

Developmental Education Committee Meeting

2022-11-07

- Okay, we're getting close to the number of people that I would probably expect to see according to our RSVPs. So, welcome everybody. We haven't had a developmental education group meeting since last spring, so I'm glad to see you all in the same little Zoom boxes together. We can discuss later if you'd like to switch to in person or if this is the most amenable way for us to meet. I'm open to whatever, but I'm looking forward to doing something different this academic year with our meetings. That was the rationale for the slow start, to be honest. There was so much happening on campus already around the strategic plan that it seemed really smart when I had a conversation with a few other people for us to just stay informed and have whatever input we need to, into some of the strategic planning activities as a group that really thinks about how developmental students and developmental education courses might be affected. So, my goal for this academic year is to take some time and get to know some of the people who are are you called Goal Champions now? What is the term for this stage? Cathy? Alex? What is it? I don't even know anymore.

- Oh, see, Vince is the champion here.

- Yes.

- Vince is your champion.

- Oh, okay. Of course, it's Vincent.

- We are mere chairs.

- No, I'm not. I'm not even up to the champion level. I'm the strategy co-chair. Mickey and John Clayton are our co-champions.

- Mm.

- Alex, you and Cathy are the action team co-chairs.

- Action team, okay.

- I love that. When I hear the champion thing, I envision someone standing on top of like the Olympic thing, like anyway. Well the bottom line is I think the goal is to do good things for students in alignment with our strategic plan. And so there are so many of us from so many different disciplines and subjects and areas as part of this group. It seems smart to try to stay abreast of what's happening with all these goals because they are bound to affect our students. It's just going to happen. So, our first invitees are ones who have something that I think will be relevant pretty soon according to what I have heard. So, we have with us Cathy Mahurin and Alex Wells. If you don't mind, I'll let you each introduce yourselves and say your position here on campus for people who don't know you as well as some of us do. Alex, you wanna go first?

- Sure. Hi, I'm Alex Wells. I'm the Assistant Dean of Counseling and New Student Retention Initiatives.

- Cathy?

- And yes, I'm Cathy Mahurin and I'm the program director for Career and Transfer Services.

- Okay, lovely. We have a variety of folks here. Why don't I just take a moment and let each of you introduce yourselves and say your area or discipline, if you don't mind, just so Cathy and Alex can have that in mind as they talk. Is that okay? I'll start with Doug. He's up in my top box there.

- All right, I'm Doug Texter. I'm from English.

- Great, Shaun?

- Hi, Shaun Harris. I'm also in English.

- Andrea.

- Hi, Andrea Broomfield, Chair of the English Department.

- Great, Dianna?

- Dianna Rottinghaus. I'm in the reading department.

- Lovely, Kate?

- Hi, Kate Austin. I'm in English for Academic Purposes.

- Perfect, Jennifer?

- Jennifer Kennett in the math department.

- Great, Lisa?

- Hi, I'm Lisa Parra, Chair of the Reading Department.

- Great, Kara?

- Hi, I'm Kara Kynion, Director of the Writing Center.

- Glad you're here, Leslie?

- Hi, Leslie, ABHED Program Coordinator with JCAE.

- Perfect. Hey Melissa, will you introduce yourself very briefly?

- Yeah, I'm Melissa Weston-Puett. I'm in the math department.

- Great. Kaitlin, you wanna introduce yourself?

- Hey everybody, I'm staying off camera. I'm on mom duty today, but AAC and LRC over in the Academic Resource Center.

- Perfect. Vince probably needs no introduction, but just to be fair.

- If I can get unmuted. Vince Miller, Dean of Academic Support.

- Great. And I see that Kena just came in. Kena, as you get connected here, we are introducing ourselves and telling our guests what areas of campus we're from. Are you fully connected to go ahead and introduce yourself briefly.

- Yes. Hi, I'm Kena Zumalt. I'm with Veteran Services over in Palm 305 and I'm trying to get my camera turned on here.

- You're fine.

- [Kena] Okay.

- Alicia? Alicia, quick introduction of yourself and your title on campus.

- Sure. Thank you very much. Hi, good afternoon. Apologize for being late. My name's Alicia Bredehoeft. I'm one of the counselors here on campus. I'm in my 30th year and I've been on developmental education for probably about five or six years.

- Great. And Natalie, are you connected enough to just introduce yourself really quickly?

- Yes. Hi, Natalie Alleman Beyers, Director of Institutional Planning and Research here at the college. And are we, how long we've been here? 14 years.

- Way to go. Okay, all right, great. Well, at this point I'm gonna go ahead and hand over the reins to our guests and let them tell us about their goal and their strategy and what that might look like for all of us. So, I'm gonna mute myself and let Cathy and Alex take over.

