Lansing Community College
Academic Senate Meeting
March 15, 2019, 9-11 am, Administration Boardroom

Senators Present: James Allen, Marvin Argersinger, Ed Bryant, Kevin Bubb, Christine Conner, Michelle Curtin, Tim Deines, Monica Del Castillo, Nancy Dietrich, Peggy Dutcher, Bo Garcia, William Gustin, Dawn Hardin, Andrea Hoagland, Mark Kelland, Terrence King, Dylan Lack, Eliza Lee, Megan Lin, Melissa Lucken, Zachary Macomber, Vern Mesler, Ronda Miller, Kari Richards (by phone), Connie Smith, Tedd Sperling, TeAnna Taphouse, Ed Thomas, Pam Tobin, Denise Warner, Veronica Wilkerson-Johnson, Richard Williams

Senators Absent: Joe Barberio, Suzanne Bernsten, Matt Boeve, Nikki Gruesbeck, Jennifer Hilker, Jeff Janowick, Judy Leventhal, Elaine Pogoncheff, Christopher Smelker, Cathy Wilhm

I.   Call to Order (9:02AM)
II. Roll Call (9:03AM)
III. Approval of Agenda(9:04AM)
     a. Approved without objection
IV. Approval of Minutes
     a. Notes for 3-1-19 will be at the next meeting. Thanks to Suzanne Bersten and Pam Tobin for taking notes while the Secretary was sick.

V.   Public Comments
     a. None

VI. President's Report
     a. Possibly moving April 12th to the University Center or West Campus. Will know soon.
     b. By-Laws need to be tightened up. One of them is people running for a position in a department and for Member At-Large. What if people are elected to two positions? The choice will be brought to the Senate if it occurs and address it to the senate in the future.
     c. Spring banner update recommended dates are May 31st, June 1st and June 2nd. Please let Executive Committee know if you have updates.

VII. Provost's Report
     a. Accessibility initiative team is doing continuous quality improvement.
     b. Please read your Star emails. Star Talk nominations are due today. They are for any employee across the college. Also for staff, technical support, etc.

c. "The Hate You Give" is the LCC One book this year. Tuesday March 19th the movie will be shown in the Gannon Commons at 5:30PM. Open to everyone. Sponsored by the Centre of Engaged Inclusion.

VIII.   Consent Agenda – Curriculum Committee Course Recommendations
   a. REVISED COURSE PROPOSALS: CHEM 125 - Basic Chemistry, CHEM 151 - General Chemistry Lecture I, CHEM 152 - General Chemistry Lecture II, MUSC 199 – Music Appreciation
   b. NEW COURSE PROPOSALS: ESOL 098 – ESL Combined Skills Level 4, ESOL 099 – ESL Combined Skills Level 5
   c. NEW CURRICULUM PROPOSAL: Acting, Associate of Applied Arts ; Allied Health, Associate in Applied Science
   d. DISCONTINUATION TRACKING FORM: General Technology, Associate in Applied Science
   e. Approved without objection.

IX.   Election Update – Senate Secretary Eliza Lee
   a. Ballots went out 8:00AM March 15th. It only takes about 1-2 min to vote.
   b. Please encourage all faculty members to vote.
   c. If someone did not receive a ballot, please let email Eliza Lee.

X.   Review of Student Panel Information - Senator Monica Del Castillo
   a. Student Committee responsibility is to get student input and give recommendations to the Senate. Trying to help with Student Success. Gathering information in 3 different ways. Panel in December at West Campus, working very closely with the Academic Success Coaches, and creating a student survey of student challenges that we don't know. It is amazing what an hour can give us in information.
   b. Senator Dawn Hardin – Compiled results from December Student Panel. See Appendix I.
   c. Academic Success Coaches Director Carrie Gregg- See Appendix II.
      i. Passed out a form on Student Performance Indicators. One way success coaches get information is on intake. These are self-identified barriers. Fear of Failure is highest indicator. Also, see fear of success. Coaches do not have access to gradebooks so it is up to the students to see this. Many times how a student thinks they are doing is not how the instructor feels the student is doing. Some students self-advise and we are trying to problem solve this. Most students understand that Financial Aid will not cover courses on their pathway. Many students also do not check their LCC email. Looking to link all the emails together and to get texting features up and going. We have a lot better communication through text than emails.

