	60
Admitted into Masters** - Left with Masters:	11	31
Admitted into Masters - Left with Ph.D.:	Small N	Small N
Admitted into Ph.D.- Left with Masters:	Small N	23
Total	**136**	

* This table does not include 12 students who earned a Master's degree from UCM and continued on to pursue their Ph.D., since they have not graduated yet.

** Includes both MS and MA; the number of MA recipients is small, so not reported here, although tracked separately.

Table 6: Time to degree and "time to leave" in semesters by URM status for the 136 students who graduated with a degree (masters or Ph.D.), and the 91 students who left without a degree since UC Merced opened. For students who left without a degree, the degree column indicates degree enrollment at time of leaving.

a) Ph.D.

	Graduated		Left Without Degree	
Years	**Non-URM**	**URM**	**Non-URM**	**URM**
1	0%	0	51% (34)	Small N
2	0%	0	24% (16)	0%
3	Small N	0	8% (5)	Small N
4	25% (15)	Small N	9% (6)	Small N
5	25% (15)	Small N	Small N	Small N
6	36% (22)	Small N	Small N	0%
7	12% (7)	0%	Small N	Small N
8	0%	Small N	0%	0%
Total	100% (61)	100% (6)	100% (67)	100% (8)

b) Masters - Includes both MS and MA; the number of MA recipients is small, so not reported here, although tracked separately.

	Graduated		Left Without Degree	
Years	**Non-URM**	**URM**	**Non-URM**	**URM**
1	Small N	Small N	57% (8)	0%
2	30% (16)	Small N	Small N	0%
3	38% (26)	47% (7)	Small N	Small N
4	14% (7)	Small N	Small N	0%
5	Small N	Small N	0%	Small N
Total	100% (54)	100% (15)	100% (14)	Small N

Student Financial Support

Graduate students finance their education at UC through a mix of grants, fellowships, teaching/research assistantships, and student loans. The financial support packages of academic doctoral students differ considerably from those of graduate professional students, with the former receiving more fellowships and assistantships and the latter relying more heavily on student loans. Institutions are generally expected to fully cover an academic doctoral student's tuition (including Non-Resident Supplemental Tuition-NRST) and fees, and provide a competitive net stipend (financial support in excess of tuition and fees, to be used for living expenses) to enroll top talent. Doctoral students are often funded by research assistantships through faculty research grants.

In 2011-12 doctoral students received, on average, $35,000 to $40,000 in total financial support against average institutional charges of around $17,000. This means that the typical doctoral student has about $18,000 to $22,000 in net stipend dollars remaining after institutional charges to devote to living expenses, thereby reducing the need to rely on student loans. In contrast, graduate professional students received an average of about $14,000 in financial support against much higher average degree program charges of $33,000. This leaves graduate professional students with an average *negative* net stipend of about $19,000, much of which must be addressed through borrowing. The level of support and resulting net stipend among doctoral students varies considerably by discipline, with students in STEM programs typically receiving higher levels of support than those in humanities and social science programs. Table 3 shows average per student financial support and net stipend by campus.

Table 3. Per Student Average Financial Support, Borrowing, and Net Stipend, 2011-12

	Academic Doctoral Students					Graduate Professional Students				
Campus	Number of Aid Recipients	Total Student Charges	Total Grant/Fellowship /Assistantship Support	Student Loans	Net Stipend	Number of Aid Recipients	Total Student Charges	Total Grant/Fellowship /Assistantship Support	Student Loans	Net Stipend
Berkeley	5,617	$17,803	$40,416	$1,294	$22,613	2,826	$36,787	$14,669	$22,512	($22,118)
Davis	3,049	$17,974	$36,395	$2,075	$18,421	1,889	$33,600	$14,629	$26,688	($18,971)
Irvine	2,458	$17,738	$36,025	$2,134	$18,287	1,005	$31,815	$12,668	$24,442	($19,147)
Los Angeles	4,347	$17,423	$37,769	$2,204	$20,346	4,438	$33,615	$12,441	$24,886	($21,174)
Merced	225	$17,257	$40,308	$2,363	$23,051					
Riverside	1,650	$16,688	$32,496	$2,935	$15,808	272	$30,588	$9,539	$14,678	($21,049)
San Diego	2,897	$17,889	$37,748	$1,036	$19,859	1,077	$30,443	$17,445	$15,680	($12,998)
San Francisco	377	$16,278	$30,244	$2,104	$13,966	1,875	$31,282	$14,626	$30,122	($16,656)
Santa Barbara	2,249	$17,470	$34,277	$4,064	$16,807	107	$15,066	$6,472	$13,779	($8,594)
Santa Cruz	1,119	$17,892	$34,171	$3,362	$16,279	110	$15,537	$4,646	$17,676	($10,891)
UC	23,989	$17,627	$37,067	$2,110	$19,440	13,600	$33,112	$13,722	$24,148	($19,390)

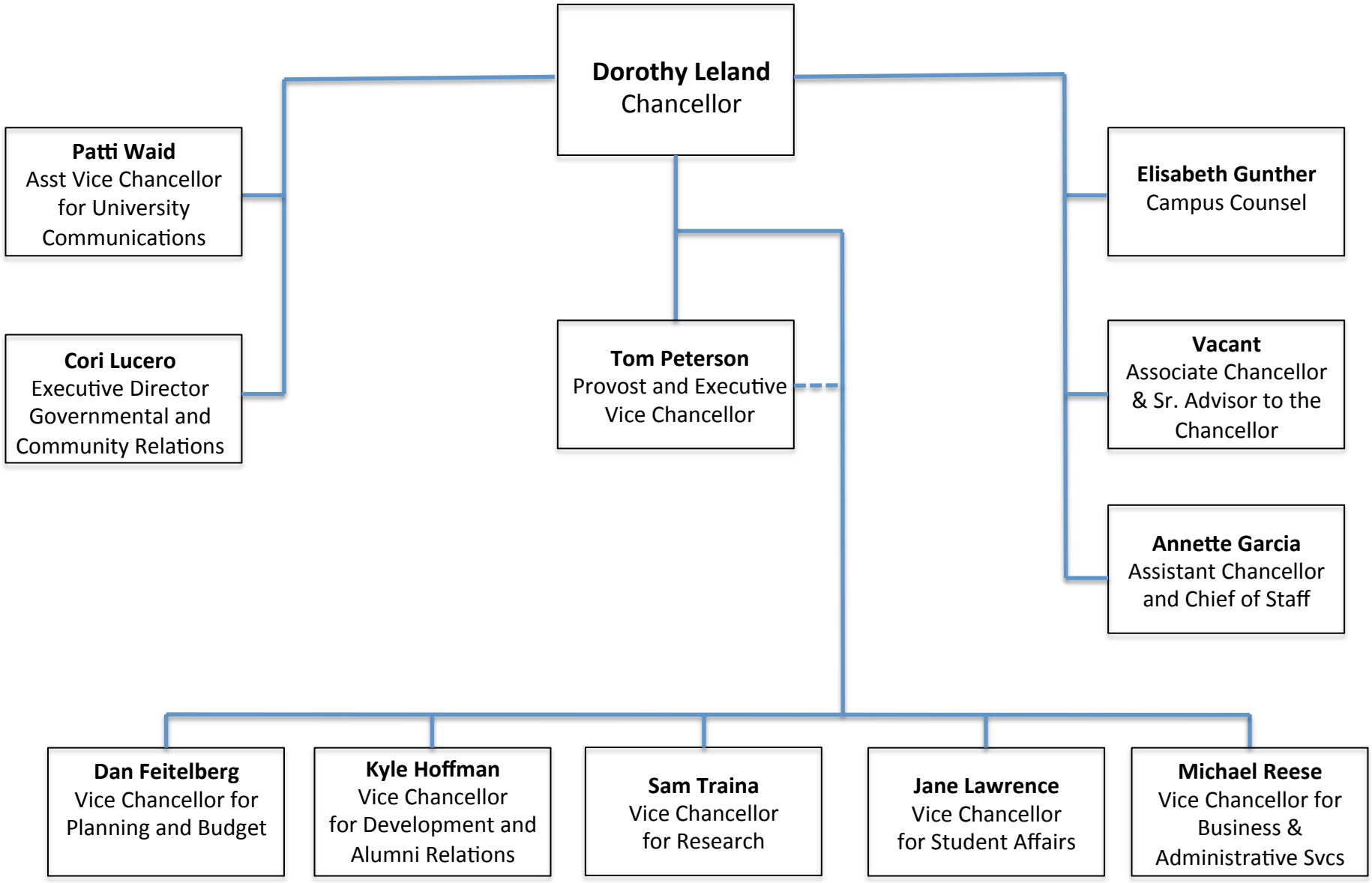
Source: UCOP Student Financial Support Graduate Support Tables

Graduate student funding for the period AY2010-11 to 2012-13.

ACADEMIC YEAR	FEE REMISSIONS	SALARIES AND WAGES	FELLOWSHIPS	STUDENT FTE*	TOTAL SUPPORT	SUPPORT PER FTE
2010-11	$ 2,533,497	$ 4,647,697	$ 1,040,041	243	$ 8,221,235	$ 33,832
2011-12	$ 3,045,536	$ 4,695,842	$ 2,217,098	260	$ 9,958,476	$ 38,302
2012-13	$ 3,896,844	$ 5,489,930	$ 3,836,576	314	$ 13,223,349	$ 42,113

*Average student FTE using IPA data from fall and spring census dates.

University of California, Merced
Administrative Units and Senior Leadership



Last updated: January 9, 2014

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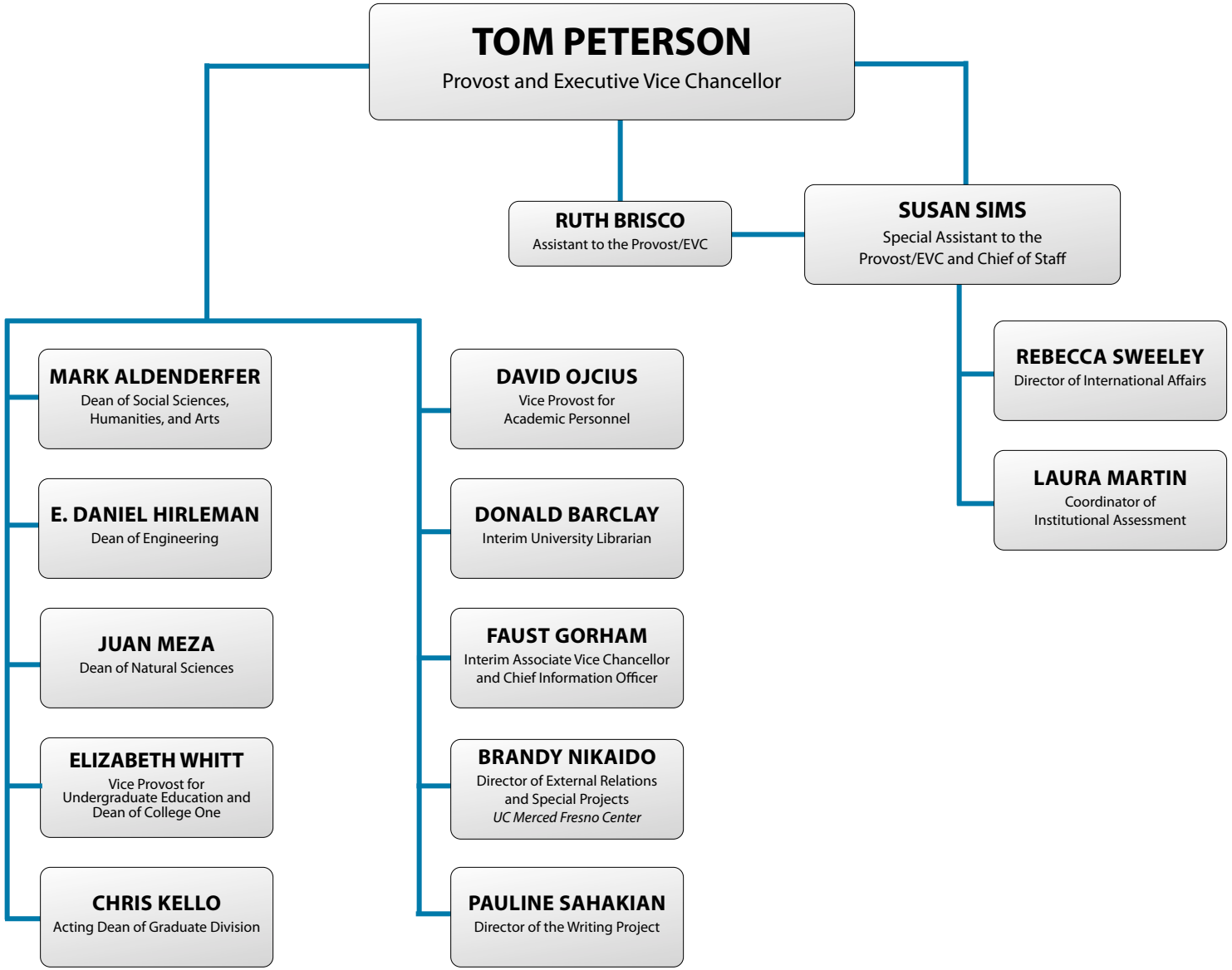
Academic Affairs

August 2013



Laura Martin <lemucm@gmail.com>

Message from Provost and EVC Peterson: New Chief Information Officer

UC Merced Announcements <announcements@ucmerced.edu> Mon, Jan 13, 2014 at 1:40 PM
Cc: UC Merced Announcements <announcements@ucmerced.edu>

Dear faculty, staff and students,

I am pleased to announce the appointment of Dr. Ann Kovalchick as Associate Vice Chancellor of Information Technology and Chief Information Officer (CIO) effective Feb. 3, 2014, pending final approval from the Office of the President.

Dr. Kovalchick has an extensive background in information technology with more than 20 years of experience in the use and management of information technologies and digital media for teaching, learning and research in the United States and abroad. Most recently, she served as the Chief Information Officer at Drake University in Des Moines, IA. In this role she had direct responsibility for the strategic outcomes, execution and delivery of centralized IT operations for 5,000 students and 400 faculty and staff members. Among her many accomplishments at Drake, Dr. Kovalchick designed a three-year strategic technology plan, implemented a broad-based IT governance process and IT policy framework, and expanded operational and user support services to deliver next generation digital infrastructure, classroom resources, and a data warehouse for business analytics reporting. She also created Drake's first Client Services Team and launched a campus-wide knowledgebase and Service Catalogue to deliver IT services more effectively and according to defined Service Level Objectives.

Prior to her tenure at Drake University, Dr. Kovalchick served as Deputy CIO at Tulane University where she designed Tulane's post-Katrina strategic technology plan and lead recovery efforts for user and desktop support, classroom technology and web application programming. She also built out research computing services for the Tulane Primate Center and initiated Tulane's first electronic research administration technology solution. Prior to her work at Tulane, she was the founding Director of the Center for Academic Technology at Ohio University, and in 1990 she founded the first Digital Media Lab at the American University, School of Communication.

She has served on the faculty of the EDUCAUSE Leadership Institute and the EDUCAUSE Current Issues Committee as well as numerous conference-programming committees and is a 2007 Frye Leadership Institute Fellow. She is the recipient of several honors and awards and is widely published in the fields of technology adoption and leadership, faculty development and

instructional design.

Dr. Kovalchick earned her Ph.D. from the Curry School of Education at the University of Virginia and her M.A. in Anthropology from the American University.

Please join me in welcoming Dr. Ann Kovalchick to UC Merced.

Best regards,

Tom Peterson

Provost and Executive Vice Chancellor

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UNIVERSITY OF CALIFORNIA,
MERCED 5200 NORTH LAKE ROAD
MERCED, CA 95343
(209) 228-4629

December 4, 2013

To: Ignacio López-Calvo, Chair, Academic Senate
From: Laura Martin, Accreditation Liaison Officer & Coordinator for Institutional Assessment
Elizabeth Whitt, Vice Provost and Dean for Undergraduate Education

Re: New WASC Core Competency Expectation

As you know, WASC's recent redesign of the reaccreditation process changed both the substance of the review and the review process itself. Among several new accreditation expectations is that institutions must ensure the development of the following "five core competencies" in all baccalaureate programs:

- Written communication
- Oral communication
- Quantitative reasoning
- Information literacy
- Critical thinking

A summary of these efforts will be provided in the institution's self-study for reaccreditation through an essay that

1. describes how the undergraduate curriculum addresses each of the five core competencies,
2. explains its learning outcomes in relation to those core competencies, and
3. demonstrates, through *evidence of student performance*, the extent to which those outcomes are achieved *at or near the time of graduation*.[1]

WASC has put in place a schedule for phasing in this requirement, and UC Merced is in the first set of institutions to meet these expectations for all five competencies. Therefore, by spring 2017, the time of UC Merced's Off-Site Review for reaccreditation, WASC expects UC Merced to have assessed four of the five competencies. By the time of our Accreditation Visit in spring 2018, all five competencies will have been assessed.

Appended to this memo for the Senate's review, comment, and support is a proposal for meeting this new expectation. As described in more detail in Section IV of the appended document, we propose to integrate this work as seamlessly as possible into the ongoing annual assessment activities of the undergraduate majors, thereby taking maximum advantage of the work faculty are already doing and avoiding any duplication of effort in campus assessment activities. Indeed, as the following table suggests, many majors are already addressing the competencies in their learning outcomes and as part of annual program assessment activities.

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[1] For additional descriptions of this new expectation, please see *Educational Quality: Student Learning, Core Competencies and Standards of Performance at Graduation* on p. 30 of the *2013 Handbook of Accreditation*.

Table 1: Assessment of competencies by majors.

Competency	% of majors* that have assessed the competency to some extent** within last 4 years	% of majors that explicitly name the competency in the language of a PLO	% of majors with PLOs that could be interpreted to address the competency together with majors that explicitly name the competency in the PLO***
Oral Communication	29%	47%	82%
Written Communication	76%	59%	94%
Quantitative Reasoning	47%	12%	88%
Information Literacy	29%	0%	41%
Critical Thinking	76%	6%	100%

* Of the 17 majors submitting PLO Reports in last four years.
** According to rubric criteria.
*** Based on inclusive interpretation of PLO.

In developing this proposal, we considered several possible models, but in the end concluded that the proposed approach is the simplest and most sustainable because it integrates the new expectations into existing assessment efforts. We would be happy meet with Undergraduate Council, Divisional Council or any other interested Senate committees to discuss our thinking and to answer any questions.

Given the timeline established by the WASC Commission, we will need to begin our efforts to address the core competency requirement this coming spring semester, and so ask that the Senate provide comments by the end of January.

We look forward to the Senate's thoughts. Thank you for your help.

Encl(1)

CC: Tom Peterson, Provost and Executive Vice Chancellor
Susan Sims, Chief of Staff, Office of the Provost and Executive Vice Chancellor

DRAFT 11.20.2013

Addressing the WASC Core Competency Requirement

Laura Martin, UCM ALO & Coordinator for Institutional Assessment
Elizabeth Whitt, Vice Provost & Dean for Undergraduate Education

I. Background: The New WASC Core Competency Requirement

WASC's recent redesign of the reaccreditation process changed both the substance of the review and the review process itself. One new expectation is that institutions must ensure the development of the following "five core competencies" in all baccalaureate programs.

- Written communication
- Oral communication
- Quantitative reasoning
- Information literacy
- Critical thinking

As part of the institutional review process for reaccreditation, the institution must provide an essay that

1. describes how the undergraduate curriculum addresses each of the five core competencies,
2. explains its learning outcomes in relation to those core competencies, and
3. demonstrates, through *evidence of student performance*, the extent to which those outcomes are achieved *at or near the time of graduation*.

For additional descriptions of this new expectation, please see *Educational Quality: Student Learning, Core Competencies and Standards of Performance at Graduation* on p. 30 of the *2013 Handbook of Accreditation*.

II. Timeline

By spring 2017, the time of UC Merced's Off-Site Review for reaccreditation, UC Merced will need to have assessed four of the five competencies. By the time of our Accreditation Visit in spring 2018, we will need to have assessed all five competencies.

III. Further Detail

What do we need to do?
The core competency requirement applies to all undergraduates regardless of their major. Faculty expectations for student achievement at or near the time of graduation, however, may differ among students in keeping with their majors.

To meet WASC's expectations, *very generally* we will need to

1. Establish expectations[1] for aggregate student performance at or near the time of graduation for each of these five competencies.
2. Ensure the curricula support development and achievement of these expectations.
3. Identify *sustainable* methods for assessing student achievement of each competency; we expect that this will be an ongoing accreditation expectation.

[1] i.e. *criteria* the specific skills or abilities to be demonstrated that describe the key abilities that comprise each competency, and related standards (levels) of performance.

4. Assess student performance in relation to each competency at least one time before the 2018 reaccreditation site visit, consistent with the timeline above.
5. Ensure that actions are taken to improve student achievement, as warranted by the evidence.

It's important to note that we can approach this work in a manner that builds on existing practices. Below, we suggest this work be integrated into existing program-level assessment activities.

IV. Proposed Strategy to Address the Competency Expectation

Guiding Principles
Any strategy to define and assess the WASC Five Core Competencies must

1. be supported and implemented by the faculty, with appropriate administrative support, consistent with the faculty's ownership of curriculum.
2. acknowledge that the competencies outline a core set of abilities that are essential to, but not sufficient for, the high quality, intellectual work expected of a bachelor's degree graduate from the University of California.
3. recognize that although there may be broad agreement on the general attributes of these competencies[2], their expression is likely to differ by discipline in keeping with field-specific intellectual conventions.
4. add value to faculty goals for student learning.
5. generate actionable insights into student learning at institutional level(s) (e.g., program, school, campus) at which responsive action will have meaning and impact.
6. use and build on existing assessment support and activities, so as to be sustainable.
7. evaluate student learning in relation to the competencies in keeping with the accreditation timeline established above.

These principles underpin the strategy we propose for addressing the competencies.

Proposed Approach: Assessment in the Majors
There appear to be two complementary institutional avenues to support both development and assessment of these competencies – the majors and general education. For several reasons, the majors seem to be a more practical route for assessing the competencies.

First, annual assessments are conducted for each major at UC Merced, whereas we are only in the beginning stages of developing an assessment plan for general education. The latter is anticipated to take some time to develop, and is unlikely to proceed at a pace sufficient to generate evidence in keeping with the timeline outlined above. Second, the existing school-based, distributed model for general education does not seem easily amenable to systematic, representative assessment of the competencies *at or near graduation*. Third, evidence suggests that the competencies are already being assessed in some way as part of annual program assessment activities (or could be easily; Table 1). Finally, assessment results are more likely to be used and have impact on student learning if student achievement is evaluated within the major, rather than at a broader institutional level.

[2] As represented, for example, in the AAC&U's VALUE Rubrics associated with these skills.

Table 1: Assessment of competencies by majors.

Competency	% of majors* that have assessed the competency to some extent** within last 4 years	% of majors that explicitly name the competency in the language of a PLO	% of majors with PLOs that could be interpreted to address the competency together with majors that explicitly name the competency in the PLO***
Oral Communication	29%	47%	82%
Written Communication	76%	59%	94%
Quantitative Reasoning	47%	12%	88%
Information Literacy	29%	0%	41%
Critical Thinking	76%	6%	100%

* Of the 17 majors submitting PLO Reports in last four years; recognizing that most programs have only assessed a subset of their PLOs (mode = 3 PLOs assessed typically of 5 PLOs).
** According to rubric criteria.
*** Based on inclusive interpretation of PLO.

Proposed Strategy and Timeline for Implementation within the Majors
For the reasons outlined above, we propose that assessment of the competencies be integrated into each program's ongoing program learning outcome assessment activities. The underlying assumption is that, with support, most programs will be able to integrate assessment of each competency into the assessment of existing PLOs in some way.[3] In other words, student achievement of the competencies would be assessed as part of the work of assessing a PLO, with results used to inform program curriculum and pedagogy as usual.

With this approach, programs would not necessarily have to change the schedule for the review of PLOs, but rather would be sure to flag and report PLO-related findings and actions that address one or more competencies. Criteria defining each competency could also be developed to address discipline specific intellectual conventions, consistent with the understanding that the competencies are skills that are engaged in discipline-specific ways.

To pursue this plan, we propose the following timeline of activities (see appended table for additional details):

AY2013-2014

Products: By the conclusion of this academic year, FAOs for each *major*[4], with the support of the school assessment specialist, will have completed the following:

1. Submitted a brief assessment plan addressing all five competencies[5]. In addition to providing a road map for assessing the competencies, these plans will form the foundation of the institutional essay we must include in our next accreditation report that describes how the undergraduate curriculum addresses each of the five core competencies as well as the relationship of our learning outcomes to the core competencies. (See Section 1, bullets 1 and 2.)

[3] An exception may be quantitative reasoning in humanities majors. This could be the focus of a separate working group of humanities faculty.
[4] Majors only, not standalone minors.
[5] Again, an exception may be quantitative reasoning in humanities majors, which may need special consideration.

2. Reviewed and identified existing program rubrics or other descriptions of criteria and or/standards that they feel reflect expectations related to one or more competencies.

Activities: To develop the brief assessment plan (bullet 1 immediately above), a program would need to

a. align the competencies to existing PLOs to identify which competencies are already addressed or could easily be addressed under the umbrella of an existing PLO.
b. identify at least one substantive source of direct evidence[6] *for each competency* to be *collected at or near graduation*, recognizing that a rich source of evidence could support more than one PLO and competency. For example, a program might assess critical thinking, information literacy, and written communication through a single significant assignment such as a research paper completed at or near graduation. The evidence should be collected through one or more required courses to ensure that the findings are representative of all students in the major.
c. identify how student work will be archived for future use, with archiving initiated in AY2014-15.
d. identify the year each competency (and corresponding PLO) will be assessed, with the expectation that all five competencies must be assessed by spring 2018 for programs with a March PLO Report date (with four of the five completed by spring 2017), and fall 2018 for programs with an October PLO Report date (with four of the five completed by fall 2017).

