

Lansing Community College
Academic Senate Meeting
April 12, 2019, 9-11 am, West Campus Auditorium

Senators Present: Marvin Argersinger, Joe Barberio, Suzanne Bernsten, Matt Boeve, Ed Bryant, Kevin Bubb, Christine Conner, Michelle Curtin, Tim Deines, Monica Del Castillo, Nancy Dietrich, Paige Dunckel, Peggy Dutcher, Bo Garcia, Nikki Gruesbeck, Dawn Hardin, Andrea Hoagland, Jeff Janowick, Mark Kelland, Terrence King, Dylan Lack, Eliza Lee, Judy Leventhal, Megan Lin, Melissa Lucken, Zachary Macomber, Tamara McDiarmid, Vern Mesler, Larissa Miller, Ronda Miller, Kari Richards (by phone), Christopher Smelker, Connie Smith, Tedd Sperling, Mark Stevens, TeAnna Taphouse, Ed Thomas, Pam Tobin, Matt Van Cleave, Carlotta Walker, Denise Warner, Nancy Weatherwax, Veronica Wilkerson-Johnson, Richard Williams, Melinda Wilson, Alex Azima

Senators Absent: James Allen, William Gustin, Jennifer Hilker, Elaine Pogoncheff, Cathy Wilhm,

- I. Call to Order (9:02AM)
- II. Roll Call (9:04AM)
- III. Approval of Agenda
 - a. Consent agenda moved to regular agenda
 - b. Approved with amendment
- IV. Approval of Minutes (9:05AM)
 - a. Approved without objection
- V. Public Comments
 - a. Senator Rick Williams – Dear Senate Colleagues, First, thank you for the refreshments outside this morning. I welcome the new senators. I've become troubled over the lack of information before our meetings. I'm also troubled over the possible misleading information during meetings. One recent occurrence of not receiving information before is the PROVOST's 65% criteria. I do not recall getting anything on that prior to our meeting, and it looks like Senator Allen didn't either. I'd like information that we are to vote on at least 48 hours before meetings if at all possible. Later on, there was, to me, misleading data regarding immigration and/or refugees being trained here at LCC. It was revealed, because I asked, that LCC has NO IDEA what the legal status of these immigrants are because the question is not obtained at registration. Presumably, so that affected LCC personnel can claim plausible deniability.. We also learned that these undocumented students of LCC are not given Star Cards or other resources normally granted to legal students.. This situation makes a mockery of diversity and subjugates students at the same time. In contrast, I know for a fact we ask their legal status for those seeking employment at LCC. The duplicity over this is astounding. In addition, the comments following this immigration report imply that we have a moral obligation toward helping these illegal immigrants. These comments were echoed by people I respect deeply like Bo and Nancy. I think they and all of you are great people who care about this college. However, these sentiments do not pay bills; they only increase them. I

expect the administration of this college and the senate, to put aside personal feelings, and do what's best for the college. By subsidizing illegal immigrants, using taxpayer monies, the real stakeholders, we'll have to reduce courses available and increase the cost of them. I think we owe to the students to keep the costs down. Finally, I remind you all, your FIRST moral obligation is to protect the college; If we do not, we risk legal and financial challenges that put us all at risk as enrollment continues to plummet. Thank you for your attention.

- b. Senator Christine Conner – From fashion program. Been senator since it began. Brought seniors of the fashion program. See Appendix I for student letters.
- c. Martine Rife – Announce Christine Conner's son is going to graduate from HSDCI in June. She got pulled off program to do Guided Pathways and now her program is going away. She did a great job.

VI. President's Report

- a. Patty Ayers recommended a new student senator for next year.
- b. HLC meeting last week. Students led the most interesting sessions. Deaf student discussed accessibility. Director of student veterans of America also had a positive talk. Also went to a talk from a student who was shot three times at Virginia Tech.

VII. Provost's Report – Sally Welch

- a. Update on gradebook. Trying to figure out last day of participation in courses. Linda Hamlin and E-learning tried to get reports out of D2L. Asked that dates be put into the gradebook so as to not bug faculty. Looking at attendance, participation, and discussion boards. Please keep entering dates until the end of the semester. Task force will meet soon and will update until PA days in May.
- b. Asking for input. MBS is our textbook dealer for college. Opportunity to have all-inclusive access with MBS. Students will have access to digital material, up to 2 weeks to decide if want, can opt out and opt back in. If they want print material, it will cost small amount. Textbooks printed and sent to the house. The proposal will help with overall cost saving for students. It also helps with DOE regulations. It doesn't change anything you're doing right now. All textbooks will be the same. For faculty there is an analytics packet. How long are students spending on the textbook? What question do we need to ask MBS to make sure this process goes quickly? Please email Sally Welch with questions.

VIII. Action Item-Curriculum Committee Course Recommendations

- a. April 2nd meeting of CC meeting ACAD was approved but not on consent agenda.
- b. Senator Mark Kelland – It was approved pending revisions.
- c. Senator Denise Warner - Martha Madigan had not been contacted
- d. Senator Mark Kelland – Will follow up with that.
- e. Approved without objection.

IX. Provost Search Process – Executive Committee

- a. Senator Jeff Janowick – Process is well underway. There should be open conversations to public with new candidates. Hoping for June, so overlap with Elaine. Concern is in our charter it says that the Senate should have a roll in the process. Senate should be involved in at least the development of the process. Senate was not involved at all in this search. It is a concern. We will be searching for a new president soon. Interest of the executive committee is awareness or engagement in the process. There are faculty members on the search committee but we had no input. Just because someone is on the senate is not the same as representing the senate. More interested in the process. Future iterations of this process, our charter says is part of the commitment of the college to involved in shaping those processes. Senate should not necessarily appoint people but there should be consultations.
- b. Senator Mark Kelland – SOAR needs to be aware of this. Also we have new senators. There is a fine line. WE always want people to be involved. Let us know if people want to discuss issues.
- c. Senator Christine Conner – Can Executive leadership team of the senate interview candidates and give opinion to hiring committee. Form a process for the future.
- d. Senator Mark Kelland – Charter says we can recommend a framework so this is a good idea. Put it on SOAR committee agenda.

