Welcome to our staff meeting, our spring semester staff meeting. I think the burning question on everybody's mind right now is we've been watching the weather forecast and overnight tonight between the hours of 2.6 M.

AM or two to 07:00 A. it's going to snow. So I'll see you all tomorrow and we'll be ready to go tomorrow. Yeah. What we're hearing is maybe an inch or smells so just enough to maybe look pretty slick up the road a little bit. So be careful tomorrow as you are every day. So let's jump right in and let's get our staff meeting going. So glad you're all here today. Alright. Good morning, folks.

My name is Kaitlin Krumsick and I am the Director of the academic achievement center and the Language Resource Center. And I get to be your MC for today. So I'm going to start with just some general agenda settings. We have a great list of speakers today. We have a couple of folks talking about the strategic plan, which is very important to a lot of the work that we're doing. And we have some talk about retention data, some leadership opportunities and professional development opportunities available, as well as some updates on some renovations happening across campus. And we'll hear from HR as well. So the most important thing that I want to make sure, you know, I'm going the wrong way. There we go, is how to ask questions throughout this presentation. So if you have your phone with you, you can pull it out and you can text JCCC pole 222333. And then you'll be able to text in your question, this information is going to be the bottom of each slide that is presented today. So you will have the opportunity to submit those questions throughout the presentation. And we encourage you to do so as speakers are talking and as you have questions, if you would prefer to write out your questions on a note card, some of our lovely ushers will have those available. Just raise your hand, flag them down and you can write out your question. The old school way and we will have them back here as well. So please don't wait until the end of our session today to ask those questions. Please ask them throughout. Okay? Alright.

Alright. And we will move on to our first speaker. He's going to talk about strategic planning. Thank you, Caitlin. I'm John Clayton, exact Director of Institutional Effectiveness here at the college and the one that's in charge of overseeing, I guess you would call the development of the strategic plan and making sure that we proceed with implementing. We have moved from the development phase into the full implementation phase. And so there's been a lot of teams that have been hard at work over the past year to implement the plan that was put into place. There's only two things I want to talk about, and one of them is the process by which we go through to monitor the progress. The Karen Kohler and myself, both of us how the institutional effectiveness office meet monthly with the leadership teams, have each one of the goals and look at, see what they have accomplished over the past month. Look and see what they are planning to do over the next

month. And then we identify roadblocks that they may be having an bring that forward then to cabinet, those teams submit a monthly report to their champions and the champions then review that with their teams and then provide a submission into Karen. And then those reports actually go to cabinet every month and cabinet reviewing those reports every month and look at those roadblocks in particular, and tried to identify areas that we can be ahead and knock down those barriers that may be coming before they actually be an issue to a successful strategic plan implementation. If you're interested in reading those, we are posting those out on Info Hub. So if you want to know what's happening in goal one, goal to goal three, goal four, go to Info Hub and you can read those months reports as submitted by each one of the teams. The other thing I wanted to mention is February the third, we will be having a strategic planning retreat. Many of you probably have received an invite if you participated in any active way over. During the development of the strategic plan, you received an invite to attend an all day Friday meeting. How many of us like all day Friday meetings?

How many of us like all day Friday meetings? Right. So the first half of the day we'll be looking at where we've been, what we've accomplished, getting updates from each one of the teams. And then the afternoon we will actually go into breakout sessions and look at are there any things that need to be changed or any things that have been fully implemented. Where are we at? What should happen in the future? A strategic plan should always be a living document, a living entity. And so we're going to monitor that and get feedback input from many constituents around the campus. So with that, thank you very much and I'll pass it off to whoever's next. Good morning.

I'm Pam Vassar. I'm the Dean of Students and learner engagement here at the college, and I'm joined by Vince Miller and we will talk to you a little bit. About the strategy and the steps that our groups are working on related to the strategic plan. So we our goal one strategy three, gold, one being students success strategy three, create effective systems and pathways for students. So the strategy step I'm going to talk about is the academic planning tool. That project is headed up by Alex wells and Kathy Mahal run the specifics of that strategy step, our acquire and implement an academic planning tool to support and enhance the counseling advising model. So what is it academic planning tool? At the highest level? The tool will really allow students to create semester by semester plans of courses leading to a degree or a certificate, thus leading to completion. Once that student knows what their plan is, they can go into this academic planning tool and it will allow them to build out their courses and see today where they're gonna be at the time of completion, whether that's for semester six semesters and allow them to really view what the end result is. There's lots of functionality and the tool beyond that for monitoring plans and adjusting plans and communicating with students through the tool. So a lot to, to come forward with that.

Much has happened over the last year or so of working to get the academic planning tool up and running. And that team is really working hard and I need to really acknowledge counseling, career, and transfer, marketing registration. R IS folks, everyone who's really collaborated to get this tool moving and the vendor team from stellate. So you may hear the academic planning tool referred to as an academic planning tool. You may hear it referred to as planned my classes. And you may hear the word CELAC. Celac is the vendor for the tool. And the academic planning tool really will be known on campus as planned my classes. So much of what has happened really involves a lot of behind the scenes things right now, with decisions being made about data that we need to pull into the tool. Data being sent to the vendor stellate data being configured in the system to make the tool function as we want it to. Validating and testing the data that's in the system. And repeat that, repeat that, repeat that multiple times to make sure that we're getting from that tool what we need and that we're putting into that tool what we need. So a little bit about what's to come. There will be more testing on specific scenarios, things like prereqs and coreqs for classes, course exceptions, split credits, all of those things are being worked on. Then we're going to start rolling out training to various stakeholders. Were working on a marketing and communications plan. All of that leading up to a pilot program for nine academic programs that will be rolled out in March. And I can tell you some of the programs. I won't list all nine, but interior design, automotive, business administration, nursing, those are some of the programs that will be piloted in the fall. So I asked you to stay tuned. There'll be more information coming out. There'll be training made available. And just look for the things that we're going to accomplish with that tool as we move through the semester. Okay.

Thank you. Good morning. I'll talk briefly about the next two action plans that we have and then pay them will come back up and talk about our fourth action plan, the class search. As many of you know, we have a class search tool that's an illusion Banner product. And there are a lot of gaps with that. And so we have a team and that's led by Leslie Quinn, who's a new dean over and students services. And Richard for Dean over an industrial technology. And that team has been inventorying the critical gaps and functionality that we see with that tool. And we've pulled in stakeholders from a lot of different air areas to compile that list. So once we did that, we prioritize the top issues that we want to make sure we address. Then we've been working with Institutional Planning and Research. To talk about focus groups, surveys with students, marketing as well. So we want to make sure that we get the information we need from the users about that tool and how they use it, and how our understanding of exactly what it is that they're seeing is potential issues. And then we need to figure out how to address that. And so there's a couple of different options there. One is that we can nudge it Luciana long to address the issues that we're seeing. But we also know that a leucine is a big corporation and

that doesn't always happen in a very agile way. But we do have some hope there. There's also a tool called stellate, which Pam just talked about, which has the potential for a class search tool. There's an internal search right now and it may be an external facing tool at some point. Or if none of that works, we may consider going out doing an RFP for another tool. So that group is really focused on that. And I think there's been conversations around that for a long time, but they've really lasered in and I think we're going to make some progress toward addressing some of those issues. The next one, mandatory student orientation. And that group is led by Brent hover camp, who is the coordinator of orientation and student retention. And Nick man, who is an assistant, sorry, Associate Professor of reading. Again, a great committee that we've got together there. And you may know, student orientation right now is required for first-time full-time students. But there's a lot of other student populations that are not required to do the student orientation. And so we're inventorying who that is, that maybe is transferring in here. Part-time students that maybe have a certain number of hours that would also go through the orientation, which we believe that they would be more successful if they had that information starting out. And they've also looked at re, configuring what the orientation is and having maybe a first part That's an in-person in a second part which is maybe more of a virtual, so that we could have some flexibility there about the delivery method of the orientation. So we're working with several groups, again, IR on some survey and some metrics and EdTech looking at whether Canvas can be a tool that would host that, that new curriculum. And then the working with IS on how do we process the holds and then removing the holds. Um, so that's, that's an exciting project again, has been talked about for a long time. So we're really glad that we're making making great progress there. And I'll let Pam come up for the last one. Okay.

