University Priority Ideas for:
Further develop and execute integrated enrollment management

A. Academic Rigor *

1. Cannot improve quality and rigor and writing skills if classes are overcrowded and many adjuncts are used.
2. I think academic rigor should be a separate goal. It does not fit in with this.
3. Academic rigor/ experimental learning are big to retain high achieving students.
4. Consider the rigor of upper level courses as a set of concepts that can be introduced to lower level courses to increase rigor
5. Can we figure out away from the concept of "remedial", yet still provide academically and intellectually challenging curricula?
6. I notice that one of the results of the Discussion/Brainstorming Session of 2/12/09 is to "Expand bridge programs for at risk admitted students". I would want to challenge the participant group (Chancellor Sorensen, Cindy Gilberts, Eugene Klippel, Phil Lyons, Doug Mell, Carol Mooney, John Murphy, Dennis Shaw, Meridith Wentz) to critically examine how consistent these kinds of initiatives are with being a polytechnic institution. I would also want to challenge this group to examine the question of whether we can be all things to all people, whether we can aspire to be a university in the league of other polytechnics like Cal Poly(which are often very good schools) while at the same time expanding programs that are typically associated with open(e.g. low admission standards) enrollment institutions.

B. Management of Resources

1. Need to balance enrollments with resources *
2. As a faculty member, I agree that the committee must balance increasing expectations of faculty vs. available resources (human, financial, etc.)
3. Balance enrollment/ applied research with financial constraints
4. Marketing plan should not deplete departmental cut of the budgeting pie to the detriment of teaching

C.   Retention*

1. Retention, how retain at each level (this would include academic rigor)*
2. Retention needs more focus – every student retained is one less we need to recruit
3. Add to description: continue to develop and refine services to increase retention of students

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4. I like the changes. The goal statement should have more focus on retention in "managing "the enrollment we have
5. The "needs" of traditional students vs. non-traditional students may not be really as different as we envision them to be, especially concerning academics, research/ career experiences, etc. This can have great impact on retention.
6. Faculty buy in is critical to implement recruitment and retention. Role of the senate's needs to be clarified – chairs etc.
7. Retention initiatives should focus on more than just retaining from the 1st to 2nd year. We should also look beyond the second year.
8. Retention plan (minimum 5 year plan) ***
9. Focus retention initiatives on the "average" student- not only the at-risk students*
10. Need to focus on retention because pool of high school grads is decreasing
11. Coach model for retention
12. Checks and balances with students/faculty

D. Recruitment/ Marketing

1. Must develop a marketing plan for UW-Stout that is better understood and implemented by everyone (Administration, faculty, students, off campus groups, etc) *
2. refine enrollment management***
3. Specific marketing facts*
4. Increased high school retreats
5. What is the best way to market? TV, internet, etc? *
6. Marketing is about how we bring new people to Stout. A big part of enrollment management is about what we do once they are here. We should make sure these efforts are very well in sync. *
7. We can't lose sight of the need to invest in a website that serves and appeals to external stakeholders
8. We need to use more stories of the quality of what we do – we have examples galore—Let's talk quality
9. Access vs. Profile*
10. Campus Wide image and marketing (targeted markets)

E. Special Population Recruitment/Marketing*

1. Recruit Minority, Non traditional, GPA, ACT, % of Grad Class*
2. Work even more to develop relationship with technical colleges and 2 year schools to increase transfers
3. Diversity
4. Veteran's *
5. Minnesota Technical Colleges
6. Target minority students for marketing

F. Polytechnic Marketing *

1. Concentrate marketing/ad $$$ on selling the aspects of UW-Stout that aren't available elsewhere in this area. We are different ***
2. Consciously seek national venue
3. Refine role among polytechnic nationally

G. Engagement (retention)

1. Faculty relationships
2. Experiential activity in freshman year
3. Student Involvement " The student challenge"
4. Engagement Day
5. Engagement is key to retention
6. More applied focus in general education courses how to use material in real life**
7. How do we communicate to new students exactly what experiences they can expect? Should we better define what is the "Stout Experience"? **
8. Service learning during the freshmen and sophomore years for engagement*
9. During freshman year do service learning to engage them. Require?
10. Mandatory co-op experience **

H. Scholarships

1. Scholarships *

I. Reallocation

1. Possible to redirect the scholarship process to award students and attract them to Stout through integrated "award" program.*

