

Student Responses to Possible QEP themes [unedited for duplicates]

Theme 1: Education for the common good of the global community: Putting rhetoric into practice.

Evaluating Action Steps:

- Int'l studies majors prob w/required study abroad wouldn't want to be away from SHC for a semester. Summer programs in these areas probs w/fin aid.
- Like this. Nader like immediacy. Visiting P.
- Growing perspective for abroad.
- Give them contact w/other culture that larger u's give
- Helps class discussion puts face to issues that would just be concepts
- Good in BioChem to get info to other profs doing research in real-time
- Expand offerings, choices
- Political Sci major
- Washington semester
- More effort to make accessible esp fin aid
- JVC help people plan their lives
- Scholarship optties for Peace Corps fair w/ volunteer orgs
- Draw new students
- Career Services – present options
- Gain perspective
- Real-world application – jobs how major relates to real world. Even in US seeing poverty. Continue social justice.
- Int'l events on campus help raise awareness for SHC Int'l Festival. Good to partner w/Comm Arts. Mobile Int'l Festival would be great to bring here or something similar. South good application. CPB – need oppty to fail – let students do it.
- ? about study abroad funding
- Shouldn't require because of financing
- Summer opportunities for study abroad
- Apply for assistance
- Jesuit colleges internationally (partnerships)
- Study at other American institutions
- Distance education in all areas
- JVC volunteers – let student know more about these programs
- Would help students understand the world and become aware
- Need more of a global focus
- More language offerings are important
- Financially feasible
- On campus activities will help spark student interest
- Connect language study to cultural events
- Could require students to attend one session a semester

- Language from another
- Expand our offerings
- Study abroad opportunities should be strengthened – put into actual place for premed, nursing – other colleges & universities have a big push for this – need more a preference
- People don't think outside of the box – when people go abroad, you are different. Might need scholarship opportunities to participate.
- Learn more about ourselves – what if pre-med had a program to work in a clinic for a summer.
- Culture of this country is so important – immersion is important
- No stressing enough that students must know this – not just posters, small grps – must have faculty.
- Students must have incentives.
- Girl Scout cookies – Girl Scout College
- Cutting-edge classes in distance ed
- On-line teachings – e.g. elementary education, majors might like to have communication w/others in the Jesuit Community.
- Next best thing to being Georgetown or another heavyweight – is hooking up w/one to provide classes.
- Beneficial to use other schools for new specialty.
- Put into action
- Offer later
- Sometimes optional
- Resource for after (grad) would be possible for networking.
- Students already to this internally – different friends, different experiences.
- Must use advisors – to show study abroad opportunities/options (made affordable)
- Wants today to not be just another opportunity
- Easiest to start w/a teaming of perhaps
- Incentives for profs to take students abroad (e.g., grp to Germany to study Holocaust – History)
- Summers must be offered (esp for Science majors). Start small, work your way up. Holiday time would be ok, too.
- Mission trips are another option, esp in the summer, esp right after school ends in May
- Global community idea doesn't fit/apply to all classes – ie. Pre-Calculus – connection needs to be made more explicitly
- Felt overall but not in individual courses
- Good ways to practically implement
- Study abroad – not very practical to make it a requirement – it would take away from SHC experience – other, shorter options
- Financially, can be practical for a shorter period
- Can turn some students off b/c of even more requirements
- “Enhanced emphasis” – better way – funding is a difficulty
- Linking w/other Jesuit schools – SOA – example of learning directly with other students from Jesuit schools – Linking in classrooms, visiting faculty
- Program – mtg other Jesuit students – like a retreat/conference at SHC

- Distance learning – schools across world – 3rd World countries
- El Salvadorian school – exchange/program
- Shouldn't let security issues hold us back
- Service
 - Poorly managed – too much for one program/person to facilitate – expand Foley Center
 - Service work + passion – need to make service
 - Branching w/Volunteer Mobile – more facilitation through Foley - Wilmer Hall, Habitat, Big Brothers – don't count at Foley Center
 - Service – learning component – not necessarily well – facilitated
 - More than tutoring is needed!
 - Reorganize, show options
 - Transportation – big issue!! – assumed that you have a vehicle
 - To many obstacles – better organization
 - Service as work study – good component
- Expand/develop foreign language
 - Small offerings – expand
 - Offer majors, minors, more languages
 - Latin – pre-med, theology, law
 - Greek, sign language – expand – work w/USA to offer it
 - Facilitate the connection more easily
 - Or distance learning – TV, technology – for other courses – political science
- Ignatian class – fits in both Theme 1,2 – applies