Topics for the forum…

- **Strategies to Improve Communication**
- **Student Success & Tutorial Center Update**
- **Enrollment Updates**
- **Learning Resources Center Assessment Study**

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Agenda

- Student Success & Tutorial Center (SSTC)

Student Success & Tutorial Center

- ## **EMP/SIP Goal Alignment**
  - *EMP Goal 1:* Employ enrollment management strategies to support student success, progression, and completion/transfer
    - *Objective 1.7:* Implement strategies to support student success, progression, and completion/goal attainment
      - *Task 1.7.1*: Centralize Academic Support Services

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Student Success & Tutorial Center

- April 2019 the SSTC was identified to expend remaining Basic Skills and Student Outcomes Transformation Grant (BSSOT) funds
  - These are restricted funds that could only be used for specific purposes and had an expiring expenditure deadline of June 30, 2019
- August 2019 construction was completed, furniture installed, and the center was open for services
  - The SSTC combines academic support—eliminating barriers and confusion for students
  - The SSTC represents fulfillment of the 2016 BSSOT Grant program sustainability model identifying scaling of existing practices to help achieve student equity goals

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Student Success & Tutorial Center

- Sustainability
  - The SSTC represents the attempt to fulfill the 2016 BSSOT Grant program sustainability model identified in the grant of scaling existing practices to help achieve student equity goals
    - The proposal extended the Math Lab model
    - Scaled Supplemental Instruction through the development of an Embedded Peer Mentor Program
    - Scaled the one-stop shop Study Central model to house the Tutorial Center, Embedded Peer mentors, embedded librarians, intrusive counseling, and literacy center

Student Success & Tutorial Center

Current services offered to students:

- Faculty support in reading and writing across all disciplines
- Math and English faculty support
- Chemistry and math drop-in Tutoring Rooms
- Peer tutoring assistance in most disciplines
- Online peer tutoring (via Zoom) for students enrolled in online classes
- English and math Embedded Peer Tutors
- Embedded Counseling
- Computers, laptops, printing and Wi-Fi
- Charging stations

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Student Success & Tutorial Center

Services on the horizon:

- Embedded Librarian (Spring 2020)
- Vending machines
- Faculty Office Hours in SSTC
  - (Chemistry faculty have asked to schedule their office hours in SSTC in Spring 2020)

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Student Success & Tutorial Center

- Student Use (as of 3 December 2019)
  - Unduplicated MCCD headcount: 9873
  - Unduplicated SSTC student headcount: 2234
    - 22.63% MCCD students have used the SSTC
    - 22,158 total student hours in the SSTC in Fall 2019

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Student Success & Tutorial Center

SSTC Unduplicated Student Count
Fall 2019

	Fall 2019
Week 1 (Aug. 12-Aug. 16)	0
Week 2 (Aug. 12- Aug. 23)	480
Week 3 (Aug. 12- Aug. 30)	816
Week 4 (Aug. 12-Sept. 6)	1,009
Week 5 (Aug. 12-Sept. 13)	1,356
Week 6 (Aug. 12-Sept. 20)	1,492
Week 7 (Aug. 12-Sept. 27)	1,622
Week 8 (Aug. 12-Oct. 4)	1,726
Week 9 (Aug. 12-Oct. 11)	1,806
Week 10 (Aug. 12-Oct. 18)	1,854
Week 11 (Aug. 12-Oct. 25)	1,945
Week 12 (Aug. 12-Nov. 1)	2,016
Week 13 (Aug. 12-Nov. 8)	2,052
Week 14 (Aug. 12-Nov. 15)	2,110
Week 15 (Aug. 12-Nov. 22)	2,170
Week 16 (Aug. 12-Nov. 29)	2,202
Week 17 (Aug. 12-Dec. 6)	2,234
Week 18 (Aug. 12-Dec. 13)	

