

- Hello, and welcome back after thanksgiving break, looks like we've got a few more people actually still coming in, hurry up. I am pleasantly surprised how many of you are here? We only had 12 people say they were coming and we are well above that. So big, high five, and applause and all of that. Thanks for making time to come and talk and share. I am recording this and we'll put it on our Info Hub page after the meeting for those who have missed or are interested. And I do not have an agenda per se, other than to allow people to share and have a discussion. I think that's been one of the great strengths of this committee is that it's been a place for people from different disciplines to share their latest and greatest, according to how we're serving students in developmental education. So I'm going to open up the floor to anybody who would like to start. Mickey, do you have anything you want to start with since you're here?

- Here we go. Howdy. At this point, I don't have anything really to start with other than we continue to make strides in several areas, looking at where we are with developmental, talking about how Dev Ed is evolving, moving to this more co-requisite modeling. I know the reading folks put some things forward that I've talked with them and moved that forward. Dr. Bound, the English folks have put some things forward that I've moved forward to Dr. Bound to see he kind of where his thoughts are, as far as those go. I've been, I'm really happy with where we are. We met with the math folks a few weeks back for an update and have another one coming up here next week. Or is it next week? Or it might be this week. My days are just all a run together. I'm just meeting, meeting meetings. And so there is progress happening everywhere on campus right now, as far as, as the shift in where we place developmental and how we look at developmental and how we place students there and how we work with them, there just continues to be a lot of change and growth. And so I'm enthused that we're moving. And I feel that we're moving in a good direction and just hope that we can continue to do so, to get to a place that kind of revolutionizes a little bit the way we think about it and the way that we move these students through that pipeline.

- Thanks. I'm going to ask our representatives from some of the departments that have some of those initiatives to share or what their plans are or what they've proposed, just for transparency and so that we can kind of compare notes. Before I do that though. I'd just like to, Kara, can I put you on the spot and ask you to introduce yourself? I think you're the only new member of the committee that people might not know, if that's okay.

- Yeah, sure. So hi everybody. My name is Kara Kenyon. I'm the new director of the writing center. And then I also direct the central district space over in the academic resource center, which is that kind of open space in the middle where students can come and work and study in between classes. I think this is the start of my fourth week. So I am definitely still kind of getting my bearings and meeting

people, but yeah, I'm really, really happy to be here. I was previously at KU in the writing center there as the associate director. So I'm really excited to be at Johnson county.

- Thanks Kara for letting me put you on the spot. I appreciate it.

- I will say too. I taught developmental writing, when I taught at Missouri Western State University and it was my favorite course probably that I've ever taught. And so I'm happy to be on this committee and just to hear about what's happening here and how I can support with that.

- Perfect, great. Otherwise I think the rest of us are old hats and, and know one another. And we've introduced ourselves multiple times over the course of the semester. So at some point in January or February, when we meet again, Kara I'll have everybody go around and talk about their titles so that you'll grab that, then we'll start over next year. So that being said, I would love to ask somebody maybe from math or reading or English to give us an update and we'll let that we'll let the conversation unfold that way, if everyone is comfortable with that. Andrea, can I, or Jennifer, one of you guys. Jennifer, are you waving at me?

- Or I'll go first. So the math department definitely we've been looking at co-req remediation. We have a committee that meets every week and the multiple measures as well for placement. The co-req model that we're leaning towards was going to be possibly a six credit hour or three credit and a three credit. We're still not quite sure how we wanna break that up or keep it all together. And because transferability wise, it still needs to transfer to three credit. So we're not sure if we can offer and how easy that would be to say it's six credits, but only transfers is three. The models we're looking at, range from anywhere from, four to seven credit hours. It's just crazy contact hours, more than credit hours. So we're still looking into possibly doing a three credit college algebra with a three credit co-req remediation type going with it. That's still, a lot of discussion and research into how we want to do that. We did meet, like Dr. McCloud said with them last month. And we meet again on this Thursday with Dr. McCloud and Dr. Town to update them on what we're doing. It's going well. The only thing that really keeps popping up that we see over and over again is that there's so many states that have pathways and we don't. And we mentioned that to Dr. McCloud and Dr. Town at our last meeting, which I think Dr. McCloud is looking into as well, we don't have pathways. So most of our students go into college algebra and that just is tough because for them, most of 'em it's a terminal course, and those who are moving on are normally already in the calculus's and so forth. So pathways is something that we're really hoping, if we could get that going in the next couple years, that would be really helpful to get students out of the STEM pathway in a sense, because they're not going into the stem fields. So that's one