Institutional Input: By the start of spring semester, a working group of assessment staff and interested faculty will identify some basic definitions of each competency, examples of useful sources of evidence, and one or more mechanisms to store student work.

Summer 2014

- Building on collected in spring 2014 and other institutional resources, the working group further refines institutional definitions of each of the five competencies to provide programs with basic guidelines for assessing each competency for adoption and adaptation within the majors. Draft materials for three of the competencies developed by conclusion of summer.

AY2014-15

- Programs begin archiving student work in support of assessing PLOs and the related competencies.
- Programs begin assessing competencies as per assessment plan.

AY 2015-16 – AY 2017-2018

- Programs assess PLOs and competencies, completing all five by spring 2018 for programs with a March PLO Report date, and fall 2018 for programs with an October PLO Report date.

Other considerations: Links to Undergraduate Writing Task Force.

V. Draft Detailed Time Table for Competency Assessment

The proposed process takes a sampling approach to meeting WASC's expectations to have assessed four of the five competencies by the spring 2017 Off-Site Review and all five by the spring 2018 Accreditation Visit.

[6] Ex. a major research paper, lab report, presentation, design project, etc.

If implemented as proposed,

- by the Off-Site Review in spring 2017, ~ 50% of the majors would have assessed four of the five competencies, with 50% having assessed three.[7]
- by the Accreditation Visit in spring 2018, ~50% of the majors would have assessed all five competencies, with 50% having assessed four.

As outlined in the table below (shaded cells), this schedule would ask programs with March 1 annual reporting dates to assess and report results for four competencies within the next three annual reporting periods, starting with spring 2015 (i.e. spring 2015, 2016, and 2017). Programs with October 1 reporting dates would be asked to assess and report results for four competencies within their next three annual reporting periods (i.e. fall 2015, 2016, and 2017).

AY			Work Plan	Who?
Fall	Spring	Summer		
2013			• Plan for addressing competencies approved. • Basic definitions of competencies in development.	Senate approves approach.
	2014		• Basic definitions developed by mid- February to support assessment plan development by conclusion of spring. • Program assessment plans developed by conclusion of semester. • One competency, ex. oral communication[8], elaborated to support assessment beginning in fall 2014.	• Small working group of staff and faculty led by VPDUE and CoIA to work on competency definition. • FAOs and Assessment Staff develop assessment plans
		2014	Working with materials submitted in spring, staff drafts basic definitions and guidelines for another two competencies for review in fall (1 per month).	Staff
2014			• Complete elaboration of final two competencies by October for review by conclusion of fall. (1 per month) • By conclusion of fall semester, basic definitions and guidelines developed for all five competencies so that programs can begin adopting and adapting materials to program specific purposes.	Basic definitions and elaboration of one competency, small working group of staff and faculty led by VPDUE?
	2015		Programs with March 1 reporting dates: First report of competency assessment data based on assessment conducted in fall 2014. (~50% of majors)	
2015			Programs with Oct 1 reporting dates: First report of competency assessment data based on assessment conducted in spring/summer 2015. (~50% of majors)	
	2016		Programs with March 1 reporting dates: Second report of competency assessment data. (~50% of majors)	
2016			• Programs with Oct 1 reporting dates: Second report of competency assessment data. (~50% of majors)	

[7] Currently, there are 20 undergraduate majors, eight of which are scheduled to submit reports on October 1st annually, the remainder submit annual reports on March 1.

[8] Suggested, because will want to assess this as students give presentations, to avoid having to archive work.

AY			Work Plan	Who?
Fall	Spring	Summer		
			• **UCM Accreditation Report** due, includes description of process and progress assessing competencies, existing conclusions.	
	2017		• Programs with March 1 reporting dates: Third report of competency assessment data. (~50% of majors) • By this report, these programs will have assessed and reported on four of five competencies. • **Off-Site Accreditation Review**: Prior to or as part of Off-Site Review Teleconference, provide update on competency progress, including additional findings, actions etc.	
2017			• Programs with Oct 1 reporting dates: Third report of competency assessment data. • By this report, these programs will have assessed and reported on four of five competencies. (~50% of majors)	
	2018		• Programs with March 1 reporting dates: Fourth report of competency assessment data. (~50% of majors) • By this report, these programs will have assessed and reported on all five competencies. • **Accreditation Visit:** Provide update and additional evidence of all five competencies for majors with March 1 report due date, and for four of the competencies for majors with Oct 1 due dates.	
2018			• Programs with Oct 1 reporting dates: Fourth report of competency assessment data based on assessment conducted in spring/summer 2018. • By this report, these programs will have assessed and reported on all five competencies.	
Continue competency assessment as part of routine PLO assessment activities.				

MEMORANDUM OF UNDERSTANDING
REGARDING FUNDING FOR THE UNIVERSITY OF CALIFORNIA, MERCED

The Office of the President ("UCOP") and University of California, Merced ("UC Merced") hereby enter into this Successor Memorandum of Understanding ("MOU") with respect to funding for UC Merced future growth, effective July 1, 2014 ("Effective Date") on the terms and conditions described herein.

I. BACKGROUND AND ACKNOWLEDGEMENTS

A. For much of its eight-year history, the University of California, Merced, has been provided financial support from the University of California, Office of the President, through a Memorandum of Understanding (MOU) that will expire at the end of the 2013-2014 academic year. This MOU has provided UC Merced with financial certainty during a time of considerable fiscal stress on California and the University of California system; as a result of the MOU guarantees, the campus has been able to achieve its aggressive growth to the point that it now has a balanced budget and can sustain operations at their current levels.[1] The campus' current projected budget status through 2020 is displayed in **Exhibit B.**

B. However, continued support from the Office of the President, through this "successor" MOU, will be necessary to facilitate growth to the campus' near-term enrollment goal of 10,000 students by 2020 under the campus Long Range Enrollment Plan (LREP). The LREP represents the campus' strategy to sustain enrollment growth in a challenging state budget climate, especially for capital projects, while continuing to perform a critical systemwide role under the California Master Plan for Higher Education by remaining the sole UC campus to offer admission to all eligible California high school students. The LREP outlines two distinct paths forward for UC Merced – one that allows the campus to grow to 10,000 students by 2020 while the other caps enrollment at 7,200 because of the lack of financial support necessary to build space to support growth in enrollment, faculty and staff. See attached **Exhibit C.**

   Finalization of the LREP will require continued consultation between the campus and the Office of the President and will be reviewed throughout the term of the successor MOU.

C. The growth strategy that will be supported by the MOU is informed by the Strategic Academic Focusing (SAF) now underway under the leadership of Provost and Executive Vice Chancellor Tom Peterson. The SAF relates primarily to the current and future directions of campus academic programs, both at the undergraduate and graduate level. The exercise

[1] The original MOU established metrics for the campus to achieve under the terms of the agreement with the Office of the President. **Exhibit A** articulates in quantitative terms how far the campus has come in meeting the metrics. Almost all of the metrics were achieved, and for those few exceptions the campus has identified contributing circumstances and ways to ameliorate those difficulties going forward.

recognizes the critical importance of identifying a longer-term trajectory of academic program growth and development that will enable the campus to become a full-fledged University of California-quality research university. Nascent areas of interdisciplinary research that align with current UC Merced strengths will be identified and faculty recruited to strengthen and initiate work in these areas. UC Merced also will bolster the infrastructure support for its research-active faculty to a level comparable to other UC campuses, so that it can retain these professors and not lose them to other institutions. See attached **Exhibit D**.

Finalization of the campus Strategic Academic Focusing initiative will require continued consultation between the campus and the Office of the President and will be reviewed throughout the term of the successor MOU.

D. To further meet its growth challenges and to meet its goal of 10,000 students by 2020, UC Merced has embarked on the 2020 Project, the success of which will require systemwide partnering and support. This ambitious initiative represents the ensuing phase of development of the Merced campus and constitutes what was envisioned as the next portion (Phase 2) of the long-term development proposed under the 2009 Long Range Development Plan (LRDP). The 2020 Project includes the facilities needed to support an enrollment level of 10,000 students, including academic, administrative, research, and recreational buildings, student residences and student services buildings, utilities and infrastructure, outdoor recreation areas, and associated roadways, parking, and landscaping. See **Exhibit E.**

The final 2020 Project financing model will be the subject of ongoing consultation between the campus, the other campuses and the Office of the President and will be reviewed throughout the term of the successor MOU.

II. GOALS AND OBJECTIVES

This successor MOU for 2014 recognizes that UC Merced must meet three challenges:

- To mature as a research university in the same intellectual class as the other UC campuses, which will require focused attention and investment in graduate programs and the research enterprise;

- To continue to play an important role in fulfilling the UC's Master Plan commitment to find a place for every eligible student; and

- To preserve the unique academic and cultural character of a campus intentionally placed in California's San Joaquin Valley.

III. UNDERSTANDINGS

UC Merced and UCOP understand and agree to the following:

1. The UCOP commitment of an addition to the UC Merced base budget of $10,000 per new student shall be continued through the term of the successor MOU, based on an annual growth rate of 650 students. This funding will provide continued support for enrollment growth, both undergraduate and graduate, and will provide the necessary financial resources for the faculty and staff to support that growth.

2. A one-time permanent addition of $5 million to the UC Merced budget base, with those funds to be used to partially fund start-up packages for the 18-25 new research-active faculty UC Merced expects to bring in per year over the next seven years. These recruitments will accelerate the maturation of existing research programs, seed new research initiatives, and expand UC Merced graduate student enrollment.

3. A commitment in principle to form a clear partnership between the Office of the President and UC Merced for the financing of Project 2020 as well as its near-term capital development needs, including funding to support the campus' central plant and telecommunications reliability upgrade and the acquisition and construction of off-site compensatory wetlands mitigation required the University's Section 404 permit. The campus will evaluate its ability to finance projects related to the recruitment and retention of faculty and students from campus funds.

4. The terms of this agreement shall extend to July 1, 2020.

IV. EXECUTION AND SIGNATURE

UC Merced and UCOP hereby agree that this MOU and the Exhibits hereto, reflect their mutual understanding and commitments.

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA By_____ Janet Napolitano, President, Regents of the University of California	THE REGENTS OF THE UNIVERSITY OF CALIFORNIA By_____ Dorothy Leland, Chancellor University of California, Merced

ACKNOWLEDGED AND AGREED:

UNIVERSITY OF CALIFORNIA

OFFICE OF THE PRESIDENT

_____

By: Nathan Brostrom, Executive Vice President

Exhibit A

Responding to the Metrics of the
Memorandum of Understanding
Between
The University of California Office of the President
And
The University of California, Merced Campus
February 24, 2014

The University of California Merced admitted its first freshman class in fall 2005. Last fall, the ninth cohort of new students began their studies. In the time period between fall 2005 and fall 2013, undergraduate enrollment has grown from 838 to 5,837 and graduate enrollment from 37 to 358 students. Ladder rank faculty has increased from 45 to 159. This fall, we expect to welcome almost 6,000 undergraduate and 400 graduate students to campus, plus an additional 25 faculty.

By any measure, Merced has successfully navigated the 'start-up phase' of this exciting new enterprise. As will be systematically articulated herein, numerous milestones associated with the successful launch of a research university have been met. By the same token, Merced has fallen short on achieving other defining characteristics of an international research university.

The Current Memorandum of Understanding (MOU)

The current Memorandum of Understanding (MOU) between the UC Merced and University of California, Office of the President will expire at the end of the 2013-2014 academic year. While the campus has made significant strides towards financial self-sufficiency, a new MOU is needed to help UC Merced in the next phase of its growth and development toward self-sufficiency.

For very legitimate reasons, the primary strategic focus for the campus during the period of the current MOU has been to significantly increase the undergraduate enrollment at the institution. The campus has met, and in fact exceeded, the enrollment targets established by the MOU. It also has significantly assisted the UC System by ensuring that UC's Master Plan commitment to find a place for every eligible student has been fulfilled. In addition, in order to most rapidly expand our faculty and thereby meet the needs of a rapidly growing undergraduate population, the campus has intentionally changed its faculty hiring patterns to recruit more faculty in the Humanities and Social Sciences, and to encourage more students to major in these, less costly disciplines.

A core group of very dedicated faculty and staff, with significant assistance from the Office of the President, literally built from scratch the educational enterprise that is UC Merced. Curricula were defined, courses were developed to fit those curricula, and students began in 2005 moving through the degree requirements towards an inaugural Commencement in 2009. But the campus is rapidly moving beyond the 'startup' phase of the institution. At this stage in our development, we now must focus as much on the structural and administrative support for these current faculty and students as we do on the recruitment of additional faculty and students.

Meeting the Educational needs of the Underserved – Metrics of the Current MOU

The best way to preface our request for specific details in the new MOU is to articulate directly how we have met the educational needs of the underserved in the central valley by being good stewards of UCOP's investment from the current MOU. We begin by referring specifically to the metrics identified in the October 2011 Codicil to the MOU, and how UCM has directly responded to those metrics.

Enrollment Growth

Our undergraduate and graduate enrollments have grown steadily, and in the case of undergraduate enrollments, exceeded the targets agreed to by UCM and UCOP. Since about 2010, our actual enrollments have exceeded UCOP targets by 150-500 students. This fall (2013), we anticipate exceeding the OP enrollment targets by 250 students. This has put serious strain on our entire institution, from classroom space to course offerings to dining and residence hall facilities.

Figure 1. Undergraduate and Graduate Enrollments, 2005-2013

Retention and Graduation Rates

In less than a decade, UC Merced has become the embodiment of the mission of the University of California to provide access to eligible California resident students. With 99 percent of its undergraduates from California, more than a third from the San Joaquin Valley, and as one of the two UC campuses (the other being UC Riverside) with the most ethnically diverse undergraduate student body, UC Merced continues to be a testament to the State and the University of California's intention to support the citizens of California and this underserved region. UC Merced has the largest proportion of low-income (59%) and first generation 60%. undergraduate university students of any campus in the system.

Figure 2. Percentage of Pell Eligible and First Generation Undergraduate Students, UC Merced

We continue to be challenged with respect to the retention and graduation rates of our undergraduates. Not surprisingly, maintaining parity in these statistics between Pell-eligible and non-Pell eligible students, and between first-generation college students and non-first-generation students has been difficult.

Figures 3 and 4. One-year retention rates for First Generation and Pell Eligible Students.

Due to our young age, we have only very limited data on our four and six year graduation rates. The retention/graduation of the fall 2005 freshman cohort after four and six years was 76% and 79% respectively, and we have seen an improvement in the fall 2006 cohort.

These retention and graduation rates are not on par with our UC peers. We have developed programs, and are looking to other approaches, to improve these important statistics because it is only by doing so that we can truly meet the educational needs of this underserved group of students. But in order to learn all we can about efforts that prove successful, we have benchmarked our retention and graduation rates against a very large number of other academic institutions, in addition to our UC sister institutions. Our analysis clearly indicates what most everyone suspects, namely that the academic preparedness of the incoming first-year students is a *major factor* in determining student success.

The data in Figures 5-7 clearly demonstrate that there is no other public or private research university in the nation with similar freshmen academic characteristics to UCM that manages to produce a higher retention or graduation rate. These plots display the SAT scores, graduation rate, and retention rate as officially reported by 147 public and private Carnegie classified Research Universities, Very High research activity and High research activity. (UC Merced has not yet been classified). To maintain statistical significance, Universities with SAT scores from less than 25% of their freshmen were not included.

Figure 5. First year retention rate and its dependence on incoming student SAT Reading/Math scores

Figure 6. Four-Year Graduation rate and its dependence on incoming student SAT Reading/Math Scores

Figure 7. Six-Year Graduation rate and its dependence on incoming student SAT Reading/Math Scores

Nonetheless, we continue to seek ways (identifying early indicators of academic problems, for example) to pro-actively assist all our students, especially those most seriously 'at risk', to intervene early with corrective measures. In addition, our Institutional Planning and Analysis group has worked to identify the primary factors leading to reductions in the likelihood of graduating in four years. Importantly, Pell-eligibility and first-generation were identified as mostly 'correlative' rather than 'causal' variables, and in fact, the *academic* factors below proved to be the most reliable predictors of difficulty to graduate in four years:

- High school GPA in bottom 20% of incoming class (<3.135)
- Grade in Core 001 (the first UCM gen ed course) < 2.5
- Grade in Writing 010 < 2.4
- First-semester GPA < 1.93
- Hours enrolled in first semester < 16 at census
- Second semester GPA <2.16
- Hours enrolled in second semester < 16 at census
- Majoring in Engineering

Figure 8. Likelihood of Graduating in Four Years based on Identifiable Academic Challenges (*analysis for fall 2008 cohort)*.

Using IPA's research and the extensive research literature that exists on at-risk students, we have had numerous initiatives underway since the opening of the campus to improve retention and graduation rates. Some of them include: mandatory orientation for all new students; a Fiat Lux Scholars program (our version of an Education Opportunity Program) for 300 of our most at-risk students; an EXCEL program offered in the School of Natural Sciences for struggling first year students; mid-semester grades for all lower division courses and follow-up with students who have any grade below a D+; a Success Mentor Program; free tutoring in lower and upper division classes with high failure rates; an academic success living learning community in our residence halls targeted at first year students; a first year success course; and numerous workshops offered by the Calvin E. Bright Success Center and the Career

and Professional Advancement Center. We also require all of new first year and transfer students to attend a one-day conference prior to the start of the fall semester, called ASCEND, that seeks to ensure that these students understand academic expectations and all of the resources that are available to help them be academically successful.

Going forward, the campus will make every effort to meet the needs of UC-eligible students (the referral pool) provided we have the space and resources to do so. And importantly, we will continue our commitment to meet the educational needs of UC-eligible students from the Central Valley who, for many reasons, wish to study at Merced.

In many ways, we have become victims of our own success. Over 17,000 students applied to UC Merced this year. We are actually nearing the point where accepting students into UCM whose first choice IS UCM is reducing our capacity to draw more deeply from the referral pool. And, this problem is exacerbated by our severe limitations of space, be it classrooms, laboratories, dining or residence halls. Put simply, as more students identify UCM as their UC 'school of choice', our ability to answer the call of the referral pool will be bolstered substantially by continued support from OP to grow our programs, be it faculty, staff, infrastructure or physical plant in all its manifestations.

Enrollment by Major

Undergraduate enrollments, as stated previously, have grown markedly each year, at an ever accelerated rate. To date, UCM has not instituted any type of discipline-specific enrollment management, at least not at the 'entry' level into our programs. As such, total faculty hires (the combination of both ladder rank and non-ladder rank) have been influenced at least partially by popularity of undergraduate majors. And, as directed in the previous MOU, faculty hiring has supported the growth in interest in majors, particularly Management, that currently reside within the school of Social Sciences, Humanities and Arts.

Figure 9 illustrates the enrollment growth within each of the three schools and with initially 'undeclared' students, and illustrates that, even within SSHA, the STEM disciplines remain popular pathways for our students. Figure 10 clearly shows that the biological sciences attract the largest number of undergraduate students, and that this area of study is growing very rapidly. Demand for this major has more than doubled in the last four years. Other popular majors include psychology, management, mechanical engineering, computer science and engineering, and political science.

And surprisingly, even as we have added significantly to the SSHA faculty, and to SSHA undergraduate enrollment, Figure 11 clearly indicates the distribution of majors across schools, and between STEM and non-STEM fields, has remained remarkably constant over the last seven years. Here, we adopt the NSF definition of STEM, which includes a number of study areas in the social sciences (at UCM, these include anthropology, cognitive science, economics, political science, psychology and sociology). Over 70% of our students are pursuing degrees in STEM fields, a remarkable statistic.

Figure 9. Undergraduate Headcount by School and STEM focus
Figure 10. Student Headcount by declared major, 2005-2012
Figure 11. Percentage distribution of Undergraduate Headcount by School and STEM Focus

The challenges of Impacted Classes

UC Merced's most impacted classes are first-year introductory courses, especially writing, biology, chemistry, mathematics and our required lower division general education course. Because we have grown the size of our first year class so quickly (1,128 in 2009 to 1,654 in 2013), the two biggest challenges have been hiring enough lecturers to teach these courses and having adequate and appropriate space to offer them. The administration has worked closely with the deans to carefully project the needs of incoming students, expanded course offerings into the late evening hours and used alternative spaces on campus, such as meeting rooms in the residence halls, to offer classes. We also have begun conversations about how these courses are offered and by whom to see if there are other cost effective, efficient and effective ways to provide them, including on-line, hybrid or partnerships with the local community college.

WASC Accreditation

In July 2011, the WASC Commission granted UCM initial accreditation for a seven year period, the maximum term possible for a newly accredited institution. The Commission's Action letter echoed the team's finding that there was "much to commend", including the campus' skillful leadership, strong esprit du corps, its "extraordinary success" in establishing outcomes-based assessment practices and processes, and its efforts to balance its commitment to becoming a first-rate research institution with its commitment to serving students and the region. The Commission also acknowledged the importance of the campus' MOU with the Office of the President, both as an indicator of system support and as a foundation for multi-year planning.

Next steps in accreditation include the submission of an interim report in March 2014 and first stage of UCM's re-accreditation review in spring 2018. Aligned with the three areas identified by the Commission for ongoing attention between accreditation reviews, the interim report provides the campus with the opportunity to update the Commission on UCM's (1) financial stability and sustainability, including the status of the MOU, (2) further progress institutionalizing and sustaining assessment of student learning and program review, and (3) student retention and graduation statistics, including initiatives to promote student success. In addition to these activities, the campus applied for and received general degree approval for bachelor's degrees in February 2012. This important milestone enables the campus to establish new bachelor's degrees, without first obtaining WASC approval through the substantive change process. General degree approval for research masters and doctorates awaits the equivalent of having had in place ten degrees for ten years. In the interim, WASC has granted the campus expedited review for the new master's degrees stemming from the individual graduate program, with a similar arrangement for new doctorate degrees pending approval in October 2013. These opportunities for expedited review reflect WASC's confidence in UCM's quality assurance

processes in support of educational and institutional effectiveness and in turn UC Merced's strong accreditation history.

Extramural Research

The campus has seen growth in extramural grants and contracts since inception (Figure 12). While the level of funding has generally increased since 2004, it has oscillated with changes in the external fiscal environment. Given the modest size of the extramural funds portfolio, a single large center grant or a change in federal programs results in a significant bump in the total awards for a given year. Thus awards increased dramatically in 2008 due to a single large grant and during ARRA funding but fell off with cuts in the federal research portfolio. Importantly, the total awards did not increase proportionally to the increase in ladder-rank faculty. This was likely a result of significant growth in SSHA, the preponderance of assistant professors in the pool of new hires (it characteristically takes them 2 to 3 years to build a grants portfolio) and the increased national competition for declining federal dollars.

Most extramural research dollars have gone to faculty in the Schools of Engineering and Natural Sciences (Figure 13). Figures 14 and 15 illustrate the sources of extramural research dollars available to UC Merced PIs since inception (2004). Federal funds have been responsible for approximately 70% of the cumulative research awards with 52% of the federal dollars coming from NSF followed by NIH and DOE (energy) respectively. Active NSF awards come from *every* directorate in the Foundation.

Figure 12. Total Extramural Research Awards at UC Merced since Inception
Figure 13. Extramural Research Awards by Program
Figure 14. Sponsors of extramural research at UC Merced. Federal support has accounted for approximately 70% of all research grants and contracts since 2004.
Figure 15. Distribution of all federal research dollars at UC Merced. The NSF is responsible for over 50% of all extramural research support. Data is cumulative since 2004.
Figure 16. Active NSF Awards to UC Merced by NSF Directorate/Office

Overall strengths in research for specific areas are demonstrated by their total extramural research awards, repeated renewals of long-term grant-funded activities, the magnitude and impact of the resulting publications, placement of graduate students, the ability of the programs to continually recruit outstanding new faculty and graduate students and external recognition by professional societies. Based on these criteria, the strongest research programs at UC Merced are in cognitive and information science, sustainability science and sustainable engineering, ecosystem and climate change science, materials physics and chemistry and quantitative systems biology and bioengineering. The latter two programs have seen significant growth in NIH funding over the last few years even though the NIH is rapidly becoming more and more competitive.

Finally, the Office of Research is leading a campus-wide reorganization to streamline workflows and increase the efficiency of the contracts and grants infrastructure. These efforts include 1) reorganization of staff across the university and creation of a research development pre-award services unit to provide

faculty with more direct assistance in the preparation of grant proposals, 2) adoption of standard roles and responsibilities for all of the research administrators located in the Schools and the ORUs and 3) acquisition and roll-out of an electronic research administration system. We are confident that these changes will increase the ability of our faculty to successfully submit extramural research proposals to manage their extramural research awards.

