

Lansing Community College  
Academic Senate Meeting  
May 11, 2018, 10-11:30 am, Administration Boardroom

**Senators Present:** Marvin Argersinger, Joe Barberio, Suzanne Bernsten, Matt Boeve, Ed Bryant, Kevin Bubb, Christine Conner, Tim Deines, Monica Del Castillo, Peggy Dutcher, Cheryl Garayta, William Gustin, Andrea Hoagland, Jeff Janowick, Mark Kelland, Terrence King, Eliza Lee, Megan Lin, Melissa Lucken, Zachary Macomber, David Mattson, Elaine Pogoncheff, Kari Richards, Vaughn Smith, Tedd Sperling, TeAnna Taphouse, Ed Thomas, Pam Tobin, Denise Warner, Joe Werner, Cathy Wilhm, Veronica Wilkerson-Johnson, Richard Williams

**Senators Absent:** James Allen, Michelle Curtin, Nancy Dietrich, Ann French, Bo Garcia, Nikki Gruesbeck, Dawn Hardin, Dan Harned, Jennifer Hilker, Leslie Johnson, Judy Leventhal, Christopher Manning, Vern Mesler, Sue Mutty, Randy Paape, Jill Reglin, Christopher Smelker, Haala Zaid

- I. Call to Order (10:04AM)
- II. Roll Call (10:05AM)
- III. Approval of Agenda (10:07AM)
- IV. Approval of Minutes (10:00AM)
- V. Public Comments
  - a. None
- VI. President's Report
  - a. Summer deadlines for Early Alert. There are none. Hopefully faculty are doing them as necessary.
  - b. Report from EAST is being written. And that will be a main agenda item for summer meeting. Report is an ongoing process.
  - c. Friday, July 13<sup>th</sup> is the summer meeting. 9:00AM.
  - d. Senator Dave Mattson gave an interesting report on Accessibility last meeting. We are interested in putting together a team to discuss accessibility. If interested, let the executive committee know. It will be similar to what Senator Janowick did for the Developmental Education Resolution. Hopefully it can be done over a google doc over the summer. It should not require a large amount of time and can be done over email.
- VII. Provost's Report
  - a. Senator Megan Lin has been selected to fill the Director of CTE starting July 1, 2018. An announcement will go out by email on Monday. We also want to thank Leslie Johnson for being the interim director for the last three years.
- VIII. Consent Agenda – Action Items
  - a. Curriculum Committee Course Recommendations
    - i. Approved without objection.

## IX. Student Panel

- a. Senator Terrence King is facilitating. Applaud every one for all the success of our students last night at Commencement.
- b. Question 1: Please introduce yourselves and tell us where you are in your LCC Academic Careers.
  - i. Ian Connor :HSDCI student, finished first semester
  - ii. Joshua Ehm: 2.5 years ago didn't know English, now transferring to MSU
  - iii. Scott Arbour: Finished HSDC last June, two and half years to until a diploma and then transferring.
  - iv. Jaylah Ash-Shakoor: Finished 3<sup>rd</sup> year and just graduated with a general associate.
  - v. Vaughn Smith: 2<sup>nd</sup> year at LCC and just walked for general associates
  - vi. Charla Jackson: First year student in Early College, hope to finish with transfer study in science.
  - vii. Brianna Balzer: 2<sup>nd</sup> year at early college, working towards associates.
  - viii. Larry Bailey II: First year in HSDCI, likes it better than regular school.
- c. Question 2: What support services have you taken advantage of, and which ones were particularly helpful?
  - i. Jaylah Ash-Shakoor: Through the Early College program they provide mentoring which is very helpful. When you have a mental breakdown, there is someplace to go. Academic Advising that is provided through LCC helped go through what transfers and what doesn't. It helped save time.
  - ii. Ian Connor: The Learning Commons. They can help with so many classes. They help with homework. It's easy to ask for a 1-1 or group tutoring session. Also used the Writing Center. It is easy to set an appointment and helped get through an essay.
  - iii. Joshua Ehm: In the first year he learned to "be successful" He got together with an Academic Success Coach. They encouraged and helped. They showed him that he was not alone. There were other students that did not speak English. In the second year he learned to "improve your life." He learned about income. It is not about English. He got more motivated to spend more time at LCC. Went to the Learning Commons. There was no fear to speak English. The Learning Commons can make anything possible for a student if they want to be successful. In the third year he learned to "make others successful." He became a writing SI to help other students.
  - iv. Scott Arbour: Blessed with a great Academic Advisor and Academic Success Coach. The most important place at LCC is the Learning

Commons. Failed algebra and was taking it again but went to the Learning Commons. Got a 3.0 and got diploma.

