

Preparing 21st Century Students: What's next in Information Technology?

- One thing that hurts the technology here is all the buildings that have wireless but I have class in Jarvis and we don't get wireless internet whatsoever in there.
- Some of the power sources and line connections don't work in the classrooms.
- Some of the classrooms have like something in the middle of the desk you can flip up and plug in your PC and have a line connection that don't work.
- And another thing that I found I wish online teachers would have more office hours because it's really hard to ask questions over the internet.
- And one thing I was wondering, how many on campus students are enrolled in online classes?
- Students that are on campus and are doing the off campus classes, its difficult to communicate with them [teachers] online, so we just need more open communication lines and be able to meet with them more often.
- I think online teachers should have more office hours.
- Also, the power outlets and lines in classrooms, that's not just isolated, there's one that's broken, there are entire classrooms that are capable of having those resources and they're just totally disabled. In home economics especially, room 333, I've had so many psychology classes in there and it's able to have Ethernet and power cords and we all have these laptops that we'd love to type notes but if you bring it to charge it then your out of luck because they don't have the power connected on a lot of those rooms. And then like Harvey hall, how many power outlets are there accessible to students in the middle of a classroom as well as wireless internet.
- Chancellor response: we will develop a list of short term issues that we can fix now and long term issues that we want to look at toward 2015. So when we finish all these we'll have one side of the paper will be short term issues that we have to fix and then the other is more long term, visionary stuff.
- I think it will be very beneficial once we do have those things in furthering our e-scholar type initiatives.
- In my program we use a lot of the technology in the classrooms and it's frustrating for students how some of the faculty members don't know how to use some of the things. It's not like difficult concepts that you have to be taught, I just think that maybe some training to go along with some of the technology in the classrooms would eat up less class time and be able to maximize lectures.
- If you're off campus you have to use VPN and 9 times out of 10 if I try to do CADD after 10pm I can't access the VPN which means I can't do my homework. And that's something that's really frustrating. I know a lot of people leave CADD on all the time just because it's not something, I mean to not be able to access your homework is really a problem.
- Let's go back to talking about teachers and certain faculty that don't know completely how to use the Learn @ UW or the e-scholar type things it does--it's a huge problem sometimes. There are a lot of teachers that are teaching for a long time, and they don't want to put all these new things into their classrooms, I understand that, my parents are both teachers. We have to do something though with the faculty and academic staff just to update them and get them to use that in their classrooms more efficiently.

- There are teachers that don't even know how to turn on a projector and get it from their laptop onto their projector. So I guess maybe before school starts at the end of August have some kind of training session for the faculty. And I think one time, as long as you did it very efficiently, that would be very beneficial and would be blended more. And maybe just with new faculty and ones that have problems with it every year as a refresher would be beneficial too.
- I hear students complain about it all the time [referring to above comment]. My engineering classes they constantly talk about their laptops and things like that.
- I just think D2L and all the stuff that students have access to are a great resource, but it becomes somewhat obsolete if people who are in control of giving you feedback on assignments and posting exams don't fully understand the software or how to correctly communicate with their students. I just think that if you can sit down maybe before each semester or maybe just before the year begins and just give quick little refresher or even just a handout and just go over it with the people who choose to use that in their classrooms because I've had online classes and I love them but it becomes really frustrating when you can't get back a grade.
- Another thing I've noticed is the D2L, the professors are able to put your grades online so you can check it anytime but most of my classes they don't even do that. When they do it it's two weeks behind and I've realized it has come to the point now where I don't even check on D2L for grades I ask the professor to email it to me because that is the quickest way. It would be nice especially when school year gets hectic to know where you are at in your classes.
- I guess I would just say the theme of this conversation is better knowledge of the faculty of the e-scholar program specifically D2L.
- Well one thing also with D2L, there's the content section which allows putting all of their handouts there so you don't have to copy 50 or 60 or 30 depending on your class. That would be one thing environmentally; we don't need copies because people are just going to throw them away. And that way they're on there and if you want to print it out yourself you can otherwise you don't have to. And I know too many teachers don't use it. And it's kind of disappointing because I feel that it's such a great resource that isn't being taken advantage of.
- One thing we could look at is our website, the Stout website. I'm an outsider and I want to learn about Stout and I want to navigate through it, sometimes when you search you end up with a lot of documents and PDF's. So maybe a way to upgrade our technology since we're high tech and everything. Go through what we have on our website because a lot of websites are outdated, back from 2002. It'd be nice if we cleaned them up a little. So that our website looks like it's functioning well. And also I don't know, maybe changing the layout because I feel like the layout isn't really making it attractive for students. So if they come in and look at and think where do I go, where is everything? And so it gets confusing and we need to have it more interactive because the next step in preparing students for the 21st century is that I think they're looking for that would be attractive rather than clicking on something that just leads you to another link.
- I know one thing that we talked about and it's kind of a hard thing to tackle since we have our laptops, how we did just sign the client commitment and moving towards the same old practices and not just development. And the idea that we all have a laptop, everyone, I'm assuming more faculty and staff. And like she said still so many people

