

Campus Forum

December 3, 2020

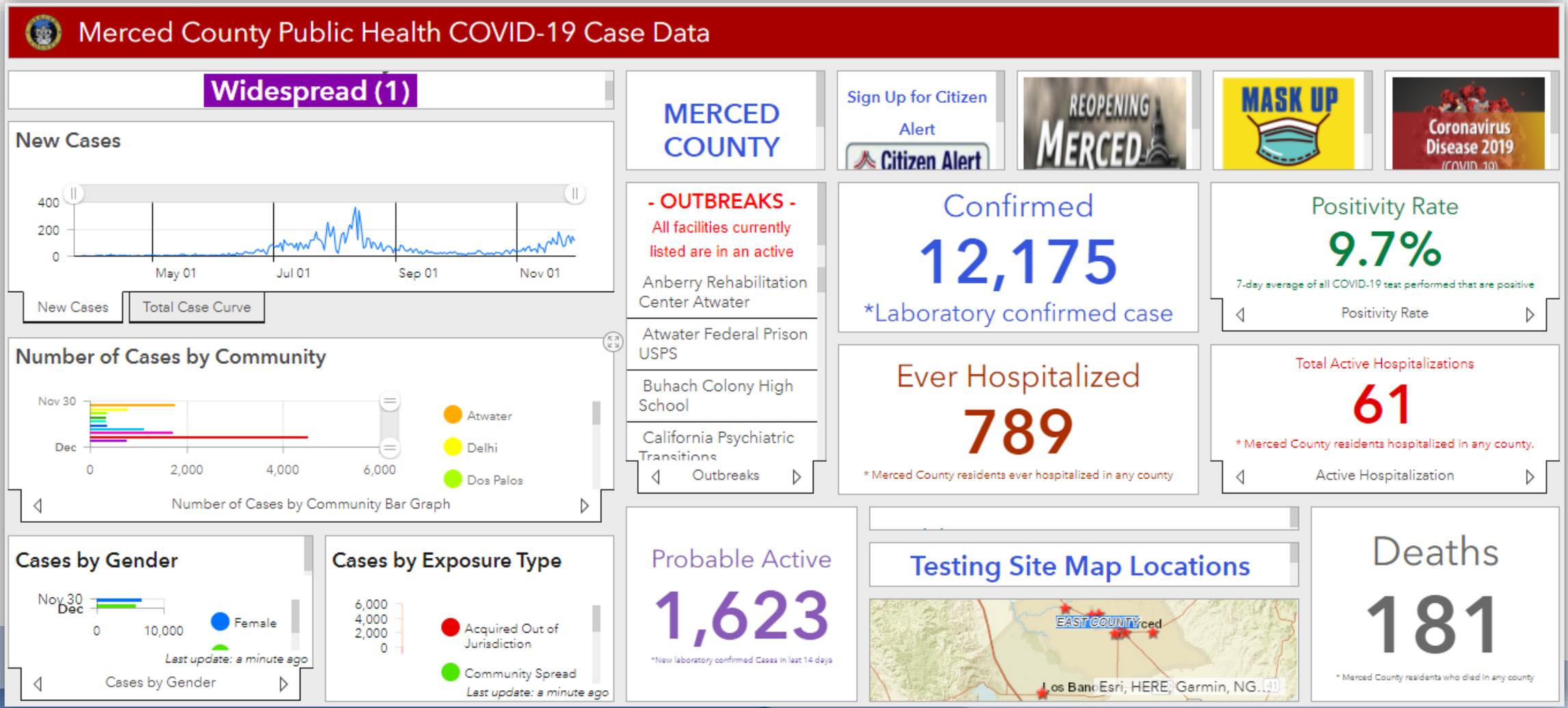


Forum Topics...

- **COVID-19 Response Update**
- **New EMP Goals and Objectives**
- **LRC Task Force Recommendations**
- **Accreditation Midterm Report**
- **General Q&A**



COVID-19: Merced County



COVID-19 Response Efforts:

What You Should Know

Spring 2021

- Both face-to-face and online classes
- Primarily online
- Remote work from home
- Online office hours
- Required training for faculty
- Athletics

Summer/Fall 2021

- Possible shift back to a more balanced F2F and online schedule
- More flexibility
 - Some work from home
 - More online services
 - More online office hours
- Adopting more innovative approaches to programs and services

EMP Goals and Objectives

DRAFT Goal 7: Adopting Innovative Practices

Goal		Objectives	
7.0	Implement innovative practices, learned as a result of the pandemic, to increase accessibility and preserving an authentic collegiate experience for our students, employees, and community.	7.1	Provide diversified professional development, resources, and training opportunities to support innovative practices throughout the college.
		7.2	Embrace and implement more flexible and adaptable best practices to better serve our employees, students, and community.
		7.3	Invest in student and employee engagement programs and initiatives to foster connectedness, commitment, and motivation.
		7.4	Invest in current and modern technology and equipment to promote innovation for students, classified professionals, faculty, and leadership to fulfill the mission of the college.