thing when you look at the data, a lot of them look really great, but it's because they have pathways. So the students that are going into this college algebra co-req course are still moving on in the same pathway. And those that aren't going into the same pathway are in a whole other, quantitative reasoning course instead. So that's one thing that's been challenging is cuz there's so many schools that have different pathways. When we talk, you know, we've researched and ask people to give us their data on their success rates and so forth, but it's not gonna be apples to apples because again, we don't have pathways. So we're getting a lot of good information still trying to figure out exactly what's best for our students. Placement's gonna be crucial because not everyone should be thrown into this co-req model by any means. It really needs to be a niche of students that are willing and able to do the work. I mean, first of all, and the amount of time it's gonna take to get through a co-req model situation. So we're still doing quite a bit of research and it's going well, but we keep, finding other little things to go, well, what about this? What about this? And I think we need to just go, okay, what's best for our students and with the multiple measures group, they're really concentrating on, that part of the placement, which is great. And so we'll see how it goes from there, but still a lot of work to do and we're looking forward to it, but it's definitely, it's a lot to do. So hopefully we're gonna be on the right track and help some of these students get through. But again, it's not, someone said in our meeting, it's not the magic button, not everyone's gonna get thrown into this co-req course and just do magic, magical ways with it cuz that's not it. So again, being placed correctly is crucial. Getting out to the student, what this course really is and understanding that it is intense. And that's why there's six credits in the sense we want them to realize you can't sign up for three credit co-req course, because then you're taking other courses and adding to your load. And that's just not, that's not gonna be feasible if you're gonna want to get through this course. So anyway, just a lot of little things to think about and how, you know, how can we also help the student realize what they're signing up for because Banner and what their search engine. It doesn't do what we needed to do to, you know, say, "Hey, wait a minute." You know, this is an interesting course that you're about to sign up for. So just really all those little talks about how can we get the counselors on board and Banner to do something a little bit different. And some of the schools we are researching use Banner. So that's very helpful because we are able to go, okay, how are you linking these courses? How have they drop the co-req course? They drop from the college algebra course. So that needs to be tied together. So again, just a lot of discussion going on. And so anyway, I think that's about all I have to say. I don't know, Melissa, if you wanna chime in. Cause no, you're good.

- I'll just mention I have a co-req and its just a lot of things take into consideration. We're trying to change the placement measures and go into multiple measures. But the logistical concerns we have are

just, it's like, we don't even know what we can do yet because it's everything we do requires so many people, or Banner to do this or Banner to do that. So we're just trying to weigh our options versus the logistical nightmare that could potentially be created.

- Does anybody have any questions for our math folks? So much of it is up in the air, just figuring it out. It makes it hard to ask a question. Cause like I have thoughts in my mind. I'm like, okay, so are you picking particular people who score in particular numbers and they're the ones who qualify for this? Or is it every like, is that what you're talking about? I don't.

- It can't be everybody. I know that we would love for it to be, but again, it's not going to be the magic button for everybody. And I know that they would love for it to be, we would love for everybody just get into this co-req course, but it's not, I mean, we still need to offer those developmental courses because of the fact that first of all, not everyone that comes here has that much time to dive into a six credit kind of course, plus not everyone wants to, you know, I mean, all those Dev Ed courses still need to be offered individually, so students have options. So if they don't want to take a co-req course, they don't have to. We really, again, talking to other universities and colleges and community colleges, they're really trying to get a specific type of student. Now, granted some states are mandating, one of the schools I was looking at, at first, they were just able to put anybody who they wanted to. And so they were meeting with the student, they had a mandatory advisement. They were like hand in a sense hand picking. Man, their numbers are great, passing rate wise, success rate wise, but then the state required them to put 25% of their students into it. And their numbers plummeted. I mean, they were at like 70% and now they're back, they're down to 49% and they're under 50% because the state's mandating that they put, 25% of their students into it. And that's even with the STEM pathway and a non STEM pathway. And so I don't wanna set this tone. I mean, it scares me to put students into this course and then set 'em up for failure. So we really wanna make sure we're getting the right student to get into this course and still offering those other Dev Ed courses because not everyone wants to go down this path and not everybody should be forced to go down this path. It should be an option. And again, that's what I love about JCC is we have so many options, you know, we have the five day college algebra, we have the three day college algebra we had the two day, you know what I mean? There's just so many options. And here's another option for those students who possibly could, you know, do just fine in the co-req course. But I'm fighting hard not to let those Dev Ed courses be just dwindled away because our students need those options. So, and then again I feel like it's gotta be the top of the group that's for placement issues. But again, to be honest, I'm not happy with the Accuplacer replacement. I mean, if you talk to me or my students, they're all over the place on feeling how they place. Some place too high, some place too low, some place, you know, they