SSTC Total Hours
Fall 2019

	Fall 2019
Week 1 (Aug. 12-Aug. 16)	0
Week 2 (Aug. 12- Aug. 23)	1,102.05
Week 3 (Aug. 12- Aug. 30)	2,682.04
Week 4 (Aug. 12-Sept. 6)	3,824.05
Week 5 (Aug. 12-Sept. 13)	5,752.55
Week 6 (Aug. 12-Sept. 20)	7,380.2
Week 7 (Aug. 12-Sept. 27)	8,940.16
Week 8 (Aug. 12-Oct. 4)	10,568.52
Week 9 (Aug. 12-Oct. 11)	12,029.31
Week 10 (Aug. 12-Oct. 18)	13,522.47
Week 11 (Aug. 12-Oct. 25)	15,061.41
Week 12 (Aug. 12-Nov. 1)	16,560.43
Week 13 (Aug. 12-Nov. 8)	18,112.14
Week 14 (Aug. 12-Nov. 15)	19,191.33
Week 15 (Aug. 12-Nov. 22)	20,551.39
Week 16 (Aug. 12-Nov. 29)	21,495.28
Week 17 (Aug. 12-Dec. 6)	22,158.54
Week 18 (Aug. 12-Dec. 13)	

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Student Success & Tutorial Center

- The "one-stop" approach has reverberated with students accessing academic support
- Students appreciate the collaborative atmosphere in SSTC
- Students enjoy being able to drop-in for assistance or schedule a tutoring appointment
- Students appreciate the ability to have food and drinks in the SSTC—so much so that vending machines are being added to help accommodate students

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Enrollment Management

Summer 2019: 915.58 FTES
- Summer 2018: 781 FTES

Fall 2019: 4065* FTES
- Fall 2018: 4005.96

* Includes estimated noncredit

Spring 2020: We're Up!
- Spring 2019: 3801.39

Comparison of Registration Dates (12/04/19)
- Spring 2019: 3010.60
- Spring 2020: 3107.72
- Up 97.12 FTES!

Summer 2020: 1001 FTES (goal)

TOTAL FTES TARGET: 10,001 FTES

Enrollment Management

Dual Enrollment/AB 288

- Spring 2018: 22 sections
- Spring 2019: 24 sections
- Spring 2020: 24 sections

Inmate Education

- Spring 2018: 17 sections
- Spring 2019: 26 sections
- Spring 2020: 37 sections

Online/Distance Education

- Spring 2018: 122 sections
- Spring 2019: 150 sections
- Spring 2020: 179 sections

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Enrollment Management

- **Educational Master Plan Goal 1:**

  Employ enrollment management strategies to support student success, progression, and completion/transfer

- Alignment to the Goals and Objectives of the **Strategic Implementation Plan Goal 1/Objective 1.3:**

  Strengthen scheduling to provide effective, efficient, student-centered course offerings, delivered through structured time blocks, that also maximize FTES generation

Major Themes for Strategic Enrollment Management Framework

- Alignment with Educational Master Plan
- Student Success Data Metrics and Trends
- Predictive Scheduling Data
- Scheduling Best Practices
- Partnership with Student Services: Outreach, Guided Pathways, Dual Enrollment
- Collaboration with Office of External Relations: Marketing and Communication
- Integration with Facilities: Maximizing classroom space