use papers. I sit in our meetings sometimes and I don't see a lot of teachers and administrators using their laptops and they have piles of paper and we market ourselves as a technology driven campus. I think that it's going to take a while but I think one long term goal really should be moving to a paperless campus if we already are giving everyone a laptop, I mean almost everyone, then you have the capabilities it's just creating an environment where it's promoted that teachers and students use your laptops whenever you can to save paper. I mean it would save costs of buying paper. The SSA even went away from paper. We would save money because we're not buying paper, I mean people get piles. I think that paperless is a good goal as a polytechnic, especially our polytechnic because everyone has a laptop. So it seems common sense, I know that it's something that is discussed. But I think from the students, from my point of view, I think that's really important.

- One thing I've noticed from living in the dorms for two years is the computer area that each dorm has with printers and computers just in case your computer goes down you can check your email and files and whatever, is really not that great. We always had problems with the printers. A good majority of the time you'd go down there for an assignment or class and it'd either get jammed or not working. There were just so many problems with it that, we are a technology based campus so we have to fix those up so they are nicer and more used.
- That's an issue we can bring to IRHA. I reviewed the laptop data the study that was done to see if they've improved with pass grades or fail, seeing how well students did in classes. And I think it was math where students had done better in, I think a lot of it has to do with the TLC but the English classes students weren't doing as well in as the laptops were implemented. A lot of students just sit there and they play games and surf the internet on their laptops and it's really detrimental for students that are trying to pay attention. Personally I don't surf the internet when I'm on my laptop just because I'm paying a lot of money for these classes, I want to learn the information. But I think that something needs to be implemented to combat this. Something has to be done in order for students to not be sitting there on their IM or I know there's an issue of freedom and a lot of students do what they want because they do pay a lot of money for the laptops but I guess I don't know what the solution is, it's just that this is a problem I wanted to raise is students playing on their laptops all the time. And I think that contributes sort of to the decreasing grades in some classes like our English 101.
- I'd really like to echo that. And I've even had students come up to me this past week knowing this listening session was coming up. And one girl literally asked if we could do 10 days across our campus with no laptops and see the effect. And I said well I wouldn't keep your hopes up for that really but the most important point is yes the kids who are messing around kind of in a sense it's there lost but it goes beyond that. It's when you're sitting in a lecture hall with 135 people and in front of you is nothing but a sea of Facebook and this is a university, people should be looking up. When people don't look up from their laptop once during the lecture, I think that is a problem in an educational institution that can't be ignored. The solution is not easy, but I think that that should be another long term goal somehow. Teachers seem beaten down by this, I mean they don't know how to combat it other than saying no laptops at all but is that the solution we want in a technology driven institution with the laptop program. So I think that that's another thing we can improve. A lot of students agree that it's a big problem.

- Chancellor response: You know you might play a major role in that. You might be effective in the faculty senate or the staff senate or the academic staff by really focusing on what you just talked about. You are the voice of the student.
- One thing that I kind of came up with and thought about was down in Winona they have the same type of program but they have the laptops where you can write on the top of them. So many for students that are taking notes, which is what they are suppose to be for in the classroom, that would be beneficial. You know our laptop contract is coming out at the end of next year so maybe something like that we could look into, I think that would be help the things that we thought about so far.
- Do you think that those people that are avoiding concentration would find some other way to do it with out the games maybe stare off into space? It's distracting to other people.
- I think it needs to become important to the teachers. Some teachers have the attitude if you want to listen you can listen but if you don't you can look at your Facebook or whatever. And I've noticed the teachers who do just say like you don't need laptops put them away a lot more people are going to pay attention. You are going to have those people who are going to want to stare off into space but I think we've all been in this situation where we do get kind of bored and others use of your computer would help distract us. I think we, with being able to put lectures online and notes online and power points and being able to put all that up on D2L, there's no reason why teachers can just be able to say computers closed today and you can just scribble some notes down and get the notes later. And not have to take every word off of the screen.
- You have to understand too though that a lot of students use like Facebook to find out when they're meeting for orgs and stuff so you can't just start blocking things from students or it would be detrimental to them.
- People shouldn't be surfing Facebook during class
- We're just trying to find the solution to make sure that students aren't surfing the net during class time and distracting other students.
- I've had teachers who have really successfully implemented a strict no internet policy in their classroom and still use laptops especially on like art history. I know Dr. Brian's very good about that, like if I see Facebook up once you guys all are putting laptops away and there are quite a few classes where the laptops are necessary, you can't take notes that fast. And so it might be helpful if maybe just like the teachers could like brainstorm together, ways that you could help us as students not get distracted in class. Dr. Brian has done a really good job of making sure that that doesn't happen in his class.
- I don't want to just stick around the technology part but for me as a grad student coming into Stout, my very first contact here was through the internet and looking at the site and the program and who's involved and research and all that. And I think that as far as attracting high quality students you really have to be on top of your programs website and I know right now the guidance and counseling program is going through and revising their website and I mean there's just typos and stuff that just makes it look unprofessional. I think really having awareness of this is probably the first contact perspective students have. I just think that it's really important to take care of that and just to make sure it's being maintained. That there's some maintenance on each programs website.