So the last one that I'll talk about is the strategy step around mandatory wrap around services. And that's headed up by Jessica Garcia and Caitlin crumb sick. So this team had their kickoff meeting in September. And their first task was to really inventory what wrap-around services already exist here at the college. An interesting exercise for them. It was an interesting exercise for me to see because they put white papers up around the room and just started inventorying everything that we do. That would be considered at wrap-around services, service that we offer to students to help them. Help them be retained here on campus and help them really work to completion and really serve them on campus. Things outside the classroom as well as complements to the classroom. So that first task was eye-opening because the room was really just full of things that we offer. We should be proud of many of the, all of the services we offer here. But so once they inventoried it, they came up with a lot of different things. So I'll give you some examples. Things that we may think of, things we may not. The basic needs center that's on campus, counseling services for students on campus. Mental health

services for students on campus. Academic achievements center services, the library, one, our students success courses. So really taking a good look at everything we offer here on campus for students. Then they move to trying to discuss the possible target student populations for which mandatory services would be created. And then looking at what mandate mandatory services do or what services do we have that really would best connect with which students, which groups of students, as they're looking for the student populations they wanted to focus on. Initially, they came up with focusing on students on academic probation and then students with low completion rates. Where we're going now, the group is worthy working to gather demographic information and more data on those populations. To really understand those populations. They're looking to select the specific services that apply best to those populations.

In terms of Helping them persist. They're creating communication plans and thinking about what they need to communicate out to students and to the campus community. And they're looking to discuss how our predictive analytics program might be used to help target students prior to them starting to have academic academic concerns. So lots of really good work being done by that group. And I guess I would just say in closing, if you have further questions about where we're at with these as events. And I said we were giving a high-level update, but we contact us and we'll get you in touch with those individual chairs of those initiatives. And they would be happy to talk with you further. So I think that's it for us.

So I think that's it for us. Thank you. Good morning, Chris Gray. I'm here to speak with you in regards to go for which is employee engagement here at the college. Before we start, I wanted to give just a brief overview reminder of the strategies that we have in place. And really who's doing the bulk of the work in gathering the collaborative efforts across campus. First strategy, encourage employee growth. That's gonna be marking Christina. The second is create and maintain an environment where employees feel valued and belong. Valerie and Michelle. And then the third strategy is develop a consistent culture of accountability, integrity, and workplace equity. And that's gonna be Gwen done, Diane and I did place down here and I think it's important to note a lot of what we've worked with and employee engagement has been focused in collaboration with human resources. And that's a key aspect of what we're doing. So we're bringing these ideas forward to them to help them better get a broader representation of campus and how we can improve these efforts. I'm going to focus mostly on one topic today, but I will give an overview of a little bit more. And it's one that I think all of us are aware of, which is the employee engagement survey. For those of you who don't know, JCCC selected eighth power APC to conduct the survey. Employee engagement collaborated with human resources as well as the Office of Institutional Effectiveness Research and planning. In a kickoff was held with the vendor in early December. The vendor is set up the

initial survey questions in a shared those questions back to this group over break. Currently, we're collecting feedback as well as editing these questions. The questions are gonna be a mix. It's going to include a mix of likert scale questions, open-ended, free-form, Text Entry questions. It's key that we'd get these questions right and various forms. And it's also a lot of what the group is doing working with the vendor is also making sure we've got questions and the ability to aggregate that to make it actionable. A lot of times you can get data, you can get information, you can get reports, and then you can report it out. But if we don't have a plan or the data in a way that we can implement action to either improve or to look at it to further it. In my opinion, there's no there's no reason to do it. So that's been a big focus with this group, is not only to get the data and get the points, but also what are we gonna do with it? And that's gonna be the second stage of this. When is this going to start? It's a quick deadline. We're launching this survey again pending the finalization of this question set at the end of this month. The survey is gonna be open for two weeks. So you're going to have everyone on campus will have essentially two weeks to fill out the survey, which will close tentatively on February 13th. The vendors projected at least a month to craft the executive summary report and then APC will be bringing that report to cabinet with their findings towards the end of March. The committee is going to share a summary with the board at the April meeting. Then the vendor is going to present to the managers and management topics that will be scheduled on April 13th. I'm the weeks of April 17th and 24th. The vendor will provide additional sessions, sessions to review the results. And then lastly, I think this is important. The vendor is going to work to identify training which will be programmed in late spring and fall PDD. And that's really where the rubber hits the road. How are we going to implement this and what are we going to do with the findings? We see this really an employee engagement and not to speak for human resources as well, but as really the hub, this is gonna be the base point that's going to drive prioritization as well as further initiatives for the college that surrounds employee engagement as we move forward. Not just for administration, not just for the board, but for the entire campus. It's spawns awards, it responds, we engage, it correlates with benefits, communication, everything that we do. We're going to have some base points to really drive why we're prioritizing these initiatives from there. And most importantly, it's gonna be the voice of the campus and that's what we need. It's not people sitting in a room, it's everyone. So we need you to participate to tell us what your feelings, what your thoughts are. So we can aggregate that and hopefully push that out to improve areas that need improvement. So what's next?

So what's next? Beyond the employee engagement survey, the group is going to continue to work through awards and awards and recognitions. Rachel Haynes and her group have done a fantastic job already re-looking at what a lot of those are. And seeing if we can repurpose

those, improve those, broaden them out to broader scopes based on the growth and really the changing times. Continued support and integration with human resources, communication, I put challenges. I don't know that's the right word or are wrong, but communication is key here. Communication to figure out a feedback loop to get input from campus. How does that work? How do we gain your ideas? How do we implement those and put those into the plan? And then how do we share that back out? If they didn't make it into the plan, are there gonna be executed or not? And why? That's gonna be a key part of this. Job families, which I believe is gonna be spoken to a little bit later. But I wanted to make sure that was placed in here because it has been a topic. The RFP has been executed and coal, pepper and associates were awarded this RFP at last month's board meetings. So this work will now be started with this consultant. Then lastly, I alluded to a little bit with communication. It's prioritization, ideation, and collaboration. This can't be a group of eight to ten people across campus. This has to be a group effort. The employee engagement survey is going to help us with that. But we also need your input beyond that and how we drive. And that's a lot on us with our group, is how do we get those mechanisms? How do we communicate out? How do you know a place to see what we're doing when we're doing it and how we're going about it. And with that, I'm going to turn it over to Dr.

Mcleod. Good morning, folks.