- v. Charla Jackson: The mentoring system at the Early College was most helpful. It provided clarity on where she was and where she needed to be. She realized that SIs was very helpful. Using college and career readiness days was also very important. Helped explore what colleges wanted.
- d. Question 3: Were there any support services you were not able to take advantage of as much as you would like, or when it was convenient for you?
  - i. Jaylah Ash-Shakoor: Balancing whether you want to apply yourself. If you want it, you apply yourself. She was struggling with essays and knew the Writing Center was there and didn't use it. Her first year at LCC, her English professor required the Writing Center. The Writing Center isn't there to write the paper for you but to assist you. They can't help you until you've written the components of the paper. I have to put the time in. Found that not as helpful.
  - ii. Vaughn Smith: Should have taken more advantage of the online tutoring. Worked late shift so times were awkward when she needed help.
- e. Question 4: How were the faculty and staff at LCC helpful to you, and can you give any examples of times when they were particularly helpful?
  - i. Larry Bailey II: His writing class had essays due. Some people in class didn't utilize their time and didn't finish. His instructor gave multiple extensions even though she didn't need to. He wants more teachers like that. He is not a student with all A's. But he appreciates instructors who care.
  - ii. Jaylah Ash-Shakoor: Also wasn't an A student. She came in afraid to ask questions. She told teachers that she understood when didn't. She spent the whole semester not talking and failed the class. What do you do when you can't necessarily reach that degree you started out trying to attain? Having a mentor to sit down with you is critical.
  - iii. Brianna Balzer: She needed help finding out what college she wanted to transfer to and what she wanted to do with life. An Academic Success Coach helped guide her and set up her up with a math tutoring.
  - iv. Scott Arbour: All his teachers were helpful. He was very lucky. One instructor said to him "Mr. Arbour you have to step out of your bubble." He couldn't ask for better teachers.
- f. Question 5: What did you do together as students to help each other?
  - i. Charla Jackson: Formed a study group with friends. Made sure they were all on the same page. When you form study groups you get information you wouldn't have had. Learned from each other.

- ii. Vaughn Smith: Was in the Student Leadership Academy. Made sure we knew all the resources on campus so we could relay that to other students across campus. Students don't know a lot of the resources on campus.
- iii. Ian Connor: HSDCI orientation would go through each resource, hours, and where. It was part of orientation and required.
- iv. Brianna Balzer: Academic Success Coach, mentor, or professors would be talking about tutoring at the Learning Commons.
- v. Larry Bailey II: Math was mandatory. If you're doing poorly at writing then you are required to go to the Writing Center.
- vi. Jaylah Ash-Shakoor: Through the Early College, the first 5 weeks we practice success skills. There is a booklet that you go through. In order to be successful you must utilize the resources. "Unless we are required to do things we don't do it on our own." The success skills really teach you that you have to take advantage of resources.
- g. Senator Peggy Dutcher: What services that we don't offer could be helpful?
  - i. Ian Connor: Maybe if you have a different panel of students and get a wide variety of students for your next panel.
- h. Senator Terrence King: Students come to him with problems. About 70% don't discuss their issues with their instructor first. That indicates that there is something missing. What barriers are there between you and the instructor? Is there a sense of intimidation, are they not making an inviting environment?
  - i. Vaughn Smith: The syllabus can be no nonsense so it's hard to come with problems. It seems hard to come to an instructor with problems if we don't meet deadlines, etc. Online classes have a disconnect. Emails don't come back or sometimes they are misunderstood.
  - ii. Joshua Ehm: Currently working as an SI and the professor would explain something. A student texted Joshua and ask Joshua to ask the professor to explain. Joshua asked the professor who then explained question. An SI could be the bridge between students and instructors. Sometimes students are scared. Sometimes, if English is their second language, they will be afraid to say something wrong.
  - iii. Brianna Balzer: She doesn't ask question because she wants to figure it out for herself first. Sometimes she feels "I'm stupid and the professor will think I'm stupid."
  - iv. Ian Connor: Sometimes he is scared to ask instructors what they have to understand because of anxiety. This comes from middle school and high school. He didn't have middle school teachers that were good. So he broke down and stopped asking questions. But now in HSDCI he is starting fresh and putting those feelings aside.