Enrollment Management: Attracting & Retaining High Quality Students

- I am a transfer student and when I came here and I had my orientation, I was so disappointed that I literally looked at transferring away within the month of September because I felt like I was so unprepared. I had no idea what was going on and in all seriousness my program director and advisor weren't much more of a help and I was really frustrated and overwhelmed coming into a University, a four year college, from a 2 year community college. I had like such big expectations and I just felt like my community college handled me better than this University did. And so that was something that I really think needs to be looked into because if I would have, I looked into transferring into Eau Claire like at semester like after winter because I couldn't handle it.
- What did you experience, was it academic or orientation?
- Orientation I thought was really lacking. I didn't understand a lot of the things that were going on around campus. I didn't even know where all of the classes were and another thing was my, a big part of it was my program director and advisor. I wasn't put into the right classes and so now I'm currently a year behind and I just was completely unprepared when it came up for signing up for classes. They just kind of handed me a list of core classes and they were like try to get into these and that was it. That was just one thing, I think the transfer student orientation needs to be focused on and revamped or something.
- Make sure you separate the transfer one and the freshmen one. Because the freshmen one, from what I've heard, excellent.
- When I first originally transferred to Stout as well I was not impressed with the orientation. I think one thing with orientation is it's supposed to make you feel connected and welcome and confident about being at your campus. And when I first came I really didn't feel that. I was able to participate in giving a presentation this transfer orientation and it seems to have gotten better from there. But I mean there is still room for improvement I think in their transfer student orientation.
- SPG response: I just wanted to comment that we understood that that was a gap in terms of how we oriented students to our campus. And so because we now have a federal title III grant we have been focusing on the transfer students, and this fall we had a separate, for the first time, orientation for transfer students where we invited them to come for an evening program. They got their laptops, they were oriented to the campus, and we were hoping for 50 students and we had 250 of our transfers attend. So I think we're really moving in the right direction with addressing that need. There is still room for improvement but we are focused on it.
- I wanted to talk to obtaining high quality students. I think one that that pertains to that would be the academic advising that is on campus. And I've had a lot of kids in my program complain about certain things that they've been told. And I know it's not just my program, I know it's in every program or a lot of the programs, where the students aren't satisfied with the academic advisement. I think if you look at the University as a service provider to students, you know and students are the consumer, across anything if you're not satisfied with the advice that you're getting or the product that you have your going to look somewhere else to get it. I think that focusing on that really will help obtain quality students.

- I feel that our faculty works really hard and it's just an extra burden on them to have to advise everybody, or not everybody but people in their program. And while they work really hard we shouldn't be taking away from by taking time for them to advise others. So perhaps there should be fulltime advisors for each program just to advise, and that's all they would do. And you can use them as a resource anytime without disturbing faculty members that take their time to teach. Or at least like a half time person.
- I transferred in from one of the tech schools and I'm really pleased in with the transfer process. I got all my credits to transfer from that tech school so, but I guess when I transferred in as far as the transfer orientation, I was never told about a transfer orientation or anything I needed to attend. I just basically went out and found it all on my own, which I'm assuming a lot of students weren't going to do if they're not getting anything they have to go and do.
- Just a note, for the people who have spoken to the transfer thing, you guys all transferred this last year or the year before? Three years ago (2). Like Joan was saying, before there's a good chance that things have been improved. I guess you'd talk to recent, maybe this years transfer students to get more of a perspective on that.
- I think that was a good point on advising. I don't know if I would make a personal suggestion to have people only advise, but I think he hit something that I've heard professors say. Because a lot of professors look at advising as above and beyond what they're doing in their job. And I think that it needs to be focused more as part of their really important role in their job. Because I've already had my advisors say that this is on top of what I do, this is like a community service that I'm advising. And I've had some really bad advisors. I think that that is part of retaining high quality students because someone who is a high quality student is interested in the faculty, they engage them in the advising process and really feel connected to their department and confident in their department that they're getting good counseling as they go through their program, while these people are also teaching them their classes becoming some sort of a mentor. So I know that, something really hard to find a solution for but again I think advising is important because we're talking about retaining students. If people are feeling that advising is bad they may look elsewhere to have a program that they feel they can be better serviced through. So advising is definitely a reoccurring thing that I've heard from students all over the place, not just SSA, not just my program. So I think that though it sounds like we're being slightly negative, I think we're just being blunt with what we hear from students that have had their own experiences. You know maybe advising is how it is supposed to be but people are still disgruntled by.
- I think one thing to improve the advisement on campus is to revamp advisement day. I think it's a very good tool; it just has to be revamped for some majors. My major you have to be there, if your not there you don't register. But there are certain majors where it's kind of a joke day. You don't have to be there, you can just slum off. But I think doing that kind of advising on advisement day really helped advise students.
- One thing is increasing enrollment at Stout. I know we've had a large, increasing enrollment in the last few years. Before we try to increase our enrollment any further we should do an updated capacity analysis. I've heard complaints from students that their classes are either too full or they're really hard to get into. And I know with the business program a lot of students were delayed a semester because they can't get into their classes. One girl was talking to me about not having enough room in their apparel design