Good to see you. So as we look at these last few pieces that you've heard about, looking at the strategic plan piece, looking at what we're doing in terms of academic affairs and student development and that melding of what is going on. There's strategic plan and this piece about employee engagement. All of this really settles into kind of our core thing. Our core thing has been to look at what we do for students and how we affect their success and completion. And at the end of the day, we've come to recognize with all the things you've heard about the importance of enrollment and enrollment numbers and all of this kinda churn that's gone on in the last couple of years, we've come to recognize two things. One, for people who don't fully understand what we do, the numbers make way more, way more important than sometimes they are to the things that we do on day-to-day basis. But more than that, the way that we can truly affect our enrollment really as retention. Because we've recognized that the enrollment cliff really is a thing. That there are students who are going to be fewer and fewer in number because of the number of folks who are interested in higher education and be matriculating because of the smaller class sizes and the lower birth rates over the course of the last 20 years, we're gonna get to a place where we're seeing a paucity of students. That has not been when we were much more robust and society and we had many more folks turn in 17, 18, 19, who are thinking about their next steps. So the way for us to really truly affect our success is to bring those students here and keep them here, and to try and help them move through completion. And you've just

heard some of the things that we're doing to work on that. When you look at this, you can see that our fall to spring and fall to fall retention continues to be very, very strong. From fall to fall with full-time. From fall to spring with full-time. So we're keeping those folks for at least that first year. The opportunity for improvement is to keep more of those students as full-time students come in back here from fall to fall to finish and complete that AAA. Some of that will be tied to the structures that we have built and trying to give support to those students and trying to help them understand what their direct degree path is. What classes do I have left? We have a lot of students who walk out without finishing a degree. When we recognize in our data that they're only a couple of classes away. And they don't necessarily realize that how many folks in here know at least one person from your university days who probably by the end could have had three majors because they took classes here, there and everywhere without one direct path, we have students who do that as well. And one of the things that we recognize is that that retention continues to be important and we focused on it on for the last few years. And quite frankly, I will give you all a hand because you have rocked it. This hadn't been something that the administration has done. This hadn't been something that just the faculty has done. It hadn't been something that just the staff has done. When you look at in the aggregate, what we've accomplished through strategic planning, through building stronger support, we have more of a pipeline for students to work through in our academic resource centers. We have now set practices that have never been in place at this institution for students who wind up on academic probation. Courses that they can take and work their way through to work on plagiarism issues, to work on understanding their time management issues, to work on understanding the issues of where their family might get other supports in the community to help with food insecurity, with housing, with clothing, to take those things off their shoulders, to provide them that free mental space to do the work of the classroom. All of that has been built over the course of the last three years. And all of that has shown these kinds of returns where we are now at an 82% rate of keeping students here at least through the time it would take for them to get a general certificate, at least that first year, we're retaining those students. Now let's talk about how we retain them through getting that AAA. How do we continue to strengthen those bonds? How do we continue to provide them with opportunities to ask the good questions? And that begins with the planning of their degree path. With understanding, where's the flex point for them to really have to make a decision? Because now you've taken all of the Gen Eds that allow you the latitude to work across two dash three different majors. Now let's think about honing in on one and getting you completed and something that interests you and that provides you with a pathway that you are interested in. And even more than that, how do we own the day that you show up here, gauge what your interest is. If you actually look back at our data, you will learn that more than three-quarters the students who walk across the stage for us every may

have a AAA in general studies because they have no idea what they really want to do. We have experts in so many fields. We have abilities to create Meta majors and pathways for folks to really specialize, but most of our students have not stepped back and really considered what it is they want to do other than the recognition that colleges have value and they want something that we have to offer. And so as we continue to build those structures, the work that you have done, and stepping back into the classroom more fully. When we had students who really were nervous about online and wanted that in-person experience has been huge. Providing help and counseling and advising. We've worked at getting folks from the outside to help with mental health counseling and our partnership with Johnson County Mental Health. We've set up all of these different pathways to work with students and our resource centers. All of that work that you have done has been a part of this larger plan, which really has helped us build towards where we are today, which is a jumping off point for a new generation of students to have a completely different experience at Johnson County than even we are used to as folks who've been here for quite some time. I applaud you for the work that you've done. I will give you plenty of kudos for the work that she had to come because there's going to be a lot of it. And yet we can do it together. We can keep pulling forward and we can take that 80 to get even higher. We can look at that 64, figure out how we get that up into the eighties. We can look at those part-time students and figure out, if we can figure out what those part-time students truly want out of their experience here. How do we get them to stay here in the seventies and 80% to complete a goal that they set for themselves. But we have to help them set that goal because for some of our students, they don't have the support outside of here to set those kinds of life goals. They're just surviving day-to-day. And for some of them, this is the place where their stability lies. And so what you provide for them every day when you come into work is a soft place to land. Folks who have a listening year and people who want to help them be better. That's what this community needs. That's what you provide. And so thank you for that work and we'll continue moving that needle up up, up because we've done a great job in the last few years and they're still a few hills decline. Good morning, everyone. I'm here to talk to you about the Kansas Leadership Center. My name is Rachel Haines. I am Director of our employee engagement and development within our HR team. We've been doing the Kansas Leadership Center for a little over a year now. We have a core team here on campus. We have Dr.

Mickey McLeod, Leslie Quinn, Terry easily, Hirohito, feral Deneuve and myself. And when we originally worked on this, we had to identify our JCC adaptive challenge with the KFC center that is in Wichita. And so our adaptive challenge was we want more people leading so that we can create momentum, ownership, and commitment to shared governance on campus. And so what I wanna do today is just take a few minutes to share what we've done this last semester, as well as where we're going for the spring semester. During the fall, our core team regrouped

after summer, and we planned what our future programming and curriculum would look like for the upcoming academic year. We then brought back our KL see alumni who had been through the first set of classes back in the spring of 2022. And we did a session with as alumni over shared governance here at the college. And then we also offered a train, the trainer session to those alumni so that they could provide Kelsey training to our employees who have not yet gone through the program. And so they are beginning to facilitate that this spring. And so this semester we have the communities of practice that are taking place and those are being led by the Kelsey alumni. They are kicking off this week a few groups, and they are small-group discussions with five to six members across campus, both faculty and staff, to talk through the learnings that we received through our Kelsey trainings, as well as how we apply that to our adaptive challenge of shared governance. In addition to that, we've reapplied for the KLT Transformation grant. We were awarded 60 seats. In December, we had sent out an invite to the campus to see who would like to participate in that training. We reviewed those applications and selected 60 additional employees to go through that this upcoming spring. The other thing that we have coming is in March, the Kelsey has a new book that they just launched this month. And that's called when everyone leads. It, is one of the authors, Julia Fabrice McBride. She is currently the Interim President and CEO over at the Kansas Leadership Center. She's going to come here in March and do a keynote speech around that book. And we'll have copies of the book to give out to our campus community. So be watching Info Hub for that information, as well as other information on ways to plug it into the Kansas Leadership Center information. And with that, I'm going to turn it over to Dr.

Bound. Well, good morning again. No change in the weather forecast. Sorry.

So I've been asked to talk about shared governance. And I want to start out by just saying that from a staff council standpoint, I've been incredibly impressed with the work that you've been doing. You're well into your second year of operation. And I can see from my role in the updates that I get that you are figuring out how to do shared governance. And the same is true for Academic Branch Council. But we're here, we're figuring in college counsel out as well. But I wanted to specifically because the focus here is staff wanted to say that to me. It's evident that you're figuring a lot of this out. To me.

The things that I look for in shared governance are things like you have a process, right? You have a process laid out for how you will identify and consider items as a council, whether their concerns are opportunities, are issues, and so forth. And you've consistently followed that process. You, you've done a good job of bringing in or connecting with the right people to understand and address the items

under consideration. I will say when I'm completely honest with myself, early on, I was a little bit nervous. In particularly I'll say when staff council, the eye view of the issues that were being brought forward, we're HR issue for HR, HR ish sorts of things. The concern that I think I had and I think some other shared as well. Okay.

