Polytechnic Focus Groups

Prepared by UW-Stout Applied Research Center December 18, 2009

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Polytechnic Focus Groups
Executive Summary

This is a report of the results from focus groups on the topic of Polytechnic Learning Outcomes held in September, 2009. A total of 34 faculty members across six groups participated. Groups were facilitated by UW-Stout graduate assistants. This report describes the process used to develop the questions, the process used to recruit participants, the process used to collect and analyze the focus group data, the themes that were identified and frequencies, examples for each theme, and feedback from the focus group participants.

This project is a continuation of a process that began in FA07 when the Faculty Senate formed the Committee on Curriculum and Program Framework and charged them with collecting data regarding the application of polytechnic concepts across the UW-Stout campus. A survey was created and administered, with results presented to the Faculty Senate in FA08. Based on the survey results, this study was created to look at how learning outcomes should, would and could look like at UW-Stout.

The authors believe the data support the following conclusions:

1. Experiential learning, student research and subject matter experts in the classroom were identified as areas of opportunity to enhance learning in the learning outcome of Critical and Creative thinking skills/Intellectual and Practical Skills.
2. The Writing Center, writing-intensive classes, writing across the curriculum, technical writing, and disciplinary-specific writing were identified as areas of opportunity for learning enhancement in the learning outcome of Communication Skills in writing.
3. Providing increased opportunities for students to speak, providing second chances for students to improve their speaking performance, and increasing opportunities for learning about listening were identified as areas of opportunity for learning enhancement in the learning outcome of Communication Skills in public speaking.
4. Diversity, Gen Ed, and Study Abroad/Foreign language were most frequently identified as areas of opportunity for learning enhancement in the learning outcome of Knowledge of Human Cultures and the Physical and Natural World.
5. Collaborative teaching, Service Learning/experiential learning/applied experiences/study abroad, Problem-solving, research, and capstone experiences were identified as areas of opportunity for learning enhancement in the learning outcome of Integrative Learning.
6. Ethics, Service Learning, and Technology Concerns were identified as areas of opportunity for learning enhancement in the learning outcome of Individual, Social, and Environmental Responsibility.
7. When asked what resources would be necessary to achieve the outcomes, the areas identified were: Clearinghouses, class size, release time, infrastructure, workload/credit load, more faculty, writing center, subsidized travel for students or faculty, Grad/Lab assistants, additional pay, faculty training, evaluation of entering students, research funding, and tutoring center.
Polytechnic Focus Groups
Full Report

OVERVIEW

This is a report of the results from focus groups on the topic of Polytechnic Learning Outcomes held in September, 2009. A total of 34 faculty members across six groups participated. Groups were facilitated by UW-Stout graduate assistants. This report describes the process used to develop the questions, the process used to recruit participants, the process used to collect and analyze the focus group data, the themes that were identified, the frequencies and examples from each theme, and feedback from the focus group participants.

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METHODOLOGY

Question Development

The committee created an initial document, containing the Curriculum and Program Framework, information from the Curriculum Handbook, the Mission, Vision and Values Statements for UW-Stout, an acknowledgment of the work done by faculty in this area to this point, and the focus group questions. ARC made the first revision to the question set and returned it to the committee. ARC and the committee then met to discuss the questioning route that would be taken and how the questions would be worded. Following this discussion, ARC made another set of revisions to the questions, returning them again to the committee. Following a few minor revisions, this set of questions was approved by the committee for use. It was decided to use introductory material created by the committee as a handout to participants prior to the focus group beginning. They would be asked as a group to read it before the first question was asked. (See Appendix A)

Recruitment

One of the goals of the Polytechnic focus groups was to obtain representation from all/most programs on campus. To achieve this, the initial plan in SP09 was to contact the Program Directors from each program and ask them to nominate two people who would be interested in participating in the process. When the Program Directors responded, their nominations were forwarded to the Applied Research Center (ARC). The ARC contacted the nominees and asked for their general availability for the remainder of the semester to plan group times. Due to the timing of the groups being close to the end of the semester, there was not a high enough rate of response to continue with the project in SP09, and it was agreed to postpone the project until FA09. Faculty who had agreed to participate were notified via email by the ARC that the project had been postponed and thanking them for their participation to that point.

ARC met with the committee to plan the timeline for fall semester, 2009. At that time, it was determined that the groups would take place during the month of September, as the committee felt the participation would be higher in September than in subsequent months during the semester. That meant recruiting would take place during the summer of 2009. Two invitations were created by the ARC to be sent over the signatures of Steve
Deckelman and Abel Adekola. The first invitation was a paper document which was mailed to faculty’s home addresses, describing the study and letting them know they would be receiving an email the following week that they would need to return with scheduling availability. The second invitation was an email containing a form to complete indicating general availability. The Faculty Senate office was responsible for obtaining the mailing lists and for producing, assembling and mailing the first mailing, and for distributing the email and a follow-up email in July/August, 2009. Responses were forwarded to the ARC. The deadline for the Committee to forward names to ARC was August 7, 2009. There were approximately 24 responses at this time.

At this point, a discussion was held about how additional recruitment might be accomplished, and Renee Howarton agreed to recruit personally by telephone. ARC created a list of 269 faculty with their home and work telephone numbers, using the data warehouse, and Renee worked from that list. She removed everyone who had already agreed to participate and committee members before beginning to call. ARC provided a sample of a recruiting script, and asked that Renee let participants know that further correspondence would be forthcoming from the BPA office via email, and what their preferred method of continued correspondence would be (phone or email).

Renee made recruitment phone calls beginning Friday, August 7, and continued calling through Wednesday, August 12th. She began by first calling the office number, and if there was no answer, she called the home number when it was available. Two phone calls were made to most faculty. A total of 26 faculty members who agreed to participate in the groups were recruited using this method.

To schedule groups, the availability of the facilitators was plotted out, and the respondents to the recruitment email were plugged into those times. Groups were scheduled where the largest number of faculty indicated they could attend. Six groups were scheduled, beginning Friday, September 11 and completing Wednesday, September 23rd. A variety of days and times were selected where possible. Faculty who were recruited by Renee were sent an email by ARC with available group times, and they were asked to return the email with all groups they could attend indicated. From there, they were scheduled into existing groups and sent a confirmation email with their group date, time and location. If no group times would work, their schedules were placed into a separate file for use if additional groups were scheduled.

