A. UW-Stout Laptop Assessment/Technology

Impact of the e-Scholar program on Learning
- The laptops are increasing critical thinking and changing the role of instructors
- Instructors indicate that there is more “active learning” in their classrooms, including more discussion, more questions, students help each other learn, and students learn on their own
- The laptops facilitate better correspondence between students working in groups, and help with group efficiency and group participation
- Failures and withdrawals from select courses have decreased since the implementation of the e-Scholar program. Instructor interviews revealed that the e-Scholar program had a positive role in these outcomes

Other impacts of the e-Scholar program
- Since the implementation of the e-Scholar program, instructors report using class time differently and have provided many examples of changes in their instructional practices
- Students and faculty agree that the laptops have increased accessibility, communication, and availability of resources
- The laptops are saving students time by allowing for communication outside of class and providing instant access
- Students in the fall 2002, 2003 and 2004 cohorts use their laptops more than they expected for schoolwork, taking notes, research/access web, learning tool, personal use/entertainment and email/keeping in touch
- UW-Stout seniors have scored higher than peer and national comparison groups on “using computing and information technology” each year for the past four years
- Students report higher ratings than a benchmark group on computer use outside of the classroom. Students use the computers outside of class most often for schoolwork, email/keeping in touch, and research tool/access web
- Students report that the biggest benefit from using information technology in classes at UW-Stout was convenience

UW-Stout labs and IT support
- UW-Stout labs are used for the following activities during class time: weekly lab meetings, software demonstration and instruction, practice programming, assignments, projects, research reports, working with industry specific software, and developing and testing software.
- Students and faculty consistently report high ratings on how well the equipment and software in the labs is working
- Faculty report that the labs meet the learning needs for their classes. If replaced with wireless stations however, most (70%) labs would no longer meet the learning needs
- Most labs are accessible outside of class time, and the students report that the lab assistants were moderately or very helpful in responding to their questions.
- 75% or more of the faculty and staff indicate that the IT support that they receive for the computer labs and their office computer meets their needs
Continuing Opportunities for Improvement

- Improve communications that the laptop fee pays for more than the “box”
- Address faculty concerns that the e-Scholar program has increased their workload
- Continue to address training needs and the perception that “other” people need the training
- Improve communications with students, faculty and staff about expectations for the use of the technology
- Approximately 1/3 of faculty and staff indicated that the IT support they receive for the following does not meet their needs: technical problems in the classroom, wireless connectivity outside of the classroom, submitting or completing programming requests, Datatel, data warehouse, e-Scholar portal, e-advising, e-Scholar course delivery, web boards and Breeze