X. Consolidating General Education – President Mark Kelland

- a. See Appendix II. Was sent forward with Curriculum Committee. Academic Affairs Project Manager Rafeeq has gotten 20+ groups to agree on the new proposal. Rafeeq will go forward with final information sessions, will recommend to the provost to streamline general education. It will not require any program to change any pathway. Just blending CORE into MTA for the ease of appearance to students and faculty. Advisors have reviewed it through
- b. Senator Peggy Dutcher – From faculty member /advisor Luanna Clark “Sounds good in theory but my main concern as an advisor is not made clear in this document. Do they pick any 5? Or one from each category? My fear is they will avoid science and math like the plague. As a science person and advisor my concern is that we have very specific outcomes to determine what a core class is like. Those will be lost if a student can pick any humanities, science (that is MTA), etc. Not requiring communication skills which is something employers always ask for is a concern for example. Or classes without the scientific method. Ok, just thought of a third concern. MATH 115, 117 and 118 are not MTA for good reasons. But they are core and are very suitable for certain majors. We will lose that if we go to the “one size fits all” mentality and make students with level 5 choose from MATH 119 or STAT 170 and no other options more tailored to the major. However I also don’t see 115, 117 or 118 becoming transferable.”

- c. Academic Affairs Project Manager Rafeeq McGiveron – Both MTA and CORE have Math and science. This would not supersede a students pathway. This is a proposal. There is a bigger framework that is tedious. Those concerns are addressed. Applied courses are for applied degrees. This is all addressed.
- d. Senator Jeff Janowick – Feels like this is something we should have more time to discuss. CORE had substantial time to discuss. This won't take as much time. But want to make sure there is good discussion in Senate but even more discussion with departments and how the campus is going to be involved. Let's talk about a process to approve this. Doing it now feels precipitous.
- e. Rafeeq McGiveron– Not getting rid of core. Consolidating MTA and CORE. Not much change.
- f. Senator Melinda Wilson – Since new senators do not have this information can we postpone this information.
 - i. Senator Eliza Lee - Motion to postpone until next meeting
 - ii. Senator Jeff Janowick - Second
 - iii. Approved

XI. Introduction of New Senators – Secretary Eliza Lee

- a. Elections are over. New Senators will begin April 12th, 2019.
 - i. Business and Economics – Carlotta Walker
 - ii. Business and Economics – Gerry Hadad
 - iii. Communication Media and the Arts – Paige Dunckel
 - iv. Counseling – Monica Del Castillo
 - v. Health and Human Services – Michelle Curtin
 - vi. Health and Human Services – Joseph Long
 - vii. Health and Human Services – Larissa Miller
 - viii. Integrated English – Tim Deines
 - ix. Math and Computer Science – Eliza Lee
 - x. Public Service Careers – Mark Stevens
 - xi. Science – Melinda Wilson
 - xii. Social Sciences and Humanities – Matt Van Cleave
 - xiii. Social Sciences and Humanities – Nancy Weatherwax
 - xiv. Utilities and Energy Systems - None
 - xv. Member At-Large – Ed Bryant
 - xvi. Member At-Large – Leslie Johnson
 - xvii. Member At-Large – Tamara McDiarmid
- b. A very special Thank You to our outgoing senators! We appreciate all the hard work they have put into the Senate.
 - i. Business and Economics – Zachary Macomber
 - ii. Community Education and Workforce Development – Pam Tobin
 - iii. Health and Human Services – James Allen
 - iv. Health and Human Services – Nikki Gruesbeck
 - v. Public Service Careers – Ed Thomas
 - vi. Science – William Gustin

- vii. Social Sciences and Humanities – Mark Kelland
- viii. Social Sciences and Humanities – Jeff Janowick

XII. Brainfuse Recommendations Update – Senator Ed Bryant

- a. See Appendix III.
- b. Brainfuse is available 24/7 online. It is embedded in all of your courses, you can take it out.
- c. Senator Mark Kelland – Cindy Storie wanted to discuss the continuation of Brainfuse. Did you formulate a recommendation for her?
- d. Senator Ed Bryant – Have own thoughts on Brainfuse. We feel students are better served if it wasn't an outside service but an internal service. Could we pull something like this together? We already have an online chat function in place.
- e. Senator Peggy Dutcher – What's the next step?
- f. Senator Teanna Taphouse – Advise Cindy Storie on the future of Brainfuse. Want to pull more data at the end of the semester so we can compare. Talking about the wrap around as well. Having a relationship with the student, see one on one or online, success coaches and workshops.
- g. Senator Jill Reglin – Feasibility study. Can we really do this? What kind of personal and costs would this required.
- h. Senator Michelle Curtin – Can Brainfuse be purchased in portions? Are there parts they do better than others?
- i. Senator Jill Reglin- Asked that question about the Writing Lab but don't think that's possible.
- j. Senator Tedd Sperling – Contract was for 5000 hours which was \$150,000. What could you do with \$150,000 in the Learning Commons. There msut be much more affecient and useful uses for the \$150,000.
- k. Martine Rife – This service is pay per use. We don't pay for anything we don't use. To do in house we'd have to do research on the cost and see if we can get people to work those hours. Whatever happens make sure that something is always in place. Do not take away a service from students.
- l. Senator Joe Barberio – Three year contract is coming up. Anything we do, we want it to be the best. What is the best use for these dollars? Can we do more with it and be a prototype?

