

>> As they arrive. Welcome.

Here comes Diana, one more. Diana in here and then we'll get started. Diana, we were waiting for you. >> Oh, thanks. >> I'm just kidding. Welcome, everybody. I appreciate your patience with last week when I couldn't be available. I have a kid things to tend to that came up all of a sudden. So thanks for your patience.

Welcome to spring. I feel the tick-tock of the semester winding down. So it was probably good timing to get together and chat briefly with departmental updates and maybe a challenge to decide where we will go next year. So to start with, I suppose I will ask for any of you who would like to share any semester updates or other things about your groups at large that will be helpful for us to know, as a group. This is one of the nice places where we can talk in a cross-disciplinary way. So does anyone have something from their departments they would like to share? Go for it, Lisa.

Lisa, you're muted. >> Let's start again.

We've recently had three courses that went through at affairs. And one of those courses is RDG 120, READ. It stands for Reading Effectively Across Disciplines. And it's very exciting because we're actually going to implement this course in the fall. So READ is a course that's designed to be paired with another text-heavy course. So it can be paired with Comp 1, sociology, psychology. It can also be paired with different programs. For instance, practical nursing or EMS programs as well. The three sections that we have offered will be taught by Nick this fall semester. And we're focusing on pairing this with Comp 1 courses. We have been in contact with a handful of Comp 1 teachers who have graciously allowed us to speak with their classes sometime during the first week, just giving a five-minute blurb, introducing the course, and telling the students how they can benefit from taking this course paired with their Comp 1 course. A little bit about the course, it's a one-credit course. It will be a two-week late start. That's going to help us from promoting purposes and getting students enrolled in that course. The cap is 12 students. So we keep it small intentionally so that students can have this opportunity to not only discuss the reading strategies that are related to their Comp 1 work, but they can also get individualized instruction from Nick, who will be the professor for those courses in the fall. One thing that's really cool about the course is we use the disciplines' textbooks and reading materials so that they use their coursework to practice. So that makes it more valuable. Obviously, the focus is for success to help the students be successful in that paired course. But we're also hoping that students will have these skills so that they can tackle other text-heavy courses in the future to help them with that. So we've been working on promoting it with counseling and advising. We've had a meeting with Alex Wells and he had some really great ideas. We'll be presenting this course to the counselors at one of their summer meetings. Currently, the three courses are hidden because we don't want any students to inadvertently enroll in the course without being a Comp 1 student. So those will be hidden for now. But like I said, we've got a lot of work to do as far as promoting the course. So we're working with the counselors and advisers, we're also working with, like I said, a handful of confluent instructors. I guess I also wanted to maybe get some thoughts, some ideas from this group regarding the possibility of scholarships. I don't know if that is a possibility. Valerie, I know you've worked with scholarships for your college success classes. But being that this is not a required course, it's optional. I just don't know what kind of attraction would be there for any potential scholarships or if that's something we might want to discuss. But if you have any questions, just let me know. You can also email me as well. [NOISE] That's what we've got going on, kind of exciting for us. Are there any questions? >> So do they get a grade for the course? I know you said it was one credit. >> Yes.

So they do get a grade. Of course, they can take it for a lower grade or they can

take it pass-fail. We did get a question, is it an elective credit? I believe it is. It counts as an elective, but I was checking with Vince Miller about that to firm that up because Alex Waltz did have a question. If it does earn elective credits. But it's very exciting and we do have plans in the spring of 23. Like I said, we're going to branch it out. We've already been in discussions with practical nursing program to have a READ 120 course going along with that program as well as EMS. So it's very flexible. There's lots of different things that we can do with this. It's pretty exciting. >> Does somebody else have a question? Sorry.

I'm willing to talk about how I managed the scholarships. Lisa, we can take that offline. >> Okay. >> If Mickey has any input on that he's been helpful with that. >> Yeah.

At this point, my first stop is always to look at what the need is. Whether you've got a pigeonhole population or a specific group of students. And then to see what that kind of ID or package looks like. And talking with the foundation because one of the things that we always know is that foundation has a number of earmarked monies for specific types of things that donors have given them that folks don't always access. But we have to have a clear picture of exactly what you're trying to do and what the population is you're after to understand whether or not that's an appropriate match for what they've got to your mark. >> Okay, thank you.