- Great, thank you Valerie. It's very nice to meet everyone. I'm gonna gonna start here. Alex and I introduced ourselves to you, but what I'd like to do is kind of give some background on the planning tool and timeline and where we're at with some of this. You can see on the, hopefully everybody can see the slides with the timeline. So, the first step in this is to dig out from under some of those milestones that you see there in the green. And so that gives you an idea of kind of where we've been, where we started and where we're headed. We're right now in the pilot training piece and looking at the pilot programs, which we'll talk a little bit later about. But this is an overall view of the timeline here. Let me see if I can figure out how to, there we go. Part of the Plan My class tool has elements of it that involve communication pieces and so we're in the process right now of updating the InfoHub information. So, definitely as this project is going along, I would advise to keep looking at InfoHub for those updates as they should be coming when things are hitting. So, that's kind of some of the planning for how we'll communicate some of this process to folks. Then we have some training we have to do on this new tool and so depending on the audience we'll be doing training that is applicable to them. So, this slide gives you an overview of some of the training milestones that we'll be hitting here within the next few months. And then right now I think Alex,

- Yeah.

- Is it your slide here?

- Yeah, so, what we're looking at here as we get this going here, you know, going to do a very soft rollout, actually we're kind in the midst of a soft rollout for the Plan My Classes and starting off, we looked at just about nine different areas that incorporated about a bunch of different departments and different programs and kind of have arranged to kind of make sure the tool was working properly, the tool will be accurate, and it was gonna be user friendly for both faculty and students. So, we started off with looking at programs like graphic design, IT, interior design, electrical, automotive, business, oh, there we go.

- Sorry.

- Business, no that's good, registered nursing, CIS. And there's early childhood. The asterisk there is one of those things that, you know, we, you know, best laid plans really is that that has some split credits in it and we're still trying to make sure split credits work within the tool properly. So, that one's gonna be slightly delayed. But the current plan, knock on wood, cross your toes, fingers, anything like that is to

make sure these are working properly. Get those rolled out to students, do some test groups, and then really try to do a big launch to do all the different programs sometime in March. So, we have an aggressive timeframe on this. Now, granted please take note that as a tentative timeline, so we're working on this, but we really are thinking it could be, once we get a couple things going, this could be a widely implemented tool across campus. They might wanna kind of see what it looks like. Sometimes, you know, seeing it helps a little bit about what it does and what it looks like and everything like this. Now this is also the first time Cathy and I have done this part of the presentation online. So, I'm really used to pointing and going look here or driving myself. So, there's just other moments of look at that and you're like, look at what? It's because I can adjust to the digital age, but as we get this up and show you again, if you have questions or anything like that, please ask. But we want to kinda show you what the audit looks like, what the pathways look like, what a plan looks like, which is different than a pathway, which I will get to it. And then a little bit of what the student can view and a little bit of the reporting it can do as well. Please excuse my voice. So, if you jump in like this, there's a lot of different search features you can do to even start things off. So, if you're looking for different students or programs, you know, the plan is to have all the programs on here where you can just click on 'em and it's gonna turn to go ahead and just jump into what that normal program would look like and the pathways. But, first, Cathy, can you click on the student portion please?

- Yeah.

- Can I ask a question real quick?

- Yes.

- Okay, is this meant to be a replacement for Degree Check? I think that's, I wanna make sure we set the stage to understand.

- Okay, that's a, yeah, Cathy, you wanna take it or do you want me to take it?

- No, not now. We get this question a lot and we do wanna, that's a great question, Valerie, I'm glad you brought it up. We, right at this moment, don't plan on using this to supplement the graduation audit piece. This is the planner piece and so there are implications for financial aid and graduation that will be dealt with later. And so right now students really need to go to their audit for their financial aid and graduation information. However, having said that, the goal is for these not to be two different things as far as you get information here in Plan My Classes and then you go over to the grad audit and it's completely different. There may be nuances, but certainly at the end of the day, the information should be relatively the same. And so the accuracy piece is important for the tool. Alex, I don't know if there's anything else you wanna say.

- No, I think you answered it. No you don't. I think that's the thing too. There's an audit functionality in this. There is. It is not gonna be the school's official audit. Students can see it. Again, it will be accurate though. If it's released to student, the audit will reflect indeed what they do need to do for graduation. But it will not be the school's official graduation, C-boss as Kena noted for veterans or anything like that. The main functionality that we're using this and part of that strategic plan is as a pathway tool for students. So, the others are just bonuses. Does that answer your question, Valerie?

- Well, and as Valerie said in the chat, I was just looking to monitor it. I don't know if you all saw it pop up there, but it is related to the strategic planning goal and that planning piece is important for when we look at populations and look at time to completion metrics, things like that. So, really, that's the focus of it. It's gonna aid us hopefully in doing that. So, great questions though. So, I don't know, Alex, do you want me to stay on the student piece?

- Yeah, real quick. So, I mean if we're looking at this to even find a student in here, there's a lot of different things. Can you scroll up real fast? Sorry.

- Oh, that's.

- No, that's down. I wanted to go up.

- Sorry.

- Yeah, have I mentioned this is the first time that we actually have not been side by side doing this one. So,

- Yeah, it's a little weird on Zoom. I apologize.

- Yeah.

- Okay, I'm here, sorry.