- i. Senator Terrence King: What kind of care or guidance helped you cross that barrier and helped you feel comfortable approaching teachers and be a better student?
  - i. Larry Bailey II: In Math class, we had assignments due and they were checking for completion at first, not the grades. As it got more in-depth, then they started checking for it being right. If I didn't know how to do math I just wouldn't do. But they said we could do it for completion instead of for a perfect grade so I did it. Then later in the semester we did it for grade.
  - ii. Scott Arbour: When he started at HSDCI he was ashamed of who he was, he missed two years because of epilepsy. At HSDCI, the teachers there and the people will to talk to him, helped him look at it as a positive. "If you can get over that, you can get over anything."
- j. Senator Richard Williams: If we could funnel music around you because music motivates, what genre are you interested in?
  - i. Larry Bailey II: 80's and 90's.
- k. Senator Richard Williams: Jaylah, you seem well spoken and driven. How did you fail two courses?
  - i. Jaylah Ash-Shakoor: She likes to talk. She can be a student around friends or be in a business meeting with adults. Her reading comprehension hasn't been as high but her speech is very good. She needed to seek help in areas where it was needed.
- l. Senator Richard Williams: Charla, you mentioned you can only do F2F. Do you think it would be more helpful to do online classes?
  - i. Charla Jackson: The obligation of being on campus was beneficial. Being on campus around other students was helpful. Doesn't think online would have benefited her. She was here on campus even when not supposed to be on campus. Studying and meeting with friends.
- m. Senator Monica Del Castillo: It sounds like a common theme is the wrap around service: faculty, Academic Advisors, Success Coaches, etc. all helping. Is that an accurate perception? Do you believe a similar service for all students would be beneficial?
  - i. Jaylah Ash-Shakoor: Yes, there is a sense of helpfulness and sheltering. Can help each individual student. Can gain a sense of mother or father figure.
  - ii. Vaughn Smith: Depends on the student. Not every student needs help from all fronts. Sometimes they just needs one front. Some people may not be comfortable with that system
- n. Senator Tedd Sperling: On your very first day walking in, how did you feel about the help and services available? Were they readily available or did you have to

seek them out? Also the first day of class, did you find the instructor helpful?  
Also rank LCC 1-10

- i. Brianna Balzer: Was terrified. Definitely felt a change especially coming from a high school. It really challenges somebody. Rank LCC as a 10.
- ii. Clara Jackson: Rank it a 9 or 9.5. It was a major change from high school. Instructors were more involved and more dedicated to student success. There was more pressure than high school. A lot more resources than high school. Office hours are very helpful.
- iii. Vaughn Smith: Amazed by how we had such a big campus and school. People talk about Community Colleges and downplay them. Amazed by the size and the buildings and how nice the campus was. Signs all over with resources, Star Zone, Centre for Engaged Inclusion, etc.
- iv. Larry Bailey II: Classes are smaller and the teachers are more hands on. Rate as a 10.
- v. Scott Arbour: The first day was uncomfortable. The first class his teacher was playing “Heroes” by David Bowie. Rate at a 9.9 but need faster laptops in the Learning Commons
- vi. Joshua Ehm: He was very scared. He didn’t know anyone or trust anyone. He went to an Academic Success Coach first and found them very friendly. The ASC helped him to understand English and listened. Rank LCC as a 10. He sees LCC as family.
- vii. Ian Connor: The first day she thought she knew what was expected, but the first class was not what was expected. It was unlike high school. It was more enjoyable than any other first day. Rank 9.5 because nothing is perfect.
- viii. Jaylah Ash-Connor: Rank it an 8.5. She took a writing course and the first day they spent time getting to know each other and the instructor made a comfortable environment. The instructor tried to make a family in the classroom. Business Law was not like that. It was very overwhelming.
- o. Senator Denise Warner: For Joshua, you placed in the beginning level of ESL, and you’ve been here a while and gone through all levels of ESL. Do you feel the length of time learning English was excessive? Should we have given you the opportunity to take academic classes sooner?
  - i. Joshua Ehm: He started at Level 1. When he passed level 3 and Cheryl Garayta suggested taking academic courses. It was very hard. All the students were American and the professor just started talking fast. He wanted to drop history. Cheryl encourages to talk to the professor. That became a success strategy. After level 3 was a good time to take academic

classes but there was still struggling. During level 4 he took intro psych, history and intro sociology.

- p. Senator Zach Macomber: How many of you feel you struggle with Math? Is it from anxiety?
  - i. 6 out of 8 raised their hands.
  - ii. Ian Connor: Has an IEP, has a learning disability with Math. A lot of people have IEPs. Sometimes disability's with math comprehension. Remembering the formulas you need for algebra.
  - iii. Jaylah Ash-Shakoor: It starts from infancy. She felt didn't get basics before colleges and had to jump right into algebra here at LCC. Needed to have the building blocks. Professors can't necessarily go backwards when they have to teach you the algebra level. It makes me anxious not knowing the first part.
  - iv. Scott Arbour: Test anxiety definitely is a part of it. He would go in freaking out. He felt like he was going to drop out if he doesn't pass.
  - v. Brianna Balzer: Has test anxiety too. Always struggled with math even when she was little. Even when she had great instruction, sometimes it's just the processes that are too hard to learn.
- q. Senator Terrence King: We are going to give Joshua 3 minutes to finish discussing his experience
  - i. Joshua Ehm: See Appendix I about the Learning Commons. Wanted to show how that the Learning Commons is successful. For writing, math, bio etc. For students where English is a second language. Two years ago Joshua couldn't talk, speak or read English. Now he has the opportunity to be SI. He has 222 in writing. He came to America and lived alone. Since he came to Learning Commons, he feels LCC is his home. Loves spending time here helping students. Thank you for making this working environment for international, refugees, and ESL students comforting. These students feel scared. But now we feel accepted.
- X. Group Discussion with Students
- XI. Potential Future Agenda Items
  - a. More student panels
- XII. Motion to adjourn
  - a. Senator Joe Werner motions.
  - b. Senator Dave Mattson seconds.
  - c. Adjourn (11:27AM)