Emails received after the deadline had passed were sent an email thanking them for being willing to participate, but since the deadline had passed, they could not be scheduled at this time. They were placed onto a wait list, and as scheduled participants were unable to attend or were no-shows, faculty on the wait list were contacted and invited to participate.

Pilot group

It is standard procedure in the ARC office when conducting focus groups to have a mock (pilot) group prior to the first scheduled focus group. The ARC project manager is not present during focus groups, so the mock group is the only opportunity to watch the process. These groups serve multiple purposes. First, mock groups allow the facilitators and note-takers to practice asking the questions and see how participants respond to them, which helps develop additional prompts and probes. It allows the project manager to see how time is managed with the questions, and it also points out any potential concerns about the questioning route that can be changed.
before the first scheduled group. It also, in this case, allowed the project manager to see how the process of having participants read the handout at the beginning of the group worked.

Participants for the pilot group were recruited from retired UW-Stout faculty and current academic teaching staff. The pilot group was held on September 1 with six retired faculty/academic staff in attendance. Following the group, a meeting was held with the facilitators/note-takers to discuss additional probes for questions.

Focus Groups

Focus groups began on Friday, September 11, and six groups were held between September 11th and September 23rd. A total of 34 participants attended the six groups. Faculty who were placed on a wait list earlier were able to be scheduled into subsequent groups. Participants received a confirmation email when their group was scheduled, a reminder email before their group, and a thank-you email following their group. Faculty who notified the ARC that they were unable to attend their scheduled group or were no-shows, along with faculty who were not able to be scheduled into existing group times were sent an email the week of September 21st asking for additional availability the week of September 28th. Only two faculty responded, so no additional groups were scheduled.

Representativeness of the attendees

It was always the intention of this committee to obtain representation from all departments. As mentioned earlier, the original recruitment plan was to specifically recruit two participants from each of 26 departments, by asking the department chair to recommend two people from each department as representatives. When an alternative method of recruitment was undertaken in summer 2009, it was still a goal to obtain representation from as many departments as possible. Ultimately, faculty from seventeen departments, Education Administration and the College of Education, Health and Human Sciences attended at least one of the focus groups. Departments represented can be seen in appendix B to this report.

When participants attended their group, they signed an attendance sheet and received a consent form. After the facilitator introduced the group to the participants, they were given the handout to read. After all participants had read the handout, the facilitator began the group. Following the last question, participants were given a comment card to complete. They had the option of returning it via campus mail or placing it into an envelope at the focus group. Following the first group, the facilitators and note-takers met with the ARC Project Manager to discuss the group and make adjustments to the group process. Additional follow-up and probing questions were discussed, along with the language to use when asking for additional information.

Following each group, the ARC Project Manager met with the facilitator and note-taker to discuss any problems/concerns with the group. Follow-up emails were sent to focus group members as necessary. Committee members were advised when issues arose, but were not told who made the comments. If the concerned participant wished, the ARC Project Manager passed on their concerns anonymously to the Committee on Curriculum and Framework, and passed the committee’s comments back in turn.

Analysis
The notes taken by the note-taker were completed by listening to the recorded files of the focus groups, and enhancing the notes. Where the conversation in the focus group went off-topic or was about things that were already being done by participants in their classrooms, the information was not included in the notes from the focus group. After the notes were enhanced, both of the facilitators, the note-taker and the ARC Project Manager received copies of the notes from each group. Everyone read the notes in their entirety and independently wrote up notes on what themes emerged for each learning outcome discussed, along with themes related to resources. The entire team then met as a group to discuss the themes and decide on what themes would included in the coding structure, and what the definitions would be for each theme. Each outcome was coded by focus group and the coding verified by a second person. After the coding was completed, frequencies were determined and the results were put into tables along with examples from each theme/subtheme.
RESULTS

Learning outcome #1: Critical and Creative Thinking Skills/Intellectual and Practical Skills

For the first learning outcome, there were three themes identified, with a total of 20 comments. The most frequently mentioned theme was experiential learning, with 10 comments in this area. The comments for this theme covered both research conducted in the classroom and learning experiences outside the classroom, along with comments about bringing experts to the classroom to discuss what it’s like working in their field of study. Experiential learning was discussed in all six groups, while the other two themes were discussed in two groups each. Frequencies, definitions and examples for all themes in this outcome are shown below in table 1.

In the theme of experiential learning, the comments were about getting students out of the classroom and taking them out into the “real world”. One participant mentioned taking intellectual content and bridging that to their (the students’) real world. Ways suggested that this could be done included:

- Taking students into a business
- Using WinTerM specifically for applied classes, being able to visit places
- Offering courses with a larger service learning component and giving the option of taking it for either 3 or 4 credits, with the 4-credit class having the larger service learning component.
- More “real-world” application where students are out working in business

In the theme of student research, there were seven comments across three groups. Suggestions for providing additional experiences for students in this area included:

- Creating a professional school model/onsite school
- Having a capstone course that takes a classroom project farther than in their classroom work
- Additional classes/experiences in statistical analysis
- More research opportunities infused into courses
- More coursework in qualitative methods
- More emphasis on applied technology in research
- More experience with SPSS and other statistics programs at Graduate level
- More emphasis on integrating Excel and other research tools at UG level

In the final theme of Subject Matter Experts, there were three comments across two groups about bringing experts to the classroom to provide information to students about what working in the field involves.
Table 1 Outcome #1

**Critical and Creative Thinking Skills/Intellectual and Practical Skills, including:**
- Inquiry, analysis and problem solving
- Higher order qualitative and quantitative reasoning; research
- Technology applications for research and project development

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<tr>
<th>Theme</th>
<th>Frequency/ %</th>
<th># of groups</th>
<th>Definition</th>
<th>Examples</th>
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| Experiential Learning  | 10 50%       | 6           | Includes comments about service learning, internships/coops, field trips, trips to job sites, collaboration with business, and student teaching. Differs from student research theme in being more about off-campus experiences and more job-related vs. research related. Application to “Real World” mentioned. | • …their really deep learning occurs when they can connect their courses with real world experience.  
• Community service application in terms of that critical and creative thinking working in engaging the public in whatever their endeavor is.  
• Perhaps more real-world application where students are either out and involved in industry... |
| Student Research       | 7 35%        | 2           | Comments about applied research projects in class, research requirements – things that occur in class or are related to classes being taken. Capstone experiences also mentioned. | • We already have clinical experiences but it always could be enhanced and if we had a professional school type of model, if there was an onsite school, which would help.  
• …more research opportunities to be either infused into courses or a more effective way of communicating this. A faculty member might be interested in engaging in an independent study with a student for some research.  
• Maybe a fair amount of research they would have to do on the company or on... |
Subject Matter Experts in the classroom  
3  
15%  
2  
Comments about having practicing teachers come to the classroom and speak about their experiences.