It makes it difficult too because the demand is hard to gauge, especially when it comes to money. I have a certain amount that was approved and I can't always get students to take me up on it even when it's free Lisa. That's been one of the greatest challenges for me, in particular. And I can segue into the document that I attached to the meeting if you like. Is it okay if I share my screen to talk about that? >> Yeah. >> Let me see if I can figure out my new computer or not.

It's not making it. They bought me a new laptop today and it has a secondary screen and I don't know if I can actually make it. I'm just going to share it in the chat. It pops up all the screens I could share, but there's no image, so it's hard for me to know which one I would actually be putting up there. So let me just change the settings on this real quick and I'll just pop the Google Doc into the chat if that's okay instead, because I didn't problem solve this at the time because I thought I didn't know how to do it, but not with a new computer. So there it is.

So for the last year, we have been continuing on with the scholarships. And for example, with the learning strategies for math and Math 116, I had over 500 students who were eligible, and with repeated emails and lots and lots of answering students' questions and getting on Zoom multiple times a day to help them to enroll. I managed to give away 23 of those. So the other was 326 for students in college algebra. And I was able to give away 12. So the challenge is large in terms of getting them to take advantage of these. That was for fall, for spring, the numbers are below there with the green header. So the feedback is always excellent from students. I send a qualitative survey out at the end of this semester and the feedback is always, my professor cared about me. I felt connected to someone on campus. I felt like the strategies were useful. This helped me with the occasional dissenter. Most of the students are extremely happy and my uptake on my surveys is always really high, 65, 70 percent of the students actually answer about how they feel about the course. So they say it's good, it's just a matter of getting them to take advantage of the opportunity to get that support in their course. So that's not anything I have a solution for it [LAUGHTER] but we can talk about it what I do, Lisa, and maybe you'll have some new ideas. If we can get the money lined up. Speaking of the scholarships, does anybody have any questions about the chart that I made just to show you all how many students had taken advantage of these opportunities. >> What's your total that you can give out? >> The goal was 50 for each course. And so you can see, I had nine and I had 14 for the 176 classes. So 100 total each semester was what I was given permission to spend. >> We agreed to

keep trying because the feedback and at least the beginning data was pretty positive about how the course was helpful to the students in terms of their grades and their success in that co-requisite course, etc. Maybe we can problem-solve, especially for maybe Math 116, wherever students taking it is eligible for the course for fall. I think in the long run, maybe we ought to talk about that, maybe with the math department in particular. >> I would say the first 50 get in, it's offer to everybody and then remember, it was a fresh bond. >> That's what I tell them. I actually got more students to enroll when I said that the scholarships were limited and there were only 50. I got more students, so I created a scarce resource and they were more likely to take me up on it. So that worked a little bit. So I'll work on making that wording a little more strident. That might help.

[LAUGHTER] >> Is there not anything available for Math 015? >> That wasn't an area I was asked to target. We started with the students in college algebra who had taken Math 116 because, when Mickey gave us the charge originally, it was improve the gateway course completion. But Jennifer and some of the others suggested that Math 116 might be the place where the strategies would be more important. But now we haven't ever gone all the way down to 15. >> Yeah, sure. >> Valerie, I have an idea with Lisa for the class. Have we considered the idea of once we get to a second semester where students have already done the class, like for example, Lisa's read 120, where when the teacher comes into the new class to promote the credit that the professor bring a student from the previous semester so that the student can provide a testimonial? I guess what I'm wondering is I can be persuasive because I teach persuasion and I'm sure that when Lisa comes to the class, she's going to make it sound like a great class, but maybe students listen more to students. I don't know how we would work that logistically. And of course, if the read 120 is first semester in the fall, we don't have any students who've done it yet, but I think that if a student was standing beside the professor promoting the class in-person, it might help. What do you think about that idea? >> I think that's a great idea. In terms of getting a student there and available at the same time, that might be a little tricky. >> Is that Lisa, is that me? >> I think she's frozen.

[LAUGHTER] >> So far she's not going back. [LAUGHTER] >> She's frozen. >> Well, Lisa when you come back, we'll be happy to hear, maybe you could turn your video off, sometimes that helps if you can hear us. I get this at my house too if it rains, my Wi-Fi is not so great. Something's going on.