2. Eliminate retention initiatives that are shown to be less successful and put resources into what is most successful*

J. Non-Traditional Students

1. Create convenient class times for non-traditional students*
2. Don't lose track of non-traditional students—How can we captivate more of these working adults looking for degree completion with hands on degrees?
3. Can we offer more night and weekend programs?
4. Customized instruction "just in time training"
5. Should we emphasize adult degree completion programs ones that can be completed in the evenings or weekends

K. Reallocation, Recruitment, Retention*

L. Other

1. Not sure how "Increased satisfaction from employers on alumni follow-up survey" applied to enrollment management and retention
2. Work of SPG to develop environmental mgmt. recommendation is great basis to begin discussion and identify priorities (This statement should be points below goals statement.)
3. Array of programming – process used to get new items is cumbersome!
4. Address how to get faculty/ instructors to support research supported teaching
5. The idea that connects are of the topics discussed today is: Further development and infusion of Stout's experience and culture

M. Open Session One
1. We should be focusing on graduate programs
2. Opportunity with distance ed and partnerships with tech colleges
3. Strong push for new programs , yet no new resources from state. How are we going to find the resources needed to develop new programs?
4. Largest growing programs are supported through customized tuition; to staff courses we must use non tenure-track faculty – this creates long list of issues
5. Educational issues with prospective scholarship donors – most donors want to provide scholarships in a specific discipline area; steering donors to new focus areas & programs is an uphill challenge

6. Retention – we often don't think about big picture impact on retention (Peoplesoft, changes on web page, etc). We should always have in mind how decisions will impact retention
7. Faculty are taking seriously the challenge to do research & they are asking for a different type of schedule that we have here at Stout; presents a huge challenge – we don't have the classroom resources
8. Marketing- devoting more staff time to website
9. Re: Academic Rigor – remedial focus is needed in our programs especially as we reach out to tech programs and distance ed programs; correlation with use of adjunct faculty

N. Open Session Two
1. Look at distance delivery initiatives, further develop distance education
2. Increasing underrepresented students who will come to Stout
3. Set targets for Graduate Program enrollment – by major
4. Focus on Int'l students in Graduate Programs
5. Developing additional articulation agreements to get more tech college student relationships
6. Developing an ESL program to support International students
7. Ask permission to grant the Associate Degree – good retention tool

O. Open Session Three
1. Research where our students come from demographically and refocus recruiting efforts on these schools or locations.
2. Capacity to serve students as we increase enrollments, both graduate and undergraduate. Need to serve them as well or better than we have.
3. Where is non-traditional market and how do we get at it?
4. How big can we grow the Honors Program? How much more can we do to get to the quality and challenge issue?
5. Is there a correlation between remedial services and non-traditional students? That is, are the non-traditional students the ones who need remedial assistance?
6. Is family student housing or international student housing needed? Any new facility attracts new students. Need to look at demographics before developing plans for new facilities.
7. International students receiving in-state tuition could be a recruitment tool. Currently, we offer 44 types of remissions.
8. Student Services need to be available for increased numbers of targeted students.

P. Open Session Four
  1. Products where they query the prospective student to identify key interests, points them to 3-5 degree plan options might take away questions of where do I go and next steps. They are choosing degrees on popularity rather than identifying their own strengths and weaknesses. We would be providing a service and recruiting. We could identify programs that we need to develop based on interest.
  2. Campus preview days are well organized, well run, but set up from an efficiency standard. For large programs, it is efficient for all students to come at one time, but for smaller programs that we are trying to grow, this works against it. Students have to choose one major rather than explore. Need to more broadly expose students to options – they shouldn't have to just choose one major. Many students change majors or transfer since they didn't really explore fully before enrolling.
  3. Creating freshmen flexibility so we are not so bound to courses. Give them a salad bar approach to what is it they want to do - but not so specific that they get behind. Need something to happen in Freshmen Experience to explore other programs without getting behind.
  4. Program directors want to get freshmen into the professional courses right away. Can we explore the opportunity for a 1 credit exploration course for all freshmen?
  5. Students take just general education courses without exploring any majors. They don't decide on program into they get into the major courses. Challenged by making them wait and getting them in right away.
  6. In the first two semesters, all related art courses are general education credits as well so if they change their mind they would be transferrable. Wait until 2nd semester for professional courses because it is hard for them to get into these courses and in other programs. Students could lose that credit if they change their mind and it isn't a general education course.
  7. Convince legislature to do something about Wisconsin tuition. We need to draw students from UP, Illinois, Iowa. If you get students here they are more likely to stay here. We are priced out of the range to get out-of-state students here. We spend money to get people here but they don't spend any money here. If we get out-of-state students here they will spend money here. The tuition is a barrier for getting out-of-state students here.
  8. Integrated with marketing campaign. They need to fit together. If we are looking at growing programs or starting new, they need to part of

marketing priority. We need to put the commercial where the need is. Program specific marketing.