classes and not enough table space to make all their different textiles. So I guess from my perspective I'd just like to see passing analysis for the number of students we are able to handle before we try to increase enrollment like to much further. I know it's a very difficult thing with the lack of state support when it comes to higher education funding.

- I think one other thing that might help attract or retain students is getting students more involved in activities other than just going to class. Like when you're asked how is Stout you're not going to be like "my math class is really fun," it's about the other experiences you have off campus. Whether it be a sports club, an art thing, being Greek, or you know disc golf or one the tons of clubs we have. We need kids to get more involved in school plus people who are more involved usually get better grades. And I just feel like a lot of students don't take advantage of those other clubs and activities you can be involved in at Stout.
- There has been a revamp in our involvement in leadership. Hopefully this year it will be better but we'll see how that goes I guess.
- I actually agree with you because a lot of times when I'm at home they ask me what I do and I tell them what I do and then they ask me well how's your weekend and I'll say well I don't really do anything on the weekend because there's nothing to do. And I feel like one of the things that are keeping, or one of the reasons why people stop coming here or aren't attracted to us is because a lot of students or outsiders have this perspective that we're a "suitcase" campus. People packing to go on the weekend and then they come back. There isn't really anything here to engage us and keep us active and interested on the weekends. So a lot of students perceive that as "oh well it's going to be like that,"
- I was tutoring a student today in the math teaching learning center, and she was saying, I was asking her about how it's going so far and she was saying the community is really boring but then she joined a sorority so she's got a lot more engaged, she was saying she probably would have transferred if she wouldn't have joined the sorority. And I know that that might be one of our big problems when it comes to retention. We're always looking to try to increase retention rates but it is hard when you, because Menomonie is not that big of a community especially for students that come from larger, metropolis type areas. So I guess I don't know of a solution to this but just something to think about.
- I don't know if there could be programming through University centers or do something else but I feel like the weekend kids like Friday afternoon kids get stagnant. Like lots of teachers say this semester we're not having class on Friday. Like I literally had class where there was no class on Friday the whole semester.
 - Scheduled class?
 - It's scheduled for a Friday and there's no class on Friday and there's no class on Friday.
- That's just the very start of the weekend at Stout which you come to feel as an experience. I've been living at Stout and staying over the summers and becoming attached to the community. But I think as far as freshmen, like right at the beginning there's so much engagement, there's so much week long, there's all this and then it just kind of drops off on the weekends. If the University could sponsor intellectual speakers on the weekend that pertain to majors. I heard that the SSA used to do that and they said they would pick up the cost as long as eventually the departments and the college would help absorb that. Well because of money issues I'm sure they weren't able to do that, the SSA refused to keep fully funding it. Things like that that relate to programs that would

be beneficial. BDP does a good job by like bringing you like music and stuff but when all we're offering is entertainment versus something like an intellectual atmosphere at a University. One thing that's scary is I was at the Mabel Tainter today and the new cultural art center is opening up, like I think it'd be great if the University promoted that a lot and make some sort of collaboration to kind of make the Mabel Tainter a part of campus and that's what the director even said today. And so I think making collaborations with the University within the community, have something going on like every weekend pertaining to something to try to keep some of these students. Because I would love to see the actual statistics of students that stay at Stout. I guarantee that that is a huge factor when people leave, because they go home every weekend. I mean what connection do they feel to the University if they go home every weekend? Maybe some research can be done because I'm sure we're not the only campus that has this type of problem. I know at Winona they don't even have class on Friday's at all, I don't know if they have the same problem as we do. There has to be some sort of information out there and some kind of programs that we can bring on our campus.