feel like they place, right. I mean, it's just so, I mean, we've gotta get the placement under control in a better placement to get the students to be successful. So that's, again, if you look at our placements, our success rates before we went to Accuplacer or compared to now, I mean, it's a huge drop. So there's a lot of things that need to get fixed. And part of it is the co-req course, which I think is great again for some specific students. And we also have a co-req course already for intermediate and elementary algebra put together that's our fourth course. So we do have that, and that's another thing, some of these colleges we're researching, they don't do co-req with college algebra. They do co-req with intermediate because again, that's where they feel like the student would be most prepared after they get through that co-req course of intermediate to be successful in college algebra instead of putting 'em in a college algebra course, trying to catch them up with little things they don't know at that point. So lots of things to think about, but we're gonna be meeting finals again as during that week of, you know, that we have after finals week to continue working on this and hopefully get a little break over the Christmas break and then dive back into it when we get back.

- Sounds good. Thank you for the update. Does anybody else have anything to ask to help us all understand? No? Oh, Mary does. Okay. Mary, go ahead.

- Just wanna put in a plug for those developmental courses we taught all of them, especially fundamentals. So many students who used to test into fundamentals are testing into intro now. And it means that they have minimal exposure to fractions, decimals, percents, A little bit of the algebra that is presumed to be known for students in intro to algebra. And so I'm really glad to hear that those courses will still be available. Geometry is another thing I've had students intrigued who never had a bit of geometry of any kind. We have applied geometry in fundamentals, and usually that's the initial introduction to the topic for so many students. So I'm really glad Jen and Melissa, that you're looking carefully at those.

- Well, let me rephrase. I'm trying to keep them there. I'm not saying they're going to stay, but that's my goal is to keep them, to keep them as separate courses. So we'll see.

- Melissa's asking in the chat, is geometry not the high school requirement? I do not know.

- Melissa, do you know.

- Melissa was the one who asked in the chat.

- Melissa asked.

- [Melissa] I'm not familiar what Comes as graduation from it but--
- I'm thinking that.
- They'd have to have it.
- I thought it was--
- A lot of our current students might have to be taking it, but we have all those returning students.
- Yeah, they're returning.
- Who were not headed for college. And so they were tracked differently and why they really need that stuff that developmental stuff.
- Well, and I think we also have to remember a lot of our students didn't think they were headed for college. The folks that you're talking about are often the gold medal diploma folks who are going to KU or they're not coming here. A large portion of our folks took what would've been considered, the basic academic track through their high school career, which would've ended them at algebra one in some cases, algebra two and, and no further.
- And I have a fair amount of students that come from homeschool situations where they'll come to us for their math courses. And, you know, if they take elementary algebra and intermediate algebra with me as satisfying their homeschool curriculum, they wouldn't be enrolled in geometry because we don't enroll 'em in geometry, unless they're pretty much an education major. But I don't often know when I'm working with a homeschool student, you know, unless they tell me.
- That's interesting. I would love to give English some time to talk about their plans, which are similar, but not exactly the same. Andrea, are you okay with bringing your own update?
- Sure. I just thought I would read what we sent to Mickey. The English department has already been offering successfully eight week summer, and now also late start 099 introduction to writing classes because this format works well for some students. Our department will schedule in fall 2022, two pilot courses where students who place into or desire to take 099 will begin with a seven week version. And then based on the professor's evaluation of the student's performance, proceed to an eight week late start English 121, in other words, comp one class that will be taught by the same professor. The 121 class, however, need not be composed exclusively of students who also tested into 099 originally, but students who tested into 121, and simply need a late start version. And at this point, our department strongly advises that students who are testing into what we call 098, which is

writing strategies complete that course before being eligible for a co-curricular 099, and 121 configuration. So that's where we are. I just scheduled the two classes today with Cali Byfield our administrative assistant. One will be taught by Beth Golly. And the other will be taught by Dave Davis. Both of whom are very familiar with teaching developmental level courses as well as teaching accelerated late start classes.