She's gone, she is back. >> I heard the words, "I think she's frozen." So hopefully I wasn't like [LAUGHTER] >> It was a little bit like that but not quite so bad. >> [LAUGHTER] Great. But yeah, I was saying that even working with EdTech and maybe getting some student reactions on video, some interviews of students so that we can put together a nice little blurb of students who've taken the course, I think that's a fantastic idea. >> That's a pretty easy little ask too, because you can make a video, you can probably get help with that and have the online professors put it in their course too, even though [OVERLAPPING] yeah. >> For sure.

>> For sure. That's perfect idea. Thank you for that. >> Yeah. >> Any other thoughts?

>> Any other thoughts? Yeah, Jennifer. >> Not thoughts. I didn't know if we're moving on to the next. >> Yeah, it's fine with me if the conversation has moved on, that's perfect. >> In the math department, we're busy working on co-requisite remediation course and also multiple measures and Rhonda Barlow and I are in charge of the co-req mediation and we have gotten what we think is almost a final draft to our course. So we're correcting 171. So we're going to have a course that is paired with 171 called math 071. And it's going to help students with the objectives that they should have or hopefully, the objectives and topics that will help the student get through college algebra. It's going to be a six credit math course, so it's

going to be very math intensive so not sure how many students are going to be able to do a six credit math, but we're thinking we need that time to help those students with all of the topics that they're not going to be prepared yet for college algebra. So it's going to be paired probably Monday, Wednesday, Friday, back-to-back, or Monday through Friday offered every day, Wednesday, Friday for 15 minutes, and Tuesday, Thursday for 75 minutes. This course will not be into effect till the next fall, 2023. So we've created the description, the course objectives, the content, and all that. We're not just going to have just math in the 071 correct course. We're also going to be wanting to establish a positive mathematical mindset. We're going to explore the wide variety of campus resources available to students to help them know what is on campus further, hopefully to help them with their success. We're going to put a few of the learning strategies. We're not teaching the whole learning strategies course in here. We don't have time and we don't want to take that. We want that course to still be a standalone course for all the learning strategies. But we met with Marla Burn to see what she thought would be one or two of the most important skills that she would think that would be helpful for all students to learn. So we're not just going to put in the intermediate algebra skills and the elementary algebra skills that are necessary. But we're also going to also tackle some of the math phobia that happens. And so we haven't shown the outline to our department yet. We're showing that to them tomorrow from the committee that has been working on it so that our department meeting on Wednesday, we'll show them the draft and then go from there, send it off to our math curriculum committee and then hopefully in the fall in October, send it to head affairs to go throughout affairs. So we're looking forward to it. It's been interesting to do this correct course just because again, we're not just focusing on the math topics, but really wanted to bring in some of the other things that we know hinder students with their success in math. And then for multiple measures, we're opening up all doors is to use high-school GPA, and with their math course and so forth. So Melissa, I know you're on that one as well. Do you want to talk about the multiple measures? >> Yeah, we're continuing to develop all the multiple majors for all the math courses that we'll be using, the one for our Quick Step Plus College Algebra in the fall. They'll be allowed to be able to get in based on ACT like they always have been. If they had certain letter grade and a certain GPA, then they'll be allowed to stay in certain letter grade and their previous Algebra 2 course and a certain GPA to go along with it. They'll be able to take the course without placement. And then of course they always have the placement tool if they don't qualify in any other way. We're still working on what our placement tool is going to be and we're still working with students services to figure out exactly how to get that information into the system. But they'll now be allowed to get in on a grade in their previous algebra course if it's paired with a certain GPA. >> I know that there is a conversation that they're still in testing, is that correct? Because I know that there's still testing and student development to make sure that they can mobilize all of those pieces. So we're a little bit away from being able to lock it in and stone yet, but I know they are still testing to make sure that everything fits into the system and that they've got the appropriate inputs in place to make that work. >> Any questions at all? >> Sounds great. >> That can be a process, I know a little bit about that. I had a course for my department get approved, an internship style course, and it's a lot of work. Speaking of that, Jeff Merritt and I are getting ready to put the AAC classes into the head of Fair Rescue. Thanks to Diana, who's going to take a look at it before I put it into the system for real. And we are going to merge those AAC courses still in their developmental status into the College Success Department. So welcome to the club, Jeff. >> So what does that mean for those AAC courses to be moved into the College Success Department? What does all that entail? >> Well, we've all seen that the courses within the resource centers is not the way we're doing things anymore. They need to belong within an academic department. It doesn't really change a lot for Jeff per se, other than he will just have a new prefix for the courses. He will use the same deck, one-on-one teaching model that he has, that worked so well for those students, who need that extra and individual attention. He will still office in the