- I also think it’s valuable as we send our students out to the different placements that they’re in, to really work out something so that those teachers out in the trenches can come in and offer those expertise that they have within my class.
- It’d be nice to have somebody from the schools, similar to a business, to come in and talk to my class
- …or industry is in and involved with students that could drive that analysis and problem-solving

Learning Outcome #2: Effective Communication Skills

For the second learning outcome, there were two themes identified, with a total of 24 comments. The most frequently mentioned theme was Writing Skills, with 15 comments. Comments were about the Writing Center, about writing-intensive classes, writing across the curriculum, technical writing, appropriate spelling/grammar in written materials, and disciplinary-specific writing. Frequencies, definitions and examples for all themes in this outcome are shown below in table 2.

Suggestions for how to enhance the writing skills of students included:

- More/any writing-intensive classes
- Each major picks out a couple of writing-intensive courses
- Be able to send papers to someone online who can make suggestions to them
- Refer students to writing center or have someone from the center come to your class
- Writing across the disciplines
- Integrate communication skills into other curricula besides Speech and English
- A senior capstone requiring “real research” in Chemistry or Biology that requires a paper with a lit review
- Having Technical Writing be a requirement
• Mentor students’ writing skills by requiring appropriate language, etc in emails.
• Modeling email etiquette to students
• Teaching students how to write in their discipline
• Advanced writing classes
• Designate some writing-specific classes and then have lower class sizes so they can have multiple attempts at writing with a lot of feedback that would truly be helpful

The second theme identified in this learning outcome was Speaking Skills. In this theme, nine comments were made across six groups. Suggestions for how to enhance the communication skills of students included:

• Giving students the opportunity to make a presentation, see themselves via recording, self-critique, self-reflect, improve, and give the presentation a second time.
• Giving them more opportunities to speak in class
• Three-credit speech requirement
• Have students give presentations on what they’re doing in their major
• Learn about listening as a part of communication, not just speaking
• Have practitioners in the field come in and critique presentations, particularly in art and design industry

Table 2 Outcome #2

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<th>Effective Communication Skills, including:</th>
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<td>• Listening, speaking, reading, writing and information literacy</td>
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<td>• Effective communication appropriate to each discipline</td>
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| Writing Skills | 15 | 5 | Includes comments about the Writing | • I think if you see a student is having trouble with writing or speaking or even a reading that you
Center, about writing-intensive classes, writing across the curriculum, technical writing, appropriate spelling/grammar in written materials, and disciplinary-specific writing.

could refer them to that or even have the people that run those centers come in and help you.

• I think we could have more or any writing-intensive classes. It just seems to me that writing skills really need to be enhanced and I think the only way you get better at writing is write, write, write, write, write, and lots of feedback, feedback, feedback, and I think that’s something that could happen to promote that.

• Writing across disciplines is crucial.

Speaking Skills 63%

Includes comments about second chances in making speeches, and providing increased opportunities for students to speak. Comments about listening also being important.

• I would think if we had a center where…they recorded and actually have to watch themselves and actually force them to do it and then be able to follow-up and self-reflect on how well they did and improve and do it again.

• …I think we’re really missing the boat by only emphasizing a particular form of presentation and speech without understanding the whole larger framework of what communication actually includes.

• Ideally, we would love to hear presentations on what they’re doing for their major.

Learning Outcome #3: Knowledge of Human Cultures and the Physical and Natural World

For the third learning outcome, there were three themes identified, with a total of 29 comments. The three themes identified were Diversity, GenEd, and Study Abroad/Foreign Language. Frequencies, definitions, and examples of comments made can be seen below in table 3.

In the theme of Diversity, 13 comments were made across four groups. Examples of how to enhance students’ experiences with diversity included:

• Integrate diversity across disciplines and across the curriculum with consultants in each department to teach other faculty how to do so

• Increase student exposure to people from other countries who come here
• Connect with other countries via internet and cameras
• Invite international polytechnics to summit
• Have a pool of alumni who are willing to come in and talk with students about discrimination issues
• Provide classroom experiences where students are exposed to other cultures – even male vs. female in male-dominated fields
• Keep students from becoming defensive when having conversations on cultural awareness
• Facilitate understandings in the classroom that not everyone shares the same values and that’s OK
• Have discussions on how people’s personal values seep into the work they do and what happens as a result
• Experience different cultures, even in the Twin Cities
• Explore other areas of diversity, including learning styles
• ESL programs

In the theme of Gen Ed, eight comments were made across three groups. Examples of how to enhance students’ experiences in the area of Gen Ed included:
• Strengthen it and add credits by scaling back on program credits. Increase GE credits for writing, math, statistics, calculus, history, social science, English.
• Require gender studies in Gen Ed
• Increase the science requirement to 8 or 12 credits
• Don’t give up any more in Gen Ed
• Build international experiences into Gen Ed

In the theme of Study Abroad/foreign language/ESL, eight comments were made across four groups. Examples of how to enhance student’s experiences included:
• More economical opportunities for study abroad
• Require a global experience of every graduating student
• Have a global experience requirement vs. a foreign language requirement
• Have a project-based experience outside the U.S. with a multinational company
• Have an ESL program
• More language and foreign language courses using the languages of students here (Hmong, Somali)
• Teach Chinese and send students to China
• Send students to foreign-speaking countries to learn the language