XIII. Curriculum Discontinuations – President Mark Kelland

- a. Pertains not only to Fashion but that precipitated. There are programs that don't necessarily make money but are a value to the community and we take our community role seriously. Discussion should be about the process. This may be too late for fashion but moving forward we want to encourage a better role in the participation. The Academic Senate requests that the college leadership: Provide a rationale and data for its decision to eliminate the Fashion program

1. Identify other programs that are currently in the process of teach-out, or in other stages that result in program elimination
 2. Share the process that is used for determining whether programs should be considered for elimination.
- b. Senator Jeff Janowick – We are not taking a position on what was done. But we want to be part of the process and discussion going forward. What is the process and it doesn't seem like there is clear process going forward. In our charter, Senate is supposed to be a part of shaping process that is followed.
 - c. Senator Mark Kelland – Prior provost said there was no connection between program review and program elimination. Now financial side is including program review as part of program elimination. Senate has not been involved in revisions of program review. We are not trying to be an oppositional posture. WE want to work with the provost and deans to do what is best for programs.
 - d. Senator Nancy Dietrich – It's not always clear when something is being discontinued why. Is it because of program review, was there faculty collaboration.
 - e. Senator Christine Conner – Fashion was one of first to go through new program review. Was supposed to do it in 2017 but was told didn't need to. We need to keep that in light when these things come up, all the boxes have been check
 - f. Dean Mark Cosgrove – Intimately involved in program discontinuation. Looks at CC standard operating procedures. Curriculum Committee looks at proposals by faculty. Look at SOP to see what you really want to do. Reason it wasn't routed through CC and senate is because SOP doesn't require it. It says we don't have to do that. May want to do something about looking at the process before its scheduled to review.

XIV. Nominations for Academic Senate officers for 2019-2021 – Secretary Eliza Lee

- a. 2 year term, meetings once a week, provost meetings once a month
- b. President Nominations
 - i. Michelle Curtin
 - ii. Ed Bryant
 - iii. Mindy Wilson
 - iv. Peggy Dutcher
- c. Vice President Nominations
 - i. Carlotta walker
- d. Secretary Nominations
 - i. Leslie Johnson
 - ii. Eliza Lee

XV. 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

When thinking about my past experience with Lansing Community College's fashion program, I am overwhelmed with nostalgia and amazing memories. I was lucky enough to know what career field I wanted to enter when I was in high school, and attending LCC's fashion program helped prepare me for my future academic success at a four-year university, expanded my leadership and interpersonal skills, and motivated me to work hard and achieve my dreams.

I enrolled at LCC directly following my high school graduation in 2015 and started working towards completing classes for my Michigan Transfer Agreement and fundamental courses in the fashion program. The moment I walked through the AOF building's front doors I was treated with kindness and respect. Seldom do you find college instructors that treat you as their peers rather than their inferiors, but every professor in the fashion program made an effort to make all of their students feel welcome and create a safe place for them to grow. I saw down with Anne Wojtkowski and Christine Conner to establish a two-year plan on preparing myself for more intensive classes at Central Michigan University. I had the pleasure of having many classes with Anne who constantly pushed me and geared my assignments towards potential classes I would take in the future. During my final semester at LCC, the fashion program hosted "Hail to McQueen" an avant-garde inspired fashion show that students were required to create an original garment that had 30% or more of it's contents repurposed from unconventional materials. My garment consisted of electrical wire, PVC piping, and a furnace filter shaped like a historical ruff.

I have had great success at CMU. I am currently a second-year Resident Assistant, the Vice President Of CMU's chapter of the National Residence Hall Honorary, and was awarded the west region scholarship by the American Association of Textile Chemist and Colorists. In addition, I recently traveled to Fort Worth, TX for AATCC's International Textile Conference where I learned a vast amount of knowlege on fiber chemical engineering and sustainability going forward in the fashion industry. I owe a great amount of my success to LCC's fashion program and if it's dissolved, so many young people will lose the opportunity to find themselves in the arts and prepare themselves for a career in the multi-billion dollar fashion industry. I am very passionate about retaining LCC's program, and I ask if you have any questions or would like to hear more about my journey to reach out to me personally:

Joshua Golden
(517) 719-3395
Golde2jr@cmich.edu

Good evening,

As a Lansing Community College alumni, and graduate of the Fashion Marketing program, it is with absolute appreciation that I have the opportunity to speak on behalf of my experience at LCC. The greatest reward that the fashion program has provided for me was the ability to cultivate an open understanding regarding my personal, professional, and artistic perspective.

While attending LCC, I was consistently taking 12-16 credit hours a week, on top of supporting myself through (2) part-time jobs in the retail and property management industries. During my last semester in the fashion program, I was presented with an opportunity to move to Portland, Maine and become the Leasing Manager at a student housing asset that was consistently underperforming in the Peak Campus portfolio. As a Leasing Manager, my role was to lead a brand-new leasing team, actively uncover the needs of my target market, and cultivate brand recognition through creative marketing outlets that would stand out from my competitors. Some may compare my degree to my current career path and undoubtedly think that the industries are unrelated. However, through the stimulating mixed curriculum of the fashion marketing program, I was fortunate enough to have developed a creative vision that leaves me unparalleled to my peers in my current industry.