academic achievement center. It's just a great place for his teaching modality and the help and support with the Math Resource Center in the academic achievement center is all right down there around those students. So the courses, we'll just have a new prefix and a chair, so that Jeff can have that support of having a department chair. I think that's my take on what I'm supposed to be doing to help support him. Do you have any inquiries? [OVERLAPPING] >> Yeah. There's not going to be any practical real change in the way the classes operate. We're tweaking the objectives and things like updating notes. >> No.

Natalie it will be a year from fall, because we'll put them into the queue now this spring, and then have them hopefully all done and approved for the '23, '24 catalog. Wheels turn slowly. >> Thank you. >> Sure.

>> Sure. Does anyone else have an update they want to share?

else have an update they want to share? Go for it Brett. >> In the Math Resource Center, we've been doing some tutoring by appointment for a couple of years now. The first semester of that was actually the fall before the pandemic. So I guess it's been three years now. And we've had pretty consistent interests from the students getting about 35-50 requests for that service a semester. This semester has been a whole different ballgame. We've had 158 requests so far, and they're still coming in. So one, it's a service that is definitely of interest to students, but it's actually, the volume is so great that we're going to have to come up with some system of triaging the students to see who is really going to be benefiting from this. We've kicked around a couple of different ideas, but we haven't landed on any one thing, but we thought maybe just focusing on the developmental courses, then we thought there are students in the upper-level courses that do need support, some one-on-one support to get through a class. We've thought about going by instructor referral. Then there's the risk of students having the instructor who isn't a joiner, and just doesn't really get into the resources and so on. So we're in discussions about what different things we can do to make the requests more manageable, but making sure that we're still serving the students who need the service. >> We captured maybe online tutoring as well. I know that you get back the hours. So you don't do the late hours, 9:00-11:00 at night, Monday to Thursday, but will you continue with those online hours for a while longer? >> Yeah.

That's a genie that's not going to go back in the bottle. We are committed to retaining that service for the students. >> It's great.

>> It's great. Anybody else have anything else, math or other related in terms of students support, that we should share before the semester finishes up on us?

up on us? No? >> I can't raise my hand. [LAUGHTER] So I'll just jump in. I've worked with a lot of students with a lot of needs this semester. Some of it has been related to access services needs, and a lot of it has been related to testing in beyond their ability. And I wish we could find a way to catch students in that situation early enough to get them where they'd be better off, but there's nothing official in place. If I happened to run into them in the Math Resource Center, I might realize what's going on, or if a teacher sends someone, a teacher refers someone to me, we might find out. I've had people in 015 that I've sent to Jeff for basic math review. That's how bad it can be. So that's my report. We're doing all we can, but it's hard to find those students who need the help. >> I know that Kaitlyn has been doing the lion's share of the work. But in the early alerts, we also see some of those needs that sometimes those professors in the classroom let some of us know. I know Kaitlyn, you're planning to get us together to talk about early alerts in the fall and how we can work on that, I think. If you want to comment about it. I don't know.

I know she's here. >> Sorry. I had to get out of the way of a kiddo. I think that

there's a lot of things that we can do to make the early alerts better, and try to get those students in our doors rather than just a phone call. So I've got some ideas on that as far as the resource in our SCCOE, at least the AAC, we've seen a lot of need of students that need more structured technology support. And so I don't have anything to update right now, but hopefully for follow have something. Then the other piece too. This is just a conversation just last weeks. Again, nothing formal but hopefully between myself, the Writing Center, EAP and English, we're going to put together some resources for folks that need more support for English. So that could be writing, that could be speaking. Our hope is to spread the information out to areas like continuing Ed counseling. Of course, EAP have it in our centers, but we've also seen a lot of folks that are struggling with just reading, writing, grammar, that stuff, and maybe they're not meant for some of those. One credit English, our classes, and you've already gotten through EAP, and so we're trying to fill that gap there. So between early alert technology and then continued English support. We've got a couple of things in the fire but nothing concrete yet. That's what summer is for, to work on all that stuff. >> That's great.