Recruit and Retain Excellent Faculty

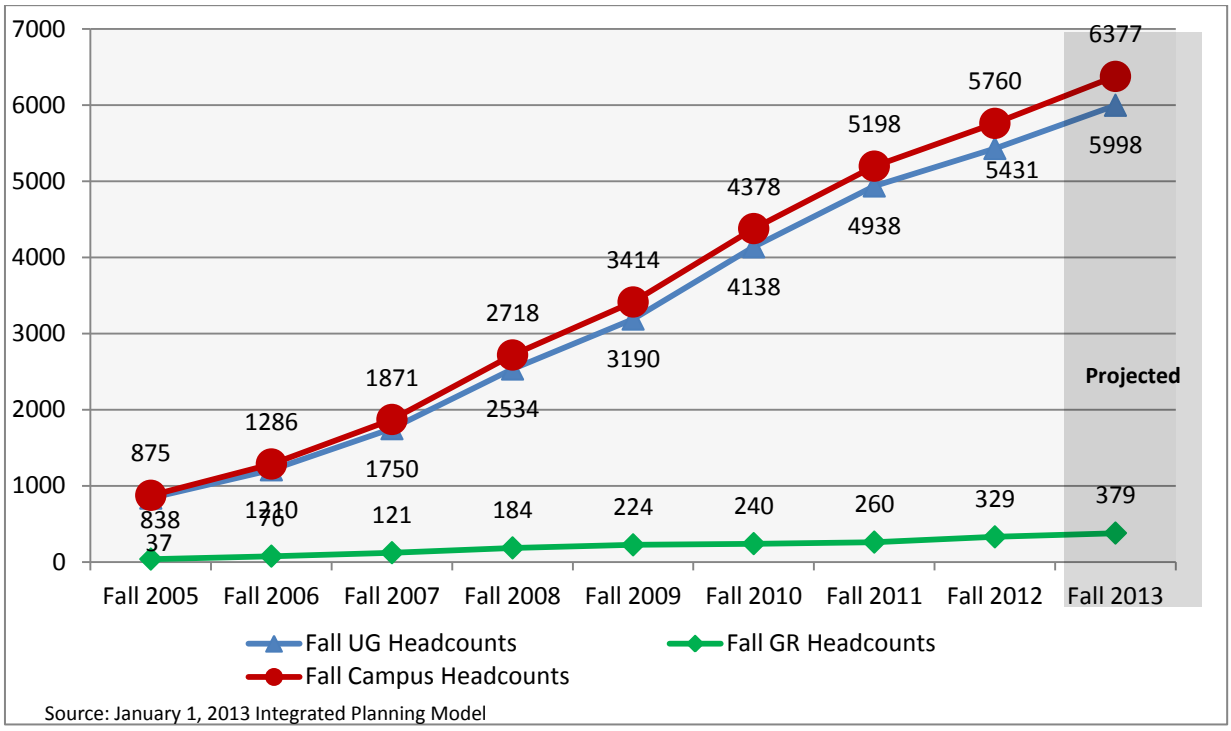
As Figure 17 clearly demonstrates, Merced has one of the highest fractions of lecturers among the instructional faculty, and among the highest Student-to-Faculty Ratios (SFRs) when calculated based on Ladder-Rank Faculty alone. To increase our contribution to graduate education, and hence the number of graduate students, the campus must focus on increased hiring of faculty who are actively engaged in graduate education and training. The campus endeavors to achieve a level of research activity high enough to warrant classification by the Carnegie Foundation as a High Research institution. The classification is indicative of the *level of research activity* required to put us in league, albeit minimally so, with the research productivity of our sister UC institutions.

Figure 17. Ratio of Lecturer to Ladder-Rank Faculty at all UC campuses, fall 2012
Figure 18. Age distribution of Ladder-Rank Faculty at Merced (MCD) and at all other UC campuses.
Figure 19. Percent of Untenured Ladder Rank Faculty

Even as Merced has focused primarily on building strong undergraduate programs and responding to rapid growth in the undergraduate enrollment, it has established a respectable graduate program and hired an incredibly strong research-focused faculty. The faculty demographics are unlike any other UC campus. Seventy-five percent of the faculty is under 45 years of age (Figure 18). Just the opposite is true at other UC campuses. To date, over half are untenured, compared to about 18% system-wide (Figure 19).

Nonetheless, these same faculty have garnered current, active support from every directorate in the National Science Foundation, as well as support from many other federal agencies (Figures 15 and 16). We are now, unfortunately, in that relatively dangerous part of our existence where these stellar faculty -particularly those who came early, helped establish this University as well as their own research programs, and built strong teaching programs- are vulnerable to being “cherry-picked” by more traditional established universities who can offer them an easier, more supported professional life. Just in the past 4 months, we've lost one rising star to Yale, and an outstanding husband-and-wife team to Penn State.

List of Figures



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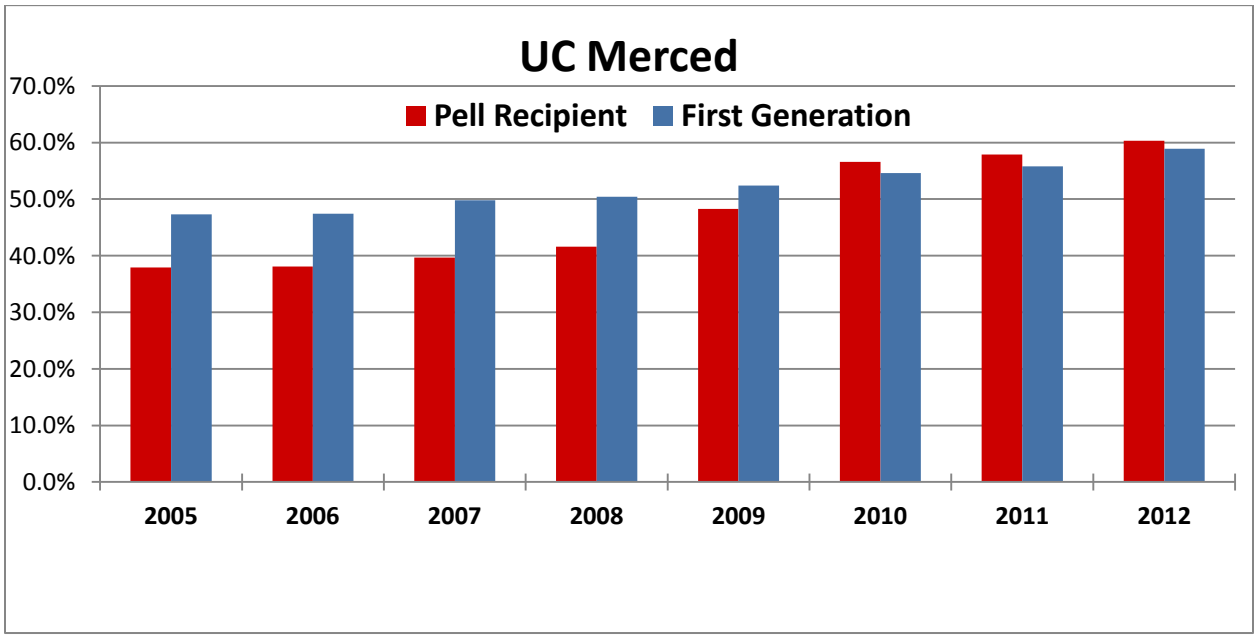

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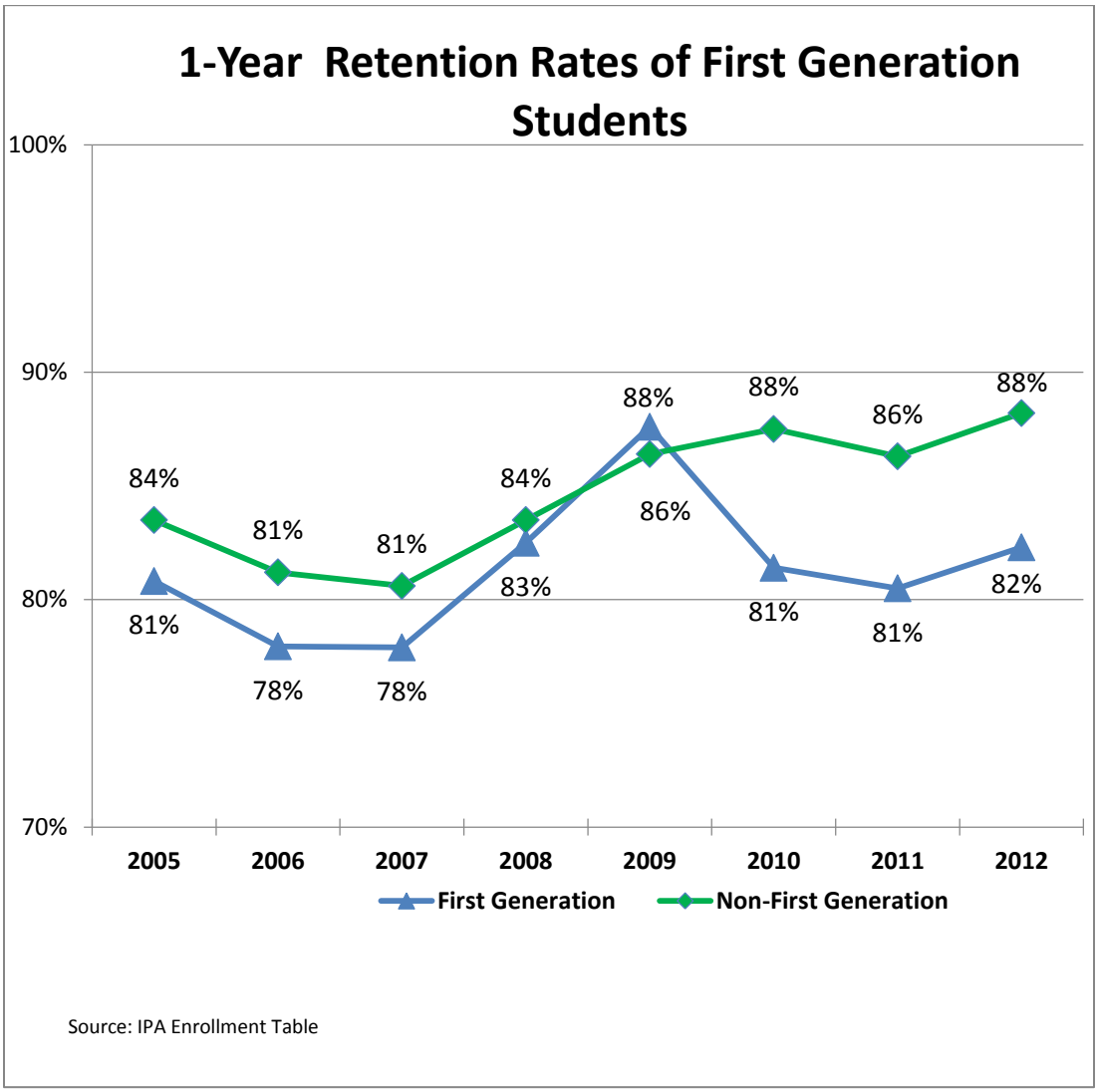
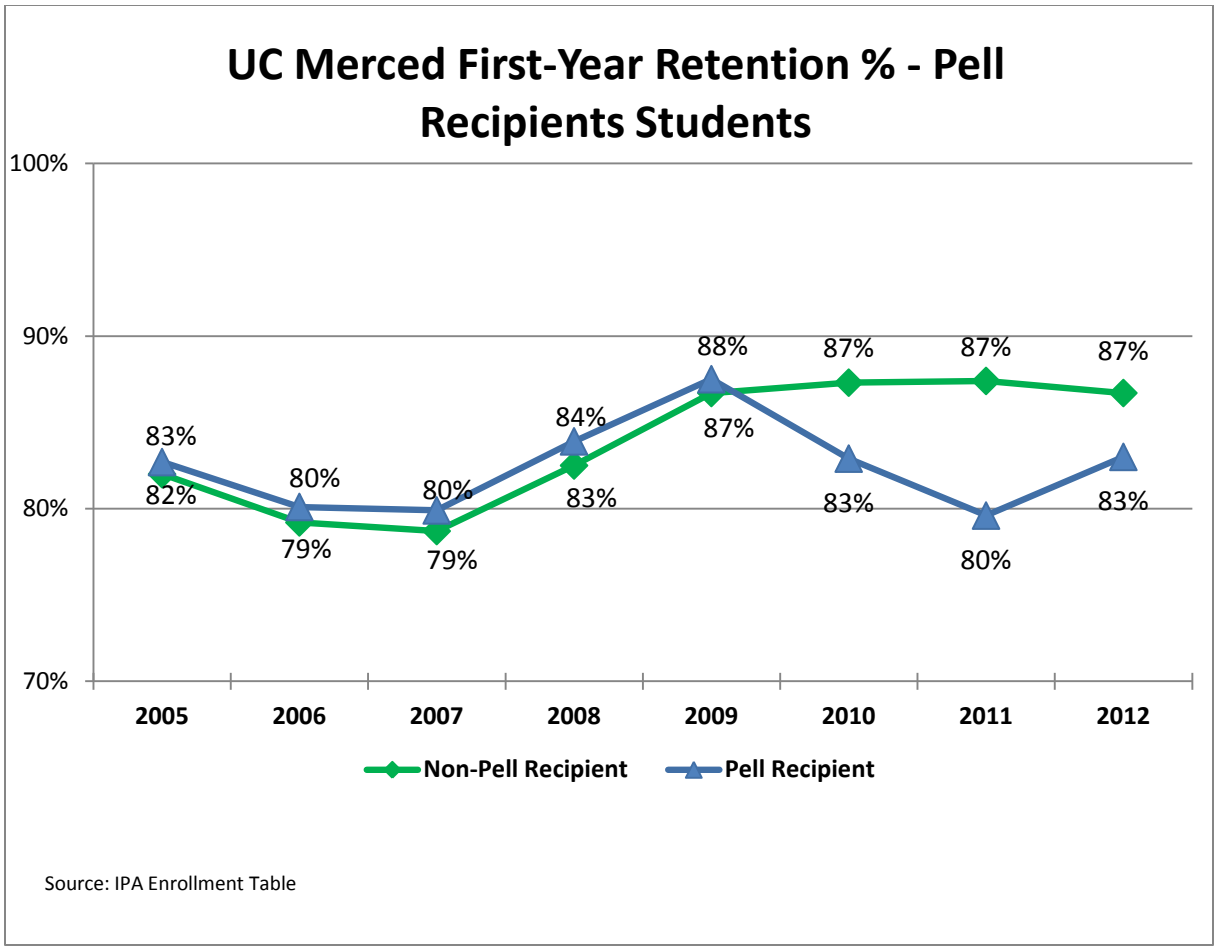


Figure 3. One-year retention rates for First Generation Students.



Figures 4. One-year retention rates for Pell Eligible Students.

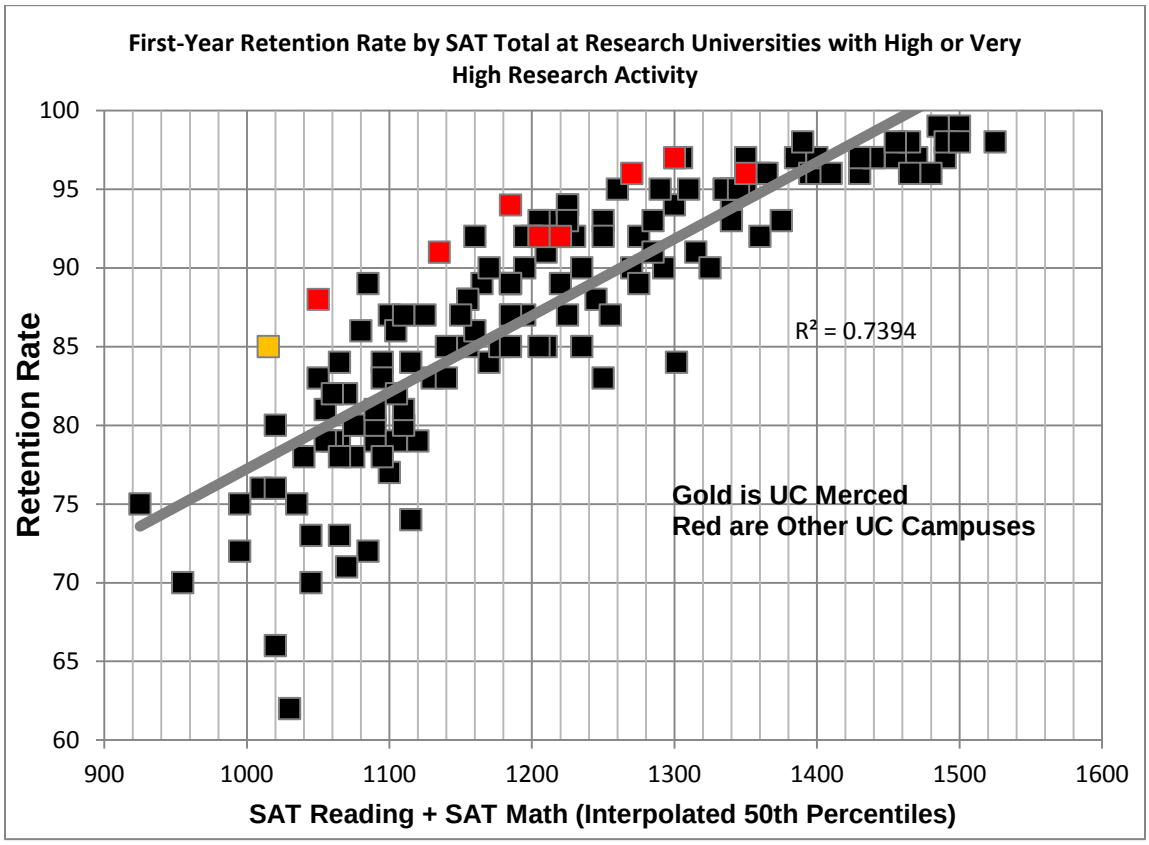


Figure 5. First year retention rate and its dependence on incoming student SAT Reading/Math scores

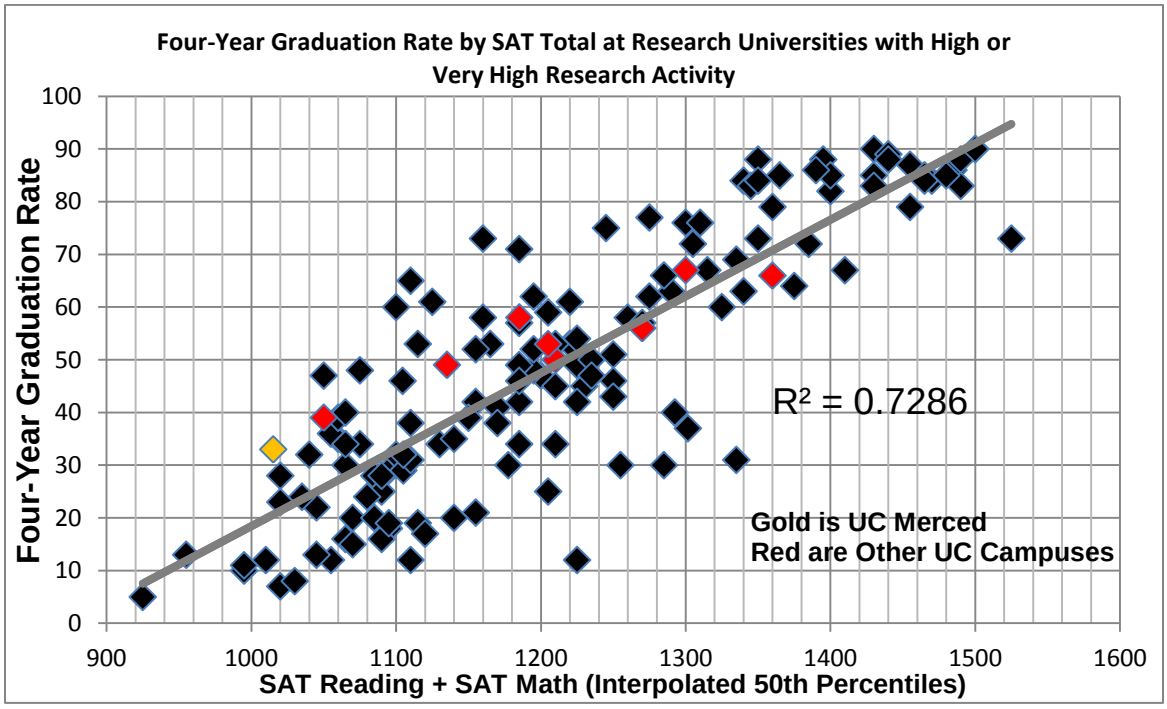


Figure 6. Four-Year Graduation rate and its dependence on incoming student SAT Reading/Math Scores

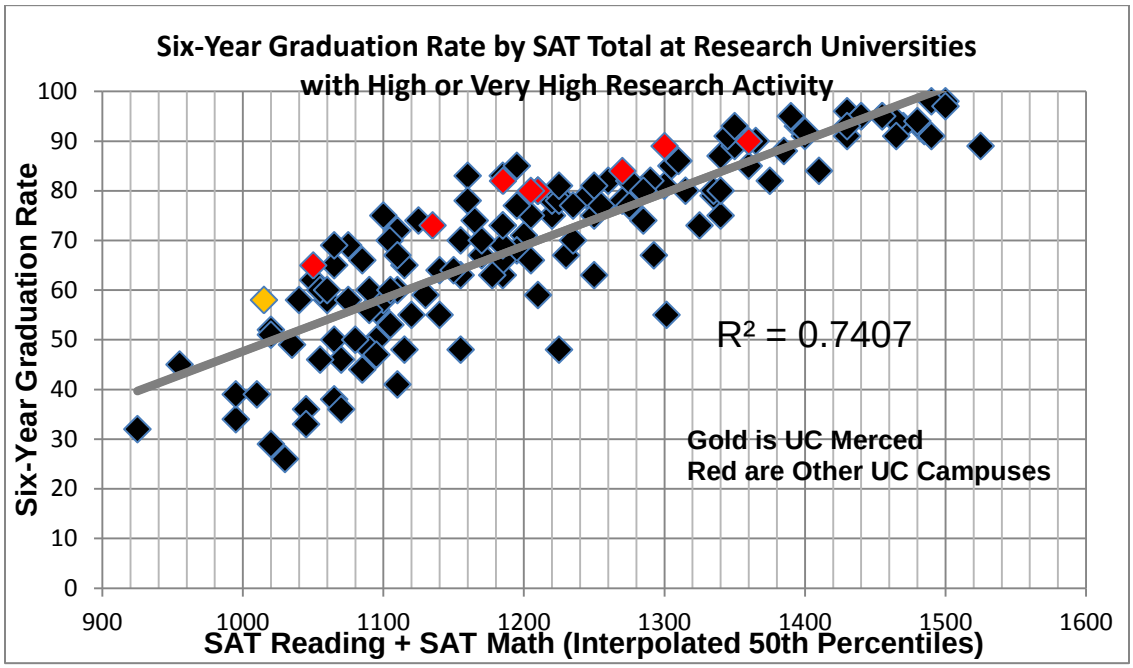


Figure 7. Six-Year Graduation rate and its dependence on incoming student SAT Reading/Math Scores

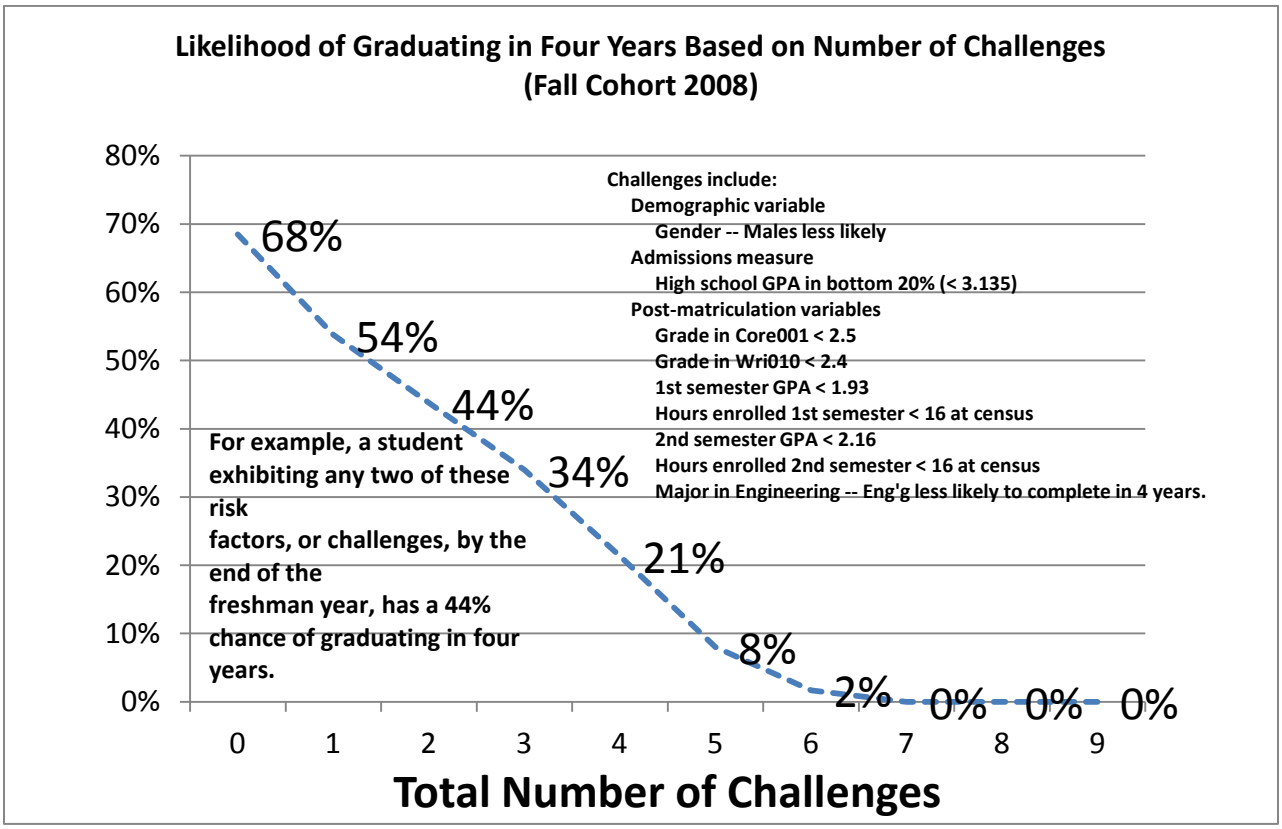


Figure 8. Likelihood of Graduating in Four Years based on Identifiable Academic Challenges (*analysis for fall 2008 cohort)*.