      ii. Marketing Coordinator MacKenzie Baker– Community Calendar. The website has an LCC calendar but only a few people have access to this. There are many events that happen on campus and we want everyone to have a place to access. Can add photos and events. In addition, can add calendars to webpages. For instance an Academic Senate Calendar.

      iii. Senator Peggy Dutcher – There is a document that shows the difference between high school and college. Please send to the secretary to share with faculty.

      iv. Carrie Gregg – Transition to college is a skill builder in orientation. The document has been beefed up.

      v. Past Senate President Alex Azima – Are these students who come to you?

      vi. Carrie Gregg- All incoming students are given a success coach, some students are referred.

d. Senator Megan Lin – What Success Coaches see the most: Inconsistent use of D2L gradebook, students think LCC email and D2L email cannot be linked (students want their personal email linked), workshop calendar (tutoring, advisors, etc.), inaccurate maps and limited advisors, difficult to navigate the website.

      i. Inconsistent use of gradebook, its not whether or not instructors are using the gradebook but that they aren't releasing grades or aren't updating soon enough. Chris Richards will be forwarding directions to releasing grades. There is a resource page for faculty as well.

      ii. [CMS Course & Accessibility Semester Start Checklist](#)

      iii. [CMS Course End of Semester Checklist](#)

      iv. Dean of Student Affairs Rhonda Miller - Exploring having a chat box to help students. A search box for everything.

      v. Looking to have a Calendar with all workshops. We have multiple areas that are providing workshops and want to utilize our resources. We need to do a better job communicating with our students. Creating a workshop calendar. Goal is to not duplicate resources and to better communicate to our students. Want to help faculty members direct students to the resources.

XI.   Senate Representation (Past President Azima)
a. See Appendix III.
b. Leaving it to the divisions to decide because each division is different. However, what if one large department takes over. Some people that should be included such as Lucero, Trio, or Success Coaches. If we go to a large model, we need to make sure representatives can represent other areas besides their own department.

    c. Senator Mark Kelland – Are there people willing to look into this? Maybe do this in association with SOAR. Will prepare a formal resolution in the by-laws.
        i. Tedd Sperling, Ed Bryant, Monica Del Castillo

XII. Last Date of Attendance – Vice President Peggy Dutcher
    a. See Appendix IV and Appendix V.
    b. Executive Vice President Lisa Webb Sharp – Program review, DOE wants us to prove that a student participated in a specific class. The server should help delineate
    c. CMS Instructional Design, Multimedia, and Technology Specialist Chris Richards – Stephanie mentioned we are writing reports for financial aid from D2L. Not only for discussion but for course related activity. Those reports are actively running and being brought to financial aid.
    d. Dean of Arts and Science Andrea Hoagland – Going to draft something using this information, take it to financial aid and give faculty a list of options. Write something up that will give people clear options.
    e. Senator Monica Del Castillo- Need to be careful of how we classify online and F2F. What about a student who comes to class and never does any work?
    f. Executive Vice President Lisa Webb Sharp – Say you have a faculty member who has students in class participating but how do you capture that?
    g. Senator Peggy Dutcher – What exactly does the DOE need? Stephanie has given us an idea but what exactly is needed? Is there a document?
    h. Senator Tedd Sperling – We need to make sure to address online students. It needs to be equal to F2F.
    i. Motion to approve the recommendation for the documentation for last data of attendance to be sent to the provost for considerations
        i. Motion by Peggy Dutcher
        ii. Second by Nancy Dietrich
        iii. Approved

XIII. Potential Future Agenda Items
    a. Recycling
    b. 65% enrollment for running courses. Students concerned about evening classes.

XIV. Motion to Adjourn
    a. Senator Zach Macomber
    b. Senator Eliza Lee
    c. Adjourn (10:58PM)

Purpose*: The purpose of the Academic Senate will be to provide faculty input and advice to the administration concerning issues of College-wide educational philosophy, College-wide academic policy, and priorities in the College-wide deployment of capital or financial resources, except as covered by the scope of collective bargaining. The Senate will be proactive and collaborative in its approach, seeking consensus whenever possible, and will foster and support effective and transparent communication with the college community. Student learning is the ultimate goal of this body.*

Respectfully submitted by Eliza Lee, Academic Senate Secretary.

Appendix I

Best and Worst experiences at LCC:

- **Best:**
  - ➢ LCC community partnerships – MichiganWorks (1st two semesters paid for).
  - ➢ Staff support entering preferred program (Megatroncis).
  - ➢ Staff efficiency with regards to solving FASFA issues and finding scholarships.
  - ➢ West campus course offerings (hands-on opportunities) and ample parking.
  - ➢ Knowledgeable staff's assistance with pathway direction.