- So, anyway, we're looking for students. So, there's a lot of different ways when we use this tool that we can start to break down how to find a student, which programs are used. So, we can go into the demographics of the student, we can search specifically for programs like a graphic design students, EPA. We can look at low 2.0, you know, when they get assigned to a counselor, we can go in, look at, you know, all of Alicia's students. She can filter for those and how many hours they have remaining. There's a lot, a lot, a lot you can go into for this one to really find specific populations that then you can target and communicate with or do more specific case management opportunities with them as well. So, when we do this, you can run those reports, you can save those reports, you can update and there's a lot of good tools. We can use that. To answer your question on that one. So, the people that will have access to Plan My Classes, counselors will have access, department chairs and deans will have access. And then what's gonna happen then for all other faculty members are going to be the opportunity to do training to understand Stellar. That way if students kind of come in and have questions, they can show that you know what's going on. But there wouldn't be kind of, all faculty members would not have the ability to go in and then pull up students and everything like that. That'd be limited to the chair role in that area. So, when you go through here, you do that, you find your students. So, if we picked up a student and we chose one like Marissa here.

- Are we doing? Whoa.

- Yeah.

- Guess I got kicked out. Sorry guys.

- Yeah.

- Hang on.

- So, when we get in here and work with Marissa, well there's several things you're gonna see on here is the first thing that's gonna pop up is their progress. Well you're gonna see that's their audit. That's, you know, the about, what their degree is, what they've completed, what they still need to complete. And for that, you have different ones you can here see the official audit, that's just gonna be kind of what you see in Degree Works right now. It's gonna be what you have taken, what you're currently enrolled in. The plan, when that's gonna be fun is when we get into the planner and the pathway portion is this is gonna show you that everything that you've planned for all those semesters ahead, everything moving forward on that, it is actually going to fit into your degree audit. So, that's the difference between those official and the plan right there.



- Do you want me to go to the planner?

- Please, and,

- Sorry.

- I thought that's where you're heading here.

- Yep, you nailed it. So, let me kind of do a couple different definitions here because this is an important distinguish between the two is we have two things here. We have a pathway and we have a plan. The pathway. Every program that, you know, is in the catalog or anything like that, there's already what this will call a pathway. There's a semester by semester plan that the student needs to take in order to graduate in two years. That is what a pathway is. And those were being created in this. We have full-time pathways, we have part-time pathways, all for different programs and hopefully eventually as we get into transfer planning as well. The difference between a pathway and a plan. The pathway is that pre-established, here's what you need to take. A plan is that individualized coursework for a student based upon where they're at, what they take and when they need to take and how their life works. So, with the plan, you're basically, I can see your teams, Cathy.

- I know. I was gonna get on here and get a student for you to look at, but the teams,

- Okay. So, as I kind ramble along about the difference between the plans and the pathways. So, the nice thing is about the plans. Here's what's really cool about those is you have all the functionality of the pathway, that very clear cut, here's what you need to take. Great, grand, that'd be good if that was just it. The beauty of the plan portion of it is, is where you can really get in there and define things on the next level. You can get in there, you can write notes about a particular course, notes about a particular semester. And I think what's a little bit more critical for specific populations is it goes above the coursework too. So, you can add activities, you can add, like this semester you need to go to the career development center, you need to go to the learning resource center. You can add those in the semester as well. Again, not part of degree completion, but shows all the things that students should be doing this semester. And that could be even finding an internship. I mean, it is kind of limitless of what we could do with that, and I think that would be part of the fun to develop this as we move forward. So, on that, did you find a student, Cathy?

- Not yet. I'm still waiting. What I, can you all hear me okay? What I'm waiting for is a student that has some of the spring, summer, fall populated. Right now, this audit is prepared for a business situation. So, it's not populating those classes, yet. We still have some work to do on the catalog and the audit piece

and so we'll see if we can find you guys a sample student so you can see the plan. But you can imagine here that, you know, courses in the summer, you would be able to drag and drop from the course section here. And, so, yeah, this, I brought up a student that doesn't have anything to show, but there is a list of courses that you can drag and drop into that semester for the plan. So, it will populate.

- And that's the thing when it comes to even when students can mess with it, it is a really user friendly tool that when you create your own plan and you have this, you have this list of courses here and then on the side you can drag and drop and with that as well, one of the bonus features of it too is when you drag down, you're making your plans, you're changing things up and the student's doing it, let's say, and they might not know the program very well or they, you know, they'll get a warning going, hey, you know, this class is not part of your plan or part of your degree or you don't meet the prerequisite for this course. So, there's those safeguards built into it as well. So, that way, you know, when students are working in it, whomever's working in it, they'll be able to say, okay, oh well no, here's a problem here. We need to fix this to make sure you're graduating. When that's something you don't get a lot of at the other places. And we're really hoping that'll be a part of the tool that's utilized so students know exactly what they need to do from the first time they come here all the way to graduation.

- One thing I wanna say, too, is you heard me mention the name Audrey. Audrey Cooper is recently been hired as our Transfer Technology Analyst and she has responsibility for working in this system and helping get it launched and then helping with keeping it maintained and working with counseling and working with faculty on what information should go in there and how. So, I just wanted to mention that we do have that dedicated resource that will be working on it.

