Pathways - Convocation 2017

Summary of Question 4 Responses

4. Should Yavapai College build college success courses for each Area of Study to include critical thinking components, introduction to the Areas of Study, and student success components? Why or why not? Should these courses “live” in the critical thinking general education category or outside of general education? How would these courses complement the required New Student Orientation? How would these courses be part of a meaningful first year experience for our students?

One credit – everybody takes it. College Success at YC – no Gen Ed category.

Consensus was that academic critical thinking is very different than the kind of planning and exploration activities the Areas of Study courses would cover.

Would the classes fill?

How would they be different than various intro classes which are already broad in content?

One person thinks this overly truncates an introduction to a general academic area.

Area of Study – Not an added course – replace a critical thinking course.

How would you do large Areas of Study?

A true “critical thinking” class is preferable.

The two courses (First Year/Critical Thinking) are not compatible and should not be combined.

Mandatory advising could take the place of many of the components of first year.

If the goal of Pathways is to move students efficiently through to completion, why add additional courses that would take out other courses or extend their time at YC?

Subject specific Critical Thinking course should stay intact.

The idea that you can have a single course that would be a gateway for all courses (example – all courses in the trades) is not practical.

Seminars would be better instead of a semester long course.

3 credit hour class that is a rigorous academic experience to be taken in the first semester of college. It would transfer as a Critical Thinking/intensive writing class. This would be one class required for all students, paring down the 15 Critical Thinking courses we currently offer by discipline. Outcomes are (analysis, synthesis, assessing research, reasoning, interpretation, etc.) but the topic is about student success.

We were all over the board on this. Yes, connected to meta majors (Education may already cover this in their intro courses).

Transferability needs to be at the top of this conversation.

CPD 104 – required in the grant program but not required for everyone.

Tailoring an FYE class for different pathways.

Extension of Life Skills (CPD – final assignment is an employment “e” portfolio)

“Formalized advising” course – there are too many departments to create a course for each department.

Many students don’t want to “waste extra time” on taking these classes.

Don’t want to create “another hurdle” for the student, but you want to enhance their chances of success and employment.

The required course would make it easier for students to succeed at college and make them more confident at school. They would also have a higher percentage of passing and completing their degree.

Required 1 hr. (or 2) to meet with your advisor before the beginning of each semester.

FYE should be about picking a career rather than how to study. (Resources for college) They should also learn the basics of the college (taking a survey test).

Win-win situation if YC could have a critical thinking course (3 cr.) tied to each of the eight areas of study at YC. Each would explore different career options that fall under the focus umbrella replacing the critical thinking and FYE courses at YC. It would be transferable to other institutions.

Undeclared: Give them new student general interest.

Orientation course for exploratory purposes.

Critical Thinking needs to be capstone class. Discipline specific.

New slogan: Pathway to Success

This seems to contradict the streamlining efforts of Pathways. “Gateway” courses add to the total of choices and the number of non-transferable courses. Gateway courses may be useful for the few students who want to spend time exploring an academic or career area.

Why is this even a question when FYE, Master Student and Career Skills Program have all been eliminated? Would be difficult to have 1 course to meet all of these. Attempting to add critical thinking with other specified skills undermines the work required for a rigorous and successful critical thinking course.

May not articulate to advanced degree.

Should not be limited to a single semester for meaningful first year experience.

Appropriate for some programs.

Career counseling may be needed to separate from student skills component for certain degrees (Viticulture, Science) because students may already know their specific path

AGEC S does not need critical thinking course.

Critical thinking component needs to be defined as part of our GECCO so we need a way to identify this.

Suki’s HUM gateway course may be a way to combine NSO, FYE, but not for all. Allied Health may fit into this. Faculty decide this.

It would likely need to be concurrent option because they’ll get behind in many paths that require fall/spring, ex. A&B

t’s simplistic and unrealistic to assume all our “bubble” charts will look the same for different areas of study and for all students.

When Dr. Johnstone was discussing fire science and athletics about high completion rates and honors – these students get the extra help, support – students held accountable.

So, we need to focus on non-supported students by tracking – rewarding (Gold Star – Amazon/Starbucks card – a “Good For You” -- You completed 9 credit certificate or notification.)

Model the successfully supported students by continuing with mentoring programs and more like it!

Recognize students who finish regardless of their grades – finish is finish!

If not articulated and transferable, then it is not realistic. Not discipline-specific, and we think it’s not necessary.

If compulsory, which may increase student success, how will we find enough faculty? This is another potential increase in cost and if not articulated how does this actually support expedition of a pathway?

A general critical thinking class is better – not specific.

If specific is desired, use instructors from that discipline (CTEC, etc.) and incorporate material from all instructors in that area.

If the college moves to mandating all students to taking a college succeed course, then we should leave it as a low level credit class that does not transfer. If we mandate this for only degree seeking students, then perhaps satisfying a general education requirement would be great.

If we move to a three credit hour class that transfers, then what do we do with certificate students. We now just dumped a 3 credit hour class on top of an 18 to 22 credit hour certificate. Is this ok?

Would be super cautious to this move as it may have huge impacts in the long run. Need way more conversation on this topic before moving forward.