- **Worst:**
  - ➢ Student WIFI, D2L, LCC website, and cellphone use on West Campus.
    - ○ Intermittent WIFI use.
    - ○ Broken website links as well as excessive pages required for navigation.
    - ○ D2L exclusivity as a means of correspondence especially during summer.
    - ○ Inability to utilize cellphone on West Campus – includes LCC emergency notification feature.
  - ➢ FASFA/financial aid issues and the fact that correspondence is strictly through D2L email.
  - ➢ West campus limited labs: Lab requirements often exceeds allotted lab time despite instructors making every effort to schedule lab use.
  - ➢ Time requirement for completion of Aviation Tech program.
  - ➢ Math requirements for all programs – especially those in which a direct relationship between the level/content of math and the program isn't evident.
  - ➢ Added expenses for required core courses despite not directly correlating with program of study.

LCC Resources:

- **What's being used and why:**
  - ➢ Success Coaches – assistance making action plans for success
  - ➢ Academic Advisors – pathway assistance.
  - ➢ Course Professor – assistance with volunteer opportunities and MichiganWorks.
  - ➢ StarZone staff – course scheduling.
  - ➢ Career and employment services - Resume revision.
  - ➢ Library – helpful with research and resource reports and they are very patient.
  - ➢ The Writing lab - helpful with both the structure and formatting of an essay.
  - ➢ The Math tutoring lab – help with all levels of math
  - ➢ Financial aid office – FAFSA submission and issues.
  - ➢ Counseling department – financial assistance and available scholarships.

- ➢ Program advisors - introduction to MichiganWorks and scheduling. Made it a lot easier as a student to just focus on classes.
- ➢ The VA - assistance transition/special circumstances.
- ➢ Tech careers office – Plethora of assistance (career pathway, problem solving, etc.).
- ➢ Student Services – student employment.
- ➢ Learning Commons - use of textbooks/models to do your work in between classes. You can checkout laptops and calculators. These are huge benefits. The instructors are unbelievable! They take time both after class and school hours.

- • **Introduction to resources:**
  - ➢ Self-Advocacy – asking questions to find available resources.
  - ➢ The library
  - ➢ Banner and Campus advertisements
  - ➢ Word of mouth (instructors, fellow students)
  - ➢ LCC website/Internet
  - ➢ Satellite location advisor
  - ➢ Success Coaches
  - ➢ Counselors
  - ➢ The StarZone staff
  - ➢ New student orientation – completed online prior to first semester of attendance.

- • **Improvement recommendations:**
  - ➢ Resource review/follow-up a few weeks after semester begins to assist with arising challenges.
    - o D2L link to directly access resources
  - ➢ Better marketing of resources
    - o Advertise West campus opportunities more to the community
  - ➢ Capability to email questions to Success Coaches as needed without necessarily having an assigned coach.
    - o Online accessibility for those students who are at satellite locations
    - o Issue phones that will work at satellite locations – dropped calls/no service currently
      - ▪ One number to text for FAQ
    - o Live Chat
  - ➢ Streamline website – eliminate need to open multiple windows within site and repair broken links.
    - o Suggestion of an "Easy Button" or "Search Button" on homepage to directly link to intended resource
      - ▪ A way to contact success coaches, advisors, etc. all at once.
        - • Field student questions and automatically connect you to the appropriate resources

- ➢ Open lab times for students, especially on West campus.
- ➢ Improve Internet connection/strength at the West campus.
  - o Weak signal results in loosing e-book as you must roam halls to find signal.
- ➢ Improve cellphone strength within building (often must go outside to use cellphone)
- ➢ Timely resources - necessary resources for programs in ample time on the West campus. (FAA student classroom hours compromised when resources aren't available).

Most difficult barriers at LCC

- ➢ Math courses for non-math majors (unable to achieve necessary math level to progress).
- ➢ Financial Aid/ tuition cost
- ➢ Required Core Courses – connecting non-technical courses with technical programs (ex: Technical Writing instead of Writing 121)
- ➢ Student employment – slow responses to submitted application (supplemental income)
  - o Increase student employment opportunities
- ➢ Communication – use multiple forms, not just D2L. Email, texts, D2L announcements, etc.