We look forward to hearing how you find ways to leverage the resources that are available and what we need. Diana, you want to talk? >> Yeah, I was just going to also touch a little bit on what Mary was saying. I don't want to get into a complaint fest, because at this time in the semester, we could just all pour a drink and have a great conversation. But I have read a lot of articles recently and about this new gap due to COVID, due to students not having face-to-face help, and I'm really concerned. I know that the institution as a whole is not necessarily wanting to support Dev Ed standalone classes. And while I understand that is a trend, in meeting with my students and also meeting with credit bearing students that come to the reading specialists for help, these students that we're seeing, are a whole different beast, than what we've seen in years prior. And my concern is we're trying to meet them where they are, but they don't know what they don't know, which has always been an issue, but this semester, It's almost makes you want to pull your hair out. I have professors come in the hallway and stop and say, "I've never had this situation before. How do I help them do this?" It's just a conundrum that I hope Mickey, [LAUGHTER] that the institution realizes that the timing of following the research that everybody's following is a couple of years old prior to this huge gap in education. I totally agree that we need to update our methods, update our courses. That my biggest concern is, that we're still going to have resources for those students once they get here and we're going to lose so many, if we don't have some proactive ways to get them more intense help than what they get just by dropping in the center. And Kaitlyn, you guys do an awesome job, but the gaps are way bigger than what we've seen in. I'm hoping as an institution, that the push to do away with Dev Ed, doesn't overpower the mission to help students.

Does that make sense? >> I would say Diana, you need to think about it a little differently. It's not to push to do the Dev Ed, it's the push to do Dev Ed differently, more efficiently. >> I totally agree. Needs to happen. >> It's not that we're being asked to do away with Dev Ed, is that we're being asked to think about how we pursue Dev Ed support differently. >> I loved the fact that now we're being pushed to think outside the box. I think that's super helpful. And I think we've already come up with some really great things and getting support to try, and I love that. My fear is a lot of these students, for example, that are getting one credit hour of helper or coming to get help on their own. They need so much. Even just in mindset, just in their student's stamina, just all of the effect of things that go into being a strong student that were there even two years ago are missing, and Valerie, this is why your program is so valuable right now. I don't want to be a doom and gloom and I don't want to complain, I literally love the fact that we're all sitting here talking about how to help them. I just want to help the students know how to get the help, and that's the big conundrum right now, I think in my opinion. And I'm done talking. Sorry. >> I might throw out one other thing along

those lines which is the strategic planning that we're in the midst of. I know some of you are on those committees and Kaitlyn is on the committee that I'm totally leading with Pam, I asked her and one of the action plans that Mickey and Randy have approved is mandatory wraparound services for specific populations of students, and I know Mickey is going to be giving, because I know cabinets been talking about and Mickey is going to give us more guidance soon. But part of that, the way we proposed it was to help identify populations and then identify certain wrap-around services that could be anything from mandatory required tutoring, or one credit hour classes, or counseling, or visiting with basic needs, or whatever mental health, but requiring that for certain populations that might address some of what's being discussed. I don't know. Mickey do we have a timeline on that strategic planning piece? >> Not yet.

We're still looking at probably within the next month to a month and a half. It all comes down to at this point whether or not the full tenets and financial assets are adopted by the board at this board meeting or the next board meeting. But it will likely be adopted fully at some point before we actually get to the end of this academic year, it's just a matter of the board getting the last three committee of the holes. There have been folks from these groups laying out the plans that had been put together by the teams, and what finances we're being asked to bring together to make some of these things happen. We just don't have a full green light yet because the board has yet to adopt the strategic plan per say, along with the budget implications that come with it. >> Thanks.