- I think a good thing about this, too, is, you know, when we get into this and we start looking at, we're gonna jump ahead here a little bit while we wait, is when we do the analytics feature of this, you know, there's a lot of analytics we can get into especially for, you know, different department chairs to jump into, to kind of go, okay, here is, let me use psychology for an example. One of the cool things about this is when we start doing this and started be able to automate that where every student that comes in automatically gets a pathway for their particular program, we're now gonna be able to say, oh, hey you know what, in two years from now, we need X amount of human development courses because we have this many students coming in saying they're doing this degree. In the path, they're saying this. So, instead of saying I guess we need X amount of courses, we have a way to, at least, better a guideline on a basis of what, you know, the demand for particular courses are, which is great, too, for program reviews. We can start getting there and seeing how many courses are most often taken together on that one. What is the average GPA of the program? I mean you can do a lot of course analytics in this. And then from the case management side, we can even start doing, you know, kudos. We can say, hey, you reached 30 credit hours, congratulations you're halfway to graduation. Why aren't you comin' and talkin' to a counselor? There's a number of things we can do just based upon milestones, setbacks, and program plans. And I think that's one of the things this tool sets up that kind of differentiates it from other ones is that more case management approach.

- I was looking in, sorry, go ahead Alex.

- No, no, no please. I was gonna answer that question.

- In the chat, about the four year degree plan. That's a great question. I wanted to address that real quick before we move on to another topic. The goal is to allow transfer plans to come into the system and be built out. And so it really will allow students to create a plan, say to go to KU or another transfer school. We are a little ways off from that, but that is the goal as part of this plan is to allow that transfer piece. So, to answer that question, Alex, I didn't know if you had something.

- No, no that's great. I was gonna talk to Jennifer your question, required? No, but what they're gonna be doing, I mean if you come in here, if a student comes in and says I'm gonna do whatever degree, they're automatically gonna have that pathway in place and they're gonna have access to it to what they do need to take. And they'll be told in orientation, this is how you access it. And so they're gonna be made fully aware of it and you know, counselors are gonna talk about it when they work with students. It is gonna be widely known. Now we, we can't really force 'em to. Be great like, hey, seriously you need to spend at least 10 minutes, 10 minutes, just gimme 10 once a semester to look at this and move forward. I think we are gonna strongly encourage.

- Do you wanna talk any about the case management piece of it, Alex, that might help that a little bit.

- Kind of, yeah, in addition to, you know, some things we talked about already, I think for degrees, specific ones. So, if, again, you're having students that, you know, are maybe, let's look at it this way. Let's say we looked at a graphic design program, we could go into the report and you could say, you know, how many students have 12 or more hours that don't match their degree intent or how many students have 12 or more hours in a program that's not their degree. You, all of a sudden, can kind of dig down into the populations there, and reach out going, hey, I see things aren't matching up, why don't we talk about this a little bit? Or I can see, you know, you've changed your plan a lot, perhaps we can talk about that. What's going on? What type of validation do we need to do? And really try to find those students that sometimes get lost out there and maybe don't know where to go or don't know what they're doing is inaccurate or just are out there self advising. You know, I think with this tool, we could really find a different way to work with students, and it might not be them coming in to talk, it could just be a simple, you know, email to 'em going, hey, you know, this is what you need to do. Or again, give 'em that just outreach of congratulations can go a really long ways. So, I think really, yeah

- Sorry, go ahead.

- No, you're fine, no, no, I'd say I think, you know, so there's a lot of going in there again, there's a lot going in right now and we would probably love to show you more, but there's been some, you know, best laid plans, you know, things don't always go exactly as you want them to. So, you know, I think in the near future, we're gonna have a lot more to actually show. Right now is kind of some surface level things where some, you know, we don't have all the information needed to get in, we don't have all the information in it that we need to make it look accurate. Again, which we're not going to push out until it is. So, I apologize for not maybe having a little bit more in depth view, but I hope that kind of made just the theory behind it and some of the practical applications behind it will work well. But I think, you know, Cathy and I would be more than happy to answer any questions you might have or curiosities.

- So, I think that the students that get served in developmental education might be kind of at the beginning of this academic journey and trying to figure things out. A lot of them tend to be first gen, right? Or from other countries or, and they seem to be a pretty good target audience for this kind of planning from the beginning of their experience here at JCCC. You mentioned some training for faculty or staff to understand the tool and help walk students through it. Since it's not required, you're probably gonna need some advocates in our community. Yes? So, best case scenario, worst case scenario, when do you think that might happen? Do you have any way to predict that?

- That's a great question, Valerie. So, what we do have some ways to talk about the milestones that have to happen before those things roll out completely. We mentioned Degree Check and so there is an element of accuracy which right now we're going through the testing and validation phase of the data. So, it's gonna have to pass some quality control checks in order for it to be something that we can say, okay, we're ready to move forward. What I can tell you is the goal is to work with the nine pilot programs and students in the end of the, you know, by the end of the semester and then we are shooting for next March. We're gonna do our best. I think, Alex, I don't know, you know, like you kind of said we're gonna try and so I think by next fall we will really be, hopefully, up and running as far as trying to get people to use it and we'll need those champions from your all's area and we appreciate that from you all because, you know, they're gonna, hopefully, get this in orientation for students. We're gonna work with marketing on getting it out but certainly and the more accurate and the more information that's in there will naturally allow students to wanna be able to use it, right? So, we're gonna make that leap, as well. But any help we can get from getting the students to take advantage of it will be greatly appreciated. So, Alex, I don't know if you have anything?

- No, I was, no, I think yeah, I would love to give a definitive timeframe but I think Cathy nailed it. I think hopefully by, right idea, I mean a lot of fingers crossed here but I think that's a very fair assessment.