As a result of unyielding hard work and burning the midnight oil on more than one occasion, I can proudly attribute the creative and operational success of my present day career as a National Leasing Specialist to the core skills and knowledge absorbed through the LCC fashion curriculum. With bold optimism, my hope is that this message is a testament to artists, content creators, and professionals who unquestionably deserve the opportunity to explore their artistic passions through a program that works in accordance with the flexible and affordable nature of a community college curriculum.

Very respectfully,

Lea Faulkner

To Whom It May Concern,

It was recently brought to my attention that Lansing Community College is planning to end their Fashion Design Program. This greatly saddens me as I am the proud father of one of the program's graduates. I believe that my daughter, Denise (Beard) Llamas, may have been the first graduate to earn a degree in this program.

With the education she acquired at LCC, she was well prepared to continue her learning at the Fashion Institute of Technology (FIT) in New York City. It was the education obtained through her classes at LCC that contributed greatly to her success at FIT and her future career in the fashion industry. It was not only the design classes that were a benefit to her but also the manufacturing based courses that put her ahead of her peers in the industry. The LLC program was extremely well structured and balanced.

Denise currently works in New York City in the fashion district in a management role.

I write this letter today to simply encourage the College to reconsider the decision to end this program. Some may think it is not a serious course of study but I for one would disagree. The fashion industry is massive and requires a source from which they can find qualified, educated individuals to support their endeavors. LCC has been that source and can continue to be that source for many years to come.

Thank you for your time and consideration.

Dennis Beard

Dear Sirs and Madams,

My name is Leslie Wilson-Dudley, and I am currently a student in the Fashion Program at LCC. As the eldest in the program, my previous fashion background was in retail at such stores as Hudsons, Gantos, and boutiques that finally led me to learning to sew. I've sewn (and sold) for schools, individuals and fashion shows. As I've always wanted to enter a formal educational program for fashion, life of-children, marriage, care taking, illnesses and much more, prevented me from doing so. So when I learned that LCC opened up a program, (on West Campus) I ventured to meet & speak with several staff members. My pursuit then, ended with life shoving my dream to the side....again.

Being determined, I made the plunge in 2017 to enter LCC's and head straight to the Fashion Program after caretaking my ill husband for 7 year. I was exceedingly happy and honored to come before the professors of the program w/ items I'd made and praying what I showed them would qualify me as a candidate for the program, especially because of my age. To my utter surprise, ALL five of them present were a bit impressed and highly encouraged me to enroll as I was told I could be an "asset" to the younger students due to my experience in fashion, sewing and sales. I went home and CRIED for two days, thankful and grateful that I could finally become a FASHION STUDENT!!

My time in this program has fulfilled every expectation and MORE!! To learn: the un-ending importance of textiles and production; multiple CAD programs; styles of illustration; retail functioning on every level; manufacturing of clothing and other goods-from paper to wearing... I could go on and on!!! The multiple layers of the skills and experiences of this teaching staff has given us students a new and different lesson every day we attended! This fashion program rooted in the professors and instructors that have taught it, wrapped me up and gave me (us) MORE than a well-rounded education, but unforgettable experiences and a "family" of diverse classmates whose skills received here at LCC, will take them far. If I lived to be 100 yrs old, my attending LCC's Fashion program will top as one of the greatest I have ever experienced!

Fashion Program Statement

By Kimberly Knox

When I first came to the fashion program in Fall 2017, I was shy and in an emotional shell of self-doubt, this program has given me the self confidence and pride in being who I am without the approval of others and helped me see the world in a brighter light.

Some say being in a small program is a bad thing, but I couldn't imagine our program any other way; seeing the same friendly faces every day to work together, to support each other, to laugh together, and to grow as not just students in a class but a second family. Interaction between each other feels completely natural due to our growing friendships of each day we spend together, having better work environments from being able to express ourselves openly with each other of our thoughts and ideas.

Joining this program was one of the best decisions I have ever made, and the thought of this program ending soon tears my heart to shreds to know that future students won't be able to have the same impact or experience that I had. I will always cherish my experiences, memories and friendships that I made over the longevity of these past two years and would give anything to experience it all again with the same people who I will cherish even when we graduate and part ways.

This program means the world to not only me but all of us in the fashion program, without this program we would not be who we are today without the guiding support and constant pushing of our teachers, the emotional support of each other and the ups and downs through our learning experiences from this program. We ask you to reconsider the decision to cancel our program in hopes of giving future fashion designers in the Michigan area a chance to reach their dreams through the guidance of our wonderful teachers, who will help them see the world as bright as I see the world now thanks to them.

Aaron Parker

How does it affect me - the negative and positive

- I can't finish my career in fashion at LCC and I can't go to a 4 year college because I cannot put myself in debt and taking out loans is just not possible
- The opportunities that I got out of this program were really good. Last summer I did a styling job with hair, make up, and outfit's and even did an event too for a songwriter/singer from the Lansing area.
- Everyone that I've met through the program, - each person brings something different to the table and opportunities to learn from....

How I feel about it

- Well...in plain English - it sucks because I have been planning on going to this program since I was in pretty much middle school - this is all I really wanted to do.
- I am glad that I got my certificate done in time but I really wanted to do the whole thing – get an Associate's degree - because fashion is everything to me. I love fashion and brings out the creative/ kind of weird side of me in Fashion
- I started in the high school program – ERESA

My name is Yasmin and I am from Somalia. I would like to tell you a little about myself, and my journey to education.

It has been my dream to be a fashion designer, since I was a child. I shared that dream with a staff member at Peckham, and they supported and directed me to the fashion program at LCC. Through this program, my dream is almost achieved, as I will be soon graduating.

When I heard about the termination of the fashion program, I was disappointed because closing the program means closing the door on the students like me, who are interested in a fashion design, but cannot move to a different state to follow their dreams so easily.