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| Diversity   | 13     | 4           | Comments about increasing diversity to meet this learning outcome. Comments are about more diverse faculty, more diverse students, more experiences with diversity (global and local), integration of diversity in the curriculum. | • Our students have to interact more with people that are different than themselves, we have to make sure that they have those experiences and this is not a diverse area, but it’s more diverse than we give ourselves credit for. There are lots of opportunities to work with the Somalian population and the Hmong population, the African-American population is just over that river that we pretend is some huge barrier.  
• Along with the idea of having a pool of alumni, maybe having people that are willing to talk to classes. I always find that when I talk to classes and bring up the idea that discrimination exists, I get a lot of pushback on this. They might not believe me but they might believe someone who will come in to talk that’s had that experience.  
• …to facilitate an understanding that not everyone may share a particular set of values and that’s OK and to do some more work on understanding where your standpoint is and understanding that you have a perspective and that’s your perspective. |

| Gen Ed | 8 | 27% | Comments about changing the existing Gen Ed structure to meet this learning outcome. Includes comments about decreasing program credits and increasing Gen Ed credits, about not taking any more Gen Ed credits away, about increasing Gen Ed classes in different areas of study. | • …Our science at a Polytechnic is laughable…more math, more statistics, or calc, they can get rid of the technology credit because I don’t think they need to take tech in their programs. And, to increase their social and English and history set. That is where they learn different skills from what engineering and science departments teach them.  
• It needs to be built into program itself in program-specific courses so students can get Gen Eds while integrating this.  
• Well, we have this breadth requirement but I think we should allow students to have their choice of breadth and depth. Because taking 18 credits of social sciences and humanities and if you spread that out there are only 6 different classes or whatever and they get no depth. |
| Study Abroad/Foreign Language | 8 | 27% | Comments about using the Study Abroad learning experience to meet this learning outcome, comments about adding foreign language requirements, comment about non-availability of ESL. | • Many neighboring universities are starting to require a global experience of every student that graduates. I do not know if I recommend that but it sure would be nice for a school of education to require some kind of international experience.  
• I would rather see a global experience rather than a language requirement  
• It might be project based, with multinational organizations where we would travel to that company away from U.S. soil. |
Learning Outcome #4: Integrative Learning

In the fourth outcome, there were 29 comments across five themes: Collaborative Teaching, Service Learning/Experiential Learning/Applied Experiences/Study Abroad. Frequencies, definitions and examples are shown below in table 4.

In the first theme, Service Learning/Experiential Learning/Applied Experiences, there were nine examples across five groups. Examples for enhancing the learning experiences of students included:

- Be able to find service learning opportunities for 100 and 200 level classes through the TLC
- Create a common freshman project or requirement
- Have a way to support internships academically
- If experiences are required, make sure they are quality experiences where students are learning, not just doing
- Integrate the internship program into the Polytechnic designation
- Develop more internship possibilities in the environmental field

In the second theme, collaborative teaching, there were 8 comments across five groups. Examples for enhancing the learning experiences of students included:

- Affirm the value of interdisciplinary courses
- Provide value and support for interdisciplinary work
- Have multiple faculty involved where there are different components to a class (classroom and experiential)
- Make it easier to work with professors in other areas so time frame is reduced.
- Make connections across business and industry
- Make it easier to have flexible courses as far as crossing majors with credits, etc.

In the third theme, problem-solving, there were five comments across three groups. Examples for enhancing the learning experiences of students included:

- Assignments that increase the students’ tolerance for ambiguity

| Table 4 Outcome #4 |
Integrative Learning, including:
- Synthesis and advanced accomplishment across general and specialized studies
- Undergraduate and graduate research opportunities; application of knowledge and skills for solving complex problems
- Undergraduate and graduate experiential opportunities; internships, Study Abroad education, service-learning options, etc.
- The ability to understand and solve problems from multiple perspectives and disciplines

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| Service learning, experiential learning, applied experiences, study abroad | 9    | 5           |                                                                             | • I would say look at the internship programs, what are they achieving when they go out? What are the objectives? Maybe these objectives need to be revisited to integrate the entire polytechnic designation.  
• We have to ensure that if they are required we have to make sure they are quality. Often in internships, they are just doing and not learning.  
• We can encourage study abroad and the same thing with service learning. Students don’t have the money to study abroad and there’s pressure for them to have a job so they can pay for school at the same time they can’t leave for 3 weeks or 6 months and we need to look for more ways in the department or the school to help students find ways to study abroad. |
| Collaborative Teaching                          | 8    | 5           | Comments about using collaborative teaching to increase integrative learning, comments about interdisciplinary teaching, comments about breaking down barriers/boundaries to                                                                             | • Every field needs to collaborate. Maybe have one or two that are crucial to work together.  
• Find more ways to get people to work across the curriculum without making it painful. What I mean by pain is where is the time going to come from?  
• I look at stuff coming out of the Industrial Design area, of students doing skate costumes for the Olympic teams. No one in the apparel industry was ever contacted to give advice on that product. I |
**Integrative Learning, including:**
- Synthesis and advanced accomplishment across general and specialized studies
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<td>don’t think we have the time or the resources but also, we’re not encouraging our students to reach out because we’re prone to do that and we don’t have time so it just doesn’t happen.</td>
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| Problem-solving | 5  | 3           |            | • Finding some way to help people, the instructors, to learn how to do things that call on higher order thinking rather than presenting lower order learning would be helpful.  
• Case studies, open-ended solutions/problems. I’ve found Freshmen/Sophomores really like those problems that only have one answer. All of a sudden there’s more than one right answer and they lose all their confidence in what they’ve come with.  
• Understanding and solving problems from multiple perspectives and disciplines. |
| Research   | 4   | 3           |            | • I think we could require a research component at the undergrad and graduate level and then the funding to go and present this research at a conference or wherever.  
• I know that’s one weakness that we don’t encourage students to publish or present research and they’re probably not as interested in it. I think |
Integrative Learning, including:
- Synthesis and advanced accomplishment across general and specialized studies
- Undergraduate and graduate research opportunities; application of knowledge and skills for solving complex problems
- Undergraduate and graduate experiential opportunities; internships, Study Abroad education, service-learning options, etc.
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| Capstone experience| 3 10%  | 2           | Comments use the term capstone, as well as comments about providing an experience that ties everything together across their studies | - If there are capstone-type projects, a great thing to do is students need to identify what allied fields are associated in what they want to do for them to intentionally name and describe.  
- Most of our programs have “capstones” but we need to know how do students relate to Gen Ed courses that help them in their capstone experience. What did the courses do to help you better understand your capstone experience and draw those things all together.  
- I think capstone-type approaches; service learning approaches that just pull all of those skills together are very applicable for integrative learning. |

Learning Outcome #5: Individual, Social and Environmental Responsibility

In the fifth and final outcome, there were three themes identified; Ethics, Service Learning, and Technology Concerns. There were 23 comments across these three themes. Frequencies, definitions and examples for each theme are included below in table 5.
In the first theme, Ethics, there were 13 comments across five groups. Examples for enhancing the learning opportunities of students included:

- Teach students to debate ethics in a constructive way
- Integrate ethics/ethical implications into classes
- Expose students to varying opinions related to ethical reasoning
- Use case studies to create awareness of the connections between all of us in the world
- Create a six or seven discipline ethical course
- Require one case study/ethical dilemma in each discipline and have students respond to it (UG and Grad)
- Include civic knowledge and engagement
- Using the ethics center as a resource to get ideas about integration into the curriculum

In the next theme, Service Learning, there were seven comments across three groups. Examples given to enhance the students’ learning experience include:

- Increase awareness of service learning to students
- Instructors need to promote service learning and activism
- Getting students and faculty to work in the community to utilize their skills
- Get students more engaged outside of the classroom in organizations and activities, for example requiring participation in an organization
- Showing students the connections between service learning and future employment in a tighter job market
- Expand partnerships with social services organizations, not just businesses

Table 5 Outcome 5

<table>
<thead>
<tr>
<th>Individual, Social and Environmental Responsibility, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Knowledge</td>
</tr>
<tr>
<td>Local and global engagement</td>
</tr>
<tr>
<td>Ethical reasoning</td>
</tr>
<tr>
<td>Skills for lifelong learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme</th>
<th>Freq/ (%)</th>
<th># of Groups</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics</td>
<td>13</td>
<td>5</td>
<td>Comments about ethics</td>
<td>It could be possible to integrate ethics or what are the ethical implications into my class</td>
</tr>
</tbody>
</table>
Individual, Social and Environmental Responsibility, including:
- Civic Knowledge
- Local and global engagement
- Ethical reasoning
- Skills for lifelong learning

<table>
<thead>
<tr>
<th>Theme</th>
<th>Freq/ (%)</th>
<th># of Groups</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning</td>
<td>57%</td>
<td>3</td>
<td></td>
<td>including reasoning, debates, case studies and discipline-specific ethics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- There’s a term in business, 25% of decisions managers make can be classified as good ethical decisions. Doesn’t mean 75% are bad decisions but there is some kind of flaw. Part of that is ethics-related or along that line. In every course some sort of ethical component.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- We could be bombarding them with more opportunities to have to grapple with these types of issues in our classes. I don’t know that we spend that time with ethical reasoning.</td>
</tr>
<tr>
<td>Technology</td>
<td>30%</td>
<td>1</td>
<td></td>
<td>Comments about using service learning experiences to achieve this outcome</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Getting students, getting faculty to work with students in the community to engage in their desired professions. Let them go into the community and utilize the skills that they’ve developed and share them with the community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- I think we kind of get these really cool things in upper level courses and I think we need to get them while they’re young, get them right away.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- …I really would like to expand our partnerships with social services organizations and some of the other local health care and service providers to partner with them as well and not just to think of polytechnic as partnering with business. I think as well intentional integration of ethics into a curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- We have a great focus on technology but we are missing the bigger element of the human being.</td>
</tr>
</tbody>
</table>
Individual, Social and Environmental Responsibility, including:
- Civic Knowledge
- Local and global engagement
- Ethical reasoning
- Skills for lifelong learning

<table>
<thead>
<tr>
<th>Theme</th>
<th>Freq/ (%)</th>
<th># of Groups</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concerns</td>
<td>13%</td>
<td></td>
<td></td>
<td>The human has now become victim of the technology. Like those caught up in gaming. Students sitting next to each other texting instead of talking to each other. It is happening all the time.</td>
</tr>
</tbody>
</table>

Resources

With each learning outcome, participants were also asked about what resources were needed to accomplish the enhanced learning experiences they described. Since there was considerable overlap from outcome to outcome, the resources are combined across outcomes. All themes, frequencies, definitions and examples for resources are shown below in table 6.

There were 14 themes identified with 3 or more responses per theme. The themes were: Clearinghouses, Class size, Release time, Infrastructure, Workload/credit load, More faculty, Writing Center, subsidized travel, Grad Assistants/Lab assistants, Faculty training, evaluation of entering students, research funding, additional pay, and tutoring center.
For the theme Clearinghouses (22 comments), suggestions for resources needed included:

- A clerical position that maintains a centralized inclusive calendar for everything going on around campus.
- Have people finding coop experiences for students
- A speaker series
- More FTE for foreign language faculty
- A clearinghouse to let people know what we’re doing
- Someone to liaise between UW-Stout and the Menomonie elementary schools
- An extension affiliation
- A well-funded curriculum coordinator
- A pool of alumni who are practicing professionals in all our programs to come in and speak to the students
- Someone to match people at UW-Stout up with social service organizations in the community to develop service learning projects; a service learning center
- Someone to help connect instructors with Business and Industry people who have project work for students
- A coordinator for civic engagement

For the theme Class Size (18 comments), comments about how class size affects the desired learning outcomes included:

- With class sizes increasing, assignments that would push students towards achieving the learning outcomes are being removed from the syllabi, not added.
- We can’t teach discussion courses of 50 people.
- The personal touch you would like to give to classes goes out the window when you have 96 students in a class. It then becomes a lecture.
- Once you get upper level classes down to 12 or 15 that’s great, but then you don’t have the SCH and you lose positions.
- With the class size, it’s difficult to put more into your classes and get it to that higher level and to get deeper into the higher learning.
- Something has to give as you go from 24 to 30 as we’re trying to push the quality of the critical and creative thinking there is something to be said for a smaller class size.
- I think reducing the number of students in a course is critical. I have 32 students and I could not conduct this kind of work, the environment and the understanding about the critical thinking. Information is the hard thing to do with a large number of students.
- Whether it’s doing some integrative things in the classroom…or writing a research paper and giving them feedback, when you have over 20 students in a freshman level classroom you can’t give them the time that they need to develop and they get off to a bad start.
• If we’re going to have writing-intensive classes we can’t have 50 students in a class and expect that instructor to provide timely specific feedback on how to improve their writing skills.
• I guess this is the question between quality and quantity; we’re becoming a polytechnic university. We have to decide if we want more students. If we want more quality, the lectures have to be set up differently – more like experiences.
• We hear about English classes that have 25 kids, but try to grade 100 papers for one class
• If you want the high standards, people can’t do the quality of work that the university is asking them to do under the course loads and class sizes
• It takes time to involve people in higher-level thinking skills

For the theme of Release time (12 comments), comments about what release time could be used for included:

• Release time to do the work required to launch a new initiative
• Release time for research
• I don’t have time to make the connections – the resource I would need is the release time or someone that’s making a connection and showing me where these universities are and how I can make that connection.
• If you give release time to somebody maybe there’s a rotating system where you’re trying to always bring that trained person back in and plugging them back in – “train the trainer” kind of thing.