- We had a over, I don't remember, how many million lines of code that went over just from one piece of data that we sent the company. So, if you can imagine all of the information that has to be in the right

place, the right time, but we're gonna do it. We are gonna do it. So, it's just a heavy lift, so, what other questions?

- So, and I think too, what can be interesting for, you know, this particular group here is, you know, when we talk about developmental courses, you know, we haven't really talked about how that fits into the pathway or plan, yet, too. And I think that's where that individualized plan portion of that comes into play where, you know, you have the normal pathway degree but the good thing about this tool is, you know, we'll be able to kind of work with the students counselors, be able to work with the students and go, hey, here is courses you need, here's what the plan is to, again. So, it's really gonna paint a better picture for developmental students of here's what you need to complete and here's what you can do. I think that's gonna be the critical component of it. Like all students, it's gonna give you that definitive timeframe is gonna show you what you need to do. Whether there's this nebulous idea of, I guess I take this next semester and that semester but I don't really see it, I don't see the big picture. This will help clarify that quite a bit, I believe.

- Group at large, do you have questions about this or what we do in the interim to help students best until this is ready?

- Is there any consideration or any way, I guess, for the kids to think about what courses they wanna take when? In other words, not filling up with really heavy, heavy loads one semester, you know, kind of spreading the core classes out and getting the math classes done early.

- I think that is part of that critical conversations they need to have with the counselor is when they come in, and I think that's that engagement piece that counseling brings to the table. And I think, you know, those are conversations we do have and those are things that counselors do tell the students. But now again, they'll be able to see it and they'll be able to access it when they leave the office 'cause they can be told all these things, but now they'll finally be able to come back and go, oh okay, here was the plan. And that way, too, they can remember it rather than trying to remember four semesters, you know, your first day in the door you can come in, you can visit, okay this is the next semester so I can get that math sequence done. But also share the other highlights they're gonna take, so, you know, I also get to do this and that while laying this all out.

- Well, and if I can speak to this question too, within the functionality of the planning tool is the ability to look at student load as far as their own individual schedules and where we will get, and I just threw up a student, what the student will see when they log into their piece. And keep in mind anything we show you today is gonna be different tomorrow because we're working on things, and things are changing rapidly. But there will be the ability for a student to narrow down if they work, what classes fit into their schedule and do some planning themselves so that they can figure out what works for them along with

the counselor so they can put their own calendar hours in and things like that. So, there's some functionality we can tap into to even make it more robust for the student.

- So, it will look up for them which classes that they need will fit into their schedule, if they set their availability or their unavailability?

- Exactly, they yes, they will be able to set their calendar and it will populate those that will come up for them that they can really figure out what they need and when they can grab it. And, along those same lines, it will give chairs the ability to know who has what plan. So, how many courses are planned for the sections. That's a little ways off because it needs some of the algorithm to look at the previous patterns. However, in the future we will, hopefully, inform that a little bit so that those choices can be made. So, I wanted to revisit this real quick. This is a student plan. You can see on the very right hand side, they have a tentative list, their progress, they can search course here and then it'll populate. This needs a little cleanup. They'll populate what they can take, and then they can drag and drop from that list into the semester. So, you can kind of see that.

- I have a question. So, this is gonna be feeding in with the class search, but will this be a part of My JCCC? Will this be a part connected to enrollment or will they need to take this information and then go to my JCCC, kind of like they do now with their CRNs and actually enroll?

- So, this is not an enrollment tool right now so we're not even looking at enrollment for it. So, I guess the quick answer on that part is, no, this is not gonna be for enrollment.

- Right? So,

- There's always that possibility in the future. But, yeah, right now this is just pure planning on that one. But they could take the information garnered from this particular program and then enroll the CRNs and they'll have access through my JCCC.

- Okay, so,

- As well, mm hmm.

- So, they'll log into my JCCC to do their academic planner, right?

- Mm hmm.

- And what are you guys calling it for the students? I know you're not calling it Stellic, does it have a name?

- Plan My Classes.

- Plan My Classes? Okay.

- So, Plan My Classes. Mm hmm, trying to just call it what it is.

- That makes sense. So, are you guys envisioning, then, that students will be able to, basically, decide what classes they're going to take and then take that information 'cause they'll be in my JCCC and go over and just plug in the CRNs? Is that kind of what you're thinking as far as getting from one place to the next?

- We haven't gone down, I mean, right now the main focus has been make sure the information's accurate to be honest with you. I think the way you laid it out to me seems like a logical process in which to follow. But again, the idea is not to use this as the class search function, is not to use this as an enrollment function. It really is just to serve as a planning tool for students. I think those are all wonderful possibilities, but that is not our current goal 'cause the current goal, we're just trying to stick to the strategic plan of creating a pathway for students.

- Okay, so, when I was looking at what you guys were showing, it appeared to me that they could drag and drop classes but those will just be the classes. They won't be specific related to a CRN or anything like that.

- Right, yeah.

- So, CRN will not be loaded into Stellic 'cause you know how like on Degree Check now they can kind of hover over that and click on it and it takes them to current classes that are available for enrollment? So, I was just curious as to that functionality with this new tool.