9. If you look at the programs that have growth, they are unique to UW-Stout. The decreases came from the programs that other institutions have. We need to sell what we have. Being a Polytechnic means we have the unique majors, not just what everyone else has.

10. How you sequence your courses, you are never going to win. Students don't know what they want to do until they get into the major. No matter how you structure it, you are going to have problems.

11. The new TV spots are much stronger than what we have done in the past year because they focus on outcomes. This is what parents and prospective students are looking for. We need to focus more on our success stories and we need to keep telling the story again and again.

12. The idea of growing programs is opposed to how the state funds our positions since they limit our positions. Where do we get positions that support that growth? Several programs were grown but there were not the resources to support. Need a plan to support programs that you are growing.

13. If it wasn't for Customized Instruction, we wouldn't have been able to meet our goal. Need to focus on other campuses.

14. We need to focus on the uniqueness on all of our campuses. The state can't support all the same types of institutions.

15. Academic Rigor, glad to see this mentioned. Need to applaud and strengthen and promote honest exams, decrease plagiarism, improve high quality.

Q. Open Session Five
1. 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.

2. 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.

3. 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.

4. 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.

5. Overcrowded classrooms directly related to retention because freshmen need more individual attention than over burdened teachers can give them.

R. Faculty Senate
   1. Greater discussion needed re: academic rigor
   2. Another reason students may not be studying is due to working too many hours in a job
   3. Definition of academic rigor could be: The amount of work required to achieve student outcomes
   4. Rigor has to do with preparing students to think
   5. Problem solving and demanding quality work on part of students; grading things in a conscientious way
   6. Relationship between demands placed on faculty; what are we providing for faculty to address the issue of rigor? Proactive with help to instructors and faculty. It takes more time to increase rigor.
   7. Frame discussion in terms of other ongoing initiatives; try to get more of a synergy across initiatives
   8. Important when working with cross initiatives that we're intentional with our discussions with our students
   9. Re: Special Population Recruitment Marketing – not a mention of off campus offerings. We should add this to the list.
   10. If rigor is increased, more students may find it beyond their capabilities; how do we address those students? Are we willing to accept the increase in failure rate?
   11. Do we cut enrollment and increase standards or continue as is with lower retention and grad rates?

12. We lose about 10% of student cohort because they can't keep up with academic standards, but we lose more students due to reasons other than poor academic performance
13. If we increase requirements to get in to Stout, the entire rigor would increase

S. Senate of Academic Staff

1. If increasing or sustaining enrollment, do we have physical capabilities to house them, student life services, housing, U-Rec, and other services? Have we addressed this, especially with JTC offline?
2. Academic rigor – there are links between overcrowded classes and academic rigor and retention of freshmen students. Difficult issue to address with budget situation, but are there ideas to address issues like overcrowded classes?
3. Manage and balance enrollment with resources available. Grad College wants to set bar high and is devoted to excellent services. More demand means less quality services. Stout has a reputation for excellent services and we need to maintain this reputation. Look at processes to gain efficiencies. Can only grow so far before quality of services is reduced.
4. Engagement – Get Stout experience and having a co-op. Some report back and others do not. Some have class presentation in order to complete co-op experience. When students return from co-op there is a definite difference in their focus. All programs should have some experiential service/process in them.

T. Stout Student Association

1. Network more with alumni – they can be a great resource.
2. Re-evaluate the laptop program – ensure that students always get the newest computer when they come for refresh. Also consider providing a choice between an Apple and PC. We should really look to describe what the Polytechnic designation means at UW-Stout. What are we looking to do regarding academic rigor? Why is this important? Chancellor's response was that this comment came from student feedback on surveys and focus groups.

3. If we lower class sizes, have we looked at the impact on the number of faculty needed? Response was that we have done modeling on both increasing and decreasing class sizes.
4. How do we make sure that there are enough courses being offered so that students can get into classes? Classes get too full too fast.

5. We should be teaching more "outside the box" thinking – creative thinking, problem solving. We do a great job with applied learning, but not with outside the box thinking.

6. Students could benefit from more training in personal finances. Right now they learn from their parents.