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LEARNING RESOURCES CENTER (LRC)
ASSESSMENT STUDY

12.06.19
CAMPUS FORUM

Merced College

Agenda

1 ABOUT GENSLER

2 FACILITIES MASTER PLAN

3 ASSESSMENT STUDY

4 NEXT STEPS

5 Q+A
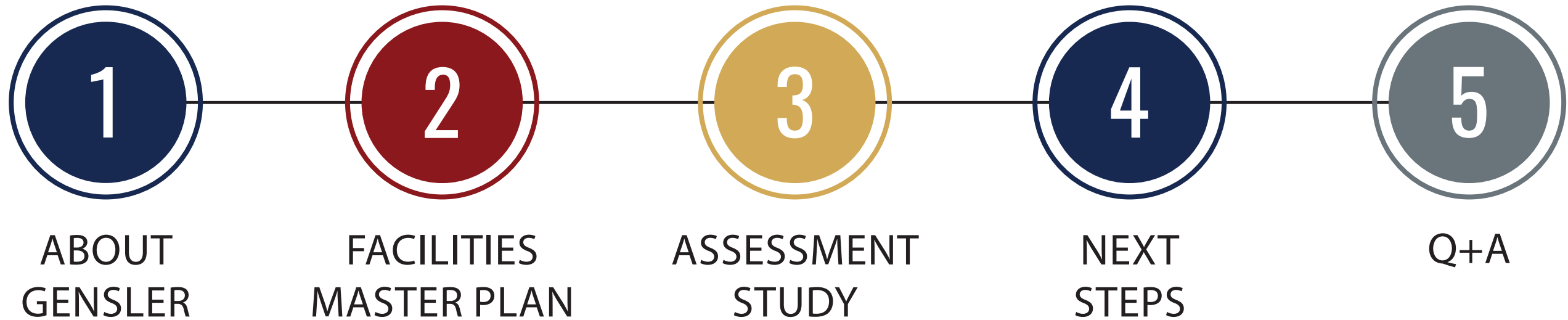
ABOUT GENSLER

About Gensler

#1
Most Innovative Firm 2019
Fast & Company

900+
LEED certified projects

87%
of our Clients
are Repeat Clients

42 of the top 50
Fortune 500 firms
are Gensler clients
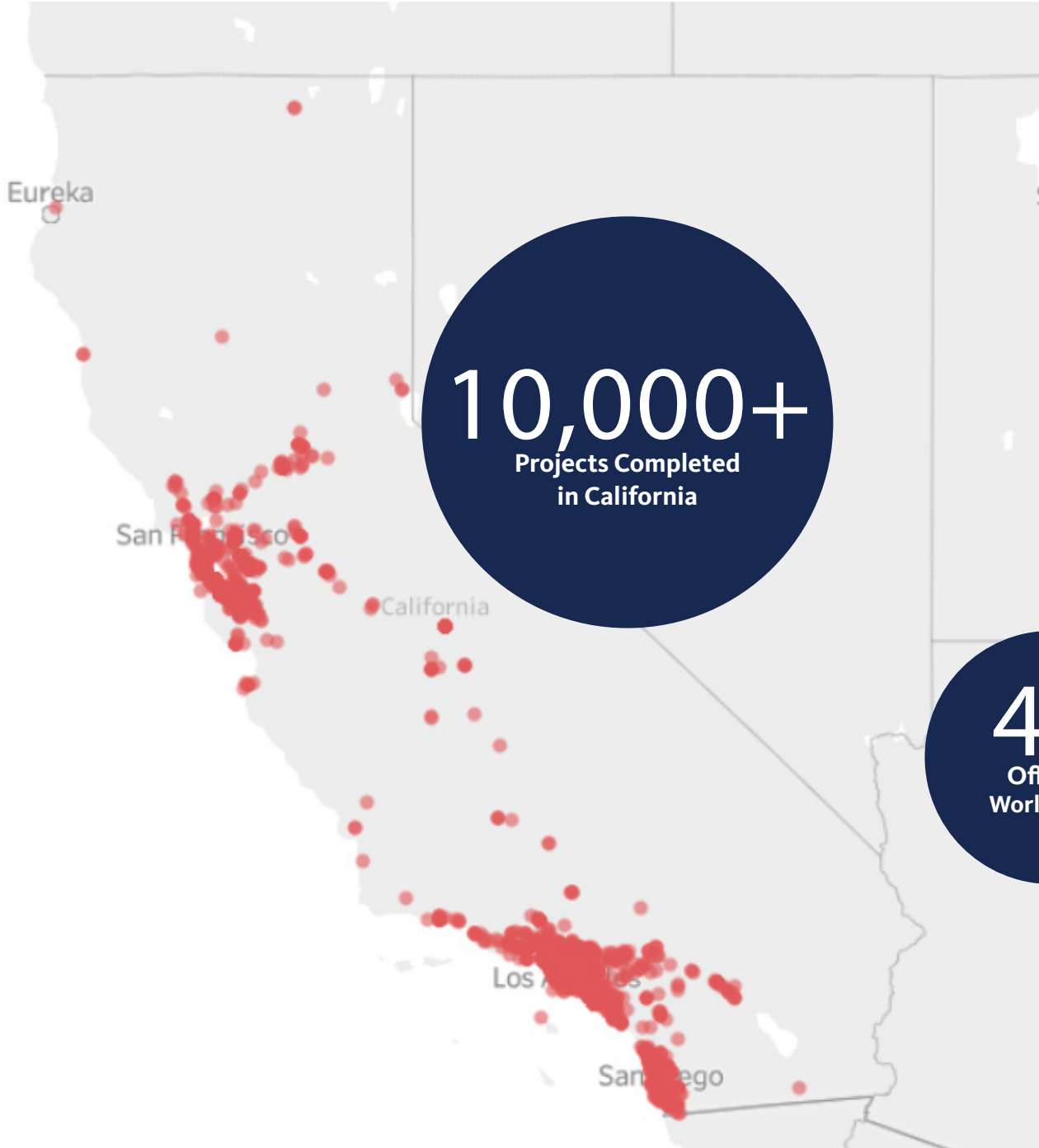
230+
Cities + Urban Design Awards
Across the Firm