I want to take this opportunity and thank Christine Conner and Annie Wojo for giving us their all, by putting extra time and making sure we learn all we need to know in short time. I appreciate their help, and I am honored to be one of your students.

Appendix II

Consolidating General Education at LCC: A Proposal for Fall 2020

Date: March 26, 2019

Proposed: That LCC consolidate its separate general education requirements under a single flexible General Education which, as articulated in our Essential Learning Outcomes ([ELOs](#)), helps students “prepare for twenty-first-century challenges.” Choices of suggested General Education (GE) requirements will be differentiated for students who want to transfer and for students who do not intend to transfer. Students will be offered choices that will unify LCC’s GE requirement, and allow assessment of GE requirements to be conducted in light of the College’s ELOs.

Rationale: Having our degrees draw their general education from two different lists, as currently, is confusing for students and staff alike, and it fails to clarify options when students pursuing applied degrees also intend to transfer. This division also makes it difficult to map our general education outcomes to our ELOs and ensure that the ELOs are being met. Having general education requirements is of little avail if those requirements are not regularly assessed.

Background: Every associate degree at LCC needs completion of a package of general education. The reason is to assure breadth of learning, and hence flexibility and preparedness, for our graduates. Currently we have 2 types of general education: Core for applied or technical degrees vs. the MTA (Michigan Transfer Agreement) for transfer degrees. For a comparison, see the chart below.

Comparison of Current LCC General Education Types

Type	For	Courses	Course Transfer	Credits	Min Grades
Core	Applied degrees	5	Variable	16-22	2.0
MTA	Transfer degrees	9	High	30-37	2.0

Recommendation: The Curriculum Committee recommends consolidating our longstanding Core and MTA under a broad General Education that, via each Program Pathway, can be tailored for each specific applied or transfer degree as desired. Transfer degrees would continue to require the full 9 courses of MTA within General Education, while applied degrees would continue to require only 5 courses chosen from the wider General Education list. This will allow applied degrees to continue functioning as sovereign pathways as opposed to functioning as “exceptions to the rule of MTA.”

This proposed consolidation, which also is supported by the Center for Academic and Career Pathways, the Registrar’s Office, the Director of Assessment, Academic Affairs, and the Provost’s Office, would accomplish the following:

- 1) Eliminate the confusion of having Core vs. MTA by putting all general education in one broader list, with courses appropriately labeled when necessary
- 2) Satisfy the needs of applied and technical programs by appropriately allowing their applied general education courses (which by definition are non-MTA)

- 3) Continue allowing students in applied degrees to take only 5 rather than 9 general education courses
- 4) Continue allowing programs to specify particular general education by putting those courses in the Program of Study category on the Pathway
- 5) Facilitate the mapping of general education outcomes to our institutional ELOs and ensure that our ELOs are being met

Timeline: Spring 2019 – Several forums will be held to gather feedback from staff and faculty, and to share ideas on how to create the best program pathways in light of this change. The proposal will be voted on by the Academic Senate in Spring or Summer 2019.

Fall 2019 – Representatives of the Course Information Management Team (CIMT) in each teaching division will work proactively with faculty to adjust all 2020-21 Program Pathways according to the new layout. Catalog and all other related documents will be revised to reflect these changes. Appropriate communications will be developed and shared with all campus stakeholders impacted by this change (faculty, Advisors, Academic Success Coaches, TRIO, Veterans Affairs, etc.). Students following Program Pathways of 2019-20 and earlier, which still use Core or MTA as their general education, can continue following these programs until their normal expiry, which usually is 5 years.

Spring 2020 – Program Pathways will be updated prior to student registration for Fall 2020 semester. Communications will be shared about the changes based on the communication plan.

Appendix III

Brainfuse Tutoring Analysis

LCC Center for Data Science

August 20, 2018

Executive Summary

Brainfuse is an online tutoring service that provides Lansing Community College students another option for support in their coursework. The service is offered at a flat rate of \$23 per hour which is not currently charged to the student. LCC is currently under contract with Brainfuse to provide service through the end of 2018. There are two types of Brainfuse tutoring: Brainfuse “live sessions” and writing lab sessions. Writing lab sessions are each 40 minutes in length while the live sessions have no set duration.

Brainfuse was introduced on a small-scale near the end of the fall 2016 semester, but was not available to all LCC students until October 2017. The analysis presented in this report therefore only examines Brainfuse usage from the beginning of the fall 2017 term through the end of spring 2018. In total, 788 students recorded at least one live session of any length and 296 students recorded at least one writing lab session during these two terms. A summary of the analysis findings are provided in the bullets below.

Usage

- Brainfuse usage gradually increased during the fall 2017 and spring 2018 semesters with peak usage around midterm and final exams.
- 994 students used the Brainfuse live sessions or the Brainfuse writing lab
 - 42 students accounted for 50% of all Brainfuse live session usage or about 1,548 hours.
 - 52 students accounted for 50% of all writing lab usage or about 253 hours.
- Brainfuse tutoring services can be accessed at any time. Approximately 55% of Brainfuse usage occurred when the Learning Commons was not open.

Student Success

- Students who utilized Brainfuse tutoring service in fall 2017 enrolled in the spring semester at a higher rate than students who did not use Brainfuse. Specifically, 88% of the 249 students who used Brainfuse two or more times in fall enrolled in spring, compared to 71.2% of students who did not use Brainfuse.
- There is no statistically significant difference in course passing rates between students who used Brainfuse and those who did not.
- There is no statistically significant difference in the GPA achieved between students that used Brainfuse and those who did not.
- Students who used Brainfuse attempted and earned more credit hours. In spring 2018, students who used Brainfuse two or more times attempted a median of 12 credits, compared to 8 for students who did not use Brainfuse. These same students earned a median of 8 and 7 credits, respectively.
- Students who used Brainfuse two or more times earned 81% of the credits they attempted while students who did not use Brainfuse earned 78% of the credits they attempted.