- Anybody have any questions about that configuration? Which sounds slightly similar to what Jennifer talked about for some of their students. No? Okay. So you're all just staring at me. So I think I will ask if anyone else has something else to add, cuz I don't believe in meetings where we all just stare at each other, but I do feel like opportunities to share across disciplines are rare enough that maybe this is a unique moment. So if some other groups have some updates or something related to some of these discussions to share, that would be helpful because I know this doesn't just live in reading and I mean English and math, I don't see anybody from the reading department here to share with us. They're having a meeting right now. Anybody else.

- Think Leslie's got her hand up?

- Oh, she does. Okay. No?

- I just have a general question, I mean, it's really beyond the developmental, but you know, we are looking at placement measures, doing different placement measures to try to help our students out. And one thing that Jennifer mentioned we're really unhappy with is that Accuplacer. So we're also investigating different placement exams and things like that. But I'm wondering if, there's been any thought from the testing center, how these new placement measures might possibly affect that. Like if we do go to a different placement tool and things like that, is there any plans for expanding access to the testing center in the future for placement? I don't wanna talk about courses at this point. That's a whole different ballgame, but just for placement.

- Well, the issue is that if we are giving a placement test for math and a placement test for reading and the different placement test for English and another one for ESL, that's a cost factor. It's also a training issue. The other thing is transferability. So if we have a student that is out of the area and we tell 'em that they have to take math and English and reading, they might have to try to find three different locations to take it. So, or if we go through some type of remote testing, that's also going to be a factor as far as cost goes. As far as expanding the testing center, we're lane locked. There is no expanding the testing center. What we have is what we have. So with multiple measures we're hoping that the testing won't be as much as we've had to do in the past. Students are able to get in with the GPA or some other type of a placement, multiple measure that would, allow

for more growth in the testing center. But as long as we keep doing placement testing and we require every student to take a placement test, that's what's gonna take up the seats. So it just depends on which direction college wants to go. Did that answer your question or did I not answer?

- Yeah. I wasn't really talking about physical space. I guess I was just thinking of, in terms of, we are trying to do multiple measures, but we are still gonna have a math diagnostic. Cause we still have a lot of returning students, you know, things like that. But I was just curious your insights on, a different math measure. So yes, that answered it. Thank you.

- So it would replace, you're looking at replacing Accuplacer. That's what you're saying, not adding another math test, but actually replacing it.

- Replace it. It would be a replacement. Yeah.

- Okay. That would have to be a, I think that would have to be a broader discussion because like I said, if we are giving different placement tests and then we're asking students that are taking an online class to try to find, take three different tests that are totally different study materials and everything like that. That's something that I think that we really need to talk about as an institution. Just my thoughts. So I don't know, Mickey, do you have anything to say on that?

- Well, I would say there's also the, if we decided to go in that direction, there is also the state contract with Accuplacer, which we would have to work our way through with cable. There is an institutional out written into the contract, but since the lion share of the contract, quite frankly is us, we would've to work with the state to kind of wriggle free from that particular set of chains as well. But that said, part of the reason we did the Alex pilot think a year ago almost now was to look at whether or not we could put together some evidence that there're better things that are more closely aligned with where a student should be than Accuplacer. So we could have something to take forward, to start to make some of that argument.

- And we're starting to see several schools in Kansas move away from Accuplacer. And other areas as well. But several others are adopting Alex or were also investigating maybe i-Ready or something like that, but we're just going to investigate and see what we find out.

- Any other questions out there about testing? No, it's Monday after holiday. We're all just trying to get through the week. I'm sure. Anyone else have anything to add about the conversation? I know the reading department has a proposal for their new course that was

recently accepted. Vince, do you feel comfortable speaking for the reading department and what they're doing that's related to this? Do you mind?

- Yeah, I'll pull in.