Are we going to is staff council going to be a pseudo HR function? And the good news is you've mastered through that, you've worked through that really, really well. And any question or concern that I may have had absolutely disappeared. By the way, you've partnered with the HR team to understand issues, to bring in folks that deal with it day in and day out. And to use that as a way to understand, excuse me, and then to share back with the group. So really, really well done. Shared governance is about the idea of improving the flow of communication, of addressing areas of interest or concern, and making recommendations, or at least bringing the right people into the room to figure it out. You've asked college council to take on issues that are broader than staff and most recently or namely is the issue of communication. And they are on on behalf of the entire college. Taking that on, you have a clear charge as staff council, which I think having good process and the clear charge makes it abundantly more obvious and capable of doing the work. So what do I think about effective shared governance? I think that understanding the role and the opportunities and the limitations of shared governance are a good place to start. I recently read an article out of the Kuo, their presentation, which is the National Association of College University Business Officers. They had an article a few years ago about shared governance. And the three governance, shared governance principles being consultation, communication, and explanation. And the author described consultation as the opportunity to express one's view, whether that's a shared view or an individual view. Communication is the opportunity to be updated and informed about an issue, a decision, and so forth. Where explanation, the third of the principles is a commitment to convey the rationale behind any decision. I think I, and others believed that shared governance is about voice. And you've heard others say this, including Dr.

Mcleod, it's a voice, not a vote. It's typically that's a sense that's covered and shared by many shared governance structures. So, so much of what I read about shared governance and higher education talks about the board, they talk about the president, and they talk about faculty. But there's not nearly as much written about shared governance among staff. And so in many ways you are charting a course that is uniquely Johnson County Community College and unique to our situation. So I've looked at a number of schools and their shared governance structures. I have a tendency to look to schools that I greatly respect and admire the work that they're doing. Monroe Community College out of New York. There are long-term League for Innovation Board College. Their model is built on, like our work has been done here. On the American Association of University professors

and the American Council on Education and the Association of Governing Boards of universities and colleges. Both the work done in the sixties and the work done in the nineties. And they recognize the role of the Board of Trustees, the administration, in other words, the president, the Faculty Senate, and a support staff council and a Student Government Council. And I specifically looked at their staff council, their support staff council. And that group, again is recommending body that flows from the council. And in their model flows from the council to human resources, where the faculty senate, the recommendations flow from Senate and the President. I also looked at Valencia College. There, the large community college now offer bachelor's degrees as well. They were the first Aspen Prize winner. And their model is based on really the strategic work of the college. So they have an academic programs Council, they have an Equity Council, they have a learning council, they have a faculty council, and the student experience counsel, all focused on the strategic direction of the college. And it is very much a collaborative process within the college. And as they describe it as making courageous wise choices that moves the college and there weren't forward. And using the strength of a diverse group of individuals to voice, to bring the voice of many constituencies into the work. And that is a shared process by which individuals and groups can influence the work on the decisions of the college. So I just wanted to say to you as staff council and to our work more broadly from a shared governance standpoint, that my observation is where we're starting to figure this out and we're getting better and better at it all the time. And so I wanted to say thank you to those who are engaged in each of the three councils, the Academic Branch Council, the staff council, and the College Council. Obviously, all three are at different levels of the stages of team dynamics and working through what that means. And I just wanted to say, good job, staff council, keep up the good work.

Alright. Thank you. Hello.

I'm Tom Hall. I'm the Associate Vice President for Campus services and facility planning. And today, I just wanted to give you a quick update on GDB progress. As everybody knows, it wouldn't be JCCC without some construction going on. So we've been in this facility's master plan since about 2016, working on the last phase of it now, one of the one of the things that we wanted to do as part of that facility's master plan is create a corridor. I was students wayfinding where they would start at the student center, go through the commons area where the Foods located. Move over two GB where they can have students services, different types of students services, move through the Colab and then over to the resource centers and the library. So this is kinda the last phase of the 2016 facilities master plan. And we will be starting a new master plan coming up in the near future. Right now they're working on you do this strategic plan. Then you put together the academic piece of that. And then we move into the facilities to support both of those, the academic and strategic plan. So one of the

things that I wanted to talk about is what's going to happen in GDB first floor. Well, first of all, we have to finish the science labs projects, and that'll finish up this summer. But before we get finished with that project will actually be starting the GDB first floor and phases. The first phase of that, if you look at the map that's up here or the floor plan, you'll see up on the upper right-hand corner. Light green color. That's going to be student needs area. It will be moving down from the building down to the first floor on the right next to that. And the blue and across the hallway is gonna be the student lounge. And then if we go on down to the green, that's where the cursor's office used to be in that area. And that's going to be Center for Student Involvement. And so those will be pretty much the first phase of this project, which will kick off in the spring of the year. We've gotta, we're getting ready to put the bid on the street. And as soon as we get the bid bids in, we'll work with the board to get this award it, and then we'll start in construction. Shortly.

Behind that. We will start looking at the second phase of this project, which we have to finish the science buildings to move some people out of this building. So we have placed swing space to move people too. But one of the things that has come up over and over and over again is that in the presence area where the where the boardroom is, the boardrooms are really small. So one of the things that we wanted to do it, and you can see up there in the yellow is the boardroom. We're going to we're going to rearrange what's inside the presence area and make the boardroom larger. Actually not increasing the square footage at all. It's just rearranging it and moving things. And so one of the things we're limited in that room is based on the columns that are in there in order to get a clear sight. So it looks kind of an angle there, but that's because of all the columns that we have in there. And we are able to basically double the size of the audience area. Then the next thing that we're gonna be working on, that as the dark blue, that's just right above that. And that dark blue is gonna be the Honors Program. So there'll be moving down from the Kahn building down to that area. So there'll be located on the first floor. And then off to the left-hand side of it. We're going to make a larger conference room in the Com 100 suite where an attorney's offices at the area that's up above and the light blue where Mike Neil's office was at. We're going to rearrange just a little bit in there, make a little larger conference room in there. And so that's basically most of the GB first project. The one piece that is also going to take place during this, the original six buildings that were built on this campus, we're not sprinkled. And so we are going to go through a process of sprinkling the GDB building as we go through each building and remodel, we'd been doing that Science Building. He's getting new sprinkler system. As we finished, it was one of the ritual sex didn't have a sprinkler system. So that's going to affect different areas. And both the second and third floor at different times, but will coordinate that and we'll work through that as a

group, but there'll be more construction going on after this. This is just the last phase of the current facility's master plan. So with that, I'm gonna go ahead and turn it over to our next speaker.

Thank you. Good morning.

I'm choline Chandler. I'm Interim Vice President of Human Resources. We're going to just do a couple of topics updates this morning versus a quick reminder. Performance evaluation or timess is here for staff. So non probationary staff members should be meeting with their supervisors if they haven't already to be conducting their annual performance reviews. Just as a reminder, probationary staff are evaluated on a cycle associated with their probation date, but encouraged students or employees and supervisors to work together through this annual performance review process too. Review last year's performance and then next year or at later this month, we will launch the piece for goal-setting for next year. So be watching for that information. The next thing I want to touch on, many of you may have already heard we have two significant initiatives coming up this year related to compensation and job framework. These are two pieces to that work to the first piece I'm going to speak to is the internal equity adjustments. And then the second piece relates to job architecture, which is what you probably heard referred to as job families and cruel and or career laddering. So quick update on an internal equity adjustments. Hr is currently working on developing communication and training to provide to stop later this month regarding that and internal equity review process, including how that process is going to be utilized to review relevant years of experience and document that where I live at work history. That work will then inform the work that needs to happen with internal equity adjustments. We're asking at least tentatively that that work be completed by the end of February. Those documentation forms, again, that's work that the supervisor employee will do together to go through the individual employees work history and document that work that's relevant to the position that they're in. This time.

