Lansing Community College
Special Academic Senate Meeting
July 14, 2017, 9-11 am, Administration Building Board Room

Senators Present: Marvin Argersinger, Suzanne Bernsten, Kevin Bubb, Christine Conner, Tim Deines, Nancy Dietrich, Peggy Dutcher, Cheryl Garayta, Nikki Gruesbeck, Dan Harned, Jeff Janowick, Leslie Johnson, Mark Kelland, Eliza Lee, Judy Leventhal, Vern Mesler, Randy Paape, Elaine Pogoncheff, Richard Prystowsky, Kari Richards, Christopher Smelker, Tedd Sperling, Pam Tobin, Joe Werner, Cathy Wilhm, Veronica Wilkerson-Johnson

Senators Absent: James Allen, Matt Boeve, Ed Bryant, Michelle Curtin, Monica Del Castillo, Ivan Droste, Ann French, Bo Garcia, William Gustin, Jennifer Hilker, Terrence King, Megan Lin, Zachary Macomber, Christopher Manning, David Mattson, Sue Mutty, Jill Reglin, Ed Thomas

I.   Call to Order (9:02 AM)
II. Roll Call
III. Adopt Agenda
     a. No objections
IV. Public Comments
     a. Senator Christine Conner: Deadline was 5:00PM to be 100% with all our degrees and certificates online. We were there on Tuesday July 11 at 5:00PM. A few bugs but we had everything up. We will continue to work on this. Thank you to the Deans for all the help.
V.   President's Report
     a. New Student Senator - Haala Zaid. Former student of Mark Kelland. Former Student Senator also recommended her.
     b. 2 New committee chairs. Kari Richards is the new chair of the Curriculum Committee. Senator James Allen is the new chair of the Online Learning Committee.
     c. Peggy Dutcher (Academic Senate VP) is going to take on an active role of working with the Senate Standing committees chairs. One new team we need to organize is a team, which brings together the Senate and APAC. APAC is not a Standing committee of the Senate but we need a Senate team to work with them.
     d. One role we want the Senate and Senators to do is to get information out to the rest of the campus. One very important thing that is coming along is that LCC will be moving toward one AA and one AS degree with concentrations.
     e. Last year the Senate passed a resolution for a preferred name policy. It got forwarded to the Provost but we were asked for better justification for this resolution. Ideal topic for the Student Advisory Committee since they will be impacted the most.
     f. The October 13, 2017 for the Senate Meeting at West Campus.
VI. Provost's Report (none)
VII. Discussion– Student Engagement Report
     a. Senator Mark Kelland:
          i. We want the Senate to be more actively involved in leadership and not reactive. The A&S division is already planning to hold meetings to help faculty effectively prepare for the policy. We want to get as much information to as many people as possible.

ii. Things to accomplish today: A list of questions that people will have and come up with some concrete examples that we can send out to faculty members to help them.

iii. Senate Leadership Team has a meeting Tuesday July 18. If you have examples that may be helpful to other faculty members on what "timely and meaningful feedback" may be, please send them to Senator Eliza Lee (leee21@lcc.edu)

b. Senator Leslie Johnson: Asked why the Senate is being reactive? Why was the Senate not a part of forming this policy in the first place?

c. Senator Mark Kelland:

i. When the programs were assigned in May Professional Activity Days to review this, some programs didn't actually do a review. So after May PA Days, the Board decided this was going to happen.

ii. Mark is worried about the Board mandating in the future. For example, down the road it seems that OER may be a mandate. Also, our disabilities compliance may be looked at. Mark is trying get out ahead of the Board. The Senate is still young, learning and growing.

d. Senator Peggy Dutcher: The Senate approved the Grade Book policy which then goes to Dr. Prystowsky's office for implementation. The policy included "timely and meaningful feedback." There was input from the Senate on the original policy. Divisions were asked to have programs talk about timely meaningful feedback during May PA Days. It happened in some departments but did not happen everywhere. It wasn't as if faculty weren't asked for input.

e. Senator Jeff Janowick: When was this approved?

f. Senator Peggy Dutcher: Wasn't "timely and meaningful feedback" approved in the grade book policy? Student Engagement Reporting is one small part of the original grade book policy.

g. Senator Jeff Janowick: I think that is why people are confused. Because that was a different policy and there wasn't much text on "timely and meaningful feedback."