For the theme of Infrastructure (12 comments), the comments included:

• Dedicated lab space for students to do research.
• Not enough equipment to give students the experiences they should have.
• Classroom shortages. We have 5 courses right now that do not have classroom space. We had 6 yesterday but one went to online.
• Not enough resources to expand student body from 7000 to 10,000.
• Not enough resources to expand from 20 to 40 programs
• Keep the labs updated
• If we buy a $500,000 piece of equipment, it needs a $20,000 - $30,000/yr service contract. Faculty are doing maintenance and taking time away from students and instruction
• If we’re fighting over office space, we don’t have enough space
• How can you collaborate when you’re not in the same building?
• Microteaching classrooms to allow videotaping

For the theme Writing Center (8 comments), the comments included:

• Move from a crisis model to a proactive intervention
• More ESL people in the center to help International students
• More writing skills beyond spelling/grammar
• Provide resources to graduate students who are writing their theses. The writing center doesn’t serve them in any way.
• Have a reading center to help students with reading skills
• Writing center is staffed by undergrads who may not have good writing skills themselves
• Resources for distance students to get help with their writing

Participants mentioned getting additional training in areas of:

• Becoming Action Researchers
• Teaching writing in the discipline
• Pedagogy
• Technology

Evaluation of entering students was raised. Comments included:

• Knowing what students know vs. presuming they’re all on the same page
• More accurate information about what they know regarding inquiry, applying qualitative and quantitative reasoning
• Graduate students don’t come in with the experiences they need at the undergraduate level
• Disparate skills sets on incoming freshmen
• Should there be entrance exams
• Using a writing sample for admission (ACT writing sample given as example)

Table 6 Resources
What faculty, staff or other educational resources would you need to further develop and refine these learning outcomes in our students?

<table>
<thead>
<tr>
<th>Theme</th>
<th>Freq %</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Clearinghouses | 21     | Comments about needing to centralize information – includes comments about service learning opportunities, speakers, internships/coops, calendars – any comments about putting information into a central location administered by non-faculty members for easier access by faculty. | - We need an inclusive event calendar. It is crucial.  
- A well-funded curriculum coordinator to help faculty do things  
- It would be great to have a list of all the social service organizations and their needs at any one time. Something that matched people up from the community so I can go and look and see what projects or they can go and look and see this is what the classes do. Some sort of matching service or something like that. |
| Class size  | 18     | Comments about class size, faculty: student ratio, things that can’t be accomplished due to larger class size. | - I think from where I sit the most important thing we could do is drastically decrease class and teacher loads particularly to those teaching freshman level courses.  
- I would add that I have 70 advisees, like you’re saying with the class size it’s difficult to put more into your classes and get it to that higher level and to get deeper into higher learning.  
- I think reducing the number of students in a course is critical. I have 32 students and I could not conduct this kind of work, the environment and the understanding about the critical thinking. |
<table>
<thead>
<tr>
<th>Theme</th>
<th>Freq %</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Release time           | 12     | Comments about needing release time to accomplish learning outcomes.        | • I would like to add to that more faculty – not just more faculty but also release for the research…  
• I need release time to do the research so that I can get the students in my classes actually more involved in research, true research, outside of class.  
• I think that some release time to do other things or to let us have a life would be great. |
| Infrastructure         | 12     | Comments about needed infrastructure changes to support learning outcomes; comments about not having the infrastructure in place to support additional growth; comments about needed repairs to existing infrastructure, including classroom space, to achieve learning outcomes. | • Additional lab space for students dedicated to do student research. We’re fortunate in the IT area – most of our labs are used for other classroom experiences. You can’t do research if you don’t have dedicated lab space.  
• We don’t have enough equipment sometimes to give students the experiences that they work with the equipment that they should have experiences with.  
• Often I see faculty who are doing that maintenance stuff and taking time away from students and instruction. I see them trying to fix that press or something like that… |
| Workload/ credit load | 11     | Comments about workload preventing outcomes from being achieved; credit load reduction to achieve outcomes. | • In my field the official standard is that an English teacher should have no more than 3 classes.  
• If you want the high standards, people can’t do the quality of work that the university is asking them to do under the course loads and class sizes.  
• Work load reduction – to really engage the students. |
| More faculty           | 8      | Comments about adjunct faculty not being the same                          | • We need more faculty, we need real, walks like a duck, talks like a duck faculty.                                                                                                                        |
What faculty, staff or other educational resources would you need to further develop and refine these learning outcomes in our students?