23
Practice Areas

48
Locations
worldwide

Gensler

Global Network + Local Roots

10,000+
Projects Completed
in California

48
Offices
Worldwide

AND, CALIFORNIA IS OUR HOME.

"Everything we experience is translated into some kind of story we share with others... [and] great experiences are designed with three elements in mind: imagination, inspiration, and innovation."

— Art Gensler

1965
Founded in San Francisco

1300+
Employees in California

6,000+
Employees Worldwide

Gensler

Eureka

San Francisco

California

Los Angeles

San Diego

Project Team

Deborah
Shepley

AIA, NCARB

Principal-in-Charge

Gray
Dougherty

AIA, LEED AP, NCARB

NW Education Practice Area Leader

Thomas
Crowley

LEED AP

Project Manager

FACILITIES MASTER PLAN

Facilities Master Plan

STUDENT SUCCESS
- **Improve access to student support services**
- Integrate and consolidate functions and services
- **Develop spaces to encourage collaboration and engagement**
- **Create a mixture of active and quiet spaces**

STEWARDSHIP OF RESOURCES
- **Optimize available resources**
- Increase awareness and create a culture of sustainability
- **Prioritize well-being, health, and comfort in design**
- Increase partnerships and collaborations
- **Create a safe and comfortable campus environment**

COMMUNITY ENGAGEMENT
- **Increase visibility of campuses**
- **Strengthen connections with surrounding communities**
- Improve access to college events and performances
- Develop campus to enhance community engagement
- Enhance community partnerships

COLLEGIATE IDENTITY
- Create a collegiate campus identity
- **Enhance student and faculty engagement**
- **Develop campus spaces to support collaboration**
- Create a sense of belonging and pride
- Improve campus edges and image within community

EFFECTIVE + EFFICIENT
- **Align facilities to support college priorities**
- Replace temporary, inefficient and under-performing facilities
- Right-size facilities to support program needs
- **Develop flexible, multi-purpose space to adapt over time**
- Position to maximize state funding opportunities

ACCESS + WAYFINDING
- **Develop welcoming and inviting campus entries**
- Improve campus organization to enhance wayfinding
- Create logical groupings of functions
- **Improve physical connections (pedestrian, bike, vehicular, transit)**
- Enhance campus safety and security

2019 FACILITIES MASTER PLAN

- ☐ EXISTING
- ■ NEW CONSTRUCTION
- ■ RENOVATION / CHANGE OF USE
- ■ FUTURE (BEYOND FMP)

0   200'   400'

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ASSESSMENT STUDY

Study Components

> **In-Person Engagement**
Series of interactive exercises on campus to identity LRC use and satisfaction.

> **Interviews with LRC Staff**
Six interviews to gather input on the LRC methods, utilization and effectiveness.

> **Online Survey**
One week experience survey to capture ideas and comments related to the LRC.

> **Observation Study**
Team and volunteer students collected activity analysis for student occupied spaces of the LRC.