h. Provost Richard Prystowsky:

i. First, clarification on the AA and AS degree. When we did program review we found that many programs weren't awarding degrees. Also, many students were getting lost in all the degrees and fields that are out there. The intent is not to do away with AA and AS degrees. But instead to simplify the groupings of areas in a way that is meaningful to students, easily navigable, and helpful for transfer.

ii. Second, concerning the letter pertaining to "timely and meaningful" feedback: The letter and project is meant to be understood in an "I've got your back" context. We are all in this together, and faculty will benefit from having a team to work with as they work to help their students succeed. Student success is not just one person's or one area's concern or responsibility. Operation 100% is about ensuring that every student who comes here will succeed. Concerning the activities alluded to in the letter, a number of faculty have told me "I do student engagement already." That is not surprising, and it gives us hope that we can continue to improve. Again, part of this whole process is to create teams of people who can help the students. We are already doing various forms of what we are talking about in the letter. What we aren't doing is noting this in a way that is easy and that can get to a Success Coach. Week 8 is too late to contact students. This is about the students. This is about taking the good work

2

that faculty are doing and the good work that Success Coaches are doing and putting it together.

i. Elizabeth Stallard - Associate Director of Operations-Finance (Invited to discuss Enrollment Verification)

    i. Very excited in Financial Aid to hear about the "timely and meaningful feedback." However, Enrollment verification is a different process. This must continue for compliance. This is for students who never show up. This is very important for students' financial aid. If they do not show up, their financial aid must be discontinued. For instance, a student who shows up the first day should be reported present for enrollment verification. But if that same student stops showing up, then they should be reported to the Success Coaches.

    ii. Academically related activities the Federal government specifies for Enrollment Verification include but are not limited to the following:

       1. Physically attending a class where there is an opportunity for direct interaction between the instructor and students

       2. Submitting an academic assignment

       3. Taking an exam, completing and interactive tutorial, or participating in computer-assisted instruction

       4. Attending a study group that is assigned by the school

       5. Participating in an online discussion about academic matters (logging into an online class without active participation is not acceptable)

       6. Initiating contact with a faculty member to ask a question about the academic subject studied in the course

    iii. Senator Leslie Johnson: How is this going to go out to every faculty member?

    iv. Lisa Webb Sharpe: We can put it in the operations email

    v. Senator Peggy Dutcher: Can we put it on the Enrollment Verification page so this information is right there when faculty complete enrollment verification?

    vi. Senator Leslie Johnson: The CTE would like that information quickly so it can be included in New Faculty Orientation.

    vii. Senator Cheryl Garayta: Can you verify the 100% refund, 50% refund? Can you talk about the different time periods?

    viii. Elizabeth Stallard: For enrollment verification it goes to registrar and student gets dropped with 100% refund. For a student that is attending, they can drop on the web. After the second week there is a 0% refund for tuition and fees. If you have a student who attended 2 weeks and then stopped attending we would prefer that you drop them from the course. Then we will NOT send out the second half of their funds. Then they will have less debt.

    ix. Senator Peggy Dutcher: Students can drop online. Can instructors drop online?

j. Mark Tesone- Project Manager Operation 100% (Invited to discuss the system that will be used for Student Engagement Reporting)

    i. We've run into system glitches for instructors to drop students online. However, we want to be able to do that [instructor online drops] for you guys.

    ii. The Letter did talk about the interface of the Student Engagement Report. This is about taking what is already a system in place. ASC's (Academic Success Coaches) are not a punishment. We want faculty to be able to go into roster and say "all the students are good" or that "these three need some help." It

should be very easy for faculty. Meg Elias mentioned she didn't know when to send a student to an ASC. The answer is to send them to a coach ASAP. It has to be in the faculty hands. No one can tell you about your students better than you. Idea is to be easily linkable. It will automatically fill in roster and be a lot of clicky buttons and less filling in.

 iii. Senator Peggy Dutcher: Who is providing you at this point what is in the drop boxes, what is the information faculty can select?

 iv. Provost Richard Prystowsky:

  1. I did. I just kept it simple. Three lines: participation, academic, non-academic. We wanted it that simple.

  2. The idea is that when the coaches get that then they can facilitate the conversation. In academia we are known for making things harder than they need to be. If you guess wrong, it's okay because it still goes to the coaches.

 v. Senator Tedd Sperling: What happens after the coaches receive the Student Engagement Reports? Will we get sent things back? A report? Do we report a student over and over?