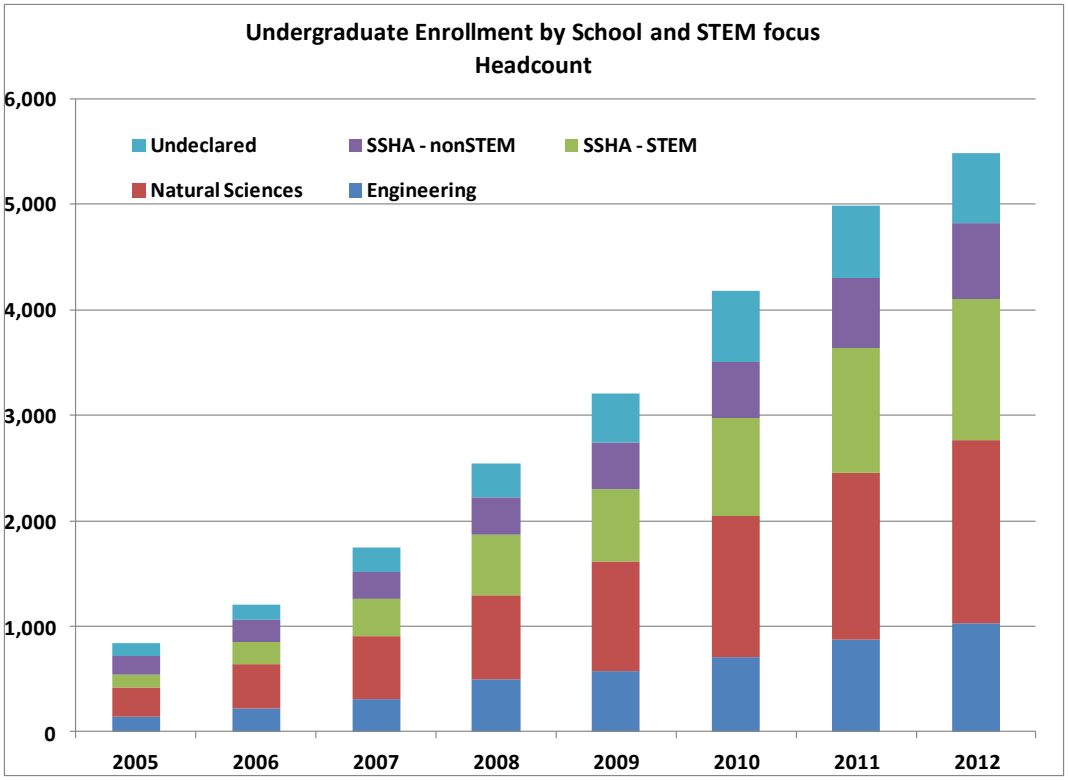


Figure 9. Undergraduate Headcount by School and STEM focus

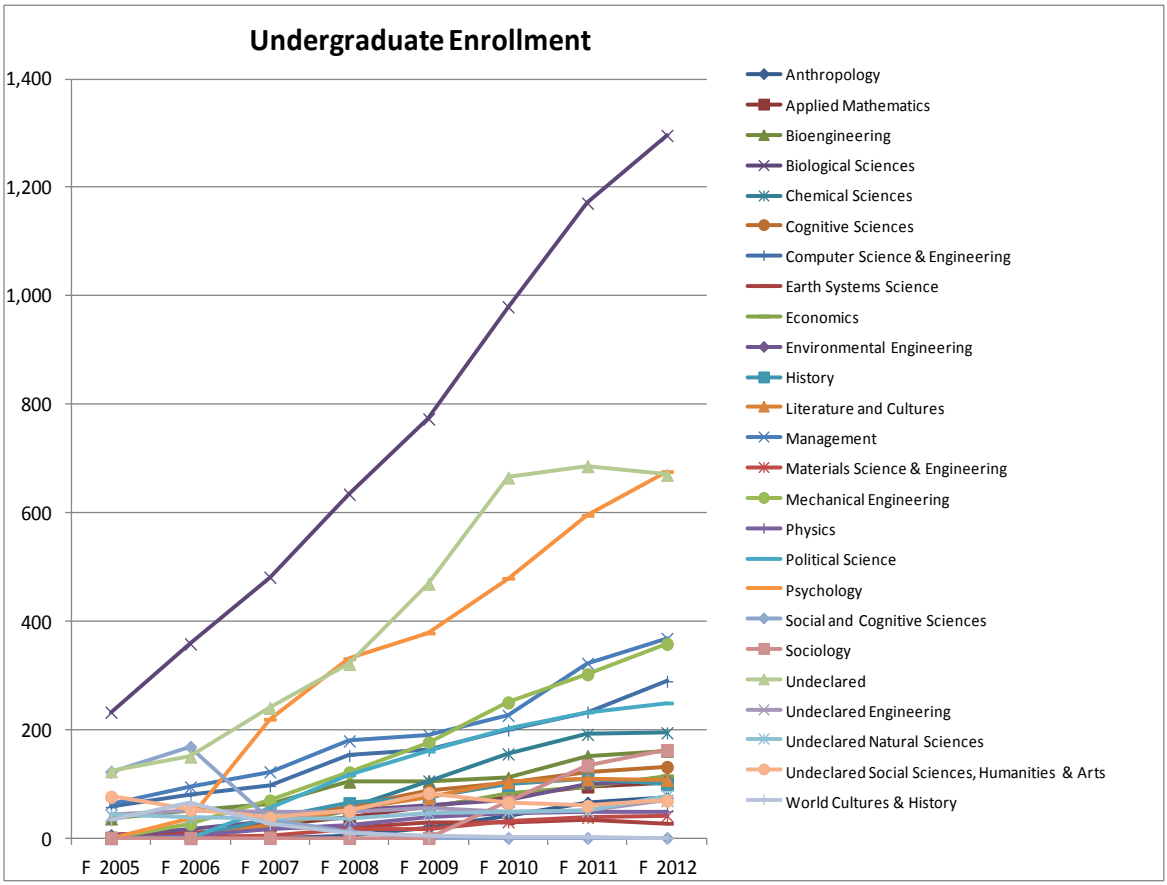


Figure 10. Student Headcount by declared major, 2005-2012

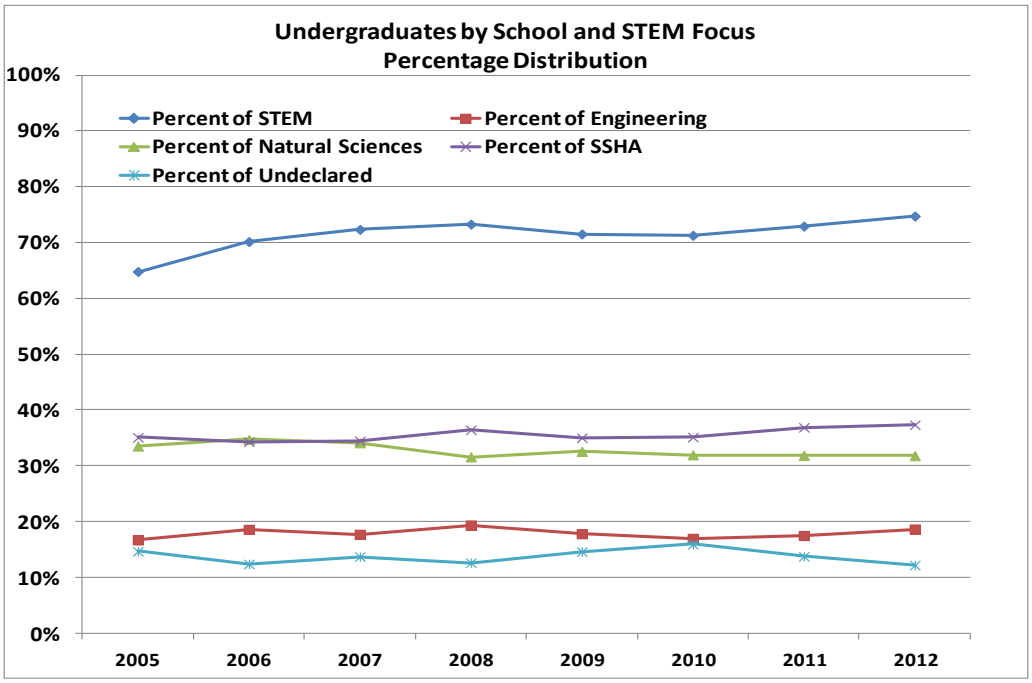


Figure 11. Percentage distribution of Undergraduate Headcount by School and STEM Focus

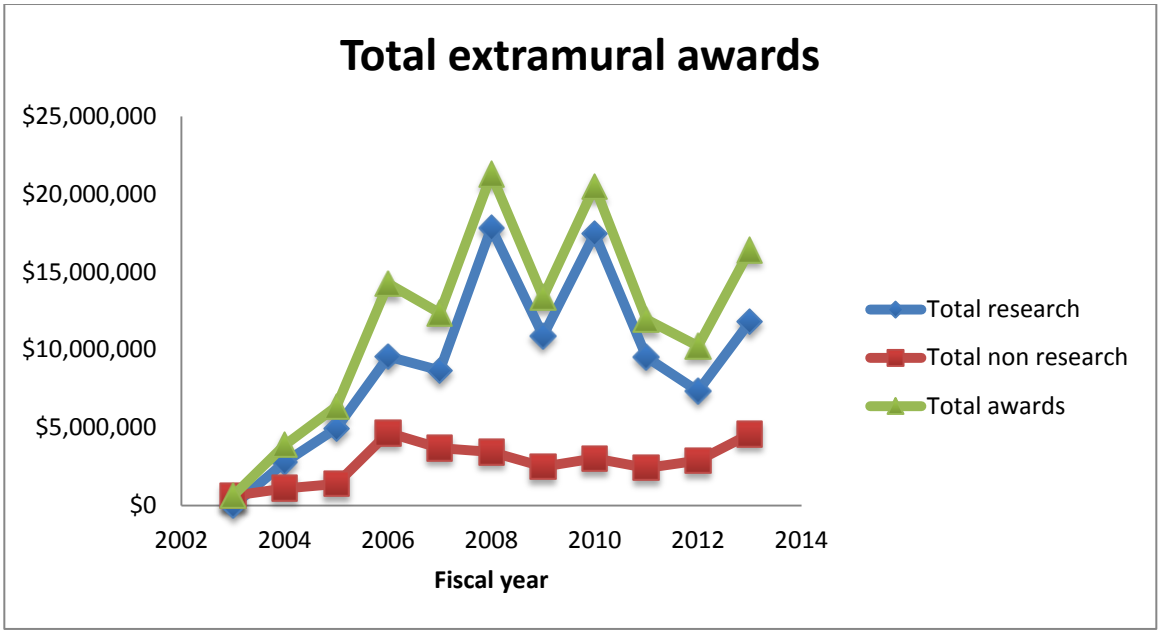


Figure 12. Total Extramural Research Awards at UC Merced since Inception

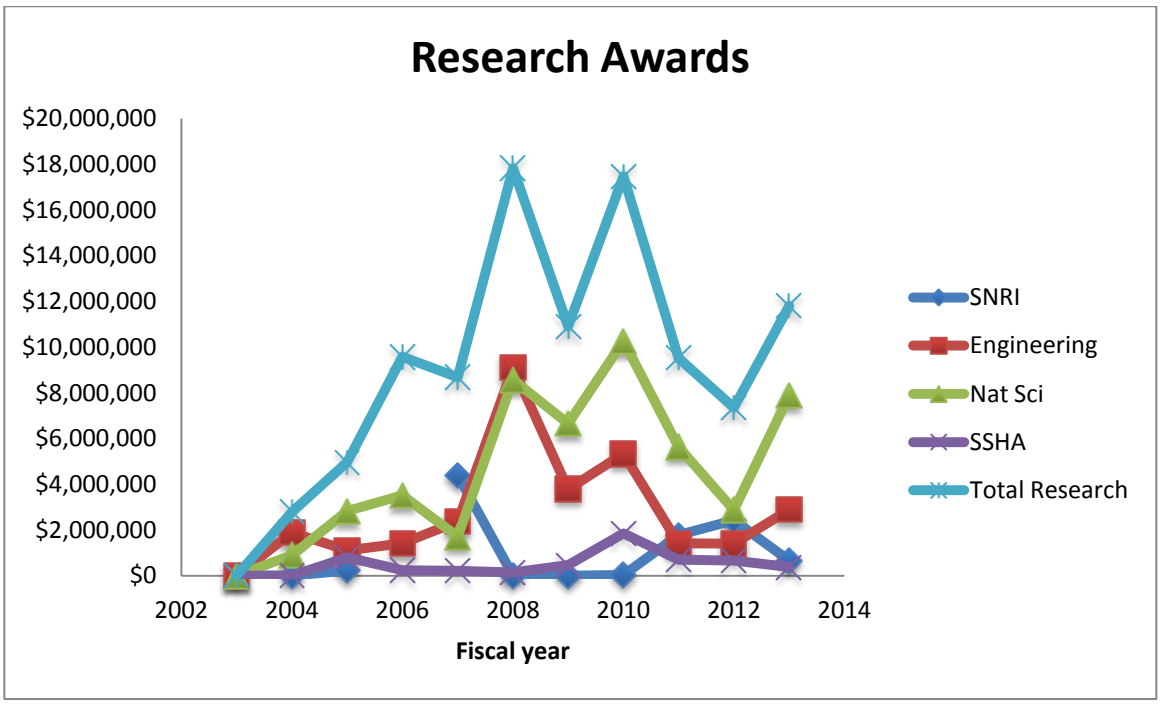


Figure 13. Extramural Research Awards by Program

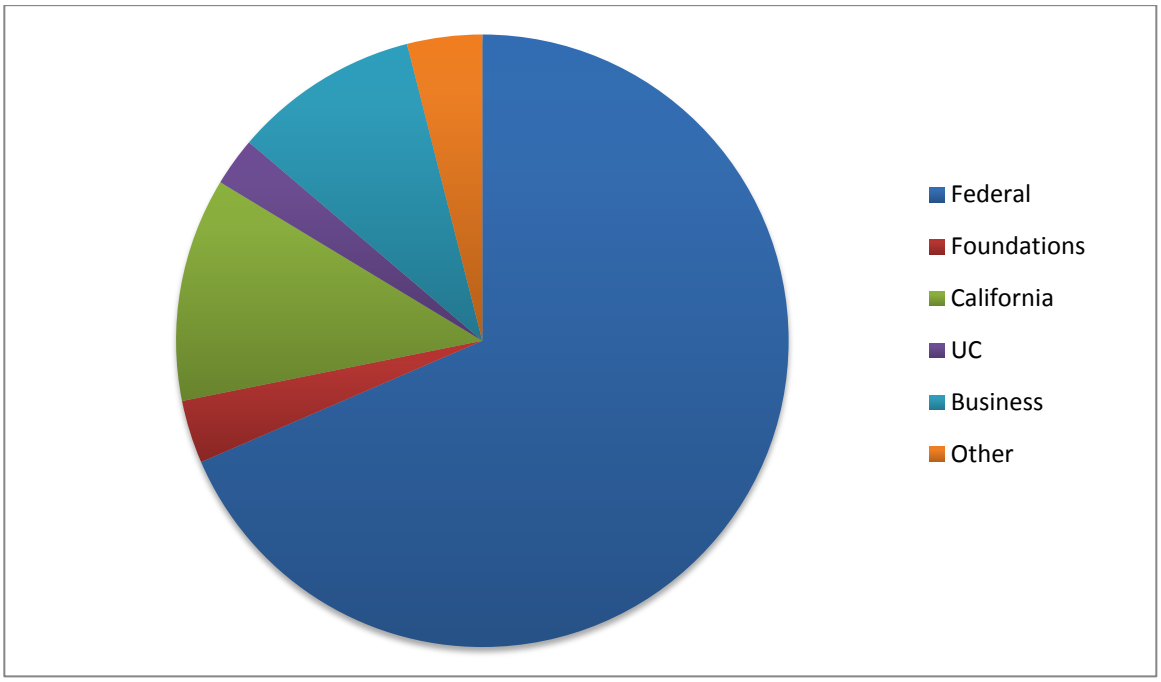


Figure 14. Sponsors of extramural research at UC Merced. Federal support has accounted for approximately 70% of all research grants and contracts since 2004.

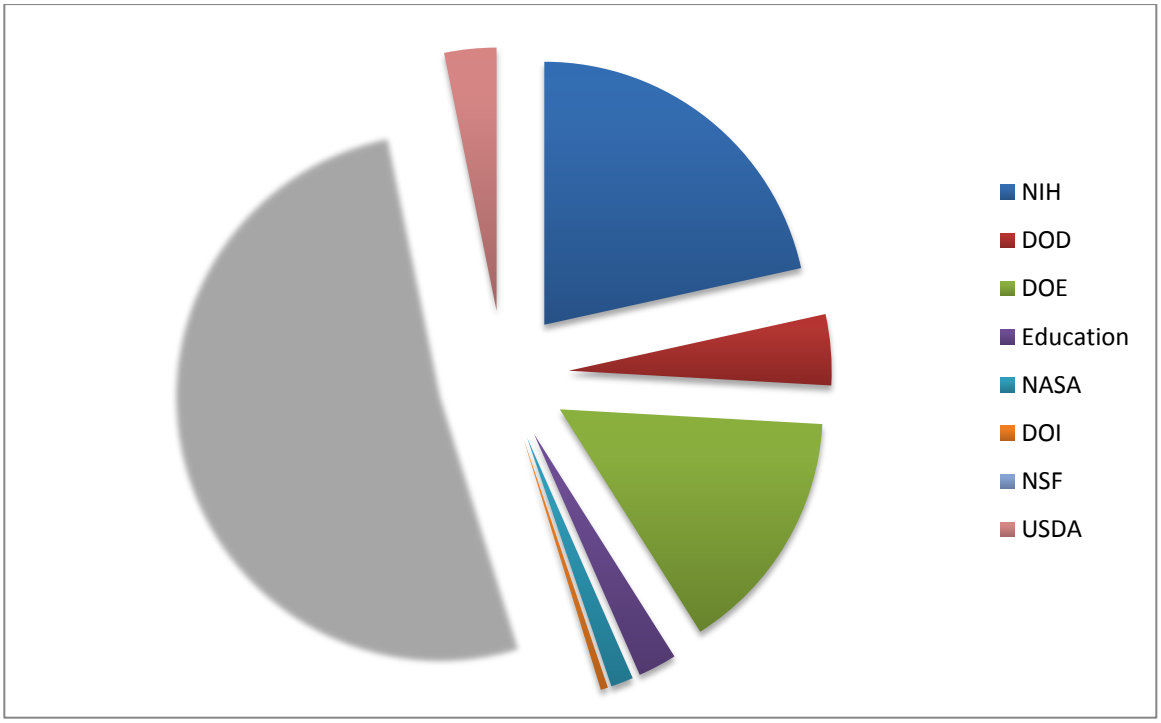


Figure 15. Distribution of all federal research dollars at UC Merced. The NSF is responsible for over 50% of all extramural research support. Data is cumulative since 2004.

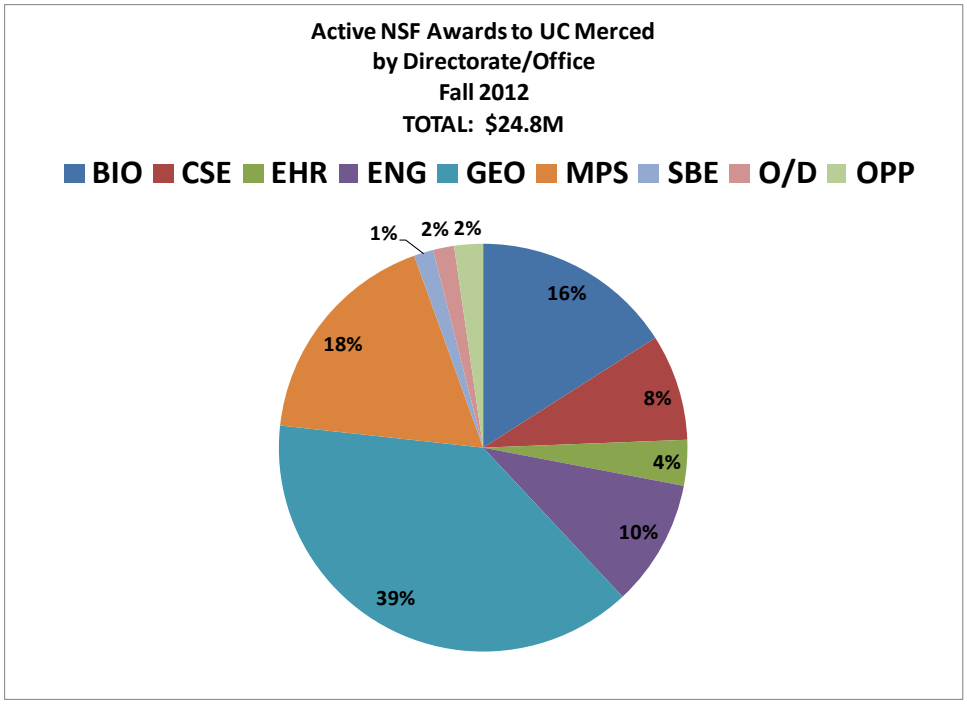


Figure 16. Active NSF Awards to UC Merced by NSF Directorate/Office

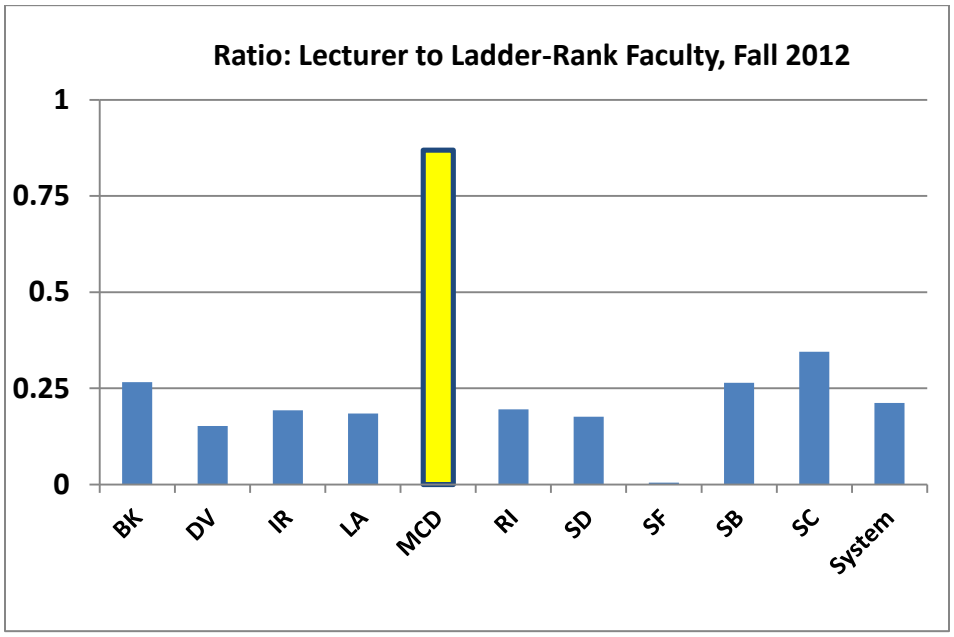


Figure 17. Ratio of Lecturer to Ladder-Rank Faculty at all UC campuses, fall 2012

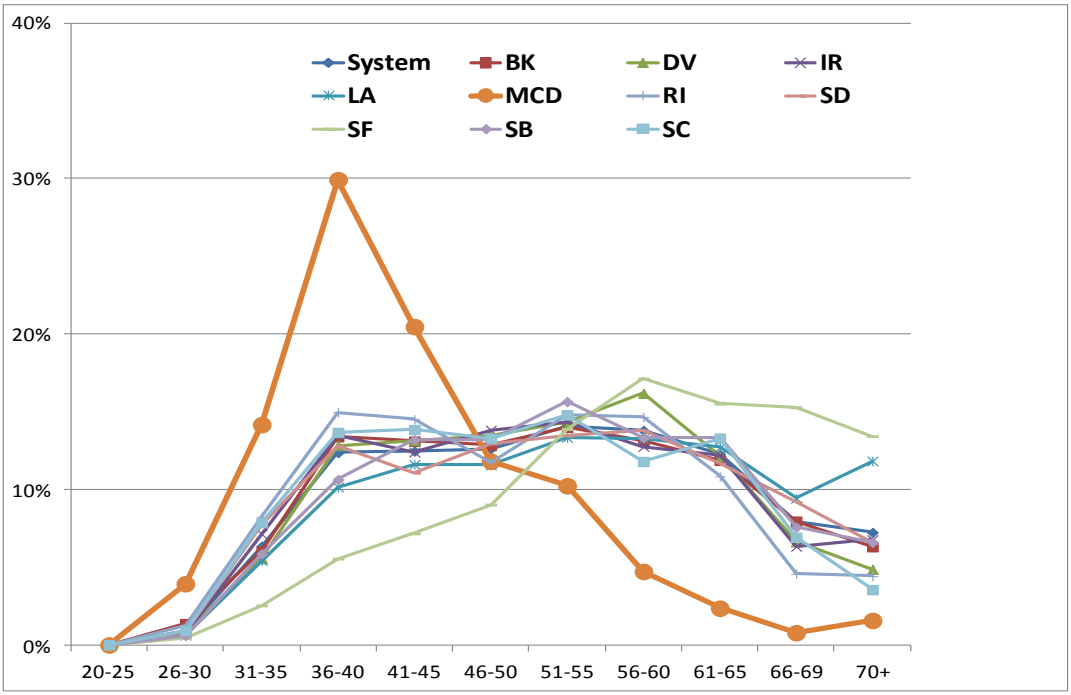


Figure 18. Age distribution of Ladder-Rank Faculty at Merced (MCD) and at all other UC campuses.