- I'll put you in my thoughts No that's fine. Let me kind of pull that up. Cause they did a nice write up on what their think thoughts are. So they do have now the reading 096, is the academic reading class that they've always had. They do now have another new course reading 110, which is a targeted reading improvement, which can be a one to three credit course. And it's a directed, structured learning experience. It's an extension of the regular curriculum intended to allow individual students to broaden their comprehension of the principles of, and competencies associated with the discipline or program. It's purpose is to supplement existing courses with individualized in-depth learning experiences. And then they have another new course called read. It's reading 120, it's a one credit course. And it's a bit analogous to what you do, Valerie, you and Megan with the college success. It's kind of a reading strategies course. So the students apply x strategies that relate to paired course materials. So the idea would be that if they have a a course that's reading intensive that they could take this one credit course alongside and they would have an application course that they could apply this to. So those are some of the things that they're putting out there as some ideas for the co-req remediation in their corner. They also of course have always done that reading specialist support. And they're gonna continue to do that and try to intensify that and try to get the word out even more to let people know that that's available in the academic achievement center and online via zoom. Kinda in a nutshell, some of the things that they're working on.

- Sorry, I have a teenager in my house, Mary, go ahead.

- I wanted to ask Leslie what the status is of that course. I can never remember the name of.

- Bridge.

- Yes.

- So I got them. So they're gonna be offered as late start option for the fall. So that way when students are... when they test and you get 'em and you're like, this isn't the right place for them, then they still have an option to start. And I was actually gonna pull up the exact date. So they're gonna start the week of February the seventh. There's both an ELA section and a math section. They're both out there. Students are able to register on them and then, like I said, we'll keep that registration open probably until February the second. And then our magic number when we hit it, those classes will start the

following week. So they're out there and we want students to take 'em.

- Are they on Banner?

- They are.

- So where do students find them?

- Well, they have to go through a counselor. So they can't just go register themselves. They have to go through the counselor to register.

- How many students do that?

- Well, a lot of 'em we've always had it that way, because what we found in the past is when we just had it open. Students registered for the class, we held the class and then the first day they're like, oh, this isn't what I thought it was. And then they dropped the class. And so we've always had it go through counseling.

- Okay. So, if there's a student in a math... Well in a developmental math class and the teacher says, you're not even ready for this. The teacher should send the student to a counselor, so in order to get into the classes?

- Yeah

- I'm so glad I asked. This is wonderful.

- Yeah. Yeah.

- Jennifer, do you have something to add.

- Yeah. So besides like teacher telling the student, go talk to counselor, how do they know that this course exists?

- It shows up on their Accuplacer test results. So if they score within, well for math, they have to basically get a zero or a one. It tells them that they've been referred to the JCAE bridge class and to go see their counselor. So it's on their Accuplacer test form. Or Results Page.

- But if the Accuplacer doesn't catch them. Then the instructor can.

- Yep. And that's why I'm trying to do the late start now is so that way you can catch, Get them over, so.

- I'm a very happy Camper now. Thank you.

- I hope that the classmate.

- I'll do all of my power.
- Thank you. Oh, Kenyon. Did you have a question?
- Yeah, I do. Thank you. So Leslie are these classes since they're JCAE, are they gonna show up as a developmental class when the student enrolls in it through Banner on degree check, do you know?
- So they are not covered through financial aid, so the class is not covered. It's a hundred dollars to take the class, but that does include all of their materials. We provide those for the students. So that is one thing is that yeah, they do not show as credit. They do not count for financial aid or anything like that.
- Right. But it sounds--
- Its gonna show it's a continuing ED cause we're at our continuing ED.
- I'm trying to take my hand down here. So it is gonna show yay. It is gonna show. So it is the same as what it used to be. It's not any different it's not gonna have a CRN and all of that jazz.
- No. Okay, because yeah, that for their DA benefits, that will decrease their enrollment.
- Okay. Yeah. I know it's a continuing education class.
- Okay. Okay. Well that just means that I need to talk to counseling to make sure that we're talking about it.
- So I sent all that information over to Alex and Alex was gonna distribute that out.
- Okay, great. Thank you.
- Any other comments about the bridge opportunities for students?
- What does that leave your students with then if they can't. Can they enroll and pay themselves or get, they have like money to pay?
- They'll have to just enroll and pay for themselves like any other student. But the thing is, is if they're originally in math 115 or 116, and they get dropped down to the bridge class, that's gonna reduce their enrollment by three credit hours, which reduces their monthly housing allowance, or it can, if they go down below 12 hours.
- See, and that's the one thing we're kind of worried about with the co-req course with it being in a sense three in three, six credits. If

they drop one of it, they get dropped from the other that's six credit hours that they're getting dropped from. So we're trying in the math department, we always have the two week late start class, which is fine for the first, for those who know right off the bat, that they're not in the right course, then they can enroll in a late start class. So now we're looking into, can we offer maybe a three week late start class or even a four week, that's pushing it to where if they enroll that co-req course and after three weeks they are like, this is not where I need to be. Then they can drop six credits, but get into an intermediate course. That's a three credit and still say, so they're only dropping three instead of six. So those late start classes, Leslie, I like that you're doing a late start, cuz that really does need to be in a sense of safety net for students. We would love to be able to see them get some of their money back. Cuz I noticed a hundred percent refund after the first week or whatever. And then that it used to be, didn't we used to have like an 80% refund later on, but we don't have that anymore. And I don't know what happened to it and why.