 vi. Provost Richard Prystowsky: We are building as we grow. It's not going to be perfect. Help us figure out how to continually improve. Those are the questions we are asking.

 vii. Mark Tesone: Initial design spec is that is not going to hurt if a student is being referred multiple times by multiple instructors. It helps data wise to anticipate student behaviors. Goal is to have this ready for fall.

 viii. Senator Tedd Sperling: Will we get feedback? A student engagement report?

 ix. Provost Richard Prystowsky: Yes, a student engagement report from the Academic Success Coaches. There is already an Academic Success Coach referral form out there so we didn't want to get them confused. So we wanted to come up with vocabulary. "Student Engagement" is the vocabulary. Even if you do it wrong, it gets to people that can direct it appropriately.

 x. Senator Mark Kelland: BTW, the non academic is NOT the same as referring to the behavioral intervention team.

k. Success Coaches (Invited to discuss their roll)

 i. 14 coaches on board. 4 more coming. 7 attended the Senate meeting. Started coaching in mid-March 2017. They are in the process of developing processes and standard procedures.

 ii. From the Student Engagement Reports, they want to know what is going on in the classroom. They have coaches from all different backgrounds. Certain coaches that are assigned to specific areas; K-12, west campus, international, etc. Want information to be supportive to faculty and students. Building bridges and collaborating.

 iii. They will send an email to faculty saying they will keep faculty informed on what is happening. Then work with faculty to see how to help the student.

 iv. Senator Veronica Wilkerson-Johnson: This sounds great and will help the students a lot.

 v. Senator Peggy Dutcher: We need to remind students that it is not punitive, but a positive. Also, we need to tell students that they can refer themselves using the online referral form. Right at the beginning of the semester. Can faculty be

told when students don't engage with the ASCs? Is there an electronic FAQ about ASC? If so, faculty could include it in D2L and/or their syllabus.

    vi. ASCs are developing levels of intensity. Major contact versus minimal contact. Also, feel free to contact ASCs again if there is no change in a student. Any input it great. ASCs are happy to come to first day of class to talk about the role of ASCs.

    vii. Senator Tedd Sperling: Introducing ASCs early is really good. He did it last semester. For the ASC referral form he suggests check boxes and not radio buttons. He suggests an "ask a coach to come see me" button also.

    viii. Senator Joe Werner: An FAQ would be very helpful for faculty. Could ASCs create a PowerPoint to use in our classes or post on D2L. A lot of faculty would love help on showing students how to get help.

    ix. Senator Veronica Wilkerson-Johnson: Among the 14 coaches would there be a collaborative environment? If a coach comes to class, would there be a way to reach the various student problems?

    x. Coaches are cross trained. While they may be assigned to Center for Transitional Learning they are equipped to still do HSDCI or other areas.

    xi. Dean Elaine Pogoncheff: ASCs are not tutors. Just want to clarify.

    xii. Senator Leslie Johnson:
1. We keep calling this timely and meaning feedback but this is *about* students and not *for* students. This is not doing anything to inform students about what they need to be doing in the learning process. We are glad to see early intervention program.
2. We talk about resources but the Center for Teaching Excellence (CTE) was not consulted or included. CTE is the place for people to become effective teachers. We can't support faculty if the CTE isn't there.
3. 1.5 faculty positions eliminated. This is hard to hear but needs to be said. For 25 years the CTE has been preaching early intervention and we haven't been included. That is shameful and disrespectful.

    xiii. Karen Hicks: Her first concern was that this is going to get tangled up with assessment. What the SER is really going after is an early alert system. CASL hasn't been involved either.

l. <u>E-Learning Video: Leaving Timely Feedback in D2L</u>

    i. 2 min long

    ii. www.lcc.edu/elearning

    iii. Listing of a wide variety of ways to leave feedback.

m. Senator Mark Kelland: The purpose is to have explanation for referring a student to an ASC. Senator Janowick brought up that if it has to be a graded assignment, then people will have to change their syllabus. This is why it doesn't have to be graded.

n. Senator Leslie Johnson: The problem is that faculty will unintentionally go a foul. They may just put a check mark in the grade book. From a teaching perspective as teacher development it is a little bit of a problem with leaving it so ill defined.

o. Senator Mark Kelland: We didn't want to leave it restrictive.

p. Senator David Mattson: The question that comes is "What am I accountable? Will I get written up? I have to do this every two weeks in banner?" These are the very questions I will be asked in the kick off.