[OVERLAPPING] >> One more thing about math. Math is not just algebra, and I'm concerned that I'm already seeing a lot of students who come into algebra without a clue about fractions, for example, and with no number sense. They can't tell the relative sizes of things, etc. The one course we have that really covers a lot of that concern is Math 11, fundamentals of math. When I was teaching, I had to teach students how to use a ruler. That's how unmathematical their backgrounds are. This is the only place in our curriculum, with just one exception, we have a geometry course, very few people take, and it's self-paced I believe, and hardly anybody even knows it's there. So we have a geometry unit, we introduce ratios and proportions and a little bit of equations. We used to introduce signed numbers, so the students going into Math 15 had a clue as to what was going on and they couldn't move ahead, there's no longer time to teach that in math 11. So I'm concerned that we might be moving too fast to cut things out and leaving some students in the cold in topics that they should at least be introduced to. >> Jennifer, you want to respond first and then we'll let Diana. >> I just feel like a lot of these students are obviously not getting advise on what courses they need to take and how to take them. We have students that have taken Math 10 years ago and they're trying to take college algebra just because they've met the prerequisite that long ago and they're still getting placed, not they don't place, they just get into college algebra, but they haven't taken a math in 10 years. Now that's not saying that you can't make it through, but we're getting more and more of those students that are coming back or again, the repeating of the courses. I just feel like if you had a student that could get in and you had mandatory advisement and you talk to these students and you talk about, okay, it does say on our policy that you can't repeat a course more than three times, but this is your sixth time taking the course and it doesn't happen just in math, I'm sure it happens in the other disciplines as well. Have that conversation and you're spinning your wheels but then they're like, but I'm on financial aid or I want this or I just need to get into college algebra. That's not it. You need to have that good foundation to be able to be successful in the next course. And I feel like we're not doing as good service to our students by just letting them continue to enroll in whatever they want just because they say that they have met the prerequisite 15 years ago or I placed into it. It doesn't matter. I really feel like we need to have a conversation with the students, and maybe that means hiring more advisers, counselors, whatever to where we make the students at least have a Zoom meeting and

say, what is your goal? What are you trying to do? Some people know exactly what they want to do, some don't, so let's talk about that. And again, if you're repeating a course more than twice, what else do we need to do? I mean, learning strategies, maybe it's sign up for tutoring. I think that we just need to start having conversations with these students, and if we don't, we're going to continue seeing the same type of stuff happening where they're repeating courses that they don't need to. We're just taking their money when we let them go 6, 7 times in a course, and I just don't think that's right. And so I would love to see true mandatory advisement. Not if you watch this little video and click some buttons then you've gotten through the advisement, true mandatory advisement where they're meeting face-to-face or via Zoom with a counselor. That's all. >> I'd like to see the question in the multiple measures about how long it's been since you took a math class and what was your grade? What was the course? When was it? What was your grade? >> He might not even know. [LAUGHTER] That's true. If you think about it back 10 years ago, what course did you take? Well, I don't know, they'll have to look it up, but I don't know. [OVERLAPPING] >> I don't remember if it was algebra or geometry though. Do you remember something? >> Not necessarily because [LAUGHTER] why the things I do is I interview all my students about their math background, they're coming in and they cannot tell me. They say they had math.

I said what was it? Algebra, it might've been. Then I'll start showing them problems, did you do this and this? Well.

So yeah, that's a big problem. And like Jennifer was saying too at my end of things, students come in and have no clue what the math requirements are. They think that if they're taking math in college, it's college algebra, because it's in college. I had sat them down apart from the history, I go through them. Here's the ladder of classes you have to take between me and there to get and then there's a little view in the headlights, oh, I have to take this much math? There's a big problem with them not knowing their own background and not knowing what the expectation is at the college as far as what they have to do to get where they need to be. >> So that leads to what I wanted to talk about real quick. We've been working as a department. We've come up with a reading confidence survey. And so it has three examples, a sociology sample, a psychology sample, and then I think it's a biology sample. And then just asking them, how comfortable do you feel that you can take notes and a quiz over this? How comfortable do you feel like you could read this and x amount of time, those things, as part of our multiple measures. And I'm wondering if maybe other departments would be interested in doing something similar. The challenge is, how do you get them to take it? If you hand this to them in the testing center or if we start doing an orientation, that would be a great place for it. There's five questions and you rate yourself how confident you are. But I think that's a lot of it too, is they don't know what they're going to see until they're here and they fail. And that's on us. There's no way for them to know in that jump from online high school to college. And they get here and they're just so overwhelmed and they see the level of this stuff that they are responsible for and they are like, whether it's Math, whether it's reading a textbook and they're just blown away. So maybe if there's some way to have short little samples to see how confident they are that they could succeed in this. Maybe that would help drive their advising. I don't know. It's something we're working on. >> Have you heard of the Dunning-Kruger effect? >> Yeah. >> So I wonder about that. There'll be like I'm good. Because the people who don't know they don't know, really don't know. >> But I do think if they also have never opened a college book, it might at least make them aware that not everybody can do this. There's a lot of research about confidence surveys and how they can mix in with multiple measures. Let's say their GPA is on the line. They've got two out of the three or one out of the two measures and this could be a tiebreaker. I think it'll be a valuable tool, but we won't know until we use it for a while and then it's how do you use it. Right now we only have a paper version. And then do you make it computerized? And then how do the students get to it and actually see it? So there's such a large institution that there's all