Again, it's a great opportunity on as we worked through the performance review process to fold this into that discussion. Then once those forms are completed and returned to human resources in March of this year, we will human resources will work to review and complete the analysis associated with that. That work to again help inform the internal equity adjustments. Once we get through that process, again, additional information will be forthcoming. But we at this point anticipate an effective date of any adjustments related to internal equity to be July 1st of this year, pending budgetary approval. Of course.

The second component of this work is related to the job families and career laddering. So if you didn't have the opportunity to see the board meeting in December or the committee meetings last week. A

vendor has been selected to work with human resources and the campus to develop the job architecture for this project. That vendor again went to two Committee last week and we'll move on to the full board for approval later this month. So pending that final board approval and then the execution of the contract, human resources will begin working with the vendor to develop that project. Timeline.

Some key things that are going to be associated with this part of the project relate to the development of the job, family architecture, specific job description development, market analysis of jobs once those job descriptions have been developed and then placement of employees within that job family architecture. Then the last item that I'm going to provide an update, you've heard a little bit about this already this morning. But just to kind of expand on Chris's comments, the college has selected ath power to lead our work on the employee engagement survey. There's been a small group, cross-functional group from human resources and the employee engagement strategic planning committee that's been working on this project too. And as well as in instructional research or institutional research to develop the job at the survey questions. Well, along with the vendor on that survey will launch the week of January 30th. And we have targeted dates for reporting out those survey results as shown on your screen. So again, anticipating sharing results with cabinet. The cabinet meeting on March 21st. Results will be shared with the board through the committee meetings scheduled for April. Managers will hear about the results at the next management topics meeting on April 13th. And they will have sessions scheduled for all employees to attend if they choose to do so. The weeks of April 17th, 24th. Alright. So I'm gonna turn it back over to Caitlin, I believe. All right, everybody, I'm back. Now. We're going to jump into the Q&A portion of the rest of our meetings. So we've got a lot of great questions that have come in. So thank you for everybody who has submitted. If you have questions again, here's the information. There also assures walking around with pen and paper, if you'd like to use that. I'm going to invite all of our speakers to come back out on the stage. They're going to sit in these lovely chairs and we'll ask them some questions as they come out. I just want to quickly thank the other members of our staff council meeting planning committee. So Austin Maxwell, Carol guard, and Karen Kohler are working behind the scenes and have worked very hard for the last several months, plan and put this on for you also, I want to make sure that their hard work is recognized. Yes.

Thank you. Okay. So we got a lot of questions in regard to that conversation that Pam and Vince had about the student's success goals. So I'm going to ask them some questions to start off with. First, will the academic planning tool provide reports such as generate lists of students in a particular major. Hear me.

I think the question was, does it allow for reporting? Is that what you said? Yes. Yes. Creation of reports? Yes.

Actually, that's I think one of the things that's really good about the academic planning tool is the ability to go in, pull certain students that you might be looking to communicate with, or certain students that you might have offerings that you want to communicate with the student about. So yes, it does have good functionality for that. And that was something we looked for as we were selecting that tool. Excellent.

So the next question, pam, you mentioned predictive analytics and your conversation. So the question is, how is that currently being used and is data being collected and actively used? Or is there a date when predictive analytics will be implemented? So i'll, I'll take that question is I'm leading the PA team with the ISS team. Yes, we do currently use predictive analytics in reaching out to different groups of students. We currently have three models. The first model is looking at an end of term model to where students, you know, what's the probability of a student's going to depart from us? And how can we provide interventions for those students, reach out to those students, communicate with those students, um, to hopefully stop that and intervene in those situations. And so we actively use that model to identify students to communicate with based off of the model. The second model is a beginning of term model. So looking at our first-time, full-time degree seeking students and what do we know about them by the point in time as of census? And how can we use that to determine whether or not they'll depart from us in the future. And what sort of wrap-around services can we provide to them to help stop that? And that that model is probably not being used as much. But it's out there. And I think that's the model that they referenced and their talk that they're going to look at, how can they leverage it better. And then the third model that we're currently using is looking at what is sometimes called a toxic course combination. It's a more simplistic model, but it's looking at two courses that are together and, and what's the success rate of those courses together versus individually if they were taken individually. And it's not so that we advise students not to take the combination, but make them aware that this is a difficult combination. And what sort of services should they be planning to get to help them be successful in that combination, should they choose that? So we really got three models that we're looking at that we're currently using. We use right now data out of Banner, which is all of our student data. We're using data out of vacuum campus and a couple of the other systems out there. So, so that's, that's kinda where we're at on PA and we're looking to continue to grow that and to be wise and ethical and our use of the data. One more question for payment Vince. Where can we find the steps of mandatory orientation and wrap-around services? Can you repeat the question? Yeah. Where can we find the steps of mandatory orientation and a wrap around services? Steps. So where can we find the steps that are the next steps for that? We actually, because we're still in the process of developing what we're going to propose for these projects. We don't actually have

a public webpage right now where we can find next steps or kind of the the path that we followed so far. We do provide status reports to the office, to John Clinton's office for strategic planning so they're able to track our progress, but we're still early enough in there that we haven't developed a communication plan, but we will. The next question actually I'm going to take because it's about the wraparound services goal as well as the question specifically is. In regard to selective admission programs and students that are on probation within those programs, were not to a place yet where we have any concrete information on that or what we're gonna do. But when that time comes, we will reach out to stakeholders to have that conversation, especially for those selective admissions programs. So when we get there, you'll hear from us, but we're not there yet. Okay.

Okay. Alright. The next question is about retention. So Dr. Mcleod, I think this is for you. Is retention getting better or worse over time and what is the goal? Right now?

Right now? Retention is actually getting better over time. When I arrived here six years ago, our retention was about 15 points lower across the year than we have right now. It has been getting consistently better as we've put the safeguards in place and help work with students more individually. Ultimately, our goal is to look at retention across a group of schools that we compare ourselves to and to try to maintain a level above the average of those schools, which right now our fall to spring is well within that by being above 80%. But we really want to look at our two-year metric because we are about 13% below where we would like to be. We'd like to try and get and stay above the 75th percentile. I'll jump in there real quick as well. If you actually want to look at the war we're at for the last five years. If you go out on our website and look at the strategic planning, do a search for strategic planning, and then go down to KPIs and look at the student's success KPIs. There are actually charts out there that lists the actual data as well as our targets for each one of those, because there's actually four retention metrics out there. So if you're interested in the actual raw data and looking at that, that's the quickest and easiest way to get to it. Excellent.

Excellent. Another retention question for those students that are not being retained, do we have a good idea of where they're going? Are they transferring or they successfully completing the abs degrees?