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<tr>
<th>Theme</th>
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<th>Definition</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
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<td>%</td>
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</tbody>
</table>
| as tenured faculty in achieving learning outcomes, need for more faculty. | | • I guess that goes back to bringing in more FTE  
• We’re always going to need more faculty, we’re continually short on faculty |
| Writing center | 8 | Comments about needing to expand the writing center to achieve learning outcomes – includes comments about increasing help to grad students, ESL and minority students, helping distance students | • I’d like to see it moved from less of a crisis model to more of a proactive intervention that offers a broader range of services and has a staff that is trained. We need more ESL people over there and just other sorts of writing skills other than just spelling and grammar. I would love to see that. 
• The writing center is nice but often times staffed by undergrads who may not have the best writing skills. It’s one of those kind of things where I think we need to look at it. If we are truly going to care about it then I think we need to commit resources. 
• The ESL program, it died because of finances, we are, as far as I know, the only University with no ESL program. We have international students coming into the writing center with no help. |
| Subsidized travel for students or faculty | 7 | Comments about making study abroad affordable to students, possibly by subsidizing it, other comments about how to make study abroad affordable, comments about funding travel for faculty to achieve learning | • It can’t be a burden on the student. We have to have a foundation. If we’re going to get serious we have to provide it. 
• There are external resources for international travel but the further out you go, the more competitive they get. There are some opportunities. The university had made some commitment but this is once again, a resource issue. 
• Scholarship dollars for graduate students that would enable global experiences for them. |
<table>
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<tr>
<th>Theme</th>
<th>Freq</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Grad Assistants/Lab assistants | 7    | Comments about needing Graduate Assistants or lab assistants to help achieve learning outcomes | • …we’re not allowed grading assistance, we’re supposed to be doing this all ourselves, we’re supposed to have that personal touch but that personal touch when I am standing in front of 50 students in four sections, it is just not there.  
• …the other issue is going to be, at least in the sciences, lab support.  
• We could have teams of graduate students teaching undergraduate research and it could really have a synergy going with that. |
| Additional pay               | 7    | Comments about pay for thesis advisement, pay for individual study, pay for overload, comments about not being paid as much as faculty elsewhere, availability of stipends | • I like doing reading courses but how many can I do if I’m not being paid?  
• It would be great to have other faculty come in and I’m not able to offer them stipends or anything for people in the industry to come in.  
• We need to be paid for thesis advisement in the fall and spring semesters. We currently are not paid for thesis advisement. We get a minimal payment in the summer and we get no payment in the fall and spring. |
| Faculty Training             | 6    | Comments about additional training for faculty; areas mentioned include pedagogy and writing in the discipline. | • I know how to teach Chemistry, but not how to teach writing in Chemistry…I need some professional development to be able to communicate to students what they need to come in and do to write scientifically.  
• …training for technology we get sort of that one shot inoculation and either you forget or that one hour wasn’t nearly enough to talk about all the things that you wanted to…in my own department we range from “I’ve got the latest tech toy” to “this is the on button, right?” …so ongoing |
What faculty, staff or other educational resources would you need to further develop and refine these learning outcomes in our students?

<table>
<thead>
<tr>
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<th>Freq</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Evaluation of entering students | 6    | Comments about needing to better evaluate student skill sets when they come to UW-Stout. Includes comments about students lacking skill sets, high schools not preparing them, comments about requiring a writing sample for admission | • We are getting students who have disparate skill sets coming out of high schools  
• …taught at a polytechnic in XXX. You have to take an entrance exam. We should invite them in and make them take an exam. We put so much money into these labs. If you start with bad students, how can you get better?  
• In my country, you have to take a diagnostic test in order to get into higher classes. |
| Research funding                | 6    | Comments about needing additional money to fund research; comments about increasing course fees to help subsidize the research experience offered to students.                                               | • I know food science has really great research programs but we do not have the time, money, or equipment or the money to support the equipment for students to do research.  
• It comes down to money, better economic climate; I don’t think we have the research to accomplish some of the things we want to accomplish.  
• Even at Eau Claire you get $40,000 start up if you go in to get your research program off the ground. Here, you maybe get $8,000. It’s difficult to build a research program unless you get a grant. |
| Tutoring Center                 | 3    | Comments about needing the tutoring center back to                                                                                                                                                       | • We no longer have a tutoring center – we have a writing center. With the increased class sizes and disparate skill set |
What faculty, staff or other educational resources would you need to further develop and refine these learning outcomes in our students?

<table>
<thead>
<tr>
<th>Theme</th>
<th>Freq %</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>achieve outcomes</td>
<td></td>
<td>there are students who clearly cannot pass our research design classes in their senior years for them to be able to understand what we are doing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Again, we no longer have a tutoring center. I cannot believe we got rid of the tutoring center. I was very disappointed when it left.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• We need the tutoring center back. Many of my ethnic minority students do not feel comfortable going to the writing center with majority students being the tutors.</td>
<td></td>
</tr>
</tbody>
</table>
Comments from Polytechnic Focus Groups

It is part of ARC’s focus group procedures to give participants the chance to provide written feedback about the group, as described earlier in the methodology section. Comments from the focus groups are compiled below. Comments are reported verbatim.

Participants were also asked how valuable they felt the focus group had been, on a scale where 1= not valuable at all and 3=very valuable.

Of the 34 participants who rated the experience, 19 (56%) rated their focus group as “very valuable”, with 14 (41%) rating it “somewhat valuable”, and 1(3%) finding it “not at all valuable”.

- Integration of real-world application of knowledge as well as diversity across curriculum, beginning freshman year.
- I’ve been in a number of these focus groups over the past decade. I don’t see any changes that result from them. They seem to be a great opportunity for graduate students to get research experience, but where is the follow-up to make sure ideas become action? (part of our goals for students)
- It was valuable to here (sic) that faculty across the campus have very similar viewpoints and concerns
- I was surprised by the way the discussion led to consensus so often. There seems to be a lot of agreement about key issues.
- The Polytech focus needs to incorporate the human side of technology. We often lose sight of the impact of technology on human beings from repetitive stress injuries to mental health issues to gaming addictions.
- Need Industry Partnerships, Faculty Support: Need serious improvement on teaching loads and dollars for outside learning experiences
- Needed other opps to discuss other than the outcomes already set – there is still so much more!
- Additional outcome: integrate technology to learning
- Simple fact. Stout will never accomplish its polytechnic goals without adequate funding and faculty who feel appreciated.
- Nice discussion
- It would be helpful to instruct participants in some of “ways of doing” at Cal Poly, VA Tech, MIT, etc. so we can react and put questions in this perspective.
- Started off negative and continued through mtg. Try to put more of a positive spin on why we are here and what we are trying to accomplish.
- Thank you for the invitation
- Many new thoughts brought to my attention – more discussion on new GE alignment w/individual programs would be valuable
- Resources, resources, resources, Infrastructure, Infrastructure, Infrastructure. It will be more valuable if tangible outcomes of these conversations can be seen
- Was not what was expected. Expected focus on deter. Outcomes, not on how to meet already established outcomes
• I felt like it was valuable with various opinions shared. It was streamlined and results should show common themes. It was good to hear the viewpoints of colleagues – not certain it will be considered.
• We already knew the issue – resources
• I enjoyed the opportunity to discuss the outcomes with peers. My biggest concern is how the outcomes will be used.
• What happens next?
• It was nice to hear some of my same concerns but I hate to say I am not hopeful that we will see improvement
• Phil did a great job. Questions were a bit obtuse. At times, the group didn’t know how to start a discussion on the topic.
• Phil did a fantastic job facilitating an interesting group – but please, no more unfunded mandates. Stabilize b/4 moving forward.
• Need to create dialogue not 1-way listening sessions
• Need actionable objectives! With outcomes that have commitment! Need follow-up!
• Nice job of trying to facilitate a difficult group! Interesting – perhaps we should do some needs assessment serveup on the learning outcomes. I would involve input from the students & community as well.
• Why not include the students and community members’ feedback? The questions were based upon “what can you do more of …” need to cut back in areas that do not work in order to do more, feasibly. I learned about the learning outcomes but was out-talked during this session.
• The question that seems absent today is what are you willing to do away with in another area if more is selected in another area.
• The outcomes need to be specific regarding the focus on Polytechnic University
• Each outcome may require to define the levels.
• Give time to discuss
• I think to be a truly Polytechnic university, we need a “school of engineering”. I also think that interdisciplinary collaboration, undergraduate research, capstone projects are vital
• I always appreciate getting together with colleagues form other disciplines – I learn a lot. Thank you for the opportunity to participate
• Good, but faculty cannot be only focal point. Support is also needed from admin & message of responsibility conveyed to students
• In verbalizing our thoughts about what we would like to see in our classrooms and at Stout in general, I got some very useful and practical ideas from the other participants in the group.
Appendix A
Handout to participants