- I know there's a lot of organizations and a lot of people working really hard to make their organizations successful and active. But I think that a lack of funding for them kind of inhibits activities from happening. And I don't want to say you know we should throw our money out but if there is money available we should be giving it to orgs because once people get involved they'll stay.
- That's basically the whole clue in this issue is to try and get people engaged besides their school work. So is there anybody else?
- I transferred from California, it's a smaller University so this is a little bit different but they made a really big effort to make our Professors seem more like our colleagues in a sense that we really worked together when we worked on projects outside of school as well. And the people in my studio where like my family and I respected my teachers not just on a level of a teacher but as someone who was really working with me as apart of a team effort to get through this semester and done. So I think if there was anyway to try to, I understand like I said this is a bigger school, but to make the teachers more of not just our Professors and not just someone who we're paying to talk to us from anywhere from an hour to three hours but more like someone's who's making it more of something that's enjoyable. I liked going to class, I lived at school. And so it was something that really made my time there very enjoyable.
- I think that one thing that could help improve us is the service learning project. We talked to the faculty and academic staff and senate representatives and this seemed to be talked about for a while, maybe that's something that students can be doing on the weekends. And that would completely benefit the community, the surrounding communities, and the University overall in general. I think that's something we should definitely research. But I know that's one thing that might be able to help us out in our problems with retention.
- SPG response: I will make a comment on that though, because there have been, you know I know one of the frustrations is that there are events that are hosted on the weekends that are expensive to have on our campus and then people don't come. So that's the other piece. I mean I know Josh you're going on a leadership weekend next weekend with the ASPIRE program and it's really, really hard, it's a retreat, it's free, it's for leadership. 11 students are signed up, you know and I mean that's part of the issue you know that it is hard, you can have all these things but if people don't come and

you're spending all these resources you know that's the other piece. You know so how do we balance it?

- I just thought that was a really good point to collaborate with the students and the faculty. And that really is one of the reasons I kept in my program because I think the faculty are awesome and they do a very good job in my program just communicating expectations and providing opportunities outside the classroom to just become better at what I want to become. I think that that's a very important piece, is building that relationship between the students and the faculty and others. I don't know how you can do it across the board in all programs, but I just thought it was a really important piece and I really agree with that.
- SPG comment: I have a question, I was wondering the student's reaction to in regards to students staying around and being involved. Does the fact that we make it so easy from freshmen year on to have a car on campus? Do you think that has an effect?
- I'm really interested in the whole parking issue. It's discussed all the time and in my first year of SSA I saw the ten year parking plans to absorb half of one side of Broadway for parking lots. The two houses surrounding me in my neighborhood are plotted out for parking lots. And I think that, you know people, I don't have a car here and I don't need one, you know it's Menomonie. I think a big problem is with selling all these commuter passes to people who are living off campus. People complain that when students come that freshmen want parking passes but maybe a way to force them to stay is offer less. It's your choice to do that, I mean that could be a part of retention that if people think that they can't get parking then their not going to come. But I think that there are a lot of issues with parking and that goes beyond retention. But I think that it's kind of hard to say what would be the smart choice because if you take away then maybe you won't be able to recruit people but then again it could have a better effect that if you lessen the parking for freshmen at least and they are almost forced to stay and then they experience the things that we provide on the weekends.
- I would love to take an initiative in SSA to try and go back to hosting these events in some manner purposely on the weekends to try and have something to do. It is really sad to be so connected to the institution and see thousands of people walk away from it week after week because their uninterested in it and uninterested in the community. The Menomonie community is amazing, there are hidden treasures everywhere. And I guess maybe that's something that we could work to advertise; there's a Himalayan school five blocks down that concentrates on combing eastern culture and western education. That's one thing that's like wow. There are so many little things in Menomonie that everyone thinks is this dinky little pointless town but it's really not. I think that we have to capitalize on Menomonie's strengths and not just complain that it's so small.
- I am an education major and in one of my classes right now my professor says that as my job as a future educator, it's for me to help the students succeed, and be there for the students, and be on their team. But then it's kind of discouraging, in one of my classes the first day, the professor stands up and says well about 5% of you are going to fail. That's discouraging right off the bat, and statistically that's what happens but this is a brand new class and maybe if they were more positive in that kind of a way, where they don't kind of start it off with this like negative undertone, like look around, the person next to you might fail or it could be you. That isn't very encouraging on the very first day. That's

something that I think needs to be stressed, is that, I mean that's what I'm learning right now as an educator it's my job to help the students succeed.

