

## Listening Session 2009 Comments

### Open Session 5, October 7, 2009

#### *Further develop and execute integrated enrollment management*

- Heard conflicting reports about treatment of returning vets, are they compensated, how? Are we getting paid now? We are getting paid, but not always timely, but vets are not being charged late fees, etc. Program just starting this fall, so vets are just converting. Spouses and children covered, but federal gov. not paying for them. However, UW System did reimburse us; not sure if this will continue. More to serving them than just tuition. Other campus services are needed.
- Process – do we have a definition of what that means? Broad, getting them here, keeping them here and graduating them from here. Does that tie into resources? Have heard different definitions. Want to maintain 9000 enrollments. If fewer freshmen, will need more of other populations.
- How does it relate to graduate programs? Feel UW-Stout should have a major goal to develop more graduate programs. Feel should very strongly emphasize the intercampus research work of graduate students. UW-Stout appears to be relatively weaker in graduate programs. H&T program has a lack of students. Need to recruit more students into graduate programs. If we have legitimate graduate programs, can lead to post graduate programs. Could use a broader range of graduate programs. We have approx 1100 graduate students; UW-EC has about 600. Provost is talking to UW System about an Ed.D program.
- Don't know how to fix it, but the first item under academic rigor applies to question of enrollment. WE have classes that are too big. Over 100 people in room is not feasible. Limited number of teachers to teach entry level courses. Cannot grow our way out of that problem without additional personnel to alleviate. Would have to be addressed if we continue to grow.
- Overcrowded classrooms directly related to retention because freshmen need more individual attention than overburdened teachers can give them.

#### *Focus on sustainability: Implement Key Elements of the President's Climate Commitment and Educational and Applied Research Initiatives*

- How committed are we to bicycles? Cal-Polytech eliminated parking places; they won't buy a bicycle, but have a repair shop and will provide repairs at cost.

- At Ripon College offered Trek bike if they didn't bring a car. Didn't have enough bike racks, but a small problem. Huge success. If we purchase bikes, we would need a repair shop.
- Is there a problem with bike theft in Menomonie? Should not buy 1000 and have only 750 left a year later. Bike locks would be needed. Many things to look into. A group of students and others will investigate issues, cost, liability, implementation, logistics, racks. Will start the dialog on it. An SSA officer spent a transfer semester at U of Oregon, so he has some knowledge of it. Will look at it.
- Should include educational program on where and how to ride. Operators of bikes must follow all traffic rules and regulations. Bigger issues with bikes versus vehicles. There is a lot of traffic in Menomonie, and 1000 additional bikes will require bikes lanes or other safety measures.

### *Develop knowledge, respect and validation of differing values, cultures and beliefs in students, faculty and staff*

- Technological interface is there a thought to having it coordinated to lower the cost of implementing? Think it would be helpful to have coordination, rather than doing it individually.
- No. 1 reason we loose students we already have is we don't have the programs they want. Is there research about what programs would attract our retain students. Are there programs or fields of study that are particularly popular with the students we have? In research, no particular programs jump out.
- Does another institution do a good job of training in this area? A benchmark we could use?

### *Expand early and ongoing experiential learning opportunities including undergraduate applied research and entrepreneurship*

- Big issue, if going to do a good job of working with the students, we have 525 SCHs per FTE now, so it is a struggle for faculty to have time to provide good experiences for the students.
- Are we looking at a three year degree? A lot of these things would change for a three-year degree. As veterans come back and increase of non-traditional students, they will be more focused and need more help to adapt to classroom. Three year degree would probably be more interesting to non-traditional students, who are not looking for the "college experience."
- Have we looked into accelerated programs – two years or less? There are people who want a degree in the shortest period of time.

- Every year a student reduces from their college career, money is saved. It would be good if the state could help to facilitate this.
- Culture – put context to it? Can't change anything until everyone changes the way they think about the topic?
- Clarification on three year degree? Pilot programs took 120 credits and created a creative schedule to finish in three years. Same credits, just designed to use summer and Winterm, AP and CLEP option, but still allow opportunity for co-ops and internships and study abroad; the things that make our degrees unique. In art & design a lot of things that cannot be accelerated – have a two-year sequence, with prerequisites, and do not have faculty who are willing to teach over summer or Winterm. This will not be forced upon programs; is voluntary.

### Other

- Double benefit – bring student to good sites to practice, learn and also earn money – example of Disney World. Program Director try to gather information from all sides and inform the students, but don't have a good system to provide experiences.
- Consider everyone on 12 month contract, and every two years faculty member gets three month off. Eliminate summer contracts. Utilize facilities and staff year around, creative staffing, would be big culture change. Help sustainability and integrate enrollment management and have cohorts.