Where are they ending up? Right now we have at least four places that we know those students are going. We're seeing a lot of students step away from academia entirely and just stepping away from their education. We are seeing a large swath of students who are transferring early. So we are seeing a lot of students leaving the institution before completion of our degree to move forward. And some of that is by design, I will admit in the past several years, it has been our position that we would rather council a student to do what is

in their best interests than to just try and do what's in our best interests and keeping them here. And the way that this state has designed their pathways and transfer for a number of our students, it actually behooves them to leave before they complete our degree. Because so many of the courses are being required to be retaken when they go to the four-year. So we will see a lot of students leave here with two to three classes left, because we will advise them rather than take them from us when we know that they will have to retake a similar or almost exact replica of that course when they moved to the University to simply pay for and take the course wants rather than have to take the class twice. So it's more in their best interests. And then we are seeing, particularly in our CTE, in that third bucket, are students who actually get employed beforehand. If those of you who know Dean for it, probably often heard Richard complain about the fact that we have enough students who are doing really well in programs that when we have career days and we have employers come in to speak to them, they start plucking our students away from us because they are at that point. Well, oh, well, I can hire you now, you know, enough to do the things I need done and a full-time position today. And it's hard to argue for a student who came to college with the intent that they were going to get a full-time job to turn down the full-time job. But they came here to agree to get its oxymoronic. And so we see some of that. And then we have that fourth bucket, which is students who are hard to track and we don't quite know where they end up. They don't respond when we tried to survey them, they don't respond when we reach out from the program side. And so we do have what we kinda have a lost generation of folks who just kinda fall away and we can't quite connect with them to figure out where they went and what happened. When final question related to all of that. Those students who are transferring before they complete a degree, how are they being counted in the numbers of retention? At this point?

At this point? The reason you see our retention numbers being looked at from fall to spring and fall to fall is because the overall completion number is required to be looked at by actual completion of degree. So for some for those students, as far as the state is concerned, we have failed. If those students do not receive a degree from Johnson County within six regular semesters from the date at which they matriculated into us. The State considers that we have failed, whether we have actually got them the job that they want. It got them the promotion they came for. I got them transferred into the program. They actually came here to transfer into all of which are successes as far as I'm concerned. Those are considered failures for us when we when we actually file our reports. If I could just piggyback on that. One of the changes though that has happened this year is with our four-year private school partners in the State of Kansas. And they're actually recognizing students that earn an associate degree before they transfer. And so we've signed a statewide articulation agreement with all of the private schools here in the State of Kansas to reward those students who do earn the associate

degree before they transfer. And I think most, if not all of them are offering pretty attractive scholarship packages to make sure that they are as competitive for those students and create the most cost, the most affordable option for them that they can. There's a lot of work happening. And to finish that point, we've also been working at the state level. So if you walk past and you see Cathy Ma Hearn or Andrew Broomfield, pat them on the back and thank them because they spent two years working with Cavour on a committee that I asked them to serve on, which has netted us a gen ed package that will not be able to be picked apart by the universities. And the ultimate goal of that package is that a student who completes their AAA for the first time in the history of the State of Kansas is guaranteed to have their Gen Eds completed when they matriculate at a state university. They no longer have to worry about losing all of those hours. So our hope is that that will actually help our retention as well because we will no longer be in a position necessarily to have to counsel people to leave before they're done in their best interests because we now have a way to ensure that they will get credit for the education they've earned. All right.

Shifting gears, Rachel, can you explain what K LLC is, both the acronym and the program. Okay.

Well, great question. So what K LLC is is it's a leadership development program that is based out of Wichita, Kansas. The center there. One of their principles is that leadership is an activity and not a position. And so anyone can lead from anywhere, any position, anytime. And so it's providing those skills to all levels of employees across. We have public institutions that are attending that, as well as private institutions across the state. And it's building those skills. So it's teaching employees how to ask questions to get to the information, as well as how to remind ourselves that what we observe and what we interpret are two different things. And so it teaches those skills. There's a lot of application activities during that workshop. Then what was the follow-up question? I think there was a two-piece to that. Just what the acronym KFC was with the I'm sorry, the acronym Kansas leadership center, right? Yeah. Leadership Center. Yes. Sorry. We have an echo over here, so we're really trying to focus. Okay, The next question is just in terms of shared governance and its definition. Specifically can more conversation we had about what it means here for us and where we can find more information on how it applies to us at JCCC. So where you can find the information on each of our shared governance council's is if you go to Info Hub, the minutes from each of those meetings are posted there. And I encourage you to engage with the members of each of the council. So each of the membership of the council's is lifts there. And so I think the best way to know what's going on is talk to the folks that are living it, and then to read the documentation of what's been happening there as well. Thank you. All right. Now to the GDB floor plan, is that plan on the website and we'll focus there'll be able to use the first four GeV

corridor or when the construction is happening? Well, that's that's a yes or no question. So anyhow, we don't have it on the website yet. We are in the process of finalizing design. We will put something out on the website as soon as it's finalized. It's taken a long time. There's a lot of lots of different people that it affects the several people in this room. And then as we start to do the construction, we'll make sure we communicate well with everybody that are in the areas that are gonna be affected. And the second part was yeah, will that corridor through GeV, the open while construction is happening? Well, part of the time there will be part of the corridor close and part of it will be open and there'll be some walls down part of the corridor like we saw in CLB for some of it. So it's gonna be a combination when we do the student lounge area that affects both sides of the hallway. So that stretch a hallway between where the student lounges and the student basic needs, that one will probably shut down for a short period of time while we finished that. And so you'll have to go to the second floor or go out around in order to get through that area. As far as down by the Center for Student Involvement, that that hallway we'll probably be split in half. So we do part of the construction on one side, and then as we do the second phase will probably have it split the other way. So we're trying to leave as many hallways open as possible, but there are certain times that we will be working on the hallways themselves, so we'll have to have the hallways close during that time. Another question for you, Tom, is there a new building masterplan being considered? And if so, what buildings are being considered in that plan? There is a new building master plan being considered. As far as what's in the plan. We haven't talked about that yet. As far as new buildings. The first thing you'll do is basically study of our existing space to make sure what we have and will that support the academic needs, the college and the cheek needs of the college. And once we identify that, then we'll look at what the facilities needs are gonna be. So we really don't have in the plan yet new building. We won't know that until we get a little further down the road and make sure that we're meeting the needs of the college. Thank you. All right. Choline. A question for you. What happens if the internal equity discussion shows that somebody is being overpaid? That will be something that we will review through that process. Historically, we haven't taken money away from individuals when we determine that based on whatever adjustments that are above what the salary schedule would normally provide for them. But that'll be part of the analysis that human resources does is as we review that internal equity to develop a strategy or plan on how we're going to move forward in those situations. Okay.

Then how will overall compensation across campus be affected by the internal equity? Can you repeat that again? We had this echo. Yeah. How will compensation overall be affected by the internal equity stuff that you guys are doing? So as we again, the first part of that process is to document the work performance or the work history, relevant work history. And so as human resources receives those forms,

we'll go through that process and March to determine based on those relevant years of experience and the pay level that the individuals are currently in, what would their pay? What should their pay B? And then once we have a better picture of that and then have an appreciation for the budget that we have available will determine a strategy on how we implement any pay changes associated with that work. Thank you.

Thank you. All right. Our next question over to Vincent Pam is in regard to CELAC, will that software have the full-time staff needed to maintain and improve the system going forward? Okay. Can you repeat it again? I'm sorry. For CELAC, will the system have the full-time staff needed to maintain the system moving forward? I think that's a hard question, but I would say right now we feel good about the staff that are working with it. We have added an individual that's helped us move the project forward, Audrey Cooper. And I am hopeful that we have good staff attached to that project. It definitely is something that we want to continue to move forward and continue to improve. I think that all remains to be seen what we need to do and we would evaluate that like we would evaluate any other situation, work situation where we may need to add resources, are look at how to provide the best support. I can tell you that we were very dedicated to supporting that project because we know that it's good for our students. And so I think I can pledge that we will do that. So the next question is about students on academic probation, which if everybody is okay with it, I'll take that one. So the question is, what percentage of students on academic probation and who's currently reaching out to them. The percentage question is a little challenging right now there's a select number of students each semester who end up on probation and they are sent information out of the enrollment office. So the enrollment office has that number. We haven't gotten it from them yet, so I can't say percentage wise, but there is somebody regularly reaching out to those students, at least letting them know that they are on probation. Anything to add?