Note: Any statistically significant relationship between Brainfuse use and student success does not necessarily imply Brainfuse use is the cause of success. Other confounding factors such as differences between the study habits of students that use Brainfuse and those who do not may be affecting the results.

Analysis Details

Usage

Data was collected on the usage of Brainfuse tutoring services by Lansing Community College (LCC) students between fall 2017 and spring 2018. During this time, a total of 994 LCC students utilized either the live session service or the writing lab. Of these students, about half used Brainfuse just once. Table 1 summarizes this information below.

Table 1: Brainfuse Tutoring Service Usage

	Total Students	Median Sessions per Student	Median Total Minutes per Student	Students with One Session Only
Live Sessions	788	2	33	390 (49.3%)
Writing Lab	296	1	40	155 (52.4%)

The usage of Brainfuse live sessions is highly skewed: although the median amount of usage per student is 33 minutes, over 32% of users recorded less than 15 minutes of total usage between fall and spring (15 minutes is the threshold recommended by Brainfuse). This indicates that a small number of students account for a majority of the live session usage. Among the 788 students with a live session recorded, 42 students account for 50% of all usage. These 42 students used 1,548 hours of Brainfuse live sessions. Writing lab usage is similarly skewed. Of the 296 writing lab users, 52 students account for half of Brainfuse writing lab use. Figure 1 highlights this information for live session users.

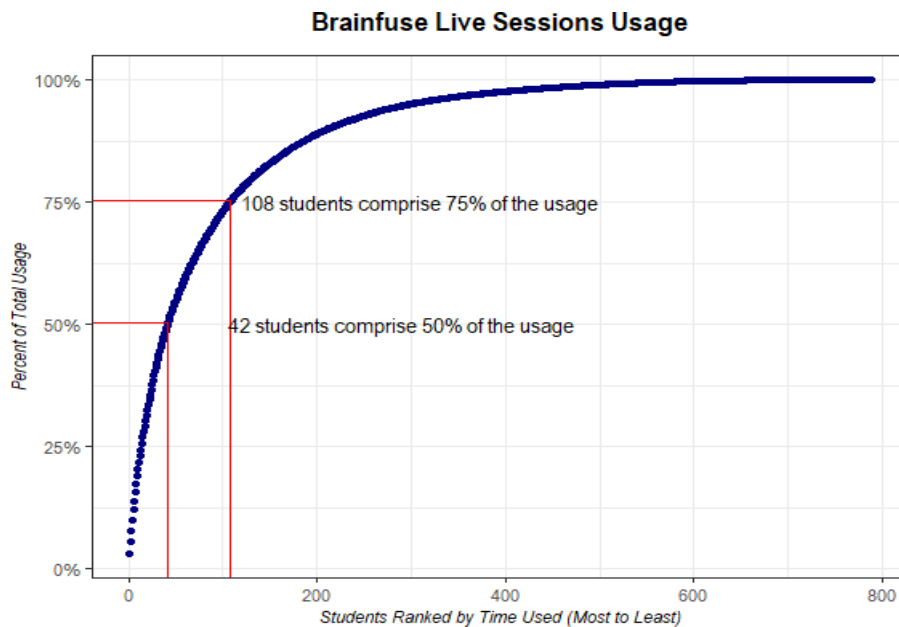


Figure 1: Brainfuse Live Session Usage

Figures 2 and 3 show the weekly number of Brainfuse live sessions and writing lab sessions, respectively, from the beginning of the fall term through the end of the spring term (winter break is removed from the figures). Overall, the number of weekly Brainfuse sessions has been increasing throughout the academic year. Peaks in both live session and writing lab usage can be seen at the beginning of the spring term, with the writing lab having a second peak near the end of the spring term that likely coincides with final exam preparation.