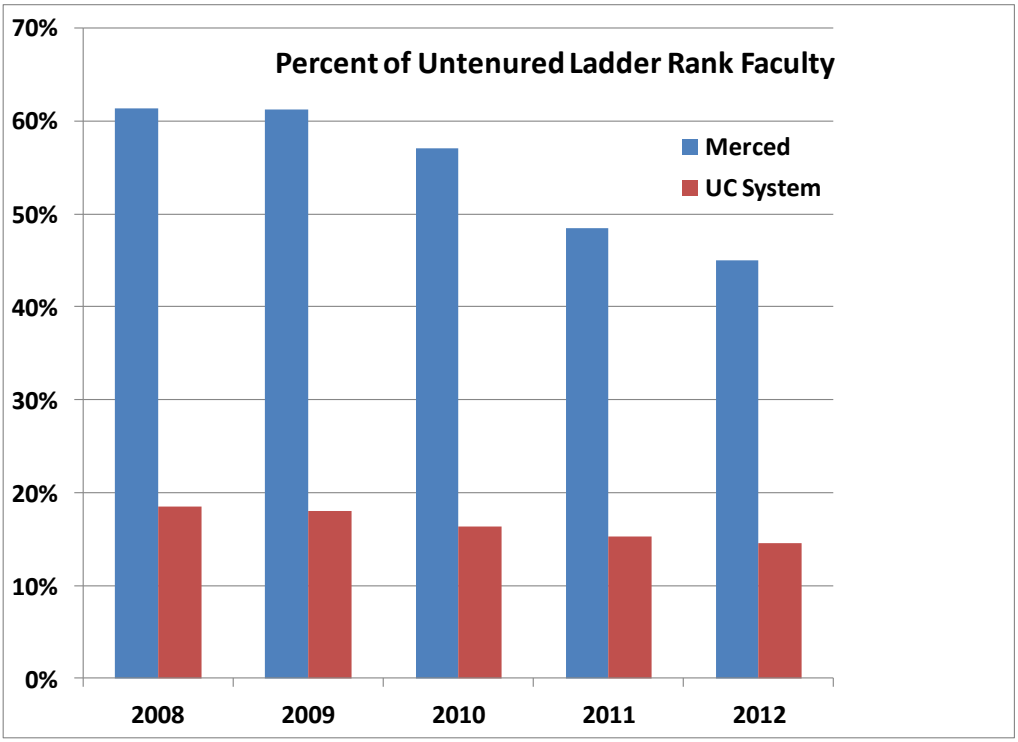


Figure 19. Percent of Untenured Ladder Rank Faculty

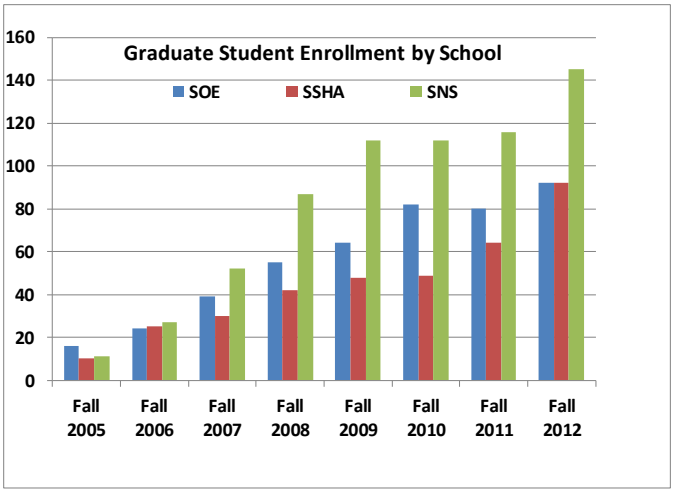


Figure 20. Graduate Student Enrollment by School

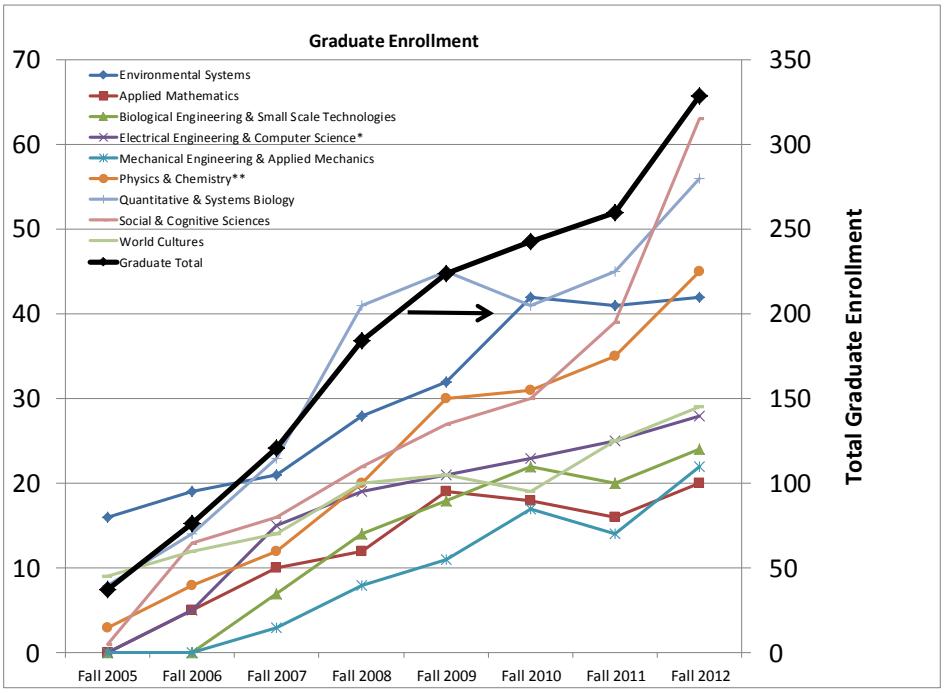


Figure 21. Graduate Student Enrollment by Program

University of California, Merced **Exhibit B**

Pro Forma Budget Analysis

General Fund (19900) and Tuition Fund (20095)

		Actual[1]		Estimated[2]				Projected[3]			
Description	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**
REVENUE											
General Fund (19900)[4]	46,722	49,540	74,445	105,154	115,154	120,654	126,654	133,154	140,154	147,654	155,654
Tuition Fund (20095)[5]	39,937	56,002	62,232	66,356	68,255	74,194	82,641	91,841	103,871	117,522	130,236
TOTAL, REVENUE	**86,659**	**105,542**	**136,677**	**171,510**	**183,409**	**194,848**	**209,295**	**224,995**	**244,025**	**265,176**	**285,890**
Δ% (y/y)		**21.8%**	**29.5%**	**25.5%**	**6.9%**	**6.2%**	**7.4%**	**7.5%**	**8.5%**	**8.7%**	**7.8%**
EXPENDITURES[6]											
Salaries (Academic, Staff & General)											
Academic Salaries - Default	799	918	935	999	1,124	1,249	1,374	1,499	1,624	1,749	1,873
Overtime	204	307	294	254	285	317	349	380	412	444	475
Salaries and Wages, Academic Administrative	484	425	723	605	681	757	832	908	984	1,059	1,135
Salaries and Wages, Apprentice Research	160	116	56	681	766	851	936	1,021	1,107	1,192	1,277
Salaries and Wages, Apprentice Teaching	2,213	2,649	3,749	3,972	4,468	4,965	5,461	5,957	6,454	6,950	7,447
Salaries and Wages, Career Staff (Gen Asst)	1,024	1,622	2,206	1,950	2,194	2,438	2,682	2,926	3,169	3,413	3,657
Salaries and Wages, Casual Staff	782	959	1,626	1,708	1,922	2,135	2,349	2,562	2,776	2,990	3,203
Salaries and Wages, Management & Career Staff	18,389	21,114	30,528	29,048	32,679	36,310	39,941	43,572	47,203	50,834	54,465
Salaries and Wages, Non-Tenure Ladder Faculty	5,278	5,115	5,529	4,740	5,332	5,925	6,517	7,109	7,702	8,294	8,887
Salaries and Wages, Other Academic	544	911	1,251	1,493	1,680	1,867	2,054	2,240	2,427	2,614	2,800
Salaries and Wages, Professional Research	108	39	22	1,227	1,381	1,534	1,688	1,841	1,994	2,148	2,301
Salaries and Wages, Temporary Faculty	3,791	5,449	5,639	5,317	5,981	6,646	7,310	7,975	8,640	9,304	9,969
Salaries and Wages, Tenure Faculty	5,587	6,891	8,828	8,991	10,114	11,238	12,362	13,486	14,610	15,734	16,857
Other	86	189	299	412	464	516	567	619	670	722	773
Total, Salaries (Academic, Staff & General)	39,450	46,704	61,683	61,397	69,072	76,747	84,422	92,096	99,771	107,446	115,120
Δ% (y/y)		18%	32%	0%	13%	11%	10%	9%	8%	8%	7%
Benefits											
Health & Medical Benefits	6,255	7,312	10,428	10,096	11,863	13,656	15,431	17,142	18,914	20,805	22,885
Leave Accurals	1,410	2,019	2,965	2,710	3,185	3,666	4,143	4,602	5,078	5,585	6,144
Other Benefits	1,194	2,243	2,697	3,072	3,609	4,154	4,694	5,215	5,754	6,329	6,962
Other Insurance	154	210	409	487	572	658	744	826	912	1,003	1,103
Other Post-Employment Benefits	1,179	(1,382)	1,406	1,676	1,969	2,266	2,561	2,845	3,139	3,453	3,798
Retirement Contributions	1,424	3,109	5,786	6,546	7,691	8,853	10,004	11,114	12,262	13,489	14,837
Social Security	1,975	2,238	3,043	2,847	3,345	3,850	4,351	4,833	5,333	5,866	6,452
Unemployment Insurance	113	62	73	82	96	110	125	139	153	168	185
V&S Reductions	(1,639)	(1,870)	(2,905)	(2,406)	(2,827)	(3,254)	(3,677)	(4,085)	(4,507)	(4,958)	(5,454)
Total, Benefits	12,065	13,940	23,903	25,108	29,502	33,960	38,375	42,631	47,036	51,739	56,913
Δ% (y/y)		16%	71%	5%	18%	15%	13%	11%	10%	10%	10%

University of California, Merced **Exhibit B**

Pro Forma Budget Analysis

General Fund (19900) and Tuition Fund (20095)

	Actual[1]			Estimated[2]			Projected[3]				
Description	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**	**FY 2019**	**FY 2020**	**FY 2021**
Supplies, Expenses, Equipment, and Other											
Books, Collections for Library	-	9	1,365	2,030	2,283	2,537	2,791	3,045	3,298	3,552	3,806
Consultants / Professional Services	1,284	1,473	2,252	1,651	1,857	2,063	2,270	2,476	2,682	2,889	3,095
Lease Rentals (Property & Equipment)	1,665	1,428	1,499	1,482	1,668	1,853	2,038	2,224	2,409	2,594	2,779
Legal Proceedings	9	16	1,572	76	85	95	104	114	123	133	142
Maintenance	1,173	1,134	2,584	2,009	2,260	2,511	2,762	3,013	3,264	3,515	3,766
Other	5,268	8,139	9,385	10,670	12,003	13,337	14,671	16,005	17,338	18,672	20,006
Transportation	-	-	-	5,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
UCOP Assessment	-	1,167	1,232	1,750	3,100	3,444	3,789	4,133	4,478	4,822	5,167
Utilities	8	77	2,726	4,371	4,918	5,464	6,010	6,557	7,103	7,650	8,196
Total, Supplies, Expenses, Equipment, and Other	9,406	13,444	22,615	29,038	29,174	32,305	35,435	38,566	41,696	44,827	47,957
Δ% (y/y)		43%	68%	28%	13%	11%	10%	9%	8%	8%	7%
Student Financial Aid											
Student Financial Aid	15,004	20,953	23,285	27,671	27,302	28,936	31,404	33,981	37,393	41,133	45,583
Total, Student Financial Aid	15,004	20,953	23,285	27,671	27,302	28,936	31,404	33,981	37,393	41,133	45,583
Δ% (y/y)		40%	11%	0%	-1%	6%	9%	8%	10%	10%	11%
% of Tuition Revenue (y/y)	38%	37%	37%	42%	40%	39%	38%	37%	36%	35%	35%
Transfers for Faculty Start-Up Central Bank											
Faculty Start-Up Central Bank	-	-	-	15,000	15,000	15,000	15,000	12,500	13,000	13,500	14,000
Total, Transfers for Faculty Start-Up Central Bank	-	-	-	15,000	15,000	15,000	15,000	12,500	13,000	13,500	14,000
Debt Service											
Internal Operating Loans				1,300	2,100	2,100	2,100	2,100	1,900	1,800	1,800
Debt Service, Classroom & Office Building II	-	-	-	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600
Total, Debt Service	-	-	-	4,900	5,700	5,700	5,700	5,700	5,500	5,400	5,400
TOTAL, EXPENDITURES	**75,925**	**95,041**	**131,485**	**163,114**	**175,750**	**192,647**	**210,335**	**225,474**	**244,397**	**264,045**	**284,974**
Δ% (y/y)		**25.2%**	**38.3%**	**24.1%**	**7.7%**	**9.6%**	**9.2%**	**7.2%**	**8.4%**	**8.0%**	**7.9%**
BALANCE	**10,734**	**10,501**	**5,192**	**8,396**	**7,659**	**2,201**	**(1,040)**	**(479)**	**(372)**	**1,132**	**916**

Long Range Enrollment Plan Student Enrollment Projection Metrics

UC Merced submitted the Long Range Enrollment Plan (LREP) to OP which showed UC Merced growing to slightly over 10,000 students FTE (annualized) by FY 2020/21. These projections are based on a planning model that integrates high school graduation rates, student enrollment, and UC Merced expected retention and graduation rates. The model uses estimated high school graduates from the California Department of Finance research department as a starting point. Based on historical data, the model makes the following assumptions:

- 36% of CA high school graduates will have completed A-G courses
- 60% of the A-G completers will apply to a UC campus
- 20% of UC applicants will apply to UC Merced either directly or through the referral pool
- 70% of UCM applicants will be admitted
- 20% of UCM admitted students will enroll

	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
CA HS Grads	418,172	418,894	416,746	422,559	420,767	417,612	424,908
A-G Ready	152,348	152,999	152,216	154,340	153,684	152,533	155,197
UC Applicants							
CA Residents	91,866	93,176	92,091	93,530	93,286	92,435	94,049
Out-of-State	20,361	20,652	20,412	20,731	20,677	20,489	20,847
International	17,293	17,540	17,336	17,607	17,561	17,401	17,705
UCM Freshmen							
UCM Applicants	16,728	18,003	19,024	19,470	20,542	21,161	21,728
UCM Admits	9,443	11,602	13,438	14,293	14,624	15,031	15,445
UCM Freshmen	1,224	1,547	1,862	2,053	2,133	2,259	2,364

The model predicts retention and graduation rates to increase. The latest available data for UCM freshmen shows a 1-year retention rate of 84% and a 6-year graduation rate of 57%.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Yr1 Retention	86%	87%	87%	87%	88%	88%	88%
Yr2 Retention	77%	77%	78%	78%	79%	79%	80%
Yr3 Retention	71%	72%	73%	73%	74%	74%	75%
4 Yr Graduation	37%	37%	37%	37%	38%	38%	38%
5 Yr Graduation	60%	61%	61%	61%	62%	62%	62%
6 Yr Graduation	67%	68%	68%	68%	69%	69%	70%

The combination of new student inputs plus retention/graduation rate predictions for enrolled students are used to calculate a predicted student enrollment figure.

FY	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
UG FTE	6229	6521	7008	7524	8220	9008	9672
GR FTE	475	569	660	748	849	939	1025
Campus FTE	6704	7090	7668	8272	9069	9947	10697

For purposes of reviewing The Merced campus established a broad and collaborative process to develop this Long-Range Enrollment Plan, including a coordinating working group that included individuals from the Office of the Provost; the Deans of the schools and graduate division; the Academic Senate; Division of Planning and Budget; and Division of Student Affairs.

The process included iterative discussions held by the Dean of the Graduate Division, together with the Deans of the schools and Academic Senate that focused on how our graduate programs might aggressively grow. They developed scenarios that increased graduate enrollments to 10% and 12% of total students by 2020. While growth of graduate programs to 10% of total enrollment by 2020 represents an aggressive target, this planning process led to the kickoff of our Strategic Academic Focusing initiative.

The Strategic Academic Focusing exercise has been very beneficial in identifying (a) the areas of academic interest to the faculty and (b) the potential opportunities for collaboration across many of those areas at Merced.

UC Merced's enrollment planning model has the capability to incorporate constraints based upon space capacity and faculty hiring programs. As the campus adopts its academic plan and further develops its 2020 Project, the enrollment planning model will continue to be used to analyze potential future enrollment.


Jones Lang LaSalle
Real value in a changing world
AECOM
SCB
Solomon Cordwell Buenz
UC Merced
2020 Project: Preparation for the RFQ
December 3, 2013
THE UNIVERSITY OF CALIFORNIA
LET THERE BE LIGHT
1868

Discussion Agenda

1. 2020 Project: Process Overview
2. Preparing the RFQ
   - Development Framework
   - Infrastructure
   - Programming
   - Procurement
3. Summary and Next Steps

Project Background and Objectives

Project Objectives and Process

- Achieve, *at best value,* the University's development vision, programmatic requirements, and schedule.

- Find the optimum development and financing structure(s) for the 2020 Project.

- Implement the Development Vision for the 2020 Project:
  - Create a dynamic mixed-use approach to campus development.
  - Further the University's commitment to leadership in sustainable design.

UC Merced has made significant process toward the development of a procurement process for the 2020 Project

- **March 2013** Discussion of Urban Land Institute report with Regents
- **May 2013** Regents approve UC Merced Long Range Development Plan amendment
- **August 2013** UC Merced hires development services consulting team
- **September 2013** Campus conducts 32 focus groups on 2020 Project development
- **October 2013** Subcommittees meet to discuss Request for Qualifications (RFQ) process
- **November 2013** Campus receives Strategic Academic Focusing proposals
- **December 2013** Begin Request for Qualifications preparation

Next Step: Secure a pool of qualified development partners to achieve the development vision in the first stage of a RFQ / RFP process

The RFQ process will help the campus secure a pool of qualified development partners to achieve the development vision

- Identify high quality development teams
- Articulate the fundamental vision and objectives of the project
- Define the foundational characteristics of the 2020 Project:
  - Macro program, master plan framework, infrastructure, product types, macro design guidelines, development structures, ownership structures and finance
- Define the required characteristics, qualifications and team composition the University is seeking in a development partner:
  - Functionally, financially, overall expertise, etc.
- Qualify teams experience and capabilities
- Select a team to move to the Request for Proposals (RFP) shortlist

The RFP process will require the campus to provide much greater detail about project requirements to the pool of qualified development teams

- Selection of a development partner to deliver the 2020 Project.
- Detailed comparison of short listed teams proposals and approach to specific development needs of the University:
  - Design, responding to University's program, framework and design/performance criteria for proposed development.
  - Financial submission, including cost estimates and plan of finance.
    - Proposed transaction structure.
    - Risk allocation
  - Contractual framework
    - Development process and schedule
    - University's participation in design and cost decisions
    - Structure of financial guarantees and performance obligations

To prepare for the RFQ process, the campus has focused on four key issue areas

Development Framework

- Major roads and circulation
- Evaluate significant land use considerations

Infrastructure

- Predict overall demand
- Establish energy strategy
- Evaluate options for implementation

Programming

- Macro programmatic requirements
- Mixed use options
- Rough order of magnitude pricing for program Requirements

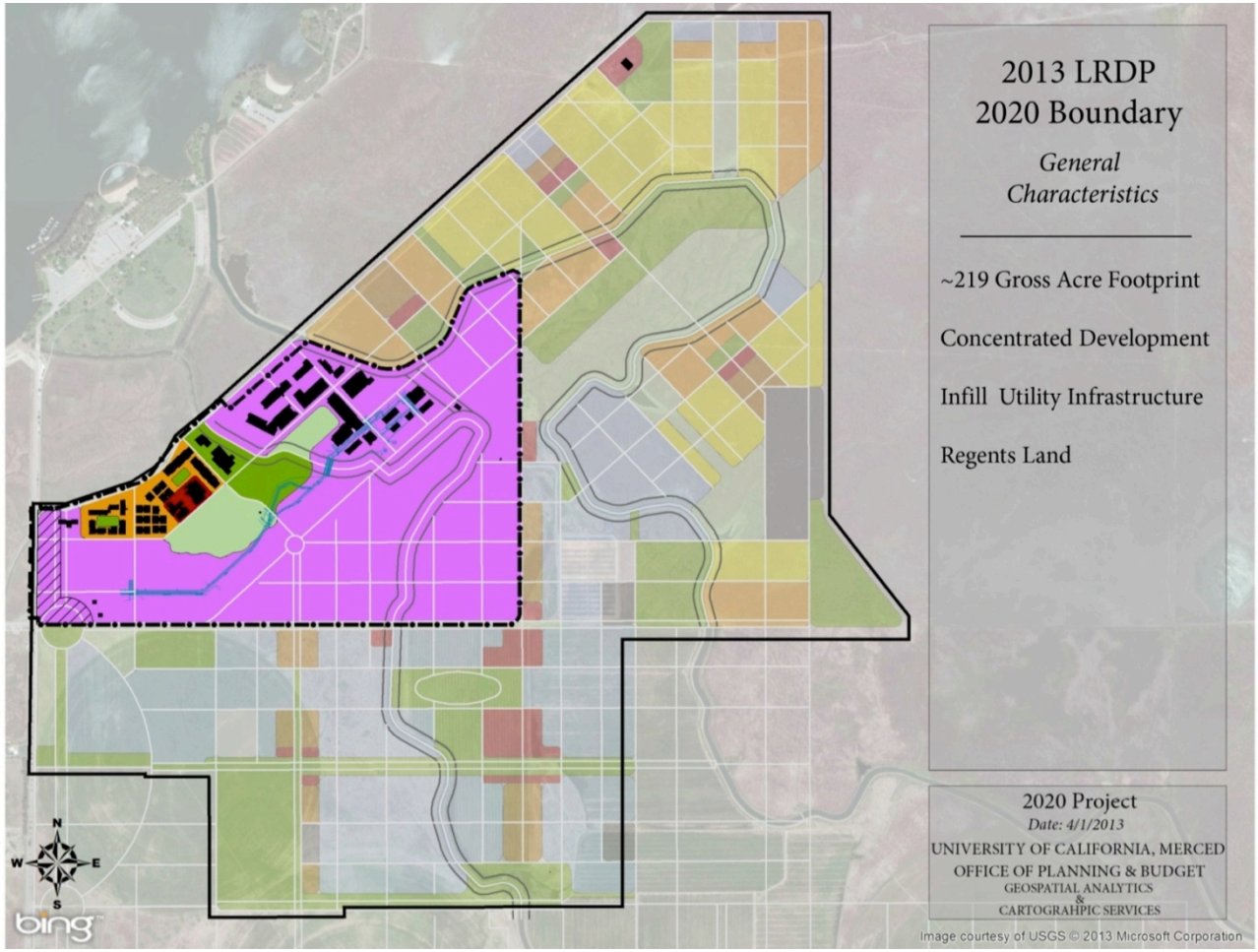
Procurement Strategy

- Envision transaction and contract structure
- Degree of control desired by the University
- Identify revenue producing assets/opportunities

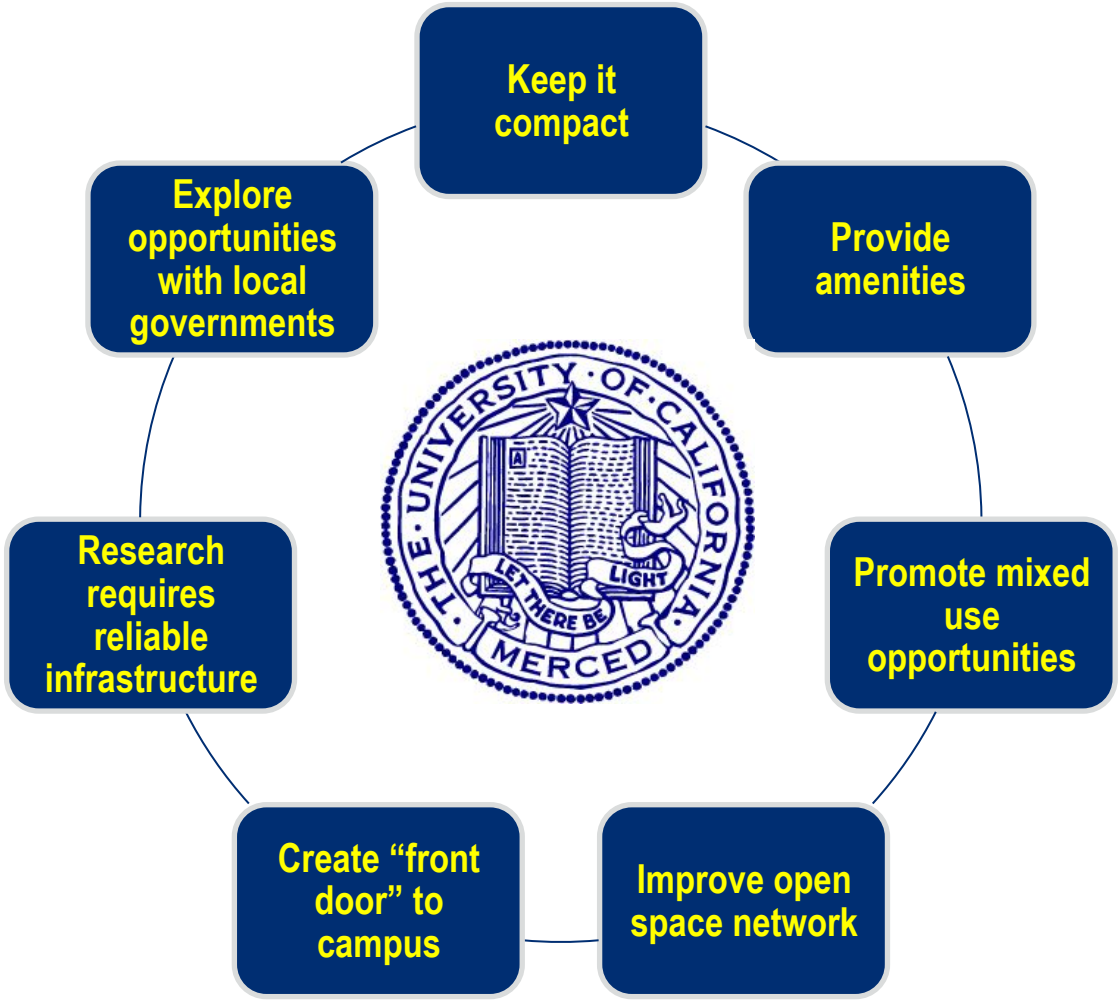
RFQ evaluation criteria will ensure qualified teams have requisite past performance; qualifications to design, construction and maintain the facilities; as well as financial and operational capabilities