- I have some professors that are just awesome. They really start the conversation in class. And most of my classes, the biggest problem I see, is students don't want to participate. They will ask us simple yes or no questions and they will get fifty kids who won't say a word. And it's a shame because of these professors are really brilliant. And the way they think and how they think is awesome. I wish I could spend more time with my professors sitting down and talking. They are trying to get that critical thinking into the students. I think that that is one of the best things that college offers that high school doesn't it allows you to think why. The best way I think professors have taught us is to ask why to every answer we give. I think if you found somebody to bring that critical thinking into the classroom we'd be able to use it more.
- One thing that you guys do oversee is actually who is admitted to our University. And I'm kind of interested to see, you know we're talking about recruiting and retaining high quality students, how many students are we allowing to come in below the standards to meet enrollment?
- Chancellor response: Each student meets at least one of the standards. We take no one, for example, in the lower quartile. Unless it's really an exception, they all meet at least one of the standards.
- I guess just because I have seen people, and maybe it's just among transfer students, but and maybe it's very few and far between but people who do come in below the standards that freshmen come in at. I think that that could be a problem because the more lower standard people you interject tends to pull down classrooms. If teachers feel like they have to hold back on what they're teaching because some people may not be as advanced. I just think that, I guess you made me feel better but I just feel like I've talked to some people who are below the standards and I wonder how they got in and it kind of makes you know wonder.
- What exactly do you mean by high quality students? What's the difference between them?
- SPG response: That's a very good question because I'm an access student, I wouldn't have qualified for this school as a freshmen. I went to a two-year school and I proved that I could do college work. So the issue of how do you measure the desire to learn because a lot of high schools aren't very good and not only the state but a lot of kids are getting a sub par education in high school but a lot of very intelligent people are getting a sub par education. The issue is how do you identify on a more holistic way those that really want to and can learn? Because much of learning is application. It's not like here I'm going to spoon feed you rather than do you really want to learn this or not. If you really want to succeed it's your responsibility. So I think we're looking for that kind of student that says "hey I really want to succeed." I've met students with a 28 ACT that flunked out of school, first semester. I've met kids with 19 ACT that graduated with honors and now are in a very good career.
- I ask because are we looking for high ACT scores when who knows if the student has just a lower one because they may have like slower capacity of learning or responsibilities outside of school maybe effecting some factors, other factors maybe contributing to why their students have lower ACT's.

- I think what we're trying to say is you can't really, you can to a degree, but not specifically, judge a student based on their ACT score.
- SPG response: It isn't the ACT that is the correlation, it's what the Chancellor was saying that doesn't necessarily equate to students success. The correlation is class rank and sort of motivation. I think that's what we end up seeing to be one of the biggest predictors, is that you or a student who wasn't particularly motivated in high school and that doesn't all of the sudden change when you come to college. So it's more highly motivated students I guess is one of the key factors in retention.
- I think a way to judge all that is extracurricular activities. Students that are involved in more extracurricular activities, they might not have a high GPA, they might not have the high ACT score but if they are involved with a lot of things and they know how to manage their time and organize well, it's a good chance they are going to be successful in college.
- In terms of attracting and retaining students, I have a friend who was going to transfer to MCAT because she was really disappointed with a lot of the teachers that she was encountering and it'd be really nice to see some kind of evaluation system for teachers who are past tenure. One teacher who gives lectures is tenured and so shows up late to class everyday. When you come across teachers like that it's not "oh I want to stay in this program," I don't even want to go to class. And it would just be really nice, this is one guy but I've known more than one person to comment on this, this is more than one type of teacher. It'd be really great to have some kind of evaluation system for teachers that are tenured. And we do have great tenured teachers but some of them take advantage of it.
- A lot of campuses have the same problem. I think that is throughout the nation and throughout Wisconsin. The fact that some tenured faculty aren't the greatest all the time.
- One thing you suggested earlier that we try to help solve some of these solutions and just to let you guys know on our academic affairs committee, after we tackle the issue we're currently doing, one thing that I brainstormed was, and it was a suggestion by this group before to try to work with faculty senate or about the evaluation of the tenured faculty and then some sort of review process. I as well, coincidentally, have had some really bad tenured professors.
- I think it's also important to reinforce the professors along with that, because we have some really good professors who are just like whatever, there is nothing I can do so I'm just going to be the best I can. Positive reinforcement is needed, you're amazing and you go above and beyond the expectations.
- Our math placement test for retaining students, I don't know if they're going to leave at how badly our math placement test was messed up this year. I was here when parents came with their children or their incoming freshmen and they were placed into a low level math class and they definitely shouldn't have been. There were three moms, I sat there and I talked to and I said it's ok; I can work with you to try to get your students in. Two of the kids were in AP calculus in high school, and they put them into a trig class here. Maybe they didn't do that good on their math ACT's but there are a lot of variations. I know they changed it around this year to try and do something new but from all students, faculty staff, I think we should definitely go back to the old way of math placement testing. And if students don't want to take the math placement test and they want to take their ACT scores for placement opportunity there or whatever then they can

