

## **Preparing 21<sup>st</sup> Century Students: What's next in Information Technology?**

- Dream Classroom feedback (Dan Riordan asked faculty to provide feedback on this question). Highlights:
  - mobile active classroom
  - Question- can we make what we have more mobile? More stadium classrooms (NOTE: a complete list of the feedback Dan Riordan received is available on the listening sessions webpage)
- Curriculum mapping to determine types of classrooms needed
- Variable that needs to be built into classroom designation
- “Tunnel Vision” re: technology. How do we expose students to all uses of technology?
- 201 Millennium Hall= hidden treasure
- Need to make funds for available for classroom renovation
- We assume students are computer literate- survey them to see what they know about technology and offer short workshops
- Sometimes too much technology- no connection among students to integrate technology and make relevant
- “Archaic technology”- correct signage/ routes
- Mobile Pods used in various configurations

## **Enrollment Management: Attracting & Retaining High Quality Students**

- How large do we want programs to become? (Ex: Construction Management has grown from 300 students to 500)
- Engagement closely related to retention. Sense that each class is a community
- How do communities overlap?
- Interactive lectures can engage students even in large classrooms. Size of class not necessarily factor in engagement
- Ideal size for engagement is related to content of course
- Programs have to decide how big they want to be re: enrollment size
  - Consider the fact that students need to find jobs after graduation
- What tools do we have to retain students?
- Engage students and make what they're learning applicable.
- Missing scholarships and incentives for top juniors and seniors

## **Polytechnic: Next steps in our designation**

- Identify what new structure is going to be; more definition of implementation; know what we're marketing
  - Leverage the technology we have
  - Web marketing more cost effective
  - Professional- looking material
  - Identify benefits to student
- Market online to reach students
- Relate polytechnic to each program specifically

- What does polytechnic mean to teaching and learning?
  - How will it affect the classroom and future alums?
- Online marketing to target specific/ desired groups
  - But how to reach groups (such as minorities) without technology access?
- Look at other polytechnics in U.S. and see what works for them and apply it
- How do we put polytech into teaching in the classroom, not just a marketing plan
  - Will this really change the way we teach?
- Clearly identify how polytechnics benefit people's lives and market that (human level makes it relevant)
  - Teach these benefits to faculty/ staff
- Focus on benefit of preparing students for a job
- Engage seniors and alumni and integrate their thoughts about how they'll carry technology into workplace

### **Program Alignment**

- Retain emphasis on health and behavioral sciences
- Look at models used at other polytechnics
- Look at built environment (i.e. construction)
  - Should have a college just for this area
    - Design, engineering, construction
- Look at role of technology in human way
- Look at disciplines that share common courses, not just a common name/ title
- Where are we with models 2 and 3?
- Focus on "health" in mission and alignment decision
- Create a stronger graduate college, in line with other polytechnics
- Keep focus on how this will benefit students
  - Will it improve learning and environment?
- If it doesn't work for faculty- it won't for students
- More conversations in schools/ departments are needed
- Maintain dept structure
- Good if faculty and students are valued along the way
- Keep state budget in mind
  - Develop strategies to keep alumni involved with Foundation