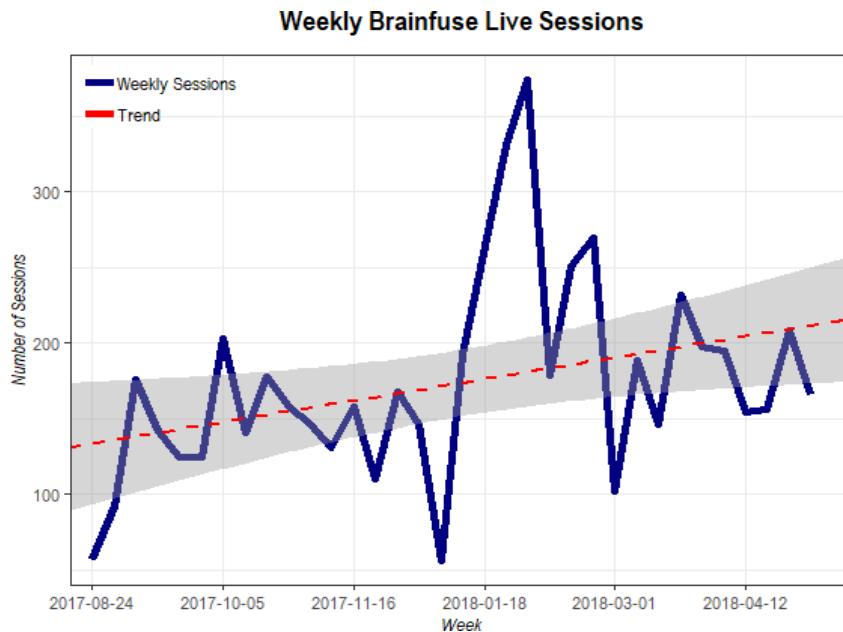


Figure 2: Brainfuse Live Session Usage

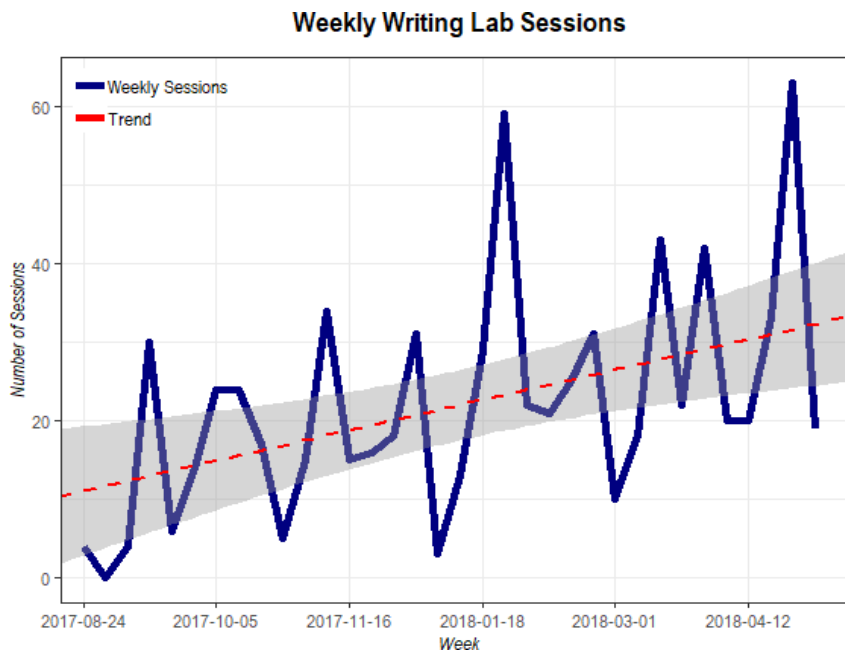


Figure 3: Brainfuse Writing Lab Usage

Figure 4 shows Brainfuse usage by time of day and day of week. Specifically, it shows the total number of live sessions and/or writing lab sessions that occurred at a given time from the beginning of the fall 2017 term through the end of spring 2018. For example, between fall 2017 and spring 2018, over 125 Brainfuse sessions occurred on Mondays at 7:00PM. The area bounded by the light blue boxes represents the times of day the Learning Commons is open. In particular, about 55% of Brainfuse usage occurred during times when the Learning Commons was closed with heavy usage on Sundays.

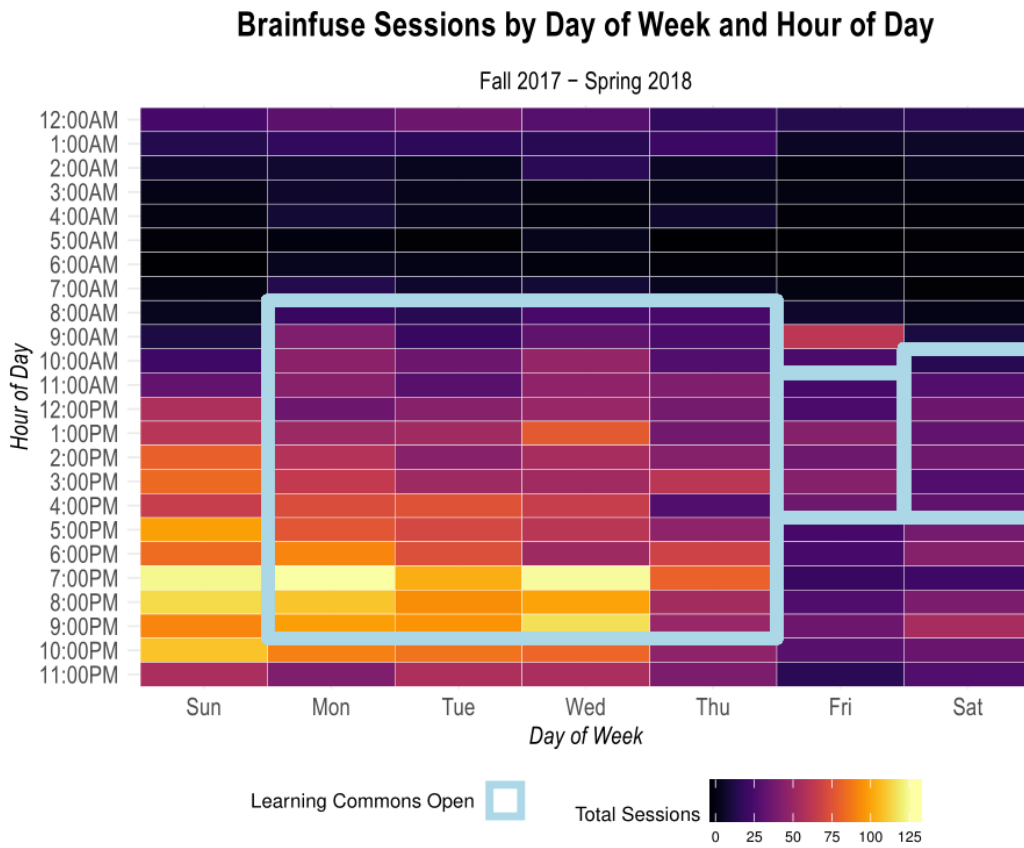


Figure 4: Hourly Brainfuse Usage

Student Success

The following section examines the relationship between Brainfuse use and student success. In order to follow the minimum usage threshold recommended by Brainfuse, students with less than 15 total minutes of Brainfuse use between fall and spring are NOT classified as Brainfuse users in the analysis below.