do that. I think that that's what they can do, say you want to use your ACT score that's fine if you did well on your ACT, but if you didn't do as well and you still want to be put into a different math class you should definitely look at it. There was a lot of students that were put in the wrong classes, the first two weeks of tutoring in the TLC lab I bet you there was 12 different students that I directed to go to a different math class because they were way above and beyond the 110 and obviously wasting their time and about \$900 to be taking that class, and space that might be needed for other students.

- Recruiting and retaining a more diverse population. The students we have here are really good but I would like to see if we can get more of a diverse student body here at Stout.
- Chancellor response: Let me give you the stats on that, we recruit most of our students from a region of Wisconsin and Minneapolis, and there isn't a lot of diversity here. Our region is about 3.9% diverse and we're 5.2%. Including foreign students, we're at 6.7%. The issue is how high you want us to be and how we get there with your help? So in one respect we're above the regional average already by a percent and a half. If you count international students we're above by 2 and a half percent. What should it be?
- We had said in the beginning that we had done better with our scholarships for diverse students and minority students. But correct me if I'm wrong if I don't remember, but at the beginning of our strategic planning we said that that was a big weakness at the beginning at our pre-retreat meetings, that we're not offering enough long term scholarships.
- Chancellor response: We're not, nobody is. We could spend a million dollars a year and we wouldn't solve the problem. We can demonstrate that if we give potential scholarships for people of color for \$2,000 and it continues they'll stay. There is a direct correlation between good fiscal support and staying in the program. We don't have enough money, we can't use state money, and we have to use private money. And our endowment is about \$32 million, not a bad endowment for a school this size, but we can't spend that money without; it's restricted for certain kinds of scholarships etc. So we're limited to that that is a goal to increase that. We found about another \$4 million this year to throw in that scholarship. So we are working on that.
- One thing that we also talked about at our strategic planning meeting was that other schools are able to give higher amounts of scholarships to those students and they opt to come there but that was already discussed right?
- SPG response: In Minnesota you can wave out of state tuition that we can't do, we have to base it on ourselves. So we are restricted by state policy in some respects that limit how flexible we can be with our dollars.

Polytechnic: Next Steps in our Designation

- One thing that I thought about that would kind of be a good idea, just to have a major event of what is polytechnic and have free food, prizes, the whole works, and all that fun stuff, and just have students there, parents. We could even do it during part of parent weekend, I know it's already jam packed as it is but maybe something to that effect where we could have parents, faculty, staff, students, and especially employers there just to, not only would it be good for networking and mingling but also to know what a polytechnic is. I was at the career conference today and I had to explain to two different

employers what polytechnic meant. After I was done explaining a little bit they thought it was a pretty neat thing. That's one idea I had to publicize our marketing plan.

- I just wanted to touch on one of the ideas for marketing and it said that student testimonials could potentially be used to talk a little bit about what polytechnic is and maybe tell their success story to other students who may not know what it means. I just wanted to talk to all you guys about this. I think you have to be very careful when you use student testimonials because I think it turns more students off to whatever is being talked about, than on. Just because I think a lot of students take the attitude away from testimonials that yeah but that will never happen to me. So if you want to do it like that, if you want to market it through other students who went through the programs and had success stories to tell I think it'd be very critical to maybe do it in panel to say ok this is not just going through one individual, a lot of people went through this and know a lot about it. And maybe have those kids sit down with the students that are in these programs right now and make it more real. Not just a one incident. Include the people who are going through the process now and have already succeeded in that process. I don't know, I just think that a single testimonial could maybe defeat the purpose of what you're trying to accomplish.
- My suggestion is having a survey and going around and asking the students and the staff what they think polytechnic means to them.
- Either way that you do it I think you need to take it to the students because posters and things on the wall is not going to grab the student going to class and say yeah we're involved and we're a polytechnic. You really should work with the classrooms, five minutes before class, give a little slideshow, whatever, to just kind of explain to them alright this is what we're doing, these are our plans laid out for the future, this is what a polytechnic is. I think that's a big problem, a lot of people just don't know what it is.
- SPG response: If I could just jump on to what the Senator said, the faculty senate chair and myself, we did send a small little power point to all of the faculty and instructional academic staff. It said "hey as your doing your initial orientation for the class, it wouldn't hurt to put in a little bit about what a polytech is." I don't know how many professors did this but I think your right we have to get that out more and more.
- I was looking back on our power points from the marking presentation that was given to us at the retreat and one of the things that the marking presentation did say is have a campus celebration during opening week. I don't think that happened. And then it says at homecoming which is next week. So I don't know if it is going to happen then but I really do think that it's important. I think that that would be something awesome for SSA to you know stand with the Chancellor and with Denise Shaw and Jerry and have something, you know some sort of celebration to make people really feel like we're polytechnic, this is a big deal, let's have a big celebration. Instead it was really kind of under the, you know we're polytechnic and most students are still saying "what's polytechnic?" I think that we should work to try and help our constituents understand that. I think that this is such a huge thing that you guys have to help us and I've seen the table tents and stuff and that works for a while but I think that people are still questionable about polytechnic and I think that a celebration would show its importance is great. I think that, I know that there is no one from SSA on the marketing team but I guess that I'd just like to see a lot more being down with the marketing. I know it takes time but it seems like they already kind of missed the boat on two things they said they

