Pathways - Convocation 2017

Summary of Question 2 Responses

 2. As part of Guided Pathways we will be implementing intrusive advising, and highly monitored student progress. With such a high emphasis on student advising and tracking, YC will need to increase or reallocate our current resources. How might that look at Yavapai College? Can this be addressed through an increased use of faculty advising? What are the benefits and detriments of formal faculty advising? How do we work collaboratively between academics and student affairs when advising students?

Faculty advising already for students in program (time & load for advising).

Advising about career, financial aid – “official advisors”

Allocation depends on size of program (faculty vs formal for large programs)

Automate some processes at certain points in a program – help students make decision (example: nursing (pre) that will not be)

Assign advisors to different degrees/areas of study.

Team of program director/faculty advisor and assigned advisor.

Embedded formal advisors are a good idea.

Concerns were raised about the competence of faculty to advise.

Success of faculty advising is highly contingent upon student/faculty ratio.

Technology would have to be user friendly.

Compensation concerns were raised for increased faculty work.

Believe that we need increased resources: increased number of academic advisors and faculty advising.

“Formal” faculty advising is important!

* Limited to faculty specific area
* Not all areas will be covered
* How to require mandatory advising? Maybe require before second semester enrollment.

Faculty workload: Credit for work outside the classroom to be documented by point accumulation – faculty advising could earn points. All faculty at table like this idea. Non-faculty members wonder how this compares to salaried Student Development staff who often work over 40 hrs. per week with nothing extra.

What does intrusive imply? Does that indicate mandatory? Not necessarily a negative.

Faculty advisor would be highly desirable. However it must be balanced with other faculty requirements so it is effective. Very effective for those students already in program.

Advising needs to be tracking as well. Future self-advising needs to be supported with effective software.

Advising for general students needs to be effective. To make more effective, perhaps a team of advisors on the front end.

Why is there not mandatory advising?

Advising needs to be more available at different times not simply 9 to 5 M-W.

Advisor release/reassigned time for faculty training.

One faculty member resents the use of “intrusive.”

Advising might look: Coaching for Dev. Ed.; introductory advising; tutors.

Informal faculty advising = Early Alert, Specific referral to particular advisor.

Faculty cannot assume one more responsibility without recalibrating faculty load. Faculty were hired for their expertise in the discipline and to teach. What will be removed from these responsibilities to add more advising responsibilities?

Faculty will never know what an academic advisor knows so faculty advising could be supplemental.

Faculty should have a role in advising – may vary for each program of study. Worry/concern about legalities mentors (faculty) vs. advising.

One point person – faculty mentor per discipline. Faculty mentoring needs to be recognized in workload matrix.

Undecided students could be assigned either to regular advisors or faculty. Develop a checklist of talking points to guide advising appointments.

Student Services could provide help in assigning and training faculty.

A detriment could be extra workload on faculty – a compromise could be reached. Shouldn’t be forced upon faculty (not everyone has temperament to be successful mentors/advisors.

All of the faculty are advisors.

If faculty do become “formal advisors,” they should load them appropriately.

Access to “read only” databases to student’s records to check their progress on their degree.

Advisors/faculty advisors (formal with training) and faculty advisors (informal without training)

All faculty are “career coaches.”

CPD 104 class – required with FYE classes (Career & Professional Development)

Faculty need formal training – proper tools, load credits.

Informal training still need to know pathways.

Need to have a tracking sheet to check on which students are passing/borderline/failing.

We should definitely pursue faculty advising at Yavapai College. There would need to be training.

Benefits: Faculty can provide more specific information to students that a general advisor would not have.

Detriments: Having to deal with students who are making difficult decisions such as – is this major right for me or not?

Collaboration is vital --- we need to use the expertise that each group has – e.g. Advisors can provide generalized information while faculty can provide specific information about their discipline.

Compensation would need to be determined.

Faculty open to informal faculty advising.

CTE specialized in what they do but never formally see advisor unless they are present in facility.