Final thoughts

- ➢ Love West campus programs and feel resources are incredibly beneficial.
  - o In comparison to large universities, LCC's program foundation is superior.
- ➢ Importance of soft skills, teamwork, relevancy in classroom.
  - o The use of Capstone and group projects
- ➢ Adjust cafeteria prices, too high for most of student population.

Appendix II
Student Performance Indicators

Summary of 780 intakes from January 2018 – March 2019

Indicator	Number	Percentage (%)
Fear of Failure	457	59
Poor Time Management	326	42
High Anxiety	302	39
Poor Study Habits	281	36
Poor Concentration	232	30
Making Mistakes	217	28
Shy or Socially Uncomfortable	183	23
Too Much Internet or Media	182	23
Fear of Success	179	23
Worried about Covering Costs	154	20
Making Decisions	138	18
Work Too Many Hours	122	16
Learning Disability	96	12
Poor Note Taking Skills	94	12
Unclear Educational Goals	77	10
Transportation Problems	73	9
Too Much Social Life	65	8
Loneliness	77	10
Inadequate Financial Aid	62	8
Conflicts with Job	54	7
Dissatisfaction with Instructor	53	7
Child Care Issues	46	6
Dislike of College and Studying	31	4
Inadequate Housing	29	4
Poor Sleeping Habits	26	3
Too Overextended in Outside Activities	23	3
Desired Major Not Offered	21	3
Poor Academic Advising	19	3
Value Conflicts	10	1
Lack of Safety	2	0.02

Qualitative Questions

Something that excites me about college is:

(Variety of answers, but 2 themes that stood out were) -

Learning New Things (131)

Meeting New People (80)

"Meeting different people and different connections that could take you far."

"The idea that I can do college and succeed."

"Potential of a good paying career, being able to succeed where I had failed in the past."

Something that makes me nervous about college is:

Variety of answers but majority surrounding workload, grades, not passing classes. Also language barrier, fear of fitting in, and finances.

"The fact that I have been out for 6 years and I am not sure what to do."

"Time and money and balancing work/school."

"Feeling like I am not a good student. Worrying about being late or not doing well in classes."

Appendix III

Summary of Recommendations:

Specify number of At-Large positions per Division/Area and allow each Division/Area to determine which Programs/Departments they represent and how they are elected

Include more hands-on Student Support Administrators, such as Success Coaches, LUCERO, TRIO, and the like

ELT members attend as non-voting resource people

Include RESA, HSDCI, ESL, Early College, GED

Concerns & Questions:

Going to an At-Large representation model may result in underrepresentation of some Programs/Departments

Adjunct Faculty may be inactive, yet counted toward FTE. Use number of courses/credit hours taught per semester or per year instead? Or recognize no difference between Adjunct and Full-Time, when calculating faculty numbers?

Allow probationary faculty to serve (Senate to develop its own definition of who can serve and not incorporate it into the MAHE contract)

Need more Student representation

Appendix IV

Lansing Community College Academic Senate

Last Date of Attendance and Earned v Unearned 0.0 Grade Documentation Recommendations

Assumptions: The following recommendations for documenting "Last Date of Attendance" and "earned" and "unearned" 0.0 grade are based on the information provided to the Academic Senate by Stephanie Trapp, Director of Financial Aid and Title IV Compliance, and documents (see attached) sent to faculty by Elaine Pogoncheff, Provost. These recommendations will be shared with the Provosts for discussion and consideration.

Recommendations for Documenting Last Date of Attendance

Mode of Delivery	Recommended Documentation Options	Comments/Questions
Face 2 Face	- Attendance in D2L - Grade in-class work (weekly) in D2L 6-digit date activity in D2L - D2L provided databases of class activity. - Log-in in D2L - Use the capabilities of D2L to automate -> use its data capabilities.	- If no attendance, but grade is determined by competency test at the end of the semester, how can "last date of attendance" be determined? - What does the LCC Financial Aid Office really need to know? And is what they are asking us to do (enter dates) the BEST way to achieve it? - Does the current "enter dates policy next to exams and assignments" tell financial aid what the really need to know? Does it take into account things such as multiple attempts and different pacing for completion of assignments?
Online	6-digit date activity in D2L - Log-in in D2L - D2L provided databases of class activity. - Use LCC server logs for student activity - Use the capabilities of D2L to automate -> use its data capabilities.	
Hybrid	- Attendance in D2L - Grade in-class work (weekly) in D2L 6-digit date activity in D2L - Use LCC server logs for student activity - D2L provided databases of class activity. - Log-in in D2L - Use the capabilities of D2L to automate -> use its data capabilities.	

