Listening Session 2010 Comments

Open Session 4

What responsibilities would you assign to the service learning and engagement coordinator to help achieve our 2015 goals for participation in these activities?

- Training about service learning

- Explore possibilities for service learning opportunities overseas.

- Help manage the different departments and be sure we have capacity to promote capacity in all our programs. A centralized data base and students take responsibilities to check to see what opportunities are available. Do not overtax organizations in the community. Have a central point of contact to assure they are not overtaxed. Central contact to see if it is a good fit for the student and organization.

- Conduct an inventory of what is already existing.

- Create a process where anyone on campus can find how to participate in service learning; rules and details.

- Identify a portfolio of funding opportunities to support service learning opportunities.

- Develop a marketing plan to get students to be involved.

What additional learning communities should we be starting in the next 5 years?

- ESL program where American student could be matched with an international student.
- American students who are interested in studying abroad.
- What are students saying? Kim Nimsgren would like to do focus groups to gather data. Anecdotal information is positive. Most popular learning communities are major specific.
- Develop learning communities that can relate to any major, and are not major specific.
- Develop learning communities around at-risk groups to increase retention.
- About 220 students participate in learning communities, and that does not include the Honors Program.
- Applied Science program encourages students to participate in learning communities.
- Wide range of what goes into a learning community. Standard definition of learning communities should be developed.

- First generation and low income students could be a living community. There are three groups now (ASPIRE). Those in living learning community tend to continue to second semester.
- Those in living communities tend to try to live near those in the community for the next year and give advice to others in the program. They also planned their schedules so they could continue to have classes together.

What are your ideas for how we can integrate sustainability into the curriculum?

- Incentive – research or curricular incubation and put priority on sustainability as a concept considered during the review of those requests.
- Consider looking at five top programs known for sustainability – what are they doing to integrate sustainability? Michigan Tech gets endowments and other support. Look at what they are doing as a model or to get ideas.
- There is state funding for energy projects – they are funded faster than other projects.
- Ask experts to speak to classes or groups. Focus on Energy would be willing to do this.

What are your ideas for energy conservation policies that we should implement at UW-Stout?

- Put more things online, electronic signatures, etc., to eliminate paper.
- Starting to migrate all email boxes to new system, and mailbox size will increase to 1GB.
- Packaging for computers – still see cardboard and packaging in dumpsters. Could be a project to focus on.

What previous initiatives, from Plan 2008 or other action plans, have led to improvements in retention and/or graduation rates for minority students?

- We have a small gap in the retention rates for minority students vs. all students, but the gap is significant for graduation. What is happening? Between year two and graduation, students leave. Retention is first to second year.
- Connect to a particular group. Outside source of feeling included retains students. Need an outside source of being included, beyond their program.