Anything to add? Right? Alright. Choline, another one for you in relation to job families. So can you define job families in relation to our own institution? g.

E. all administrative assistants are not the same. Currently? That's correct.

That's correct. And that's really the value of this architecture and the job families or at least one of the key pieces to it. The vendor will work with the college to determine what types of work are performed within that family, and then pull all of that all of those positions are all that work into a relevant job, family and flesh out different levels. So it's possible that the vendor would say, we have administrative assistant 12.3 and then differentiate. What's the difference, 12-3, what kinds of tasks are performed at one level? What

kinds of tasks, where to find it, the two level, et cetera. And so that'll be part of that architecture and then going to the market analysis piece, okay, based on these tasks that are performed, this is what the market pays. And then these specific tasks associated with the level two, this is what the market pays. So it actually builds out a better, stronger framework, not only for individuals that are in those areas to understand. Well, why is this as administrative assistant at this pay level versus this one? It'll be more fleshed out in terms of the architecture itself. But down the road they will have the ability to say, okay, if you're a one now and you want to become a two, these are some of the things you can do to move forward in that career path. Two more questions for you. So hang on to that microphone. Have internal equity adjustments already been made to date? And what has the process been to select those positions that have been looked at already. So since the changes to the pay tables occurred in July, we have been taking a very narrow focus or look at internal equity as we make new hires. It, like I said, is a bit in a very narrow focus in terms of when we hire someone into a position, we are looking at the same jobs in that same department and making appropriate or necessary pay adjustments to that very narrow group of positions to make sure we're not bringing someone in to do work. That's the same as somebody in the same department and making more than someone who is already do performing that work with the same or more years of experience. So a lot of different factors that are a little bit we're looking at. But those are the things that we have been doing and we will continue to do as we work through this process until we have this finalized. A couple more if come in for you on that topic. Um, so what will qualify as relevant work history and can you define relevant?

relevant work history and can you define relevant? Yes. So without going into spending a lot of time doing that today, what I'll tell you is that's that's part of the training that we're developing is to help clarify and helps supervisors, employees understand what that means. And so that will be a key component of the training and the communication that comes in the subsequent weeks. As we roll out that initiative. Will the pay equity review address pay cuts that folks are experiencing due to inflation? Can you say that again? We'll pay the pay equity review process addressed the significant pay cuts folks are experiencing because of high inflation. So what I'm hearing of your question, I can still hear parts of it, but what this first part is is strictly looking at relevant years of experience related to the pay level or the position that they're in, connected with the pay level that individuals are currently in. We're not changing pay levels. We're not doing any of that as part of this internal equity piece that comes in, that inflation piece comes in, in this second part of the project. When we have the job architecture we've developed the job families, we've developed the job descriptions. We take the positioned to market and determine what the market is paying for those individual jobs. That's where the inflation component would be addressed. Okay.

A final question on the job families piece. How will jobs be looked at that are unique across campus or may have limited comparison groups? Well, that, that's part of the value of the vendor that we've selected. We've identified someone who has experience in higher education so that they can bring their expertise to the table to help us figure out how to handle those positions and what those job families and job description should look like. Dr.

Mcleod, question for you. What is happening at the keyboard level that supports JCCC efforts? At this point, we've got a couple of things going on. I've already mentioned the gen ed piece that has just come through and are at affairs folks have been working with. There is a broad conversation that is now looking at. Math Pathways. So as we are looking at Guided Pathways as a campus, we are for it's fortuitous that the state is actually looking at pathways concepts as well. But they are starting specifically with the field of math and looking at how we can design pathways and transfer for a student coming from the Community College to the University based on whether the individual is really going to be a stem major, humanities major, so that there are more generalized buckets that really will fit within that. There are some conversations that are going on about program specificity and whether or not we have too much duplication individual programs in some areas of the state. While that doesn't really affect Johnson County because we really are kind of a strong solo entity in our service area. It helps us to understand where there are programming gaps around the state. Similar to when our CTE folks realized a few years ago that there were no plumbing programs in the state and we inaugurated hours which is now bursting at the seams and looking at needing to build a second lab. So being able to understand kind of what we're doing as a state around academic programs and where we have lots of duplication versus gaps. They've hired a vendor who is looking at the university level at that. And then they're going to work backwards to look at where we are in terms of service areas across the state and where there are gaps and specific programming there. We also have some pretty good opportunities coming our way very soon to look at reverse transfer because one of the things that we actually need to shore up is the fact that reverse transfer in the state of Kansas, by keyboard definition, is still opt in, not opt out. So a student who transfers from here and needs two to three classes could go and take those two to three classes. By statute, the university has to send them an email, ask them if they would like to apply those for the degree that they could already have is in the AAA, communicate those transcripts and information back to the community college. And so we see very low numbers. The last schematic that they showed us a couple of months ago and my CAL meeting showed that for a place like us, which routinely has about 1,300 graduates with almost 900 to 1,000 folks transferring on every year. We have about 250 reverse transfers in the last five years that have actually been completed. Think about those numbers and the number of student completers we would have if

that were a process not designed around students read their email and choosing to take all of the multiple steps to opt in to the process. And it were just an automatic that we would receive those records and be able to award those degrees. That is a high number of completers. And the state is now finally coming around to hearing are kind of constant complaints about the fact that we need to do something around reverse transfer that is stable and that is not an opt. In. Another question for you.

You mentioned the agreement that we have with all of our Kansas four-year partners is their conversation about having a similar agreement with our Missouri for your partners. At this point, Cavour is the one that inaugurates those agreements across our state. Missouri is a little harder to work with because those are one-off agreements with us. Unless the unless k board decided that they would work with Missouri Community College Board and setup a state consortium. We will never have access to every school in the same way as we do within our own system. Do we have some of those? Yeah.

Midwest, you and Casey who are closest to partners, Avalon as a private institution. Rock Hirst has worked with us very closely in the last few years. So within our metro area where our students are most likely to matriculate, we have a number of those agreements already in place that we shepherd and work with regularly. We have a few that do reach out Central Missouri State, which is now ECM, and then Central Methodist College, which is toward the middle of Missouri, has a very robust transfer agreement with us that we maintain year over year. Park University was in to meet with Dr. Bound and myself just a few weeks ago to look at the scholarship program that we have with that institution. And so we're always trying to continuously build those institution to institution connections that allow us to make transfer easier, simpler, and more profitable for our students where we can secure scholarships and dormitory fees and all of those sorts of things. But it is a lot more difficult once you get outside the borders of our state. Because that becomes a one-to-one relationship where we have to work with each of those schools individually. Because we do not have access to that state consortium single-source place to have those conversations. Thank you.

Tom. A couple of questions for you. What is the plan to mitigate construction noise so it won't interfere with classes that are happening in GDB, especially the second floor? Yeah.