Table 2 shows the persistence rate of students from fall 2017, separated by the number of Brainfuse sessions they recorded in the fall term. A student is said to have persisted if they were enrolled at LCC in fall 2017 and subsequently attended in spring 2018. The students that utilized a Brainfuse tutoring service persisted at a higher rate than those that did not use Brainfuse.

Table 2: Persistence Rate by Brainfuse Usage

	Students	Number Persisting	Percent Persisting
None	13,407	9,548	71.2%
Once	117	95	81.2%
Two or More	245	215	87.8%

Figure 5 relates students' Brainfuse usage to course success. For each level of Brainfuse usage, Figure 5 shows the percentage of courses where those students obtained a given letter grade or higher. For example, students who recorded 2 or more Brainfuse sessions obtained a 3.0 or higher in 66.3% of their courses. The differences in course success rates presented in Figure 4 are not statistically significant.

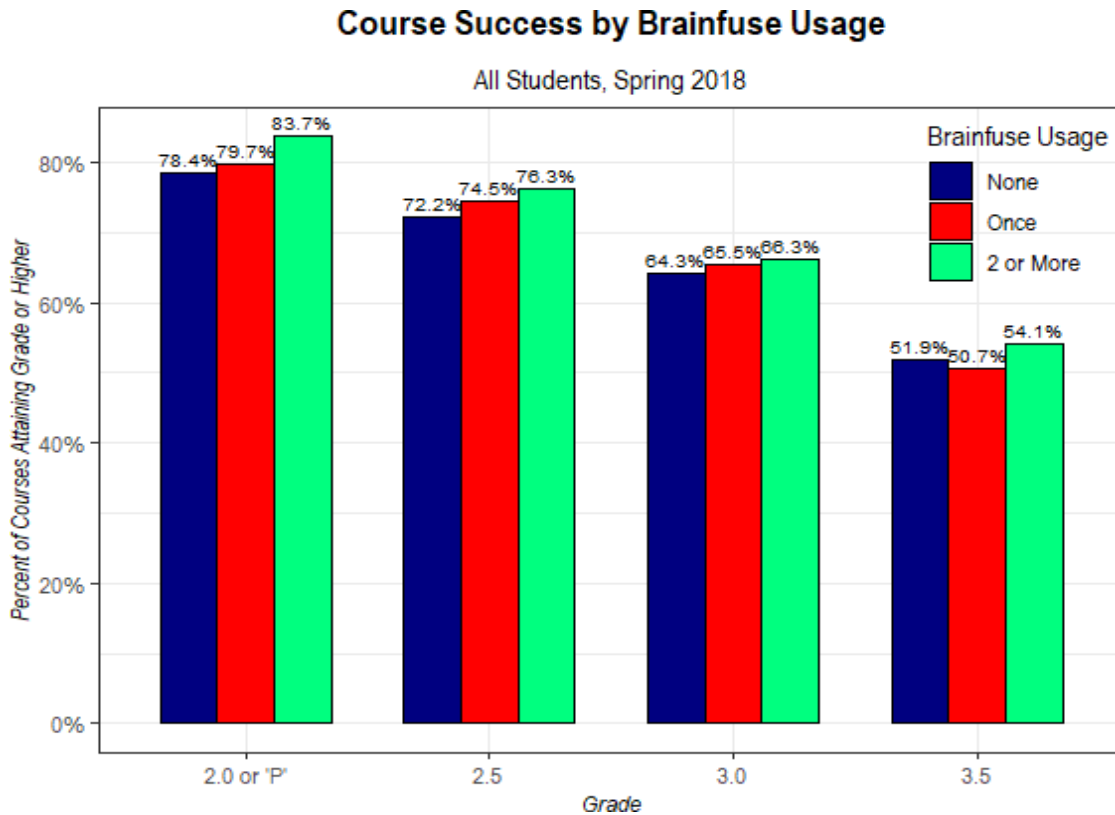


Figure 5: Brainfuse Usage and Course Success

Table 3 contains the average GPA earned by students in their courses in fall 2017 and spring 2018. There is no statistically significant difference in the GPA earned by students that participated in a Brainfuse session and those that did not.

Table 3: Brainfuse Usage and Term GPA

Session Count	Fall 2017		Spring 2018	
	Students	GPA	Students	GPA
None	12,645	2.80	12,095	2.83
Once	117	2.89	183	2.81
Two or More	244	2.89	302	2.98

Students that used Brainfuse attempted and earned more credits than students that did not use Brainfuse. In spring 2018, students that recorded two or more Brainfuse sessions attempted a median of 12 credits and earned 8 while students that did not use Brainfuse attempted and earned a median of 8 and 7 credits, respectively. Further, there is a statistically significant difference in the percentage of credits earned. In spring 2018, students that used Brainfuse two or more times earned 84% of the credits they attempted while non-users earned 78% of the credits they attempted. This relationship between Brainfuse usage and the percentage of credits earned does not necessarily imply causation but may be due to other factors such as differences between the study habits of students that use Brainfuse and those that do not.

Table 4: Credits Earned by Brainfuse Usage

	Fall 2017				Spring 2018			
	Students	Attempted	Earned	Pct. Earned	Students	Attempted	Earned	Pct. Earned
None	12,645	9	7	77.1%	11,693	8	7	77.9%
Once	117	12	9	82.3%	169	11	8	79.8%
Two or More	244	12	9	81.6%	298	12	8	83.8%