q. Provost Richard Prystowsky: He wishes that there was something we could have taken from someplace else who is already doing something like this. We need to emphasize

the importance of good faith. It is a lot different than someone who is trying to sabotage. We've never talked about how we are going to "get" people who mess up. If one or two people miss a few dates here and there that is okay. If it's more than that, then maybe it's a program problem.

r. Senator Jeff Janowick:
   i. We need a responsive, robust early alert system. He doesn't think anyone has a problem with that.
   ii. Having an early assignment is a best teaching practice that is not meant to be a trigger to not send you to an ASC. It will also help you make a decision when you submit your Student Engagement Report. We need to take away the idea that this is a trigger and a land mine. It is meant as a best teaching process and to help with your own teaching. We have to find a way to bridge that gap. Student Engagement Reports need to be meaningful. We need to keep talking about this a teaching process.

s. Senator Christine Conner: Some of the places that are doing this work are K-12. It is interesting that we are going backwards but right now they are our best model on who is doing this type of work.

t. Senator Peggy Dutcher: We don't want to forget that we want students to get Timely and Meaningful Feedback all throughout the semester. The Letter is just one piece of the Original Policy which includes continuous timely and meaningful feedback.

u. Provost Richard Prystowsky:
   i. We got behind in Spring and we are trying to get the SER system out in Fall 2017. Part one is getting the technology piece developed. But this is only a start. After we get this started it will be better. Once we get it started in a simple way then we can ramp it up more. It is a part of the original grade book policy.
   ii. Senator Jeff Janowick accurately made the observation that a lot of Operation of 100% wasn't about teaching. The faculty wanted to move forward with their role. We are on the same page on what we want to do. We just wanted to send it out as a simple model that isn't too hard.

v. Senator Peggy Dutcher: How are we going to collect the data to see how the SER system is doing? We need to identify the outcomes for the SER and then move forward collecting that data. Show how it connects to the original grade book policy. The Letter is a small part of the original grade book policy.

w. Senator Randy Paape: A lot of this is perspective. You want to come up with the perfect plan before you implement but we can't. We need this. ASCs are going to be extremely helpful. People are going to misinterpret The Letter. Sometimes people lose the intention in the letter of the law. We need to guide the faculty to not get caught in the letter of the law. Early feedback and early alert to him are the same thing. If you come up with an activity that doesn't give you an early alert, then it is not meeting the intention of The Letter. Intention versus letter of the law. We need to not see the separation.

x. Senator Leslie Johnson:
   i. Doesn't disagree. Problem is that it was rolled out without key input. As someone who is faced with faculty asking questions, it would be nice to honestly say what will be going on. Faculty sometimes forget the history of this place. People have gotten in trouble for go with intention instead of letter of the law.

<ol type="i" start="2">
Respectfully asks Dr. P for 15 min to clarify what the faculty should be told. And that faculty are not required to attend these meetings. We need to start reframing how this is going out to faculty. Walls are going up and this is defeating the purpose of this.
We have plenty of resources at the CTE but if someone wants to talk to an expert that is going to be a lot tougher.

<ol type="a" start="25">
Senator Veronica Wilkerson-Johnson: Would it be possible to have a special session during the PA Days for CTE, e-learning, and others to give faculty feedback on what the SERs means?
Senator David Mattson: Highlight expectations to tell faculty 1) student engagement report within 2 weeks and bi weekly after 2) activity in the first two weeks that gets at student engagement (entry into D2L and separate from student engagement report),
Senator Mark Kelland: Faculty only need to add an item into the grade book.
Senator David Mattson: Mark said that something need to be in D2L to "Justify" being sent to an ASC. Is this true? Dr. P can you make a short video clip on this.
Senator Mark Kelland: Justification is just in case a student comes in and says "Why did you refer me to an ASC?" Justification is too strong a word.
Dean Elaine Pogoncheff: A lot of these questions will be answered at the A&S division meetings.
Provost Richard Prystowsky: Will be out for two weeks. Leslie Johnson, Jeff Janowick, Mark Kelland, Peggy Dutcher, etc will meet to discuss.

VIII.   Senator Peggy Dutcher: Motion to adjourn.
Senator Joe Werner: Second.
       Approved.

*Note: The primary purpose of this meeting is to provide practical guidance to the faculty (i.e., concrete examples of potential assessment tools for identifying at-risk students) for compliance with the new Timely and Meaningful Feedback.

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.