

IEC Brainstorming on 4/25/11

Task: Create ideas that are based on 1) learning principles (see list), 2) Laney and other tracking research (see partial summary), and 3) are changes to organizational structures that will create paths of least resistance student success focused on entering first-time college matriculating students.

Results of Brainstorming:

- Create a first-year experience course or learning community.
- Make the first-year experience course mandatory for all new students in their first semester.
- Create cohorts within the entering student class (and/or within the first-year experience)
- A class which introduces students to fields, disciplines; incorporates physical experiences and explores various topics related to careers, fields of study.
- Students take individualized instruction involving meeting with faculty or counselors who lay out a path of modules for the specific needs of each student; difference students would take difference sequences or different modules. These modules would center about navigating college.
- Integrate writing/reading/math into content courses (like writing across the curriculum) rather than taking basic skills classes.
- Get rid of basic skills classes altogether and integrate skill development into regular (content) classes.
- Create interest-group based cohorts.
- Course of introduction into science, social science, liberal arts.
- Guided self-assessment of career interests and personal skills.
- Have entering students do research projects on the internet or phone into areas that they may be interested in.
- Have course outlines include sections on study skills and alternative assessment.
- Have students write a one-minute paper describing their goals and how they plan to achieve them in every class, every term.
- Have faculty advising for students.
- Create YouTube-type (very short) videos of counseling and student success topics.
- The college picks a book each term or year and every classes incorporates it somehow.
- Have all CTE program integrate math and English in regular content classes; i.e., contextualize math and English skill development.
- State graduation requirements for basic skills in writing, math, reading in learning outcomes terms and assess for competency rather than requiring certain BS courses for degrees and certificates.
- Reverse the homework/lecture relationship; i.e., listen to lectures (in various sized modules) at home and do homework assignments in a lab-like setting with available instructors and tutors.
- Use the "hand's on" approach in all classes.
- Link classes to jobs and service learning.
- Link writing classes to content classes.
- Restructure and redesign to reduce the choices new students face; they don't have the capacity or knowledge to evaluate them all right off.
- Change the name of ESL to English Language Studies (because many students don't have a clue what ESL means or is).
- Do (simple, 10-question) assessment of potential learning disabilities during orientation.
- Use older students or alumni to talk about the college going process and what to expect.

- Create YouTube videos of 3-5 minutes of/by successful students describing how they began successful to encourage new students with possibilities they can achieve.
- Require a video from such a selection videos to be shown in every class each term.
- Make orientation mandatory.
- Faculty advising is connected to credit units for students (i.e., student earn credit that counts for seeing their faculty advisor)
- Faculty become associated with entering cohort sub-groups for advising at regularly scheduled meetings.
- Have priority registration for those who have entered a program of study.
- Cut the semester into shorter modules of 8 weeks or less.
- Create 1-unit “support” courses in math, writing, etc; info about these course “pop up” when the student registers for content classes.
- Create student groups within the sub-groups of the entering cohort.
- Enable students to select a learning community and/or interest group of interest to them.
- Create topic classes that incorporate discipline knowledge (e.g., chemistry for the environment).
- Enable faculty to take responsibility for the success of a sub-group of entering students.
- Have the first week be about creating community by doing relationship building activities (such as solving a puzzle together, introducing themselves to others they haven’t met).

Recorded from brainstorm chart listing by RBB – v1 – 4/25/11