- Yeah, again, it does not link with their enrollment functionality at all at this point. So, it will tell them what classes they can plan. It's used for them planning semesters out. What Degree Check doesn't do is allow them to plan semesters out. So, they will have the ability to do that. So, they're going to have to take that information and make it go through the normal enrollment channels, yeah.

- Okay great. Thank you. I think that's good because my biggest concern for my student population is communication of about what this is for and what Degree Check is and what the VA's gonna pay for, bottom line. So, I just wanted to, I like that clarity between the functionality of that but then they really have to log into their My JCCC to actually put the classes in and then, you know, get their Degree Check. Okay, thanks very much.

- So, we had a couple questions, Alex, on the chat, what does unmatched mean? So, I thought we'd take a couple chat questions, if you want?

- Okay.

- Unmatched is simply those that have not been hooked to an audit, yet. So, there are a lot of reasons for that and right now I think just don't pay attention to 'em, yet, because it could be that the course is hanging out there because we have to push it to the audit. So, in the future, unmatched will be that the student has a course that hasn't been identified as meeting a requirement. So, and here's another one. Are you planning in-person training sessions for students? Will the tool still work if students want a graduation plan that is longer than two years? So, do you wanna talk about orientation?

- Yeah, so, I think the original plans were for you to teach students an orientation, that would be, you know, step one to making sure we can reach as many students as possible. Making sure they're understanding how the tool works. And then outside of that is to provide extra tools to make sure they can always come back in and check in it. 'Cause you know they're gonna get that orientation, they're not gonna remember that, you know, well, they might not remember the next day but more likely, you know, six weeks later when they need to enroll, like, oh yeah, this tool. So, the plan will then be also to have, you know, through my JCCC or Canvas or somewhere to have trades, as well. I like the idea of some sporadic in-person training, just kind of, you know, maybe littered throughout the semester, different opportunities. I don't know how that would work in trying to capture that audience. But there'll at least be online tools available for students to refer to when the time comes. Just in time information hopefully too. And the graduation. Yeah, go ahead, Cathy.

- Sorry.



- No, please.

- I was gonna just say we are working with marketing on current students or students that maybe aren't in the orientation process and how that looks, so we've got some information from Stellic about how students really don't need training on this because it's intuitive and I think I'm kind of starting to believe that a little bit. However, there will be elements that we can make sure they understand as far as that. So, we're not gonna completely rely on that but I think students are gonna be probably better at this tool than I am. I can certainly see where, you know, it's intuitive enough for them to be able to pick it up quickly, hopefully. So, but we're not just gonna rely on that. We will work with marketing for the students that are able to get in that haven't been through orientation or what have you. So, does that, I think we had a couple of questions on the student training.

- Yeah.

- And I just wanna pause and say, does that kind of answer what you all were wanting to know?

- It answers my question. I would just say that, I think especially our group works with a lot of students where you think that technology is intuitive but it really, really isn't. And so just being aware of that, that we will still encounter students that can't use what looks like very basic technology. So, some additional tools will be really helpful for us to point students in that direction.

- Mm hmm.

- Well again, we would not just rely on that. I do think it's very positive that it is based on, you know, an intuitive process. So, hopefully the majority of 'em. But we do have students like you said, yes, we will be needing to help them. So, we will absolutely do that. And we're working with marketing on some key messaging and like Alex said, just in time messaging for folks related to that. But good questions.

- Yeah, and I hope too is, you know, they get some experience too when they come talk with the counselor, they can see it right there and kind of, you know, observe it there and get that experience as well. So, again, a little more reason for students to come see a counselor. Gonna put that in there. So, there's that point too. And then to also answer the question about, you know, longer than two years. Yeah, so the default pathway, that one where just they indicate a degree, the default will probably be for two years unless we get to the certificates and then however long it is in the catalog, that plan will be

able to go part-time and you can go out, you know, six years, you can go pretty long on that. You can keep adding semesters. You know, it will adjust to that.

- What other questions can we answer? Did we answer everything and address it in the chat okay? Hopefully for everybody. And are there any other questions for anybody?

- Sounds like you've satisfied our curiosity about what your group is up to. We appreciate that and we look forward to when you get through the development process to keeping us informed of how we can support students with the tool and, of course, send them to counseling but also make sure they don't take classes they don't need and you know, waste their money and waste their time on things that maybe don't serve their goals, so,

- Indeed, yep.

- Well, Valerie, I just wanna say thank you for inviting us. It's just, it's very wonderful to come and talk to you all and to share because it sounds like we can really work together on a partnership with this and especially with some of the student populations that you serve. And so I'm looking forward to that. I'm looking forward to continued conversation and continued ideas and thoughts from this group on how to make this really, really work for those folks that you're working with. So, thank you very much.

- Thank you both for joining us today. We really appreciate it.

- Thank you.

- Have a good day, everybody.