Development Framework

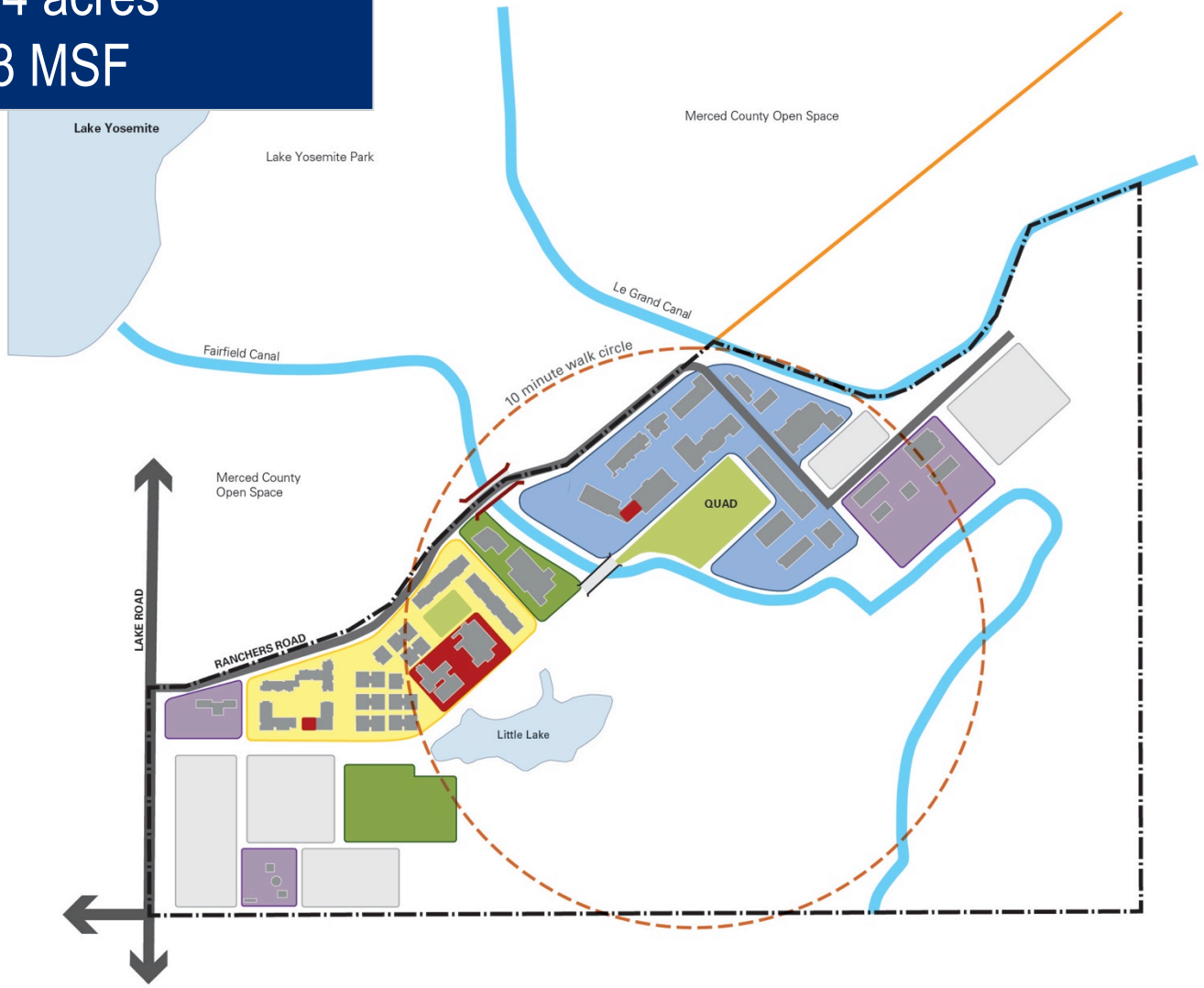
In May 2013, the Regents approved an amendment to the UC Merced Long Range Development Plan



The UC Merced real estate team received considerable input regarding the development framework from campus stakeholders



UC Merced Today
104 acres
1.3 MSF



Academic Core
Classrooms
Laboratory
Offices
Library

Mixed use academic with social space, technology, meeting spaces, services & food

Mixed use Residential with academic multi-purpose space, advising & food

Living / Learning District

Student Life
Student Center
Retail Opportunities
Dining Services

Mixed Use Recreation / Athletics
Sports Fields
Recreation Fields
Indoor Athletics and Recreation
Aquatics Center

Support Services / Campus Operations

Open Space

Parking

2020 Project Area Boundary

UC Merced Campus Boundary

Vehicular Crossing

Pedestrian Crossing

Proposed extension of vehicular road

Proposed optional vehicular road

Canals

Activity Node
Gathering Place
Space for casual or chance interactions

Notes

- Map is Illustrative
- All land uses allow for surface parking
- Existing building footprints are shown in the map
- Anticipates 3-5 story buildings

N 50' 100' 0' 300'

1. Academic Core
Close to current core

Academic Core
Classrooms
Laboratory
Offices
Library

Mixed use academic with social space, technology, meeting spaces, services & food

Mixed use Residential with academic multi-purpose space, advising & food

Living / Learning District

Student Life
Student Center
Retail Opportunities
Dining Services

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Sports Fields
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2020 Project Area Boundary

UC Merced Campus Boundary

Vehicular Crossing

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Proposed extension of vehicular road

Proposed optional vehicular road

Canals

Activity Node
Gathering Place
Space for casual or chance interactions

Notes

- Map is Illustrative
- All land uses allow for surface parking
- Existing building footprints are shown in the map
- Anticipates 3-5 story buildings

N 50' 100' 0' 300'

2. Recreation
Sited at Campus Gateway

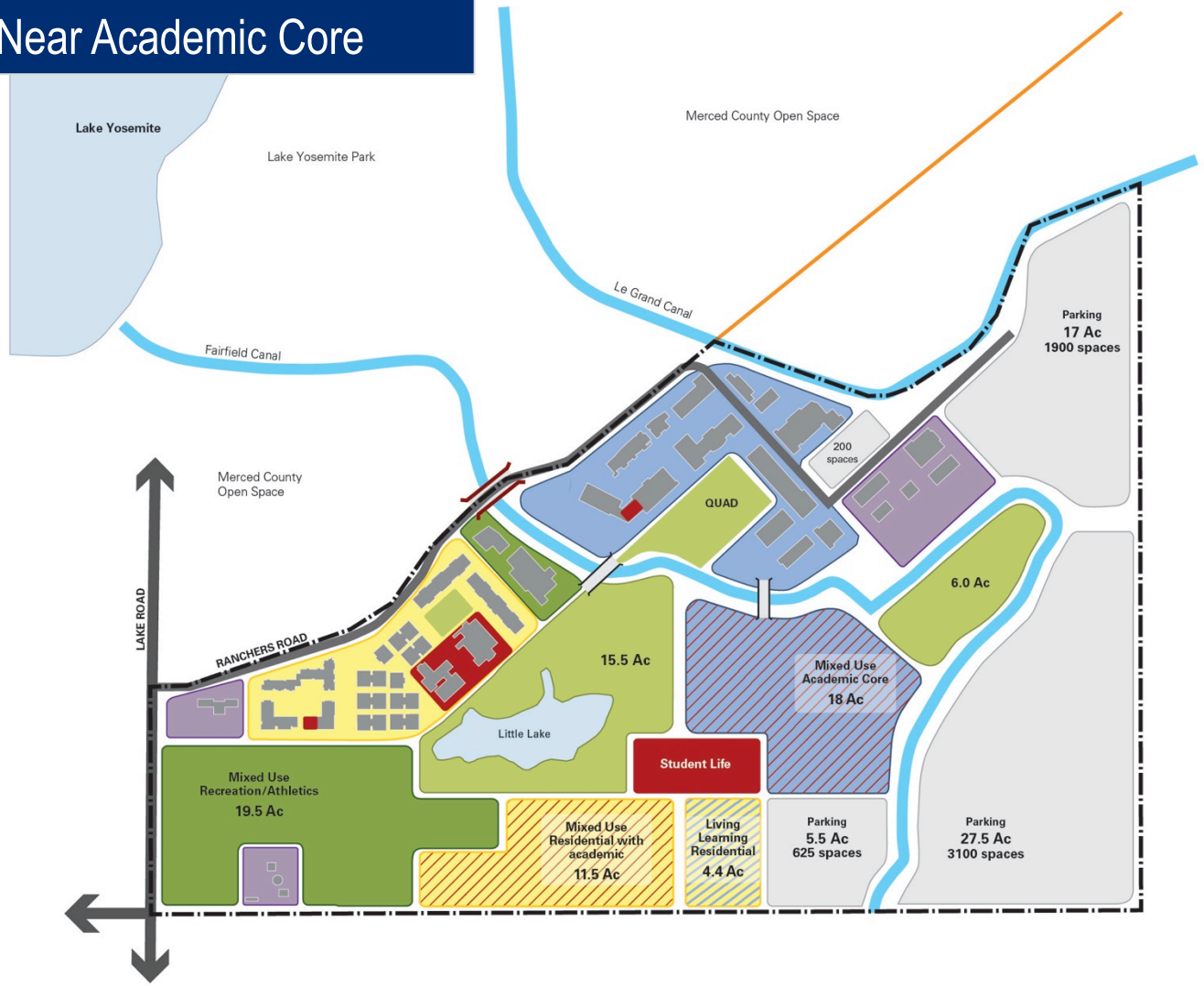
- **Academic Core**
  - Classrooms
  - Laboratory
  - Offices
  - Library
- **Mixed use academic with social space, technology, meeting spaces, services & food**
- **Mixed use Residential with academic multi-purpose space, advising & food**
- **Living / Learning District**
- **Student Life**
  - Student Center
  - Retail Opportunities
  - Dining Services
- **Mixed Use Recreation / Athletics**
  - Sports Fields
  - Recreation Fields
  - Indoor Athletics and Recreation
  - Aquatics Center
- **Support Services / Campus Operations**
- **Open Space**
- **Parking**
- **2020 Project Area Boundary**
- **UC Merced Campus Boundary**
- **Vehicular Crossing**
- **Pedestrian Crossing**
- **Proposed extension of vehicular road**
- **Proposed optional vehicular road**
- **Canals**
- **Activity Node**
  - Gathering Place
  - Space for casual or chance interactions

Notes

- Map is Illustrative
- All land uses allow for surface parking
- Existing building footprints are shown in the map
- Anticipates 3-5 story buildings

N 50' 100' 0' 300'

3. Living/Learning Communities
Near Academic Core



Academic Core
Classrooms
Laboratory
Offices
Library

Mixed use academic with social space, technology, meeting spaces, services & food

Mixed use Residential with academic multi-purpose space, advising & food

Living / Learning District

Student Life
Student Center
Retail Opportunities
Dining Services

Mixed Use Recreation / Athletics
Sports Fields
Recreation Fields
Indoor Athletics and Recreation
Aquatics Center

Support Services / Campus Operations

Open Space

Parking

2020 Project Area Boundary

UC Merced Campus Boundary

Vehicular Crossing

Pedestrian Crossing

Proposed extension of vehicular road

Proposed optional vehicular road

Canals

Activity Node
Gathering Place
Space for casual or chance interactions

Notes

- Map is Illustrative
- All land uses allow for surface parking
- Existing building footprints are shown in the map
- Anticipates 3-5 story buildings

N 50' 100' 0' 300'

4. Circulation

New Bellevue Road Entrance leads to parking

- **Academic Core**
  - Classrooms
  - Laboratory
  - Offices
  - Library
- **Mixed use academic with social space, technology, meeting spaces, services & food**
- **Mixed use Residential with academic multi-purpose space, advising & food**
- **Living / Learning District**
- **Student Life**
  - Student Center
  - Retail Opportunities
  - Dining Services
- **Mixed Use Recreation / Athletics**
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Notes

- Map is Illustrative
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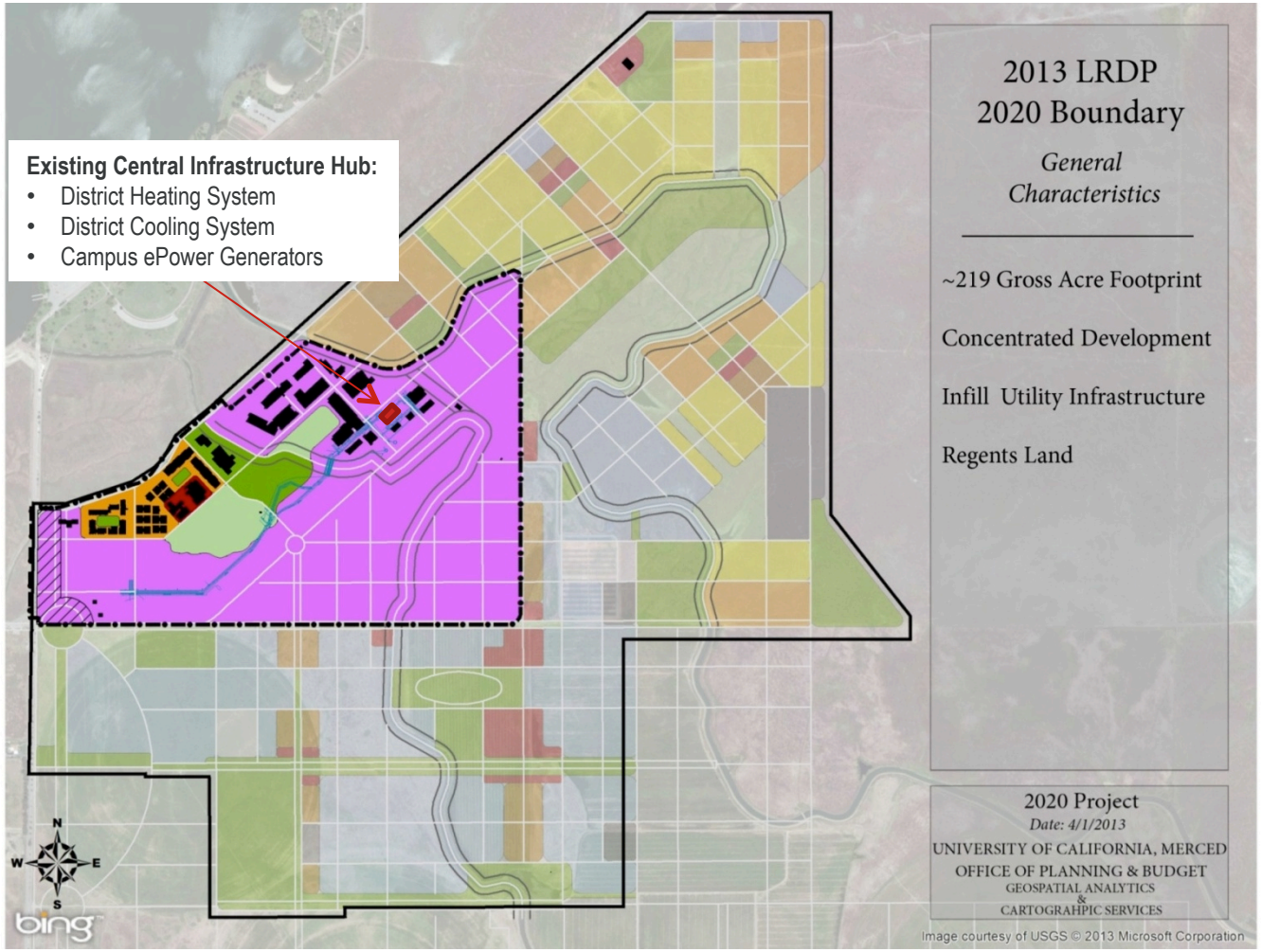
- Existing building footprints are shown in the map
- Anticipates 3-5 story buildings

N 50' 100' 0' 300'

Other universities offer many examples of effective mixed use development

Infrastructure

Infrastructure – Background



Infrastructure – What We Heard

- **Industry leading Campus Sustainability Policies:**
  - Triple Net Zero
    - Net Zero Energy
    - Net Zero Waste
    - Net Zero Carbon
  - Water Reduction Policy

- **Proven delivery of high performance facilities**

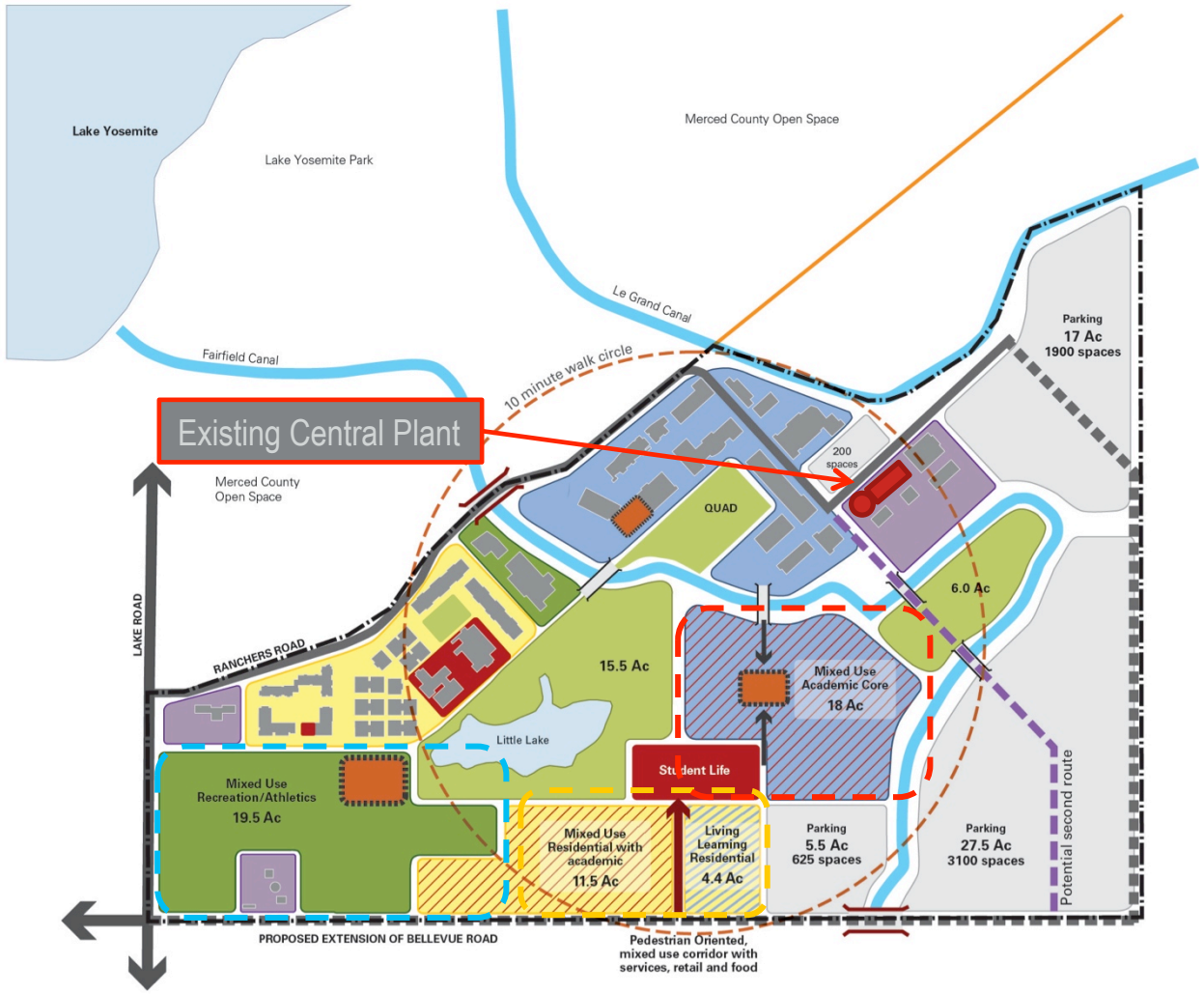
- **Demonstrated ability to operate UCM campus**
  - Campus has a robust UCM facilities team that has proven capabilities in optimizing a complex campus infrastructure systems

- **Strong commitment to Triple Net Zero**

Infrastructure – Key Findings

- **Triple Net Zero goals**
  - Campus wide, and not focused on the 2020 Development
  - 2020 Program must at least be Net Zero capable
- **Existing Central Plant**
  - Available capacity within existing central cooling plant could potentially be leveraged to support some of the 2020 program.
  - Preference to maintain control of existing central plant
- **Resilient Infrastructure**
  - Critical requirement to support core academic functions
  - Cooling, ePower, Research IT
- **Expanded Infrastructure**
  - Operate as a single system to facilitate optimization.
- **Procurement Strategy**
  - Operation and Maintenance expectations, will have a significant impact upon the selected infrastructure strategy.

Infrastructure – Recommendations



High Viability of connection to new loop from existing CUP

Medium Viability of connection to new loop from existing CUP

Limited Viability of connection to new loop from existing CUP

Infrastructure – Recommended Qualification Definitions

- **Pre-Requisite:**
  - Minimum qualification of all Development Teams to ensure that the new 2020 Development Plan can successfully integrate within the overall UC Merced campus

- **Enhancement:**
  - Preferred qualification that will provide an enhanced ability to align the UC Merced long term Triple Net Zero and resiliency goals

- **Opportunity:**
  - Specialist experience that would facilitate consideration of more innovative solutions

Infrastructure – Recommended Qualifications

- **Heating:**
  - ***Pre-requisite**:* Experience in delivery of high efficiency, resilient heating systems to support EUI requirements
  - ***Enhancement:*** Experience in delivery of local heating boilers within each building for facility and process heating generation
  - ***Opportunity:*** Experience in use of alternative low carbon, bio-fuel sources to feed the heating system

- **Cooling:**
  - ***Pre-requisite*:** Experience in delivery of High efficiency, resilient cooling systems to support EUI requirements
  - ***Enhancement**:* Experience in delivery of maximizing the potential use of existing central plants
  - ***Opportunity**:* Experience in expansion of TES solutions to minimize energy cost associated with cooling

Infrastructure – Recommended Qualifications

- **Electricity:**
  - ***Pre-requisite****:* Experience in delivery of HV loop with dual feeds to campus buildings; Experience in provision of robust ePower solutions
  - ***Enhancement****:* Experience in delivery of centralized power management and demand control system
  - ***Opportunity****:* Experience in expansion of existing centralized ePower solutions to facilitate operation as single campus

- **Renewables:**
  - ***Pre-requisite:*** Experience in provision of at least 10% of a campus' energy demands through on-site renewables and the delivery of a long term net zero strategy
  - ***Enhancement:*** Experience in provision of at least 20% of a campus' energy demands through on-site renewables and the delivery of a long term net zero strategy
  - ***Opportunity****:* Experience in provision of a Net Zero 2020 Development through large scale on-site renewables

Infrastructure – Recommended Qualifications

- **Wet Services:**
  - ***Pre-requisite****:* Experience in delivery of robust water and waste water connections to all buildings on a campus
  - ***Enhancement****:* Experience in delivery of a robust purple pipe network to incorporate the 2020 program.
  - ***Opportunity****:* Experience in implementation of an on-site Waste Water treatment strategy to generate non potable water

- **Circulation:**
  - ***Pre-requisite****:* Experience in provision of an urban form that focused upon walkability and connectivity
  - ***Enhancement:*** Experience in provision of an urban form that provides best in class walkability and connectivity in a campus or urban environment

Infrastructure – Recommended Qualifications:

- **Open Space:**
  - ***Pre-requisite****:* Experience in provision of an urban form focused upon access to open space
  - ***Enhancement****:* Experience in provision of an urban form that provided access to open space within 300 yards of all buildings
  - ***Opportunity****:* Experience in provision of an urban form that maximizes the carbon sequestration opportunities within the 2020 development

- **Storm-water Management:**
  - ***Pre-requisite****:* Experience in provision of a robust Low Impact Development Strategy that provides a campus storm-water management strategy
  - ***Enhancement:*** Experience in provision of a robust Low Impact Development Strategy that incorporates 100% on-site retention
  - ***Opportunity****:* Experience in provision of a robust Low Impact Development Strategy that incorporates collection of storm-water and provision of non-potable water source

Sustainability – Recommendations

- **Triple Net Zero and LEED**
  - ***Pre-requisite****:* Experience in the construction of Net Zero Energy / Water capable and LEED Gold buildings; Experience in the development of a Net Zero Plan
  - ***Enhancement****:* Experience in the construction of Net Zero residential, academic and student life facility; Experience in the construction of LEED Platinum facilities
  - ***Opportunity:*** Experience in the development of a Net Zero Energy and Water development program

- **Net Zero Energy:**
  - ***Pre-requisite****:* Experience in delivering campuses that achieve a stated EUI benchmarks at a program level
  - ***Enhancement****:* Experience in delivering campuses that exceed a stated EUI benchmarks at a program level
  - ***Opportunity****:* Net Zero Energy

Sustainability – Recommendations

- **Net Zero Water:**
  - ***Pre-requisite***: Experience in the delivery of water conscious landscape and facility design
  - ***Enhancement***: Experience in the delivery of dual plumbed buildings
  - ***Opportunity***: Experience in the provision of on-site non-potable water collection, treatment and distribution to achieve net zero water at a campus or community level.