these different ways that they can get to step. I just think it's a bigger conversation than just our department. >> Yeah. >> But yet, it's the one thing that we've been working on so that hopefully we can get the ball rolling and if it works, maybe others would be interested in trying something like that. >> Sounds like a great idea.

>> Sounds like a great idea. Sean, thanks for your comment in the chat. Do you have anything you want to add about that? >> Like Jennifer and like many of us, I've had students multiple semesters and I think that once the student knows that they're going to fail the class, which is sometimes exactly this time of the year, that could be the time for the intervention. So it might actually be useful to do the intervention in the semester like at the end of the semester instead of the beginning or at least use the remaining time at the end of the semester to make a connection with a student or refer them to the resource because summer happens, it all drifts away. They may forget the experience of failing and it might be harder to get them into the service in the fall, but if the wrap around service strategic plan strategy was implemented at the end of the semester, then they might be more ready for the next semester. Capture them right away because I think that when they're staring at the fact that it's no longer possible to pass, that's when they could use the intervention. That would be my input. >> I like that idea and also maybe put a hold on their account that they can't register for class until they can talk to a counselor or an advisor. >> Do it more friendly. What I would say, instead of putting the hold on, come to them and say, "Okay, I know it didn't work out this semester, but we've got a plan for your success for next semester. So let's do it right now." >> Strategic plan, he said he'd make a note about that. I think that that might be a place where those ideas might practically find a place to live, which is awesome. Speaking of fall and everything, to be respectful of your time, Mickey you sent me some notes. Would you like some minutes to talk about what you see coming for fall and maybe a charge for us for next academic year?

for next academic year? Is that okay? >> Yeah, it's fine. It's good. I can jump in here before I have to jump off and into a meeting with KU here at 3:00. Well, I think there's three things really that are on the horizon, and the first we've already talked a little bit about that we're continuing to try and figure out where this co-requisite piece fits and how we socialize students into that. I know Math and English have been looking at getting their curriculum updated to show that and this committee I just wanted to say generally thank you guys for the ideas over the last year. Because while you haven't maybe necessarily everybody in his committee, hadn't played a direct role in that. I know that the folks who are working on that stuff, Jennifer has been working on it with Math folks. A lot of the ideas generated here have helped carry some of that so I just want to say thank you for that. In line with this idea about advising and understanding, I've heard at least twice in this meeting that folks don't really know which classes are available or what they should be taking. One of the key things and there's going to be a little bit of a monkey wrench in it now that has been going on is that we are trying to revive student pathways. When I got here, this institution was already in the middle of talking about pathways and student development, but academics had not been involved and so in 2017, I pulled the deans and the counselors together, started a project to get us working on this under Dean Maureen before he retired. And so we started getting some maps together for students to help them plan out an actual pathway to complete a degree here. That fell by the wayside when COVID started and then Rick retired and they hadn't picked it up. [NOISE] Well, Dr. Webber actually wanted [inaudible]. >> Was that just mickey frozen or is that me? >> [inaudible] >> Okay. It looks like we're back. [OVERLAPPING] [LAUGHTER] But the whole thing stopped. But anyway, to finish that thought, we are looking at a software that student development has just jumped in on where we will be designing pathways for students. Where anybody, so as you as a faculty member would be able to have a student pull up their pathway and see what their plan was, what they decided they wanted to try and major in, which classes they've completed, and a