- Bye, Cathy. Bye, Alex. If you all come up with some questions afterwards, after we're done today, feel to reach out to Cathy and Alex. I'm sure they're willing to have that conversation with you some more if you have input or things you feel like they need to know that come from where you sit that they may not know. Like Kaitlin's saying we think students will get it but maybe they won't. That might be helpful for them to know. So, I guess now that it's just us, are you good with continuing on with this strategic plan type of information sessions for the rest of this academic year? Is that okay with everybody? Yeah? Thumbs up from Kate. Okay, thumbs up from Kaitlin. Okay, all right. I have on my list. So, I just wanted to poll you 'cause I'm gonna start setting those up for, I think, February, March and April. I'm not going to bother you in December 'cause that's ridiculous. So, I will set some up for February, March and April,

if that's okay? I'm looking at the list I have. One of them is identify and implement the enhanced class search. That's Leslie Quinn and Richard Fort. Thumbs up if you'd like to hear what they're doing in the class search. Okay, thumbs up if you're interested in hearing about mandatory orientation for first time students customized by population. That's Brent Haverkamp and Nick Mancini. Wanna hear about orientation? Okay. So far, you all are like, just do it. Okay. And then Kaitlin Krumsick and Jessica Garcia have a group talking about wraparound services. I know that work is ongoing. Kaitlin, I may put you to the end of our meetings for you and Jessica to join us in April. Does that sound good?

- That's totally fine. You can always ask for progress updates, if you want.

- Okay, all right, cool. Okay, so that's what I would like to do the rest of this year. Do you all have anything to share from your departments or that is happening in your part of campus that we need to talk about? Yeah, Jennifer.

- So, in the math department we're, you know, asked to create that co-requisite college algebra course and we have been preparing it and it went through ed affairs and passed ed affairs. So, we will be doing a co-req course with college algebra starting in fall of 2023. We're still waiting to make sure it goes through KBOR they have to do something through them. But it is going to be on our books for fall of 2023. But we're still waiting to make sure we use a different placement test. We've gotten the yes that we are allowed to use Alex PPL but we're still waiting for the process to happen. So, but at least our co-requisite course has been approved and will be in the book starting in fall of 2023. So, we're pretty excited about that.

- That's good to know. What does that course, so it's a class you all are using to go with college algebra?

- Yes, so I know we talked about it a long time ago, but it's actually six credits and it's three credits for like the co-req material, plus learning strategies sort of plus math anxiety, plus mathematical mindset. And it's an individualized study program that helps students that if they didn't place into college algebra, they can enroll in college algebra but they have to have the support course along with it. So, it is six credits full of math, which is going to be very time consuming for the students. But we also wanna make sure that they're going to do well in it. So, we're not just going to focus just on the math portion of it. We're also focusing on mathematical mindset and math anxiety and just doing some little techniques for learning strategies. Not taking the learning studies class at all, but just doing our own things that we think are beneficial. Like showing 'em how to have a notebook, doing a study reflection sheet afterwards. And I've already done this forever of, you know, questions that you ask yourself about how did you prepare and then we're also gonna talk about all the resources at JCCC because sometimes it's not the course that's causing the issues, it's life circumstances. So, we're gonna have, you know, the list of resources of, you know, like the student needs and the math resource center and all the other, you know, so just, it's gonna be a big overview of everything that's offered at JCCC to help students as well.

So, but it's six hours, so they're linked together and it's only gonna be those students that placed, hopefully, just a little bit below college algebra will be allowed to enroll in this course.

- Okay.

- So, Jennifer, so do we know a course number for it, yet, or will it be 171 in certain sections that are six credit hours?

- So, it's Math 071 and it's gonna be linked to a Math 171 course, but I'm not sure how it all works in Banner but it's gonna be linked together and they said they could do it. We've talked to other people that have already done it, but it's Math 071 and when they sign up for Math 071, it's gonna be linked to the 171 course and there's just two being offered in the fall. One of 'em is gonna be Monday through Friday from 11:00 to 11:50, and the other one's gonna be Monday, Wednesday, Friday from 10:00 to 11:00 or 10:00 to 10:50 and then Tuesday, Thursday 9:30 to 10:45, so.

- Okay.

- Can I ask a question

- Mm hmm

- And, I'm sorry, Jennifer, if you'd already kinda went over this. So, 171 and then I'm also then linked to 171. So, would I show up as being enrolled in both of those classes 'cause will it be different CRNs or it'll be the same?

- So, I'm not sure about the CRN but they're different. It's Math 071 and Math 171. So, I can ask Ron if, I'm thinking the CRNs will be different.

- Okay.

- One's going to be allowed in the 171 without being in the 071.

- Got it.

- It seems like they're gonna be co-requisites.

- Right.

- Got it.

- So, I bet they'll be separate CRNs.

- I'm pretty sure that they're separate but I haven't asked that but I can find out for sure.

- Okay, thank you for that. Alicia, do you want to share something? You have your hand up.

- Yes, I do. I just wanna thank everybody and for those that may not know about it, but a lot of faculty have been using the early alert, we've had a significant increase in mental health concerns and safety concerns and I'm sure it's post COVID. I'm sure it's a lot of things. And so if you're not familiar with early alert, I'd be happy to kind of let people know that there's an email out there called [earlyalert@JCCC.edu](mailto:earlyalert@JCCC.edu) that goes directly to the counseling center. It's not meant for an immediate crisis where you should be calling the campus police, but it's when you have a concern about somebody in your class, an individual that may be in a situation or you notice something or you have a concern that the counseling can follow up with them. So, just wanna put that out there, again, probably in the last two weeks we've probably dealt with more mental health than we have academic advising lately, but it's so, yay. Yay, Andrea. She loves our early alert. So, [earlyalert@JCCC.edu](mailto:earlyalert@JCCC.edu) will get you, you need to include like the student's name and their student ID number. So, I may be speaking to the choir here or singing to the choir, but wanted to make sure everybody was aware of that because we've been spending a lot of times reaching out to students on those concerns that come from either classroom faculty or certainly in Kaitlin's area, they work with a lot of students on a consistent basis where they might notice something. So, just wanted thank everybody for that and make sure people were aware of it.