Programming

Programming – Principles for 2020 Project Development

UCM requires adequate facilities to support the mission of the campus and the growth of its academic, research and student life programs focused on an enrollment target of 10,000 students by the year 2020

The Project should provide for interdisciplinary scholarly activity and interaction spaces

- Interdisciplinary Research: Spaces for the type of research rather than the discipline
- "Core Laboratories" containing shared instruments and support labs
- Instructional laboratories ("Class Labs") used by multiple schools and disciplines
- Amenities that encourage interaction in academic and research spaces
- Ability to adapt to future needs
- Laboratory spaces are trending smaller due to increasing use of small, contained instruments as well as increasing computational research

Programming – Principles for 2020 Project Development (continued)

The RFQ should include a rough order of magnitude description of the facilities the campus plans to develop under the 2020 Project:

Academic Facilities	Student Life	Academic Support
• Research Labs (Wet and Dry) • Classroom Labs • Classrooms • Academic Offices • Library	• Housing & Residence Life • Recreation & Athletics • Student Life & Activities • Dining Services	• Enrollment Services • Welcome Center & Alumni Relations • Health & Disability Services • Early Childhood Education • Facilities Operations • Police, Public Safety & EH&S

Programming methodology focused on three primary questions:

- What quantity and type of spaces have been built, are under construction, or are planned for completion?
- What are the resulting space needs for the academic program?
- What additional facilities are required to support the University, the students and their academic and social life?

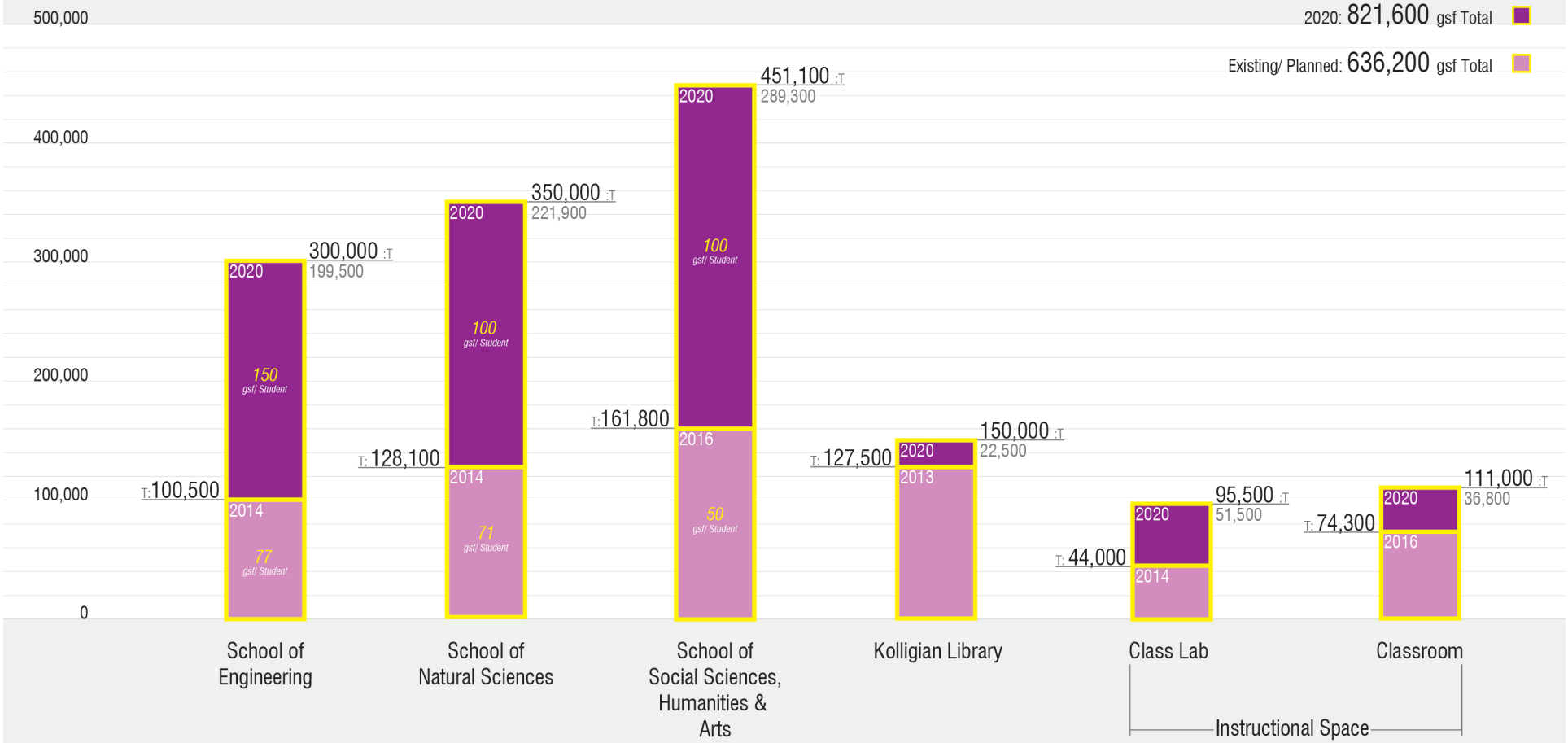
Academic Program: The University conducted analysis to estimate the amount of academic space necessary to facilitate planned growth

- Analysis of the existing campus inventory
- Project additional space required utilizing program metrics for additional student growth
- Benchmarks: SCB surveyed a range of information available from similar institutions to establish a comparative benchmark
- Modular Planning for Research Spaces: factored upon space needs for the faculty and student population
- Several different models to estimate the amount of space necessary to deliver the academic program on a per faculty and/or per student basis
    A. Benchmarks
    B. Current Utilization
    C. CPPC Subcommittee: Current Utilization
    D. CPEC
    E. CPPC Subcommittee: CPEC
- The Strategic Academic Focusing Initiative will determine the academic program and further inform these preliminary estimates to finalize space requirements

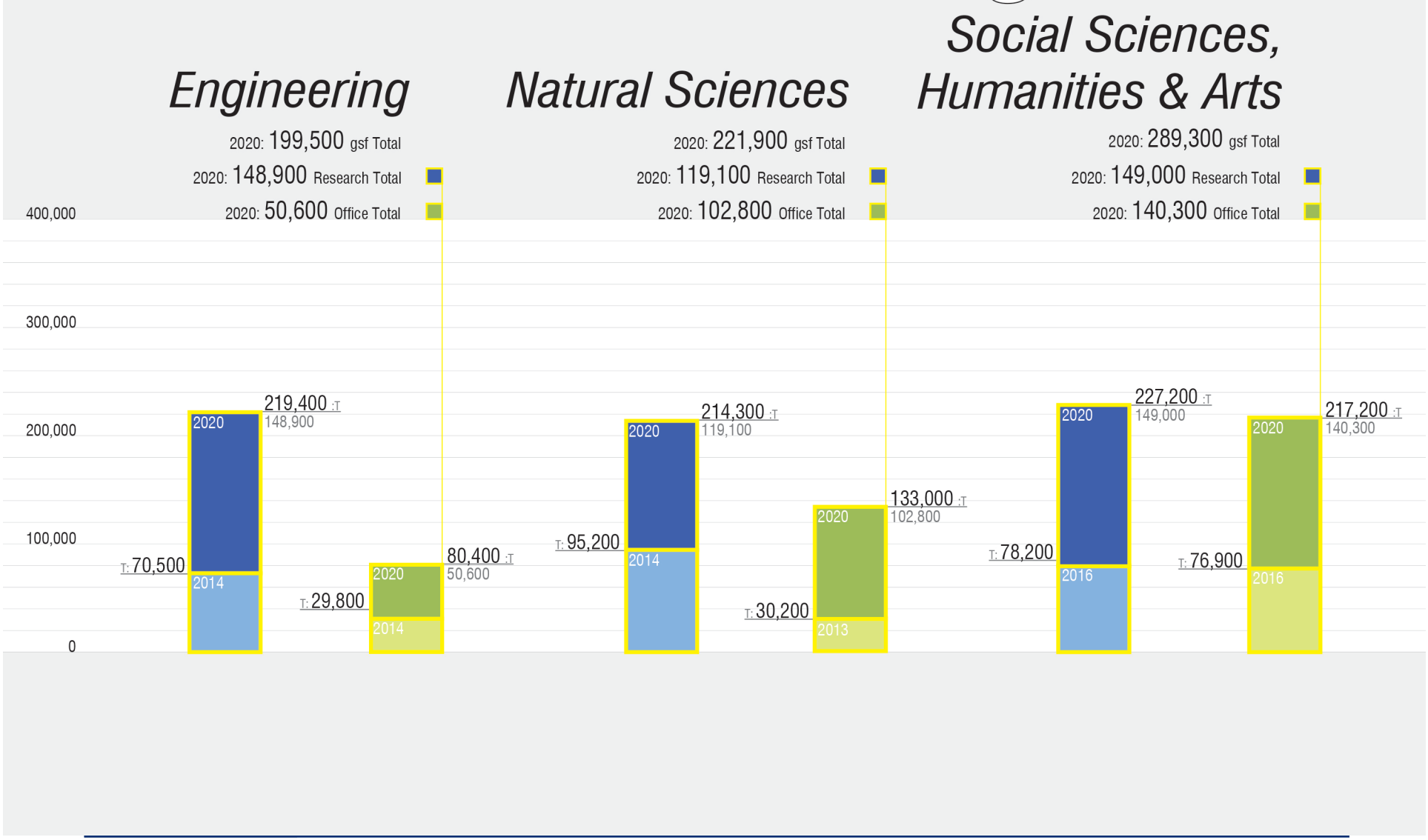
A. Benchmarks: Traditional analysis, including "by school" enrollment and faculty growth assumptions

Academic Summary

2020 Projection



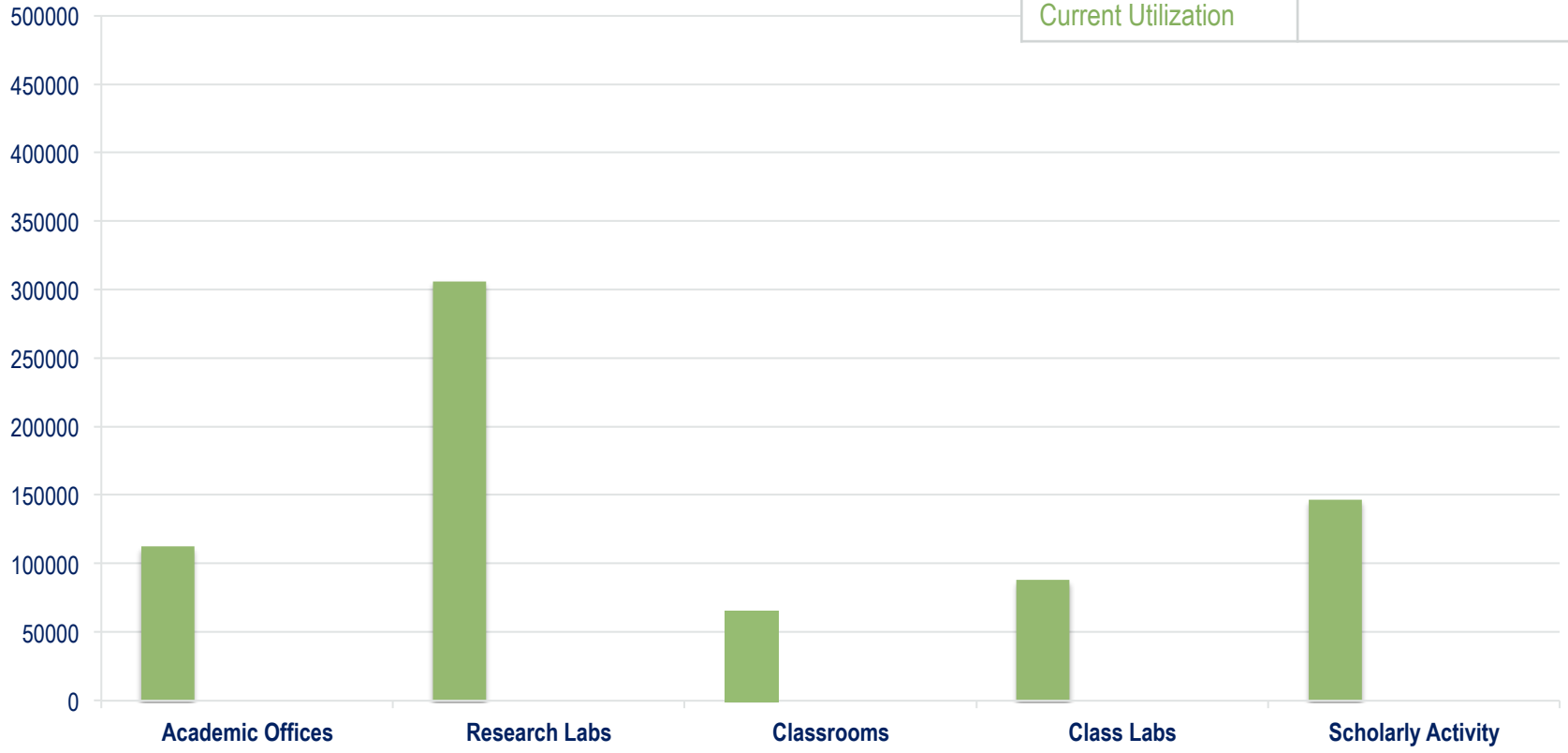
Academic Programs



B. Current Utilization

- This model calculates the space needed for the 2020 project using historical space utilization patterns of the Campus

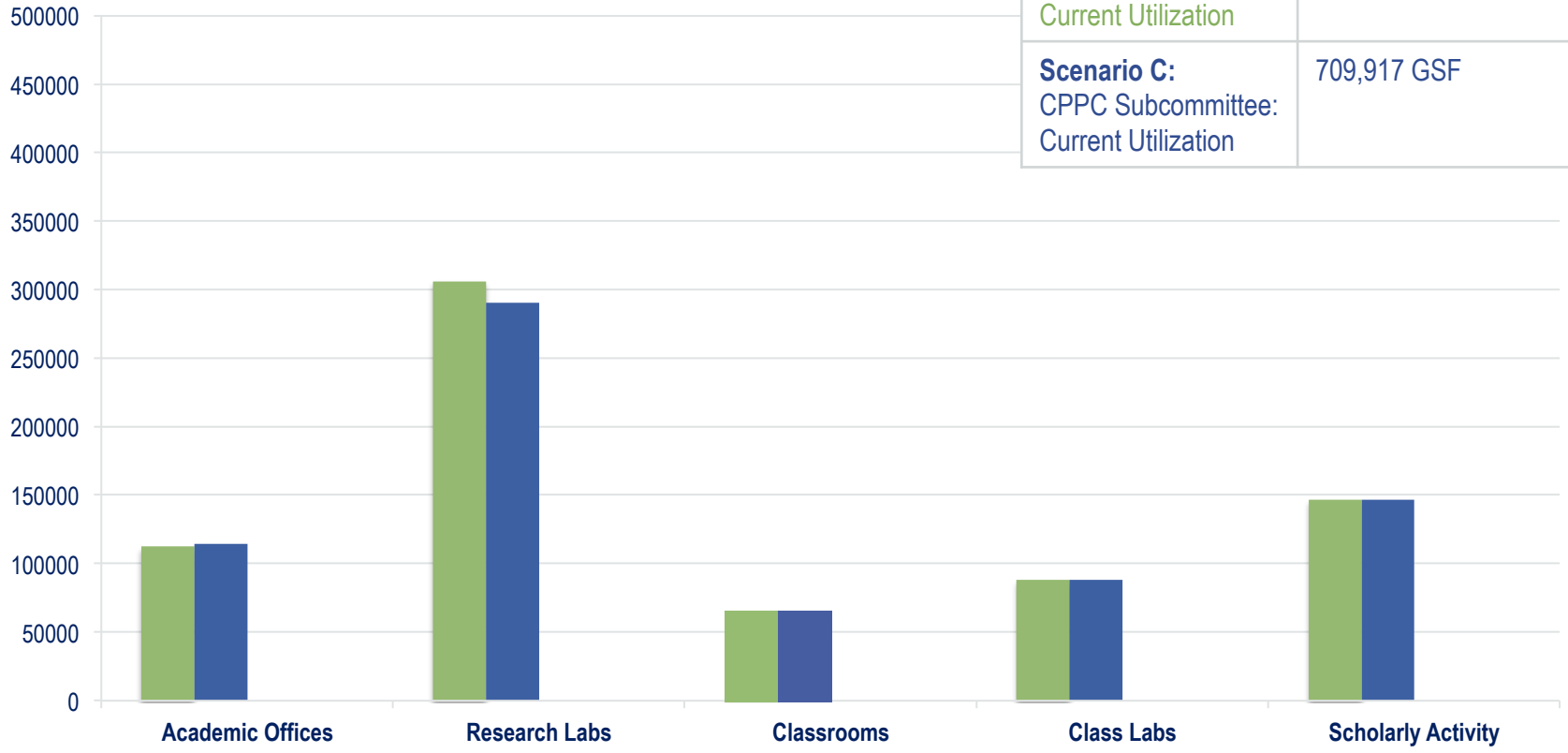
Total Projected Space Requirement	
Scenario B: Current Utilization	723,497 GSF



C. CPPC Subcommittee: Current Utilization

- Ad hoc Senate-Administration working group established to gather information on the amount of academic space types needed to serve anticipated growth of academic programs

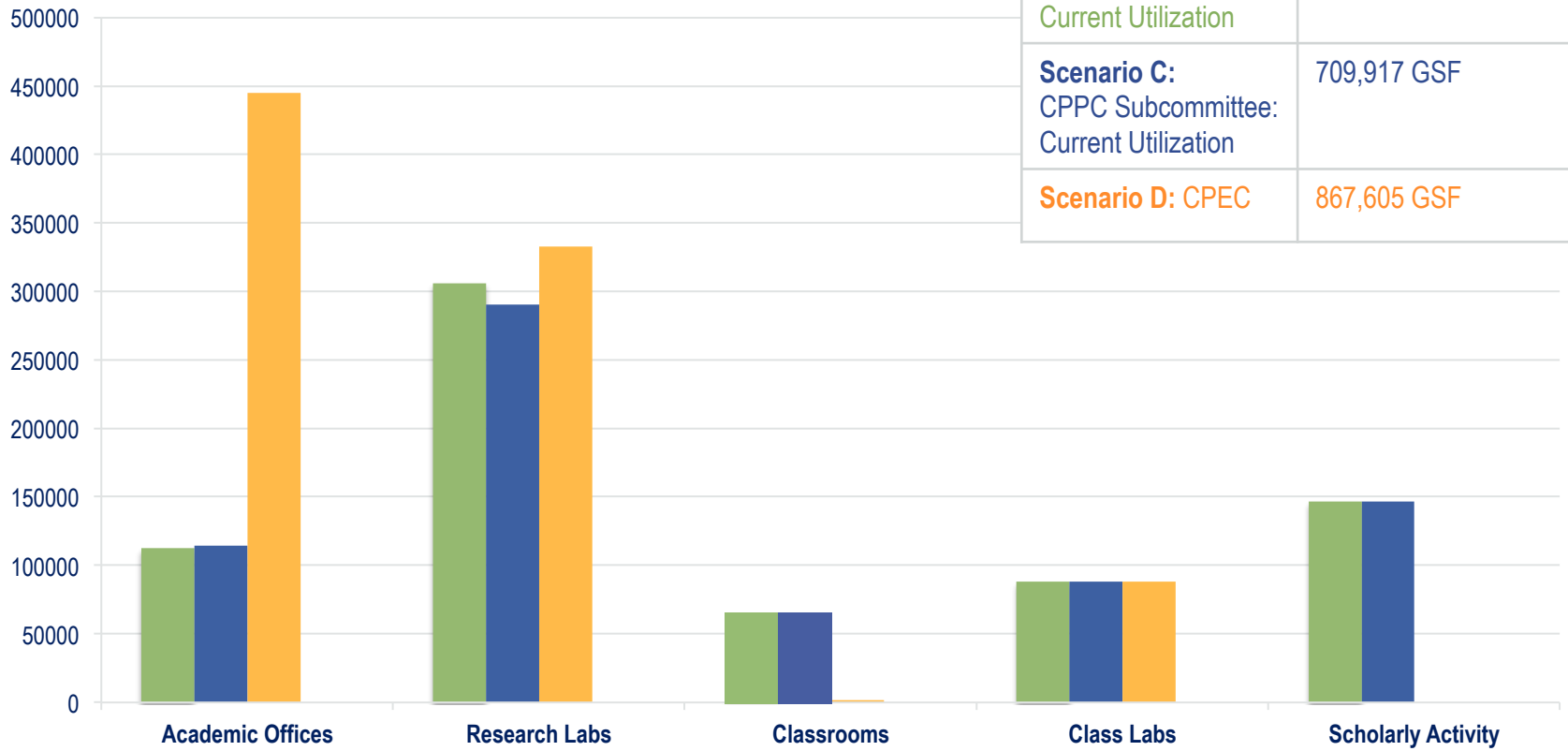
Total Projected Space Requirement	
Scenario B: Current Utilization	723,497 GSF
Scenario C: CPPC Subcommittee: Current Utilization	709,917 GSF



D. CPEC

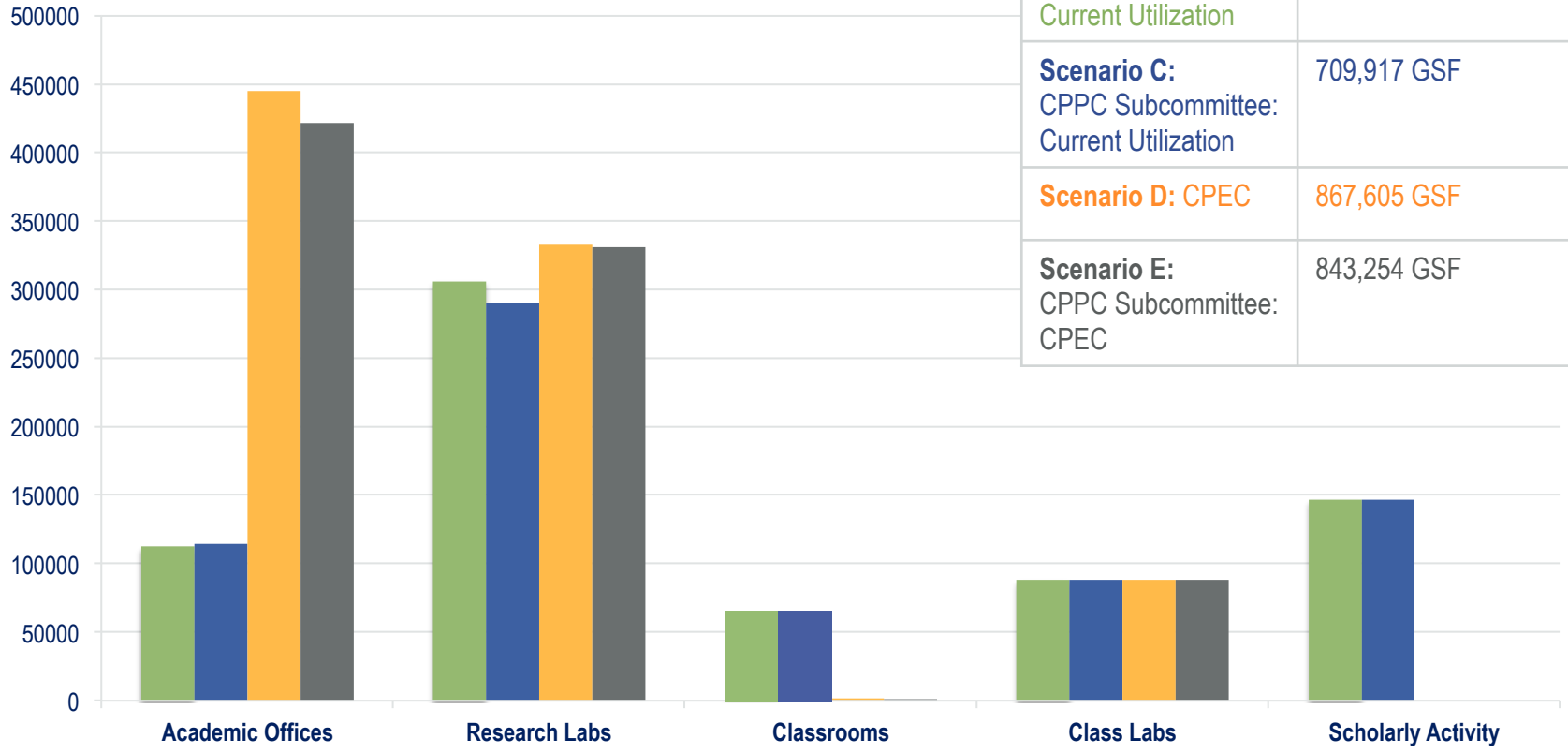
- CPEC analysis utilizes standard analytic methods of the UC system and calculates space needs based on a space ratio that considers specific categories of academic space – but does not include space for scholarly activity

Total Projected Space Requirement	
Scenario B: Current Utilization	723,497 GSF
Scenario C: CPPC Subcommittee: Current Utilization	709,917 GSF
Scenario D: CPEC	867,605 GSF