So our first plant would be trying to relocate as many as those classes as possible. And if it's not possible, then trying to work around the class schedule as much as possible. I know it's sometimes tough to do that, but we have had people that have worked evening hours or night hours in order to those heavy noise activities, to try and minimize those. It's always a challenge because in order to construct something, you have to tear stuff out and put stuff

together. So we will try and minimize that as much as possible so we have the least amount of disruption. Then how will the column space is be backfield once those I like the student basic needs vague gets down to the first floor. So in the meantime, we'll probably be using them for some swing space as we do some of the construction because we'll have to move some of the areas like the president's office will have to move that for a short period of time. Some of the other is there. We are still talking about how those areas are gonna be used in the future. So I really don't have a solid plan for that. And I'm working with are based committee Jeff Boyer had sat up. And so we're looking at all the all the needs of the campus right now as to what might go in those areas as a result of things moving out of those areas. Okay.

You're up again. We'll employees have access to the market comparison information. For instance, can I get information on what positions are being used to determine their market value? In terms of for the market study piece.

Is that correct? I don't have a good answer to that question. Pending the work with the vendor. I'm not I do know that the vendor will be working closely with the campus, not just human resources, but with the leadership across campus to develop our job right, texture and doing the market. I would expect that they would be providing some reporting out to campus leadership. On the findings of the markets are a bit in terms of the actual data. I don't know what the vendor would be comfortable sharing at this point in time. Some of that is proprietary and all of that. So I can't speak to what the vendor would be comfortable sharing at that level. And then another question about the internal equity review. What is the timeline for when that will occur and will Supervisors be alerted or we'll individual staff be alerted? Can you repeat that one more time? The internal equity, what is the timeline for that happening? And we'll staff be alerted themselves or will it go through the supervisor level? Yes.

So it's I briefly spoke to and during my slides, the training and communication related to that review will be forthcoming this month. And so that would be a process initiated and led by the supervisor along with the employee to document that relevant work experience, relevant work history, to share that with human resources, with that information being due to human resources at the end of February and then we conduct a review and in March within human resources. Alright, I'm not sure who wants to answer this question, but can somebody define Meta major? I'll take that one.

I'll take that one. A meta major. What we are used to as an individual selecting a university major, which is a honed in finely tuned set of coursework that gives you the skills for a particular area. A meta major at the community college level approximates that without getting to the specificity. So in my field, community colleges do not generally have English majors. However, if we look at a student who we

know has a propensity, an interest in possibility of English and history and anthropology, we could create a meta major, which is a catchment area around the idea of humanities for students who know that they have an interest in the humanities, in text-based scholarship, in human studies. But maybe they don't quite know which one they'd like to major in. And so we build a meta major, which is a set of courses that will give you the skill set to work in any of these fields that you might decide to hone in on at the university level. And those courses will all transfer into any of those particular fields. And so it doesn't necessarily lock a student fully into a major as we know it. But it really positions them to have a funnel that can get them towards what their true interests happens to be. That is much more effective for us at the community college level than majors, because we all recognize the one big problem with the university majors. If you change majors, you lose half your credits. After, sometimes almost start over with courses that this college or that college will accept within the university and, uh, met a major allows you to kind of do some of that work ahead of time. Think about where you would like to focus your skill set. And is my understanding correct that Meta majors is part of the Guided Pathways work that's happening?

the Guided Pathways work that's happening? Yes. For us to define Meta majors is part of, for those of you who actually listened to the Guided Pathways presentation yesterday, if you did not, when they posted, I suggest that you do. This will be a big undertaking for all of us on campus. This is going to be our quality initiative project for HLC. It has been submitted as our project. And so when they come to visit us for five years from now, one of the big things that they will be looking at is how have we attained or not attained. What we set out to do in the building of these Guided Pathways and Meta majors is a large piece of that. Can you really briefly discuss the other two pieces of the Guided Pathways? The other piece is a mandatory advising, which we are working towards right now to get those students at that catchment point when they get here, define what their goal actually is. Do they want a certificate? Do they want a degree? Are they here for a specific set of skills because they are already employed and they don't really intend to complete. What are they here for? How do we advise them and get them a person or persons on campus to whom they can be connected. That can be a good, you know, I need help. I have questions. I don't know who to contact. I don't quite know which of these courses is the one that should be the one that I need to take. As opposed to the self advising which we have seen grow, grow, grow over the last 30 years or so as things have gone online and folks try and figure it out for themselves and sometimes pick a course that really doesn't help bolster what they really want to do. It might feel a bucket for NR degree plan, but it really doesn't provide useful skills for what they actually want to do with the knowledge. And so that's the second piece. And then that third piece is looking at how we track a student through that course of study once it is set and

allow them to flex and change that course of study, which is where all the stellate pieces come in. Because our hope is that we can actually use Delic so that when a student has a conversation, whether that be with a counselor, whether that be with a faculty member. They can pull up their actual plan of study and sit with a person that they trust, a person that they look to. We have a number of faculty members who have shared with me the students who come to them and talk to them about the career goals that they have. And you as a professional might know more about that field than they do at this point, we can help steer them, help them understand what skills will benefit them. And yet, we need someone from counseling to look at. Okay, But you've decided you plan on going to school, you're want to transfer to you. I'm Casey, you want to transfer to k state? Let's talk about what skills your instructor has helped you understand you need and what will actually transfer into the program you think you want to go to at this school, which could be this class as opposed to this class which meets some of those other conversations. We need to try and bring that work together so that students are getting seamless help that actually complement one another as opposed to feeling to the student like we're fighting against ourselves and providing them advice. Going another question for you. I think so because part-time faculty and staff are so much a part of the the folks here at campus, is there any consideration at this time for those part-time staff to receive retirement notification bonus? A retirement notification bonuses or part-time faculty and staff. You know, that's something that we would have to look at from an institutional impact perspective. It's not something that we've contemplated at this point. It's certainly something that we could consider looking at, at least moving forward when we look at any kind of benefit package that we offer to our part-time employees. Okay. Another question on internal equity is this for all employees at the college, or a select few? At this point in the process, we're looking at all full-time non bargaining unit staff, employees. And then again, once we get through further through the process, we'll be looking at if there are additional groups that need to be receiving adjustments at that point in time. Then a question about employee engagement. So we'll employee engagement be a board overview, a broad overview of engagement across JCCC or will it drill down to individual departments for directors and supervisors were talking to survey, correct? It just says employee engagement. I think employee engagement is really more focused on the broader campus community. Our job isn't to drill down into individual departments and tell them how, what they should be doing to engage. I do think there will be learnings that will come from the employee engagement survey that are going to then specify departments and branches and areas that those supervisors and directors, as well as employees, could take advantage of and drive forward in that manner. And is there a history of employee engagement surveys on campus? And when will we, as faculty and staff, be able to see those results once it's complete? Yes, we have had employee engagement surveys in the past and I'm gonna look choline. Do you remember Rachel, the last one? Our last survey was 2019. And then we

had one in 2017. And what was the second part? Will those results be available for folks on campus to view? Of course, yeah, that's the whole point of it, is, is we need your input. And then what? We'll have those results as well as action plans not only for the campus but individual that everyone will be in participating in moving forward. Okay.

Okay. Alright, well, take a deep breath. That was the last question that I had for you all. Thank you so much for being here and answering these great questions. If I was not able to get to your question is because the expert is not on the stage to answer the question adequately. So as was the case in August, we will be taking all the great questions that you asked, having the answers written out and available on our staff council info hub page for viewing later. So if you forgot the answer that was shared today, you'll be able to view that again. I want to thank everybody for coming and giving us an hour and 47 min of your time. I hope you have a great rest of your PLD week and thank you again for attending.