- Perfect, okay, Lisa do you have something to share?

- I do, thanks, Valerie. I just had a really quick update. I wanted to talk about our reading class. Read RDG 120. It stands for Reading Effectively across Disciplines. It's a one credit elective in the spring. We're

opening this class up to be paired with really any text heavy course. So, in the fall we opened it up for Comp 1, in the spring, we're opening up to any text-heavy course like psychology, sociology, history, Comp 1 still as well. We have three face-to-face options. We have one online option, excuse me, this spring, it will be a five week late start. It was a two week late start in the fall. We kind of determined that students really need more of an opportunity for the class to get rolling so that we can, you know, offer this for them. Just to reiterate like what the class is about, basically we're paired with this text-heavy course and we're using the materials, the text from that course to introduce effective strategies to help them with their readings, with their coursework, hopefully helping them earn a better grade in the course as well as build confidence and take these skills with them as they proceed through their college career. So, I wanted to spread the word, and I also wanted to say that we do have 25 scholarships for the first 25 students that enroll. We already have four students enrolled, which is fantastic. So, just spreading the word and hopefully it'll get off to a good start in the spring. And when Nick is here in February or whenever we meet next, he can talk more about it. Nick Mancini will be teaching all four of these courses in the spring. And, I believe, since it is a five week late start, the actual course doesn't start until February, midway through February. I'm not sure exactly, maybe 21st or something like that. So,

- Okay, thanks Lisa.

- Mm hmm.

- Kena, you have your hand up, do you have something to share?

- Well, I have a question also. And first, Jennifer on the Math 071, that's gonna come up as a developmental class, I'm assuming in Degree Check? And are you gonna be offering that in face-to-face or will that be a distance learning opportunity class as well?

- Because of the intense math portion of it, with the O71, we will not offer it on outside of being face-to-face. It will have to be a face-to-face course. Maybe later on we will add possibly something else, but for now it's strictly face-to-face just because we, yeah, it's pretty math intense and so we feel like those students need to be on campus in a classroom setting.

- Awesome, yeah, that's important for any student who's using GI Bill benefits also because any developmental course has to be face-to-face for the VA to allow us to report that. So, that's good to know for that. The only other thing I wanted to mention is if y'all haven't seen the notices, it's Veterans' Week and there are some community opportunities for participation. So, check out InfoHub, that information's on there. And that's all I got.

- I ordered donuts today, so I'm looking forward to taking those to class with me next on the 16th.

- Yay. Yay for donuts.

- Thank you.

- Natalie, you have your hand up?

- Yeah, just real quick, I think, Kena, through what the point she just raised, I kind of had a thought also that with any of the Promise programs and I don't know if college algebra is a requirement for any of those Promise programs, but it's that Promise will not pay for dev ed. So, I don't know if that's something we need to think about with the six credit hour 071 to 171. Maybe, just so financial aid maybe has an idea, would they need to split that out or, I don't know, it just kind of a thought as Kena was mentioning, you know, some of the needs for the veterans if potentially that people may need to be aware in regards to the impact on Promise funding, right?

- And the other thing is not everyone has to take this course. This is not for everybody. This is not at all where we want everyone to be thrown into. I think that was kind of the suggestion at first was like, oh, we're just gonna put everyone in this co-req course and that is not the thing. I mean, there's so many other paths to go and we want the students to have this as an option, but if it doesn't fit this or this or that, then don't go that route if you're not gonna be able to do six credits of math then this is not the thing for you. I mean there's a lot and really now with KBOR is now, at least, thinking about different pathways, the STEM and the non-STEM. So, with that, that might also, we thought for, at first, we thought this course was gonna be something that was going to be offered a lot. But now with KBOR thinking, we can possibly in the state of Kansas, open up different pathways for students to take so they can do the STEM pathway or the non-STEM pathway or the STAT way, like, you know, what Texas is doing. A lot of the states have already done that. You know, this course is still going to be, hopefully, a course that's needed, but it's not going to be the catchall anymore because not everyone, hopefully, not every student's gonna have to take college algebra. They can take, you know, our finite course instead. So, again, we want this course to be on the books and be successful, but we do know that it's not for everybody.

- Sounds good. We are right at almost 3:00. Just a little FYI that the previously AAC courses are going through ed affairs this month to move to the college success department as developmental courses. So, just an FYI that starting summer, you should see something different once we get through the question and answer toward the end of November. So, that's the only update I have from my group, if that's what

everybody else has. I will work on getting a good agenda together, hopefully, for the spring. And if you have feedback, if you want to meet in person, send me a message. But I see people at home, I see people with no cameras. I like that you can work your way into the meeting, however your life allows. So, unless I hear differently, I'm gonna stick with Zoom. But reach out to me and give me your opinion. I'm up for it, okay? 'Cause I want this to be a useful hour out of your busy lives, okay? All right, that's it. Thank you for coming.