- We don't have that, but they can always do a late withdrawal appeal and tuition refund appeal. And just say, you know, I was moved down to this class, even though I placed in it, they can work with a counselor on that.

- Okay. Do they normally get that? I mean they normally are--

- Well when it's a situation like that, I'm not on the committee. So I can't speak to that specifically, but that only seems logical. Right? If the student took Accuplacer and it put 'em in whatever or the multiple measures put 'em in whatever, but whatever the decision is, if the professor's saying you need to be in this different class and you need to withdraw from it and because you're withdraw from it, you're gonna get dropped from the co-req then that would be something outside of their control, which is kind of the big issue. Whenever you're looking at doing it, a withdrawal appeal. Its just something you could have that you had control of or not.

- Right.

- And recently I've found those late start classes are full before they start. Right? So maybe you could talk with, Beth about holding back some late start potential late start classes, especially at the developmental level. So that students who need to drop back can do that.

- We were talking about holding seats back, but I know that that's not always, that's kind of found upon, I thought to hold seats back. So then we thought, well we just, we won't even show that course is available until we download them but then, you have instructor that might not have a course that makes because you're waiting, to--

- Delicate balance.

- So no those conversations are happening cuz we definitely need those courses to be late start, but we really want 'em for a safety net for those students who are in that co-req course that don't belong in that co-req course to get out of it, but still not waste a whole semester of not taking a math or so. So yeah, but again, do we do a three week late start? Do we do right at two? Yeah. Lots of questions.

- Thanks.

- We have quite a few late starts in my department and it's always tenuous, sometimes they're great. And sometimes they fill up and sometimes they don't and then we have to scramble to try to figure it out. Same problem.

- Well, and right now start classes. I mean, people that were in my late start class this semester didn't know it was a late start. And that's the other thing. People are signing up for things they have no idea that, you know, and then they see where I'm doing some well, they're not called to online anymore. But then we're testing on a Wednesday night. Well they think they meet every Wednesday night, even though there's only two dates listed and those are the test dates. I mean, it's just a mess, I get emails, we all do in the math department for sure of, they're not knowing what they're signing up for. And so, I mean probably half of my late start class didn't know it was a late start and they just signed up for it 'cause it was there and it fit in whatever they chose. So that kind of really needs to be looked at too, cuz they don't know what they're signing up for by all means.

- There's not a lot of clarity if you don't know where to hover.

- Yes. We see that a lot, a lot, a lot, a lot because obviously people come in and say, I didn't get paid the correct amount. And then we find out, they're in a late start class, or an eight week class and the VA only pays when they're enrolled. So it's not like financial aid where 12 hours is 12 hours, regardless of when the classes start and end.

- I remember. And I see, we had multiple times where we had students pulling up my JCC. They're like, I don't understand this. Why do I have all these dates where I'm meeting my class or do I actually go somewhere? Like, they're just like, you all say super confused about what it means. There's a lack of clarity in the way the schedule can be viewed and then how the schedule looks when it translates into their own personal account. Just do our best to tell 'em to hover and click and read, I guess, for now. Anything else that anyone would like to discuss for the good of the group? I know you're all busy right now. Okay. I would like to propose that we meet again in February, let's skip the rest of, obviously skip December and January is rather

short anyway, in terms of time that we're available. So is gimme a thumbs up if you're good with a February meeting to reconnect and discuss. Does that sound good? Okay. All right. I'll try and get that on the calendars. I'm gonna stick with the Monday afternoon, and hope that that catches most of you. There's so many of you here. I feel like I might be on the right track with the right day. Thank you so much for your time. And if you have anything to share with the group, feel free in the interim, feel free to send it and I'll be happy to send it out to the group if you'd like or whatever you need. I hope you had a good Thanksgiving and have a wonderful holiday break. And I look forward to talking to you all again in next year, sound good? All right. Thanks everybody. See ya.