***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.

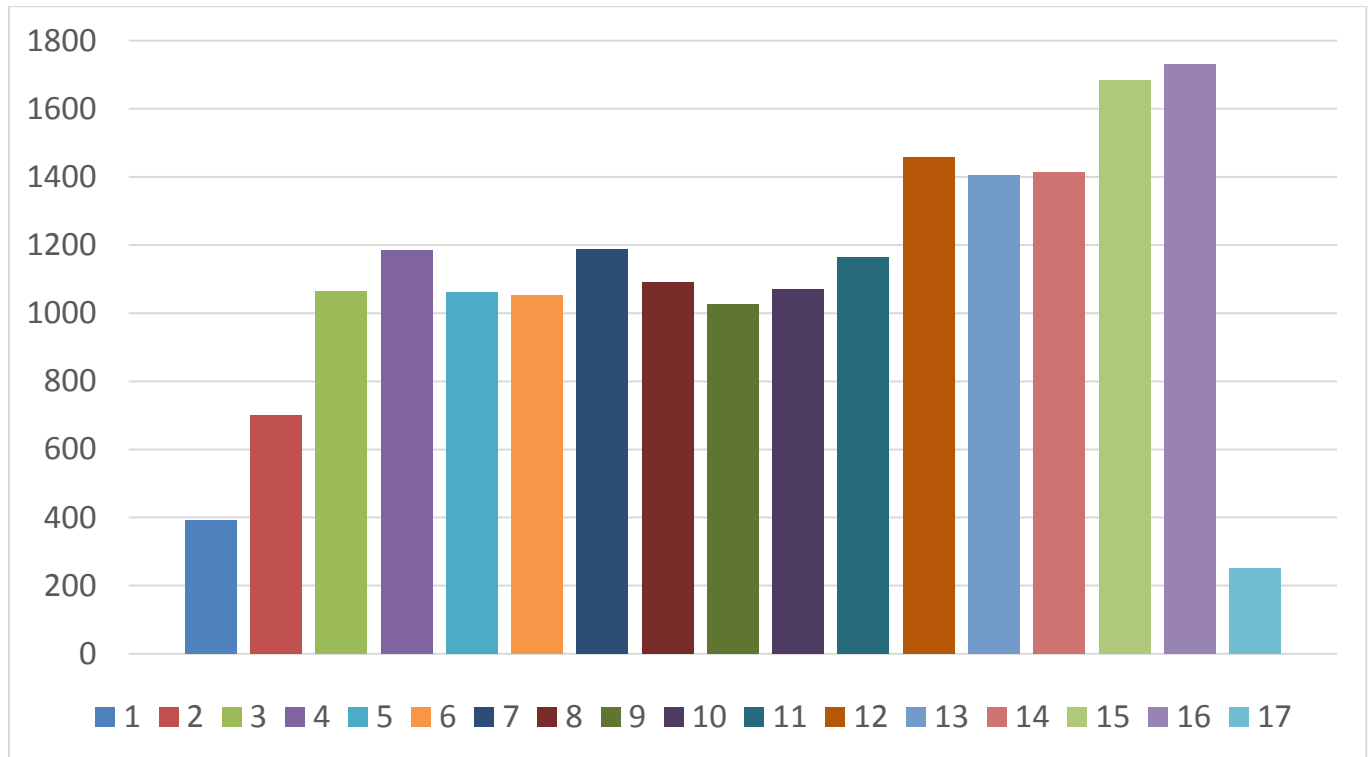


## Appendix I

Learning Commons

May 11, 2018

We had 18,933 total student contacts for Spring 2018 distributed across weeks 1-17 as shown:



Week 17 has only one day, Monday May 7<sup>th</sup>.

A student contact is any time a student attends an supplemental instructor (SI) session or meets with a tutor for walk-in or one-on-one tutoring. For example, if the same student has one contact with two different tutors in one week, this graph will count 2 student contacts.

I had 222 total student contacts for the semester which were split into 131 student contacts in SI sessions and 91 student contacts for walk in tutoring.

I saw a total of 41 individual students.

I was an SI in AAST 290 and English 121. Of the 18 students enrolled in my section of AAST 290, 13 of them came for help with course material. Of the 18 students enrolled in my section of English 121, 12 of them came for help with course material.