Recommendations on How to Document Earned 0.0 v Unearned 0.0 Grade

Documentation Recommendations*	Questions
- Use 0.0 for earned - A letter or something fail due to lack of attendance (Unearned) 0.0 = Absent/Didn't attempt - Use 0.01 = earned their grade of 0.0 - Use the capabilities of D2L to automate -> use its data capabilities.	D2L option to distinguish zero (earned) and null (not earned)? Can D2L do this?

*Pending D2L capability

<u>**Appendix V**</u>

Frequently asked questions:
Changes to student late enrollment and administrative withdrawals

Where can we find the new forms to replace the add/drop forms?
Links and detailed procedures will be provided in a separate communication. Both new
procedures are student-initiated. Students can request to enroll in a class that has already begun,
although they are strongly discouraged from doing so. Students can also choose to withdraw
from a course within certain timelines and situations, and that process has not changed from
previous semesters (ie: Banner Self-Service).

Why aren't we allowing late enrollment?
LCC's data demonstrate students who enroll after a class begins get consistently worse grades
than their peers who are enrolled before the first day of classes. As part of our embedded
academic support initiative, which is focused on promoting student success in college-level
work, LCC began a policy of no late registration during the summer 2018 semester.

If a student is seeking to enroll after the start of the semester, they should be encouraged to look
at late-start class options.

Can I still withdraw students during the enrollment verification process?
Absolutely! The enrollment verification process has not changed. All faculty must complete it at
the beginning of the semester, as mandated by federal financial aid requirements.

After the enrollment verification window closes, however, faculty should not withdraw students
for non-participation. The exception is for classes with licensure/accreditation requirements that
mandate attendance, or for extenuating circumstances in which a student asks a faculty member
to begin the withdrawal process.

**If I complete the enrollment verification process and then realize I forgot to check a
student as non-participating, do I have to wait until the end of the semester to enter a NS
Grade?**
No, if you realize you forgot to identify a student or accidently selected the wrong student as
non-participating, immediately notify the Registrar's Office via email at Registrar@lcc.edu for
assistance.

What is an academically related activity?
The following academically related activities constitute participation for purposes of determining
whether a student started a LCC face-to-face course, which consists of both classroom
attendance and activities in D2L:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- Submitting an academic assignment;
- Taking an exam, completing an interactive tutorial or participating in computer-assisted instruction;
- Attending a study group assigned by the instructor;
- Participating in an online course discussion about academic matters (logging into an online course without active participation is not acceptable); or,
- Initiating contact with a course instructor within the D2L system to ask a question about the academic subject studied in the course.

The following academically related activities constitute participation for purposes of determining whether a student started an LCC distance education course, which consists of activities within the D2L system:
- Student submission of an academic assignment;
- Student submission of an exam;
- Documented student participation in an interactive tutorial or computer-assisted instruction;
- A posting by the student showing the student's participation in an online study group assigned by the instructor;
- A posting by the student in a course discussion forum showing the student's participation in an online discussion about academic matters; or,
- An email from the student or other documentation showing that the student initiated contact with the course instructor within the D2L system to ask a question about the academic subject studied in the course.

What would be a legitimate reason a student would ask faculty to begin the withdrawal process?
Students might contact faculty requesting to drop a course for a number of personal life crises like incarceration, hospitalization or bereavement. If a student contacts you, you should encourage them to begin their own withdrawal process by contacting the Registrar's Office. Having the faculty member initiate should be a final resort.

Can I wait to enter my grades in D2L at the end of the semester?
No. Faculty should post grades in D2L within 48 hours of completing the grading process for an item. This will give students timely and meaningful feedback on their progress.

Can I use another method for maintaining grades?
No. D2L is the official college grading system.

How do I know if have to provide supporting documentation of a student's last date of academically related activity for withdrawn courses?

Faculty will receive an email requesting that supporting documentation be provided to the Registrar's Office. Faculty have one week from the date of the email to provide the documentation. Therefore, it is important that faculty check their LCC email frequently.

If my program has a licensure/accreditation requirement to take attendance and I must drop a student for non-attendance/participation, what do I do?
Faculty will continue to use the current process. If you have question, contact the Registrar's Office at Registrar@lcc.edu. Note: The Department of Education requires you to complete the drop within 14 days from the last date of participation/attendance.