Curriculum and Program Framework Background

(Created by the Committee on Curriculum and Program Framework)

During fall semester 2007, the Faculty Senate formed and charged the Committee on Curriculum and Program Framework with collecting data regarding the actual application of polytechnic concepts across the UW-Stout campus. An electronic survey was developed and distributed to faculty exploring how the “polytechnic” concept is being applied within their college, department and especially their courses. The intent of the survey was to identify:

- Learning outcomes desired for our polytechnic graduates
- Actual or future use of polytechnic influenced teaching and learning activities
- Importance of teaching and learning activities to the advancement of UW-Stout’s polytechnic concepts
- Actions needed to bring about a polytechnic curriculum & program array

Results of the survey were prepared by the Office of Budget, Planning and Analysis. The Curriculum and Program Framework committee presented its report to the Faculty Senate in early fall 2008. The report highlighted several topics that the committee recommended be discussed by the Faculty Senate and at the college and department level. In response to the ensuing fruitful discussion of Stout’s new polytechnic designation and the implications of this for student learning outcomes and pedagogical activities, the Faculty Senate and the current committee invites you and other focus group members to discuss desired Learning Outcomes and to explore how those concepts should, would or could be implemented at our polytechnic university. Depending on the outcome of faculty input, it is the goal of the committee to submit a report to the Faculty Senate recommending broad student learning outcomes at UW-Stout. It is believed that this dialog is advantageous because:

- It promotes a discussion of the value and meaning of baccalaureate degrees at UW-Stout especially set within the framework of our polytechnic designation.
- Although UW-Stout has a history of being a polytechnic university, this conversation encourages the intentional application of polytechnic concepts across all academic disciplines.
- This conversation serves to unify attitudes and efforts of employees as they internalize the polytechnic theme within their areas.
- A discussion of learning outcomes fosters a broadened educational environment that prepares students to be flexible and adaptable for changing economic and career applications.
- Identification of desired learning outcomes for UW-Stout students provides an across-the-board informational basis for beneficial exchange among faculty and staff and industry advisors and financial supporters.
Jumpstarting Focus Group Dialogue

The following information is a compilation of the Focus 2010 goals, polytechnic discussions, a review of peer polytechnic universities, LEAP Learning Outcomes, and current proposed UW-Stout Mission and Vision statements.

What does it mean to grant a baccalaureate degree at UW-Stout?

The Baccalaureate Degree traditionally indicates successful completion of undergraduate matriculation. Awarded by the university faculty, the degree signifies the student’s entry into the community of scholars. It is expected that those upon whom such status is conferred have demonstrated a readiness to contribute to the world’s civility, prosperity and commonwealth.

The Baccalaureate Degrees awarded at the University of Wisconsin-Stout reflect the institution’s unique mission. UW-Stout provides distinctive programs leading to professional careers in the human services, education, industry, and commerce. Programs of study include a breadth of courses in the areas of the humanities, natural, social, physical and behavioral sciences, communications, analytic reasoning, health and technology.

(Excerpts copied from UW-Stout Curriculum Handbook)

MISSION, VISION AND VALUES STATEMENTS FOR UW-STOUT

Who do we profess to be?

Mission:

University of Wisconsin-Stout is a career-focused, comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, grow the economy and serve a global society.

Vision:

University of Wisconsin-Stout will build on its position as a distinguished polytechnic institution and as an international leader in higher education. We prepare lifelong learners, ethical leaders and responsible citizens through collaborative programs that integrate applied learning, theory and research with business, education, industry, arts and government.

Values:
“James Huff Stout turned toward the morning of life. The past did not awe him; the future alone lighted his path. He wrought a new venture in schooling that paved the way for vocational education. He did more to bring the joys of reading to the lonely masses of Wisconsin than any man in his generation. He had a nobility of spirit that saw down through the years... He was an inextinguishable light, ever blazing with fresh ideas that were to spread beauty, cheer and enlightenment into the dark corners of his beloved state and the wider world.” Fred Holmes, Badger Saints and Sinners (1939).

The University of Wisconsin – Stout values:

The advancement of academic excellence;
The nobility of spirit, a diversity of people, respect and inclusion for all;
The pursuit of innovation, technology and sustainability with a constant eye to the future;
The ideals of collaboration, competence and continuous improvement;
The commitment to education as a means to illuminate the lives of all

The committee members recognize and honor the hard work and numerous accomplishments of our UW-Stout faculty and staff! We thank you for what you do each and every day to educate students. Keeping your past contributions in mind, we ask that you discuss the following Learning Outcomes and polytechnic-oriented questions with an idea to their future applications.
### Appendix B

**Departments that participated in the Polytechnic Focus Groups**

<table>
<thead>
<tr>
<th>Department</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>Apparel/Comm Tech</td>
<td>Food/Nutrition</td>
</tr>
<tr>
<td>Art/Design</td>
<td>HDFS</td>
</tr>
<tr>
<td>Biology</td>
<td>Hospitality/Tourism</td>
</tr>
<tr>
<td>Business</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Operations/Management</td>
</tr>
<tr>
<td>Construction</td>
<td>Psychology</td>
</tr>
<tr>
<td>Education Administration</td>
<td>Rehab/Counseling</td>
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<tr>
<td>EHHS</td>
<td>Social Science</td>
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<tr>
<td>English/Philosophy</td>
<td>SOE</td>
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<td></td>
<td>Speech</td>
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