As soon as you make it formal “faculty advising,” students won’t attend and faculty don’t want to jump through hoops.

If we have prescriptive pathways, informal faculty advising will be more successful.

Quality – Advisors need to be connected more with programs and understand what’s going on within programs.

Intrusive advising – investing more resources

AdTrack – Dept. chair model – formal -- informal faculty feeds info to Dept. Chair

More advisors would be good!

Faculty program leaders ideal for some advising due to expertise – extra compensation?

Departments could designate advisor

Student peer mentors?

Texting program could help with outreach.

Triggered advising when students reach or drop below certain GPA could help.

Administration salaries could be scrutinized in any reallocation of resources.

Faculty advising benefits: Faculty loaded for advising.

Faculty advising detriments: additional workload for faculty; fear of mis-advising; lack of specialized knowledge.

Not enough “release time” to faculty in addition to regular duties to justify purely faculty advisement – “mediocre advising – mediocre instruction.

Waste of resources of PHD to tell students what will, will not transfer.

Cannot be done without more money.

Important to advise before a problem arises.

Let’s just advise our own students.

Program Directors already advise but have so much to do.

Cannot shift burden onto faculty; need more faculty.

More staff, more software; more dollars needed.

Formal advising needs training.

Dev Ed counseling in English already.

Faculty now to informal advising – not enough – may be too sporadic.

Pathways will help advisors know programs, will insure good service even with turnover.

Reallocate resources – yes. Athletic Center, etc. 50th anniversary necessary? Math tutor instead.

Asking students to set short term, long term goals – lots of ways to do this. Should get advisor signature before registering.

Gen Ed complexity – advisors available.

Use the designated registration – degree seeking or non-degree seeking to track and contact students as well as dual enrollment. Maybe save seats and contact HS required students to take on YC campus (through a new possible option of “campus designation). Or bus Dual Enrollment students to our campus for classes.

Maybe have an “out of county” fee for online students.

We are all for using General Fund to help this Pathways Plan. Are we for Yavapai County or outside county? What is a local moves and has a connection to YC/Prescott/Verde.

We have a lot of costs in administrative costs that might be reallocated into this cause.

Are we really getting the support for/from administration and staff?

Until this Pathways is fully functional, maybe no new programs should be started now. We don’t know what this will cost and need to stay with their Pathway as it benefits all students.

Intrusive advising: Are we assuming academic advisor is doing this or faculty? It makes sense to have academic advisor track students.

Faculty advising: If we get training – yes; and if YC can “define” what is entailed in faculty advising.

Some degree/transfer programs have much more demand.

Add more academic advisors, more technology like, phone, text, email to keep track and be available to students with defined degree path. Utilize all YC resources we have, especially during down times during semester.

Significant funding needs to be allocated to this particular cause of hiring more qualified and trained academic advisors.

What if YC had an automated “flag” email during registration that if 12 or more credits are enrolled by a student, an advisor gets notified that can then contact student.

No new programs should be started until Pathways is fully implemented, funded and supported.

Faculty advising should be limited in number of students and strictly on academic advising.

Faculty knows what students need on the job.

Mandatory advising for incoming transfers.

Possibly create a position between the Dean and faculty to advise. Cut senior instructor requirements to do this.

Be aware of when and where to pass the ball to Student Services or ADA.

We need faculty advisors for areas that are not captured by an AA, AS, AAS or certificates. Areas like Kinesiology, psychology, chemistry etc. that have no formal way of capturing students, need to have a way of capturing these students and steering them in the right direction.

We also need specific advisors for specific areas of study that work in conjunction with the lead faculty of that area.

The faculty that is the representative for ATF might need to be the advisor as they have the best knowledge of that program of study.

This needs to be a two-way street working with faculty and student services and or development advisors.

Need to do a better job of capturing students when they enter of what their interests are and who they can contact regarding questions they have about this area of study or career pathway.

Need a way of capturing interested student much like an athletic coach would do that would have a follow up phone call from a lead faculty member and or student services member.