

Faculty: Group 1 (October 15, 2015, 8:30 a.m.)
16 participants (3 volunteers to proof feedback report)

Enrollment Growth Issues

- The quality of targeted students
 - Economic fragility (ref: % Pell grant students)
 - Lack of academic preparedness
- An ineffective support system for the students we *are* attracting
 - Lack of academic/tutoring offerings
 - Student compliance (inconsistencies)
- The need for more academic scholarships (to compete for the better students)
- The majority of recruitment power vested in coaches (our de facto recruitment strategy)

The Big Questions: *Where do we recruit -- and why? Why do students come here – and what data supports the answer to that question?*

Student Life

- Promote the **Sophomore Experience** as a marketing asset: our work with students, engagement in activities for a more complete and successful campus experience
- Revamp and improve **freshman orientation** to create a more unique, more relevant, more competitive offering
- Strengthen the connection between coaches and faculty –more reliable system linkages and better overall management/coordination in order to strengthen across-the-board cooperation
- Create a positive version of the **academic alert system**: recognition for performance, academic accolades (and including online students)
- Make more creative use of the Winchester Center

Organizational Culture

- More rigorous support of academic endeavors should be a major system development goal. (One example of inefficiency: using faculty to watch test takers)
- Improve scheduling efficiency with a unique four-day week and extended semester (retaining same classroom hours)
- Lack of clear, consistent expectations and ineffective internal communications are THE major cultural issues:
 - Stop broad-brush “branding” and start marketing programs. This is a key piece of understanding who we are and what we have to offer.
- Tighten the link between Admissions and Faculty. Engage faculty more in campus visits; involve faculty more in admissions decisions.

Faculty: Group 2 (October 15, 2015, 9:45 a.m.)
12 participants (2 volunteers to proof feedback report)

Student Life

- Need clear expectations regarding the elements of student success. The frequent bending of the rules reflects an internal lack of identity, a too-ready willingness to dilute, to compromise, the product. *Our ability to know who we are and to stay up to date with changes affecting our students is a significant marketing issue.*
- Commuter students are a high % of our student body, yet are not a part of campus life. *An effective recruitment strategy should proactively incorporate them:*
 - Create a welcoming space, reclaim some space given over to offices rather than to students; look for space within individual departments, set up “commuter lounges” around campus
 - Promote the availability of dorm rooms to commuters for special events (nominal charges)

NOTE: As enrollment grows, dedicated commuter space is likely to become a bigger issue. Conduct an assessment of space utilization *now* to identify the most underutilized areas and transform their use around student needs.

- Need more events on campus
 - More community oriented activities
 - More events designed to build internal community
 - More social events to help connect ALL disciplines
- We need specific strategies to attract and retain non-traditional students, e.g. child care or scheduling innovations

Organizational Culture

- Address directly the pressures to relax policies in order to keep students. An effective growth strategy will balance (a) the need for special academic support for a high percentage of KWC students with (b) *consistent* student accountability for his/her academic performance. *There must be clear consequences for failure to perform.*
- A major cultural tension: Retention vs. Standards - as exemplified by
 - an inconsistent application of “rules” across all faculty
 - unclear expectations for new faculty
 - lack of strong interdisciplinary relationships needed to participate in events
- Marketing a quality KWC products requires clear performance standards
 - Consistency does not mean an absence of flexibility; for example, this might mean different approaches for assessing the performance of majors vs. non-majors (which requires cross-disciplinary dialogue)
- Need more feedback loops to ensure effective support for at-risk students, including
 - More follow up to academic alerts – including feedback to individual faculty (“I send an alert and may never know what has happened as a result.”)
- Why not an acknowledgment of student performance, i.e. a positive version of academic alerts?

The remainder of this group’s discussion focused primarily on marketing issues:

- Faculty spotlights should be a top marketing priority.
- An embarrassing lack of web and social media presence: a weak website is a negative force on enrollment growth!
 - this is the first “port of call” in recruiting, a key marketing tool and crucial first image
 - Not all faculty members are listed; data is incomplete and out of date. Whose responsibility is this? Who coordinates content? (This has been a tightly regulated process where content providers have a lack of access.)
 - Need process continuity for updating software and managing content.
 - Use faculty as content experts. This area could also be a great opportunity for tech-savvy students.

Faculty: Group 3 (October 15, 2015, 11:00 a.m.)

9 participants (1 volunteer to proof feedback report)

Student Life

- Current scenario: “childish” environment, more like middle school and high school than college (anecdote re: security guard at dance)
- Weekend exodus impedes students’ social development.
 - Need adult-like activities at dances, e.g.
 - Local bands
 - Creative use of space
- Dedicate spaces for our commuting population (important to provide a variety of areas for different needs)
- Create “cool” lounges, e.g. 4 or 5 public spaces, diverse areas designed as informal learning spaces, e.g. white boards, movable furniture, etc which can be used for group projects outside of class
- Develop strategies to get students off campus more often, e.g. partnerships with Dunkin’ Donuts, Starbucks, etc.
- Need classroom setups that respond to current lifestyles, versatile spaces (e.g. furniture on wheels) that encourage collaboration.
 - Engage alumni support, leadership, and funding!
- We are missing the WOW factor! *What does the prospective student and his/her parents SEE when they visit KWC? Go look at other institutions!*
 - We need to recover our open spaces:
 - Quick and easy fixes: ping pong table, foosball table, “hang out” space with televisions; later hours for Jasmine’s
 - How about a student-led coffee house?

Organizational Culture

- Enrollment growth vs. Quality enrollment: *How do we get out of survival mode?* We are recruiting marginal students who aren’t willing to comply with performance standards. Are we capable of attracting/developing genuine *student-athletes*?
 - *Quit talking and start doing:*
 - We need an athletics and faculty partnership based on a joint commitment to *accountability* – which must include follow through on Cares team recommendations and strong, visible support out of the president’s office
 - Look at what works at other schools, e.g. **mandated study halls for athletes** (especially important for freshmen) **where support staff and ALL faculty are fully committed, very involved!**
 - **Ensure athletes are in class.** Change weekly lists from “who’s traveling” to “who’s NOT traveling”
 - *Create a sense of urgency, take quick action, and ensure continuity in implementing changes.* This means full and visible commitment from Bart
- Develop a stronger partnership between the faculty and Development: There is no money to pay for small “extras” for students (snacks, show tickets etc). Faculty members often pick up these costs, but *this model is not sustainable.* We need an effective student activities fund managed by the S.A. Board.