MERCED LEARNING RESOURCES CENTER - GROUND FLOOR

ON-CAMPUS ENGAGEMENT

ON-CAMPUS ENGAGEMENT

MERCED LEARNING RESOURCES CENTER - UPPER FLOOR

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Assessment Study

01
Context

Goals of Study

Executive Summary

02
Observations

Overview

In-Person Engagement

Interviews with LRC Staff

Online Survey

Observation Study

Take-Aways

03
Recommendations

Overview

Quick Wins

Activate the Ground Floor

Empower the Second Floor

04
Appendix

Linkages

Best Practices

Hourly Occupancy Heat Maps

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Assessment Study

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Take-Aways

PRIMARILY USED FOR FOCUSED / QUIET ACTIVITIES

▸ Accessing books and online databases
▸ Researching on LRC computers
▸ Working in Study Rooms
▸ Research / Information
▸ Studying Alone
▸ Relaxing & Recharging

STUDENTS WANT CHOICES

▸ Offer food options
▸ Incorporate student artwork
▸ Create places for socializing
▸ Provide more comfortable seating
▸ Offer expanded LRC hours
▸ Offer flexible hours for Study Rooms

CURRENTLY NOT BEING UTILIZED FOR CONNECTING WITH OTHERS

▸ Students lounging alone
▸ Studying quietly at work tables
▸ Meeting Rooms are underutilized
▸ Opportunities to host more events
▸ Study rooms don't accommodate larger study groups

FUNCTIONAL IMPROVEMENTS NEED TO BE MADE

▸ Improve building wayfinding
▸ Address HVAC concerns
▸ Repair recurring Maintenance Issues
▸ Improve Internet connectivity
▸ Re-purpose underutilized areas
▸ Repair front door

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Quick Wins

INFRASTRUCTURE

- Improve heating, ventilation, and air conditioning (HVAC)
- Replace front door with automated sliding doors
- Improve Internet connectivity
- Explore alternative locations within the LRC for the current A/V functions housed on the LRC Ground Floor

CULTURE, PROGRAMS AND POLICY

- Provide additional programs to support the LRC as a study destination, such as tutorial and learning services, to enhance the LRC identity as a study place
- Reduce/eliminate/clarify fees for student use of spaces
- Provide opportunities for student expressions through artwork

INNER LOBBY

NEW ENGLAND CONSERVATORY ARTWORK

BROKEN FRONT DOOR OF THE LRC

Activate the Ground Floor

ENHANCE WELCOME AND AMENITIES

- Activate the entry and lobby space
- Provide additional outdoor seating with shade for groups to gather
- Offer vending and food options in controlled and easy to clean spaces
- Implement a cohesive wayfinding system for the whole building

CREATE OCCASIONS FOR COLLABORATION

- Designate spaces for "active" activities (conversing, tutorial, group work)
- Introduce informal collaborative spaces with multiple use options providing increased student support services
- Provide multi-purpose spaces to host additional programs, such as tutorial and learning services
- Provide flexible areas supporting campus or student events (relocate piano), screenings and informal collaboration to enhance the student learning experience
- Increased variety of seating types

BEDFORD LIBRARY

RYERSON UNIVERSITY

MOFFITT LIBRARY AT UC BERKELEY

NEW ENGLAND CONSERVATORY MULTI-PURPOSE SPACE

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Empower the Upper Floor

DESIGN FOR FOCUS

▪ Designated "quiet" space

▪ Create destination space: second floor as a space for individual, quiet, focused work (providing a more "traditional" library learning setting)

▪ Provide more small scale student work rooms

▪ Offer variety of furniture

BLEND ACTIVITIES

▪ Consolidate the book stacks to blend building program and create a variety of seating, working, and researching space options

▪ Provide spatial solutions to encourage browsing the stacks (carts or horizontal surfaces and seating for skimming through books)

STANFORD LIBRARY

WISEBURN DA VINCI

DARTMOUTH COLLEGE LIBRARY

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NEXT STEPS

Next Steps

1 CAMPUS FORUM PRESENTATION

2 DRAFT REPORT FINALIZATION + ISSUANCE

3 SPRING 2020 TASK FORCE FORMULATION

4 TASK FORCE WORKING SESSIONS

5 TASK FORCE ISSUES RECOMMENDATIONS

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ASSESSMENT STUDY

Thank you!

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Q & A / Discussion

Grow Here. Go Anywhere.

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