E. CPPC Subcommittee: CPEC

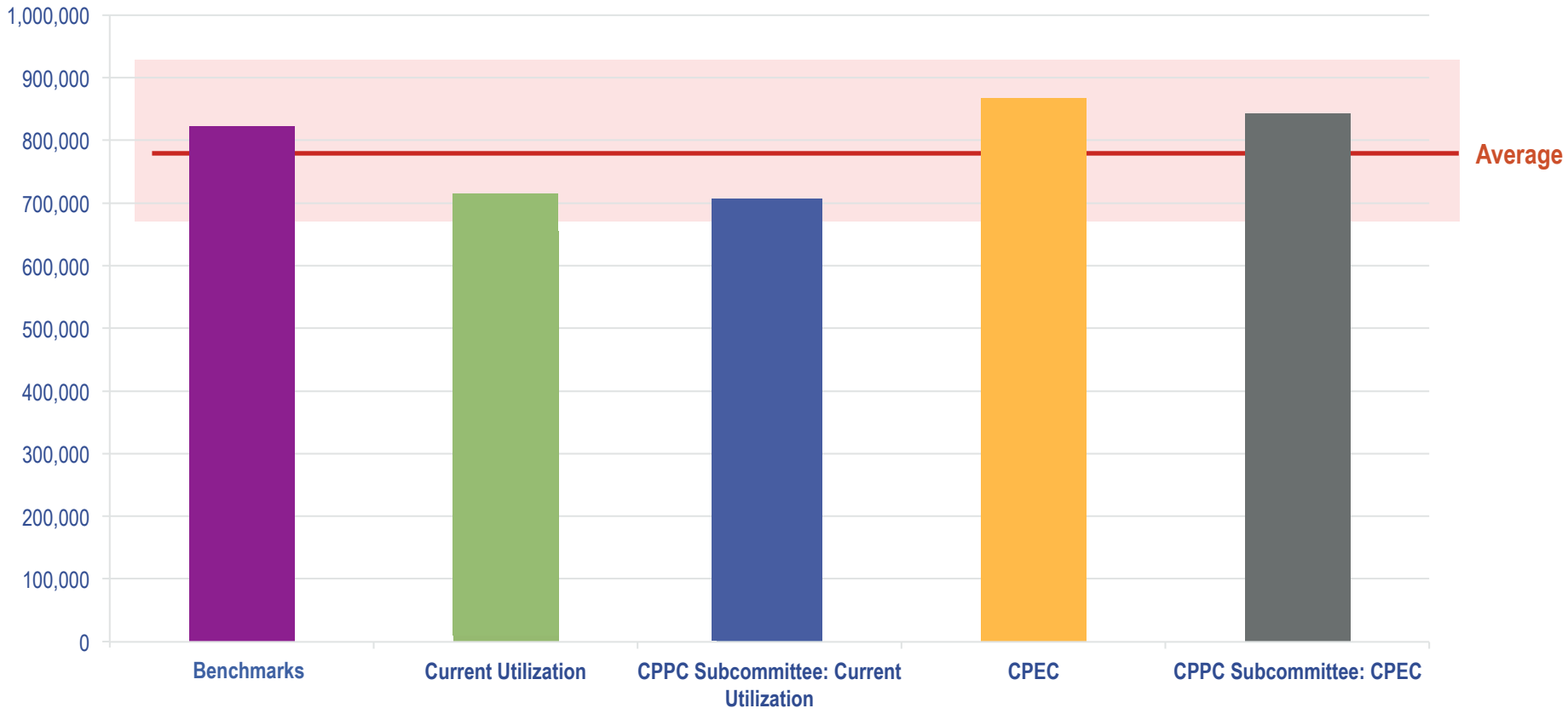
- CPPC Subcommittee established to gather information on the amount of academic space types required



Total Projected Space Requirement	
Scenario B: Current Utilization	723,497 GSF
Scenario C: CPPC Subcommittee: Current Utilization	709,917 GSF
Scenario D: CPEC	867,605 GSF
Scenario E: CPPC Subcommittee: CPEC	843,254 GSF

Academic Program Summary: The analysis shows an average academic space requirement of 793,174 GSF

- Comparison of the four methods shows a variance of approximately 15% of the average for the total gross square footage required



Strategic Academic Focusing Initiative will determine the academic program and further inform preliminary estimates to finalize space requirements

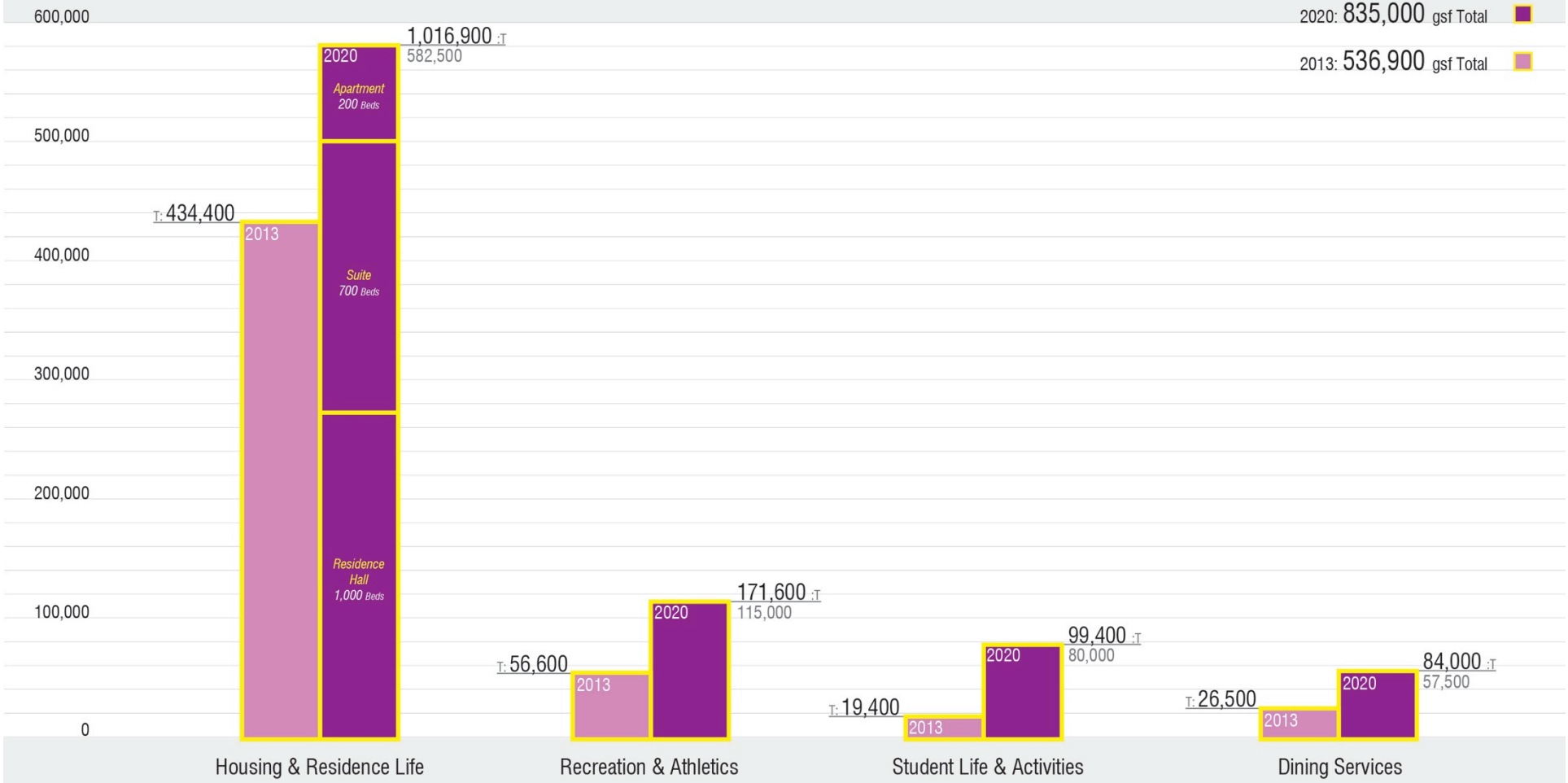
- The Strategic Academic Focusing exercise generated 38 separate initiatives, involving ladder-rank faculty and lecturers from every school
- The Provost / Executive Vice Chancellor and Chair of the UC Merced Academic Senate are leading a team to evaluate these initiatives
  - Initial findings and evaluations will be reconciled with the analysis conducted to today, and utilized in the framework for the RFQ
- The Strategic Academic Focusing Working Group is presently determining the approximate space needs necessary to implement proposed academic programs
- The proposals received would require more space than projected to be available
- The evaluation process will provide a transparent plan for growing our academic programs, including the definition of key campus themes

Student Life and Academic Support: SCB utilized information derived from the focus groups to size the program

- **LRDP goals associated with housing 50% of students are more likely to be achieved by increasing room occupancy;**
  - Built beds should target approximately 35% of the student population.
- **Guaranteed student housing, particularly for the first and second year, would be a distinction within the UC System**
- **Promote Mixed-Use opportunities**
- **Enhance Student Life amenities, and the 24/7 vitality of the campus environment**
- **"Students First" Philosophy**
- **Sports and Recreation facilities to support Division II Athletics**
- **Off-campus units are to remain off-campus**

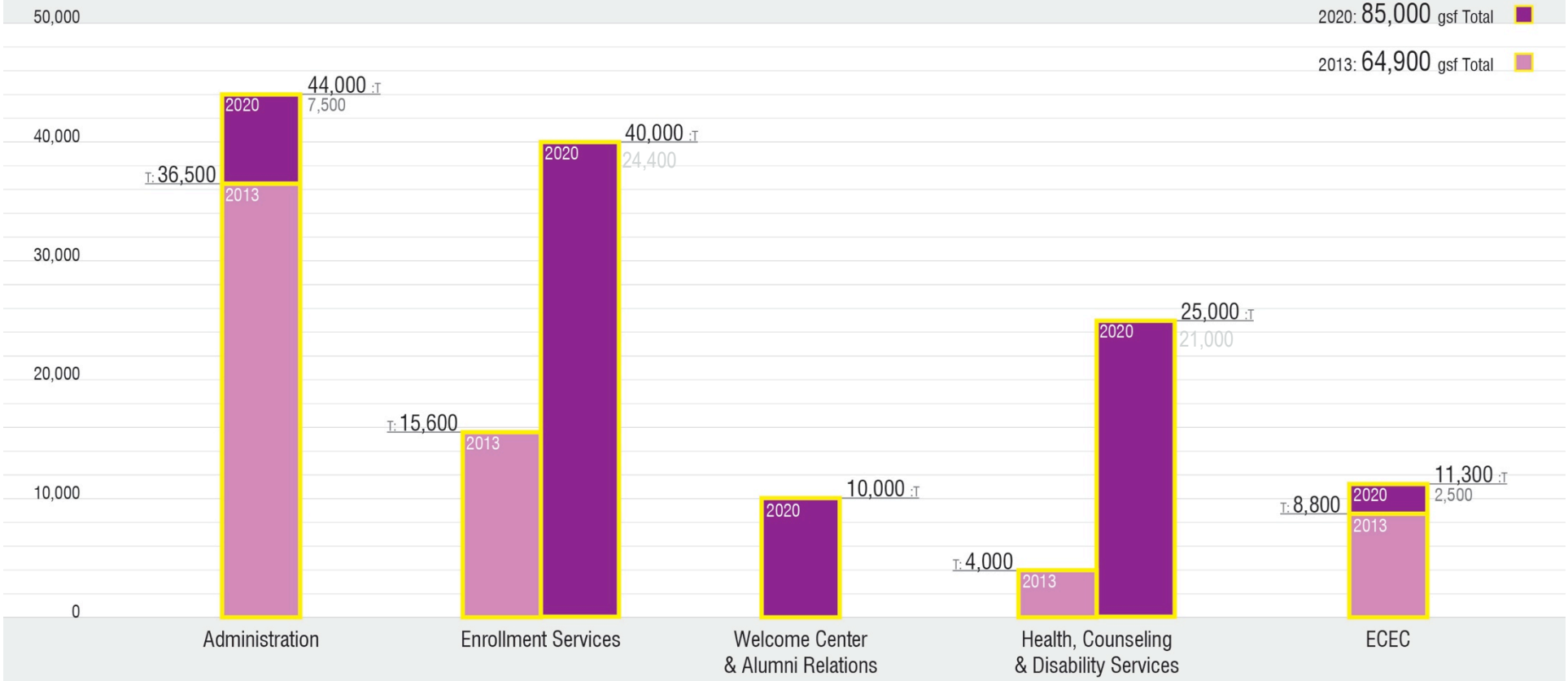
Student Life

2020 Projection



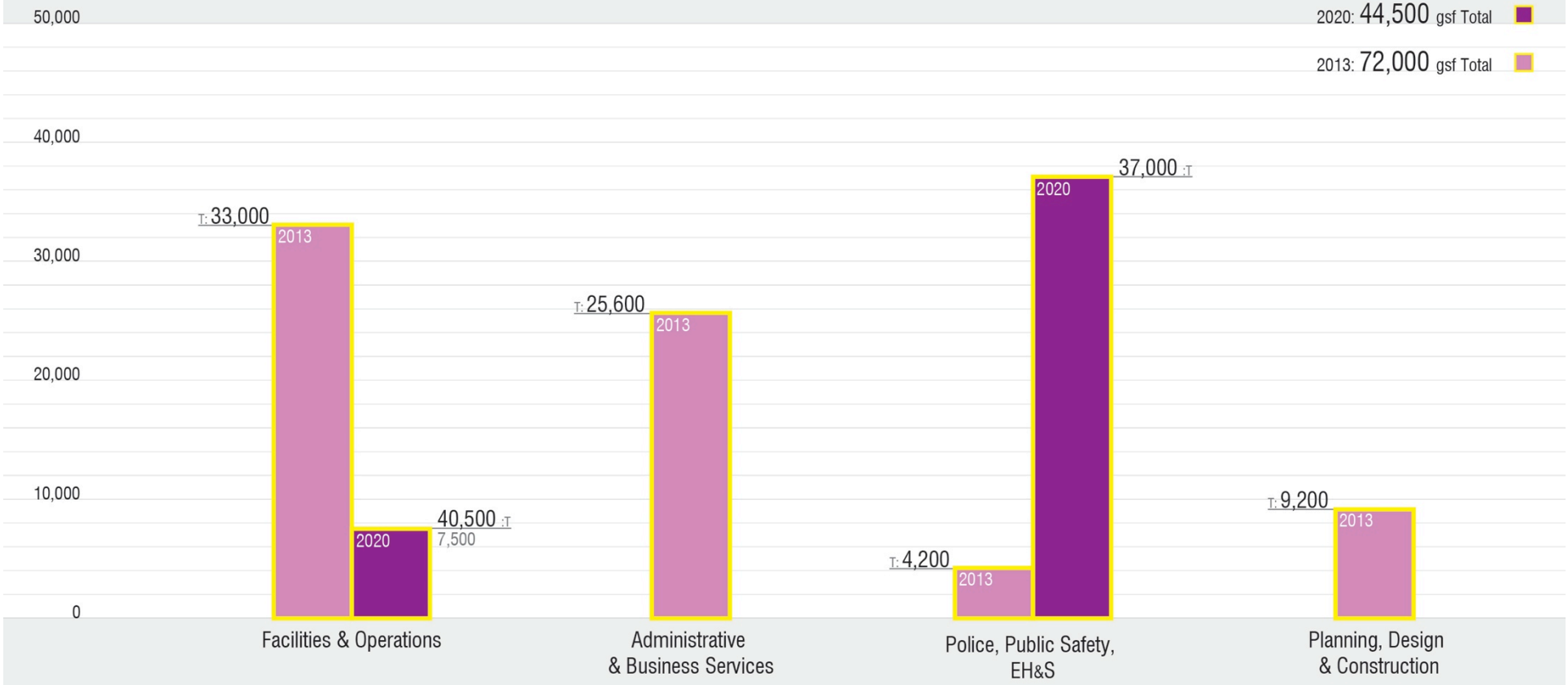
Academic Support

2020 Projection

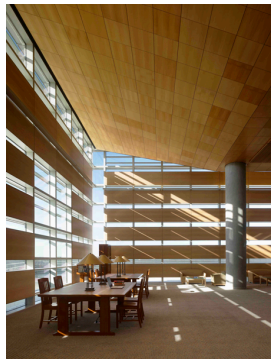


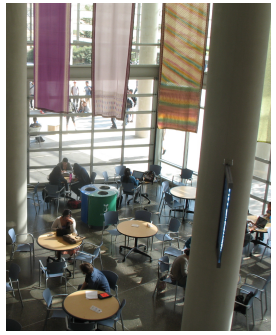
Campus Operations

2020 Projection

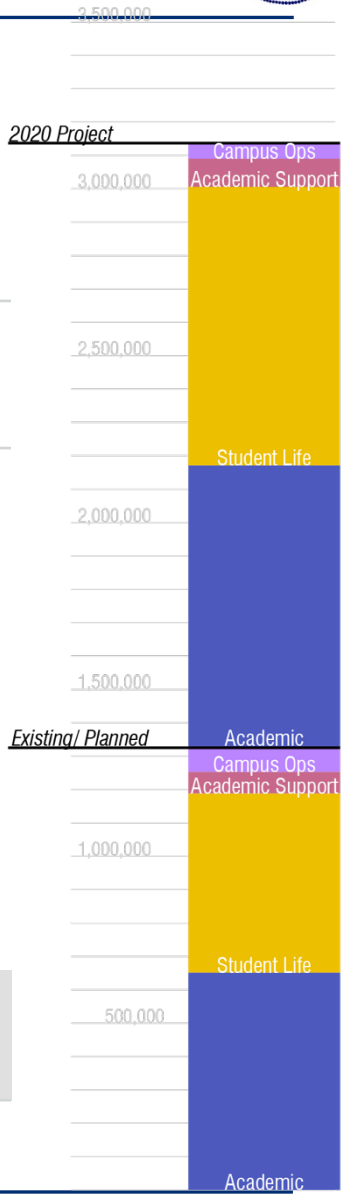


Programming Direction: Create a program that includes a full range of needed spaces





	Benchmarks	Current Utilization	CPPC Subcommittee: Current Utilization	CPEC	CPPC Subcommittee: CPEC
Academic	821,600 GSF	723,497 GSF	709,917 GSF	867,605 GSF	843,254 GSF
Student Life	835,000 GSF	835,000 GSF	835,000 GSF	835,000 GSF	835,000 GSF
Academic Support	85,000 GSF	85,000 GSF	85,000 GSF	85,000 GSF	85,000 GSF
Campus Operations	44,500 GSF	44,500 GSF	44,500 GSF	44,500 GSF	44,500 GSF
Total	**1,786,100 GSF**	**1,687,997 GSF**	**1,674,417 GSF**	**1,832,105 GSF**	**1,807,754 GSF**



Procurement Structure

Procurement – What we have heard

- The University requires development team with broad range of skills

- Facilities necessary to develop research and graduate programs is a priority
- Develop a more dynamic “mixed use” campus that fosters collaboration and interdisciplinary studies
- Fund sources have historically dictated programmatic development
- Development should maximize opportunities for revenue generation

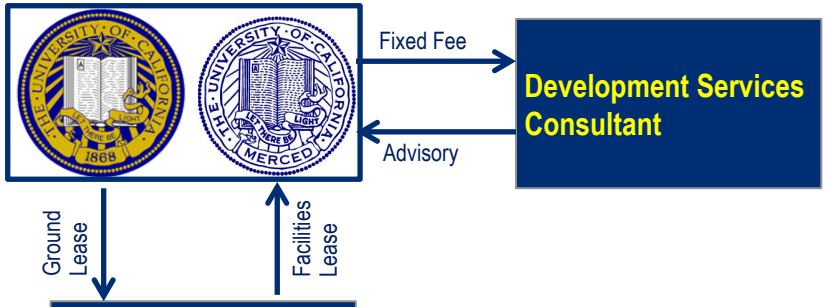
The real estate team analyzed development risk across a variety of development structures

		OPTION 1	OPTION 2	OPTION 3	OPTION 4	OPTION 5
		Sale	Ground Lease (no participation)	Ground Lease (with participation)	JV Development	University Development
Risk	Level	Low	Med-Low	Medium	Med-High	High
	Reasons	All cash flows are certain.	Cash flows are certain, but the viability of the lessor is a risk.	Cash flows somewhat dependant on the success of the project.	All cash flows depend on the success of the project. The risk is shared with the JV partner.	All cash flows depend on the success of the project. University assumes all risks.
Results	Timing / Control	No future control.	No control until the lease expiration (30-50 years)	No control until the lease expiration (30 - 50 years)	Control shared with the JV partner.	University has complete control.
	Return Expectations	Recovery of capital investment plus some growth factor.	A fixed annual return based on the value of the underlying land.	Some fixed annual return and some upside potential based on success of project.	Open to negotiation with JV partner.	University would receive market-based returns
	Cost Impacts	None.	Ground lease can be structured to cover debt carry.	Ground lease can be structured to cover debt carry; additional risk.	Possible equity contribution.	University funds all acquisition and devel. costs until completion; long-term refinance.

The 2020 Project offers the University an opportunity to leverage economies of scale, however it must carefully manage risk

- A well defined governance structure will enable the University to manage the project and its commensurate risks
- Traditional development projects lack clearly defined risk parameters
  - Who benefits from optimization of life cycle costs?
  - Who pays in the event of design and construction overruns?
  - Who guarantees availability of facilities?
- A special purpose entity, controlled by the Regents, governed through a partnership between UCOP & UC Merced

Creation of a special-purpose 2020 Project Company enables UC Merced to maintain maximum flexibility



Financing

Timing: Decision by RFP

Options:

- General Revenue Bonds
- Limited Project Revenue Bonds
- Conduit Issuer Revenue Bonds
- Private Equity

Operations

Timing: Decision by RFP

Options:

- UC Merced
- 2020 Company contracts with individual operators
- DBM Development Team(s) contracts with individual operators

- To maximize quality of responses in the RFP phase, the University will likely need to provide stipends to short-listed firms
- University should target a short list of 3-4 firms

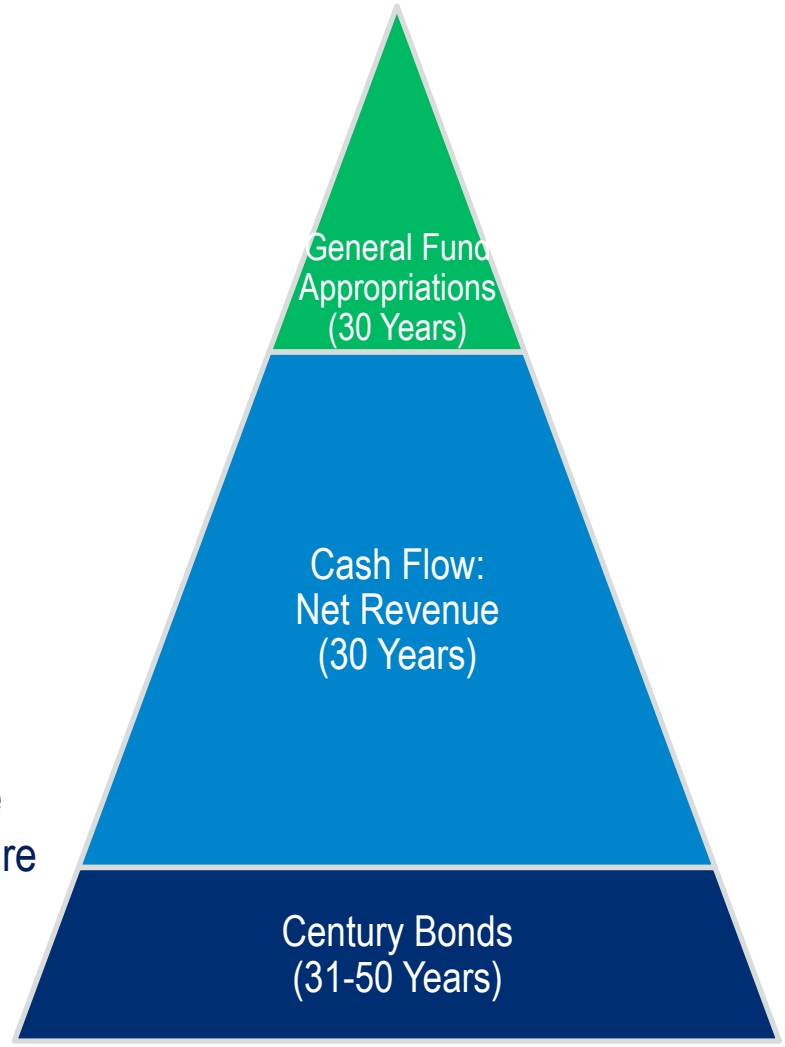
The 2020 Company offers the flexibility to control and manage operating risks across different types of facilities

- 2020 Company contracts with Development Team(s) to design, construct and maintain the 2020 Project facilities ("DBM Development Team(s)")
- For each type of facility developed , the 2020 Company can then contract for operations
  - University of California, Merced
  - DBM Development Teams(s)
  - Third-party contract through separate procurement
- The University will evaluate the benefits and risks associated with operations through the procurement process

Principles for development of the 2020 Project Finance Plan

- Develop a cost-efficient project

  Analyze life-cycle cost and risk
- Develop an appropriate risk profile for the campus
- Determine plan of finance and deal structure based on life-cycle and risk analysis
- Manage short and long-term risk through procurement methodology
- Maximize leverage from project revenue
- Utilize state general funds sufficient to finance academic facilities and associated infrastructure



Summary and Next Steps

Conclusion: Sufficient progress has been made to draft the RFQ and target release to the market in the next few month

Development Framework

- Development framework will deliver the desired compact and mixed use environment

Infrastructure

- Analyzed approaches to infrastructure that are cost effective and continue campus commitment to sustainability

Programming

- Holistic, campus-wide perspective in the development of the program
- The Strategic Academic Focusing Initiative will determine the academic program and further inform these preliminary estimates to finalize space requirements

Procurement Strategy

- A 2020 Project Company will provide for flexibility and control with respect to governance, risk management and financing
- No decisions made on the operations and finance structure for the project until the RFP

Next Steps and Timing

- **UC Merced will draft a request for qualifications for DBM Development Team(s)**
- **Assess Legal Issues**

  Prior to release of the RFQ, UC Merced and the Office of the President will work together to assess legal and financial issues associated with the 2020 Company

- **Preliminary Pricing**

  Develop rough order of magnitude pricing for program

- **Financial Feasibility**

  Analyze the financial feasibility of the program and further analyze revenue generation opportunities

- **Market Communications**

  UCM team will discuss recommended procurement concepts with select Development Teams prior to issuing RFQ

- **The team will return with an update on the development of the RFQ**

Questions

http://2020project.ucmerced.edu