were doing. Which concerns me a little bit but I have confidence that someone is keeping an eye on what's happening and maybe that's something that we should look into. I think the marketing of this is "do or die," I guess my point is that I really care about this a lot and I just really would like to see us maybe work together with the administration to try and help disseminate the information more because something has been done but I think that even what we said at the retreat, first things first is internal buy in. People at your campus have to believe it, people have to feel good about polytechnic otherwise maybe that will reflect on retention again. Everything is so connected. So I guess the internal marketing I just think that we should suggest more with that and I'd be more than happy to take some of my time to help do something, have some sort of event in celebration. Homecoming week would have been a perfect time or freshmen orientation week would have been a perfect time for that. What can we still do yet this semester as our first full semester as a polytechnic? I mean I've seen the polytechnic from when it was listening sessions, you know open forums, to now. I am really happy about it but I want to see more people understand this is our university so we should understand what a polytechnic is.

Program Alignment

- First and foremost I want to make sure that everyone knows what it is, but the packaging is put into arts and sciences or something like that but I think it needs to stay in engineering. When it comes to the career conference and you go upstairs all the employers say packaging and engineering. They all think of it as an engineering type program. So I think it is very important that that stay in the stem or whatever you choose to call it or whatever it counts as, stay in that sector. I just wanted to say that right away.
- This is something we can't speak a whole lot to, I mean we can look at what's on the piece or paper and say do we think this would work, but I think one question I would like to ask is: you said that you know it would hopefully be implemented by July. Can you just elaborate a little bit more on the process of, you know if there will be more time for us to have input on this?
- Chancellor response: We have four models now maybe a fifth one floating around, four or five. It will boil down to two models by the end of October and then that will leave November and December to discuss this with students and faculty and show them the ones we think are the viable models. Adopt one and then by July. We're not proposing radical changes. We're proposing something very logical that other schools nationwide that are polytechnics.
- I just want to make sure, I mean you're saying it's not a big change and it all does seem really logical but I mean just to make sure that when it does happen, just that it's a really smooth transition. It is a big deal obviously to do this realignment because things are moving. So I mean, is there, since departments are moving around are there things planned so that once people join something new that maybe they weren't a part of, is there something planned to get them ready to work with...
- SPG response: When we have the alignment in place, you're absolutely right.
- OK, awesome. What kind of response did you guys get from the program director?
- SPG response: I think they are expecting change, they know it's not going to be something that no one has ever heard of before. We know that this is the 21st century, its

not the 19th century or the 1950's anymore and we have been a pretty good school because we've had to change. There's push backs here and there, why are you doing this. So that's what we're trying to do, simply provide a logical realignment for the campus.

- What about teachers has anyone said they would leave if we realign? Teachers, faculty?
- SPG response: I don't know
- Yeah, I can't control that you know, but I haven't heard a lot of that. But faculty senate and our senate have been very involved in talking to our colleagues. I think that most people realize that this isn't a bad decision or radical change, it's just tweaking.
- We have to look at other polytechnics; they have a lot more creative alignments than we do. They are better schools than we are right now.
- I think this is the one that we're least worried about. I think that we can trust that this is, you know you have the ability to do this without us even obviously. I mean this is your job and that when it comes to all these this is the one is obviously the most logical. So I don't think that anybody in this room is really that worried about the alignment as far as our perspective.

Other

- One thing that I guess maybe I would like to see is maybe if you guys gave us a little feedback on how this listening session went for us. You know we're looking to make books for transitions into the future so maybe if you think that we went about this in a good way or a bad way, things that we can change. I mean it's totally up to you if you want to do that because I mean if you felt like it wasn't as productive as it could be that's something that we want to know so in the future we can be more productive in these kinds of things and pass them on to the people behind us you know a better way to do it then we did.