

A. UW-Stout Laptop Assessment/Technology

Impact of the e-Scholar program on Learning

- Students report that laptops are increasing critical thinking and enhancing student learning. Mean ratings on these questions have increased continually over the past three years.
- Students also report increased ratings on questions dealing with the laptop supporting their interest in learning, allowing them to meet success in their learning goals, integrating and organizing knowledge in meaningful ways, and pursuing meaningful goals. They also report increased ratings on “having my own computer to use during class is valuable to my learning.” A total of 65% or more of UW-Stout laptop students agreed or strongly agreed with this statement in 2006.
- Failures and withdrawals from select courses have decreased since the implementation of the e-Scholar program. Further analysis showed that ACT composite scores, HS percentile rank, and cumulative GPA have an impact on grades.

Other impacts of the e-Scholar program

- Students in the fall 2002, 2003, 2004 and 2005 cohorts use their laptops more than they expected for schoolwork, e-mail/keeping in touch, research/accessing the web, taking notes, personal use/entertainment, and as a learning tool.
- UW-Stout seniors have scored higher than peer and national comparison groups on “using computing and information technology” each year for the past five years. Stout first-year students also scored higher than peer and national comparison groups on that same question four years out of five. The EAC identified this item as one of four areas of celebration on the NSSE survey.
- Students use their computers outside of class most often for schoolwork, email/keeping in touch, and research tool/access web.
- Stout faculty/staff listed *keeping up with technology* as a source of stress more than the national averages, but they did have a higher response that felt faculty/staff are rewarded for their efforts to use instructional technology (46.1% compared to 19.5% for public 4-year colleges and 17.3% for all 4-year institutions).
- Both seniors and freshmen indicate that they are using e-mail more often to communicate with their instructors. The senior rating in 2005 was at 3.37 (4 point scale) and the freshmen rating was at 3.16. The freshmen rating is significantly higher than the Selected Peers, Master’s and NSSE average.
- Students report increasing in-class use of laptops, and fewer instructors not requiring laptop use in class.

UW-Stout labs and IT support

- UW-Stout labs are used for the following activities during and outside of class: weekly lab meetings, software demonstration and instruction, practice programming, assignments, projects, research reports, working with industry specific software, and developing and testing software.
- Access Fee funded labs were used significantly more during class than non-access fee funded labs as well as outside of class throughout the fall 2005 semester.

- Students continue to consistently report high ratings on how well the equipment and software in the labs is working and with their overall lab satisfaction.

Continuing Opportunities for Improvement

- UW-Stout student ratings on questions related to learning and critical thinking continue to be below the targets.
- Students continue to make comments that they pay too much for their laptops and that they would like to keep able to keep their laptops. This issue has been addressed with the pilot program that allows students to keep their laptops upon graduation.
- There are continuing concerns with connectivity, both wireless and Ethernet, in classrooms. Students report a desire to see the entire UW-Stout campus wireless, including the dormitories.