schematic of what they should be taking to finish their degree, the order that it should be taken in, all of that should be available. They asked me to weigh in when they started looking for this software and my big thing was what I didn't want was degree track because our current degree track is a lockdown. It only really works when you've got a counseling person who has access to all of this stuff there. What we were shooting for with Stellic, which is the product that they've decided we're going to give a try is that it's available for students to pull up and talking with a faculty member, any of us will be able to see where a student is and talk to them about where they're at, what they're supposed to be taking, in what order. It will give everybody an opportunity to give sound advice, because what I have noticed over the last two years in particular, is students saying that they had gotten well, I talked to my faculty member about thus and so the career I wanted or classes that I needed to fill in gaps, and I went over and talked to the counselor and the counselor told me that I can't do any of that because I wanted to go to employee state versus Wichita State, and what I have to take is this, and this. Jennifer, it is. I believe that's the correct spelling in the chat, Stellic. We will be the first community college to try it. It has been very well used throughout some university systems. It is the piece of choice for the University of Pennsylvania system. A couple of schools in California have picked it out. The person who designed it was actually a student who had advising problems at MIT who put it together as a grad school project when they [LAUGHTER] tried to sort out how they could get better knowledge of what they were supposed to be taking as a student. It's driven and designed from the student's point of view, so my hope is that it will actually give us what we actually need to move this conversation forward. So just so you know, we have been thinking about how to get students along those pathways so we can design career tracks to get them through their degree with what they actually individually need to be taking. My hope is that this group will be able to help with some of that as we start to normalize the use of that and get that built out, the hiccup is going to be that we're losing Dr. Webber, and he was driving things in student development and so I think I'm going to inherit several of these projects on his way out the door to try and shepherd them along until Dr. Bound decides what to do with his position. Then with regard to my ideas for us for next year, there were a couple of conversations that I had with Valerie and one of the things we talked about is ways for us to broaden our thinking around what we do with this committee. To that end, one of the things that I've been interested in lately, which I had been interested in for years, but it's growing again here in the last year or so is the need for us to look at interdisciplinary education as a way for students to synthesize and understand things. And so she asked if there was something we could read to discuss. So one of the things I'm going to look at is having faculty development, see if I can't get everybody a copy of David Epstein's book from 2019. The book is called Range, Why Generalists Triumph in a Specialized World, and it's about getting away from specialization which education has been driven to in the last 30 years and get more back into the realm of how do we create transferable skills for students across multiple domains? Because we're learning that generalists who can understand more things are able to really synthesize knowledge and be useful, whether they are in management positions, leadership positions, whether they're going into a new job, they can transfer things, and we've really gotten away from teaching students how to be well-rounded, renaissance-type thinkers and we're creating folks who are specialized down to, I spent three years to learn how to flip this switch and push the red button. We've gotten so into this place where specialization is everything in higher education that we're losing the ability to create students who can function across multiple domains, and I think that that's a place where we as a committee for developmental education, looking at the best ways to educate students who maybe have some gaps, maybe need some extra assistance, maybe need a way to understand their learning style better. I think this is the place for us to start to talk about how do we look at interdisciplinary approaches even to dev ed so that we can start students on a more firm course towards greater understanding of multiple things and how they feed one another. That might become the kernel of the next generation of this

committee is helping the whole campus think in terms of where we are in terms of our ability to teach students broadly and help them understand how to connect the dots in their education. And I think the dev ed student is probably the most key place for us to start for students who continue to wonder whether they fit in the educational landscape. Helping them understand that they do come with a learning style and a certain skill set and knowledge and that is useful here, they just don't understand yet how it's useful here. >> I hope that's okay with everybody. Mickey and I will follow up with faculty development and get us all some copies and we'll come up with an agenda, chapters for meetings, and things. I think that's a great suggestion, Shaun. Thank you so much. I'll reach out to Maurine and see if she has suggestions for us about that. Thank you.

That being said, we're over time by two minutes. Do you all want me to stay on his chair or does someone else want to pick up the reins for next year? >> I'm going to have to jump because I've got KU waiting for me. [OVERLAPPING] Bye, guys. >> Thanks, Mickey. Are you all okay with me carrying on for another year, or does someone else wish that they were scheduling the meetings and managing them? >> We like you, Valerie. >> All right. [LAUGHTER] I'll keep it up for another year and then we'll re-evaluate, okay? I thank you all so much for your time and your attention. I wish you a lovely last three weeks of classes and I look forward to learning more and being a better practitioner in my craft next year, and I'm hoping that this book will help us to do that too. So thank you very much for your time. As always, these minutes will be on Info Hub under committees. I'll get them captioned and all the things that I'm supposed to be doing and get the meeting up there. If anyone needs the link in the NRM just reach out.

reach out. Thank you. >> Thanks. >> Valerie, do you have a second? >> Yes, I'll stop the recording if that's okay.