EMP Goals and Objectives

DRAFT Goal 8: Diversity, Equity, and Inclusion

Goal	Objectives
8.0 Utilize MCCD's Diversity, Equity, and Inclusion Framework to address systemic racism and social injustices within all facets of our services and programs for our community, colleagues, students, and academics.	8.1 Engage with the diverse <u>communities</u> within our service area to promote and support diversity, equity, and inclusion in higher education.
	8.2 Create an environment among <u>colleagues</u> that fosters respect, cooperation, acceptance, and understanding of differences.
	8.3 Strengthen the investment in proven practices that advance diversity, equity, and inclusion by amplifying and enhancing campus-based equity plans for <u>students</u> and <u>employees</u> .
	8.4 Create opportunities for self-reflection for <u>employees</u> to address issues of diversity, equity, and inclusion.
	8.5 Promote institutional efforts that support <u>faculty</u> to design and revise curriculum, implement transformative practices, and improve classroom and campus environments to create a more diverse and inclusive educational experience that strives to achieve more equitable outcomes.

Learning Resource Center (LRC) Task Force

TIMELINE

- Fall 2019, Gensler conducted an LRC Assessment
 - Results available spring 2020
- Spring 2020 LRC Taskforce postponed (COVID-19)
- Reconvene fall 2020
- Recommendations fall 2020



Learning Resource Center (LRC) Task Force

Members

Mike McCandless, Vice President of Student Services (Co-Chair)

Caroline Dawson, Academic Senate President, Academic Senate (Co-Chair)

Marie Bruley, Professor of Mathematics

Ben Chickering, PC Technician

Lindsay Davis, Faculty Librarian

Tomasia Drummond, Director of Student Success

Jennifer Altenberg, Library Media Tech II

Rachel Gray, SSSP Technician

Adam Fong, Professor of History

Karissa Morehouse, Dean of LRC

Joey Merritt, Reference Librarian

Seferina Ramirez, Senior Research Analyst

William George, Student



Learning Resource Center (LRC) Task Force

Recommendation 1

Using the entirety of the LRC Building, integrate three high-performing programs to remove barriers for students and faculty: Academic Support Services (Student Success and Tutorial Center, other related academic support services, etc.), the Educational Training Technology Center, Library Services

Recommendation 2

Create comfortable, welcoming, and flexible spaces within the building



Learning Resource Center (LRC) Task Force

Recommendation 3

Maintain quiet study areas and provide students and faculty with needed technology and resources

Recommendation 4

Address needed structural elements to ensure a smooth transition to support student learning for all programs within the LRC

Recommendation 5

Dean of LRC and Director of Student Success will work with design firm/architect to gather input from employees and stakeholders for successful integration.



Accreditation Midterm Report

- Midterm report requirements...
 - Report Preparation Summary
 - Actionable Improvement Plan Responses (17 AIPs)
 - Responses to Recommendations (3 Recommendations)
 - Reflection in Improving Institutional Performance and Institution Set Standards
 - Quality Focus Essay Response
 - Two Projects (Student Equity and Outcomes/Assessment)
- Multiple iterations/drafts available for review and feedback



Accreditation Midterm Report: Timeline

Midterm Report Timeline: Report due to Commission by March 15, 2021

Committee/Action	Date
SAC Meeting	September 1, 2020
EMPC Overview/Update	September 10, 2020
SAC Meeting	September 15, 2020
SAC Meeting	October 15, 2020
First Midterm Draft Due	October 15, 2020
SAC Meeting	November 17, 2020
Final Draft and Evidence Due	November 25, 2020
EMPC Distribution and Review	December 4, 2020
SAC Meeting	December 15, 2020
Academic Senate First Read	January 14, 2021
SAC Meeting	January 19, 2021
Academic Senate Second Read	January 28, 2021
All Comments and Feedback Received	January 29, 2021
Final Draft for the Board of Trustees	February 5, 2021
Board of Trustees First Read	February 9, 2021
SAC Meeting	February 16, 2021
Board of Trustees Second Read	March 9, 2021
Final Midterm Report Complete	March 10, 2021
Final Midterm Report Submitted to ACCJC	March 15, 2021
SAC Meeting	March 16, 2021
SAC Meeting	April 20, 2021
SAC Meeting	May 18, 2021



Accreditation Midterm Report: Next Steps

- **Narrative and Evidence** continue to be collected and finalized
- **Review and Feedback:** EMPC (December), SAC (December), Academic Senate (January)
- **January 29, 2020:** All feedback, narrative, evidence is completed
- **February and March:** Board of Trustees (minor edits continue)
- **March:** Submission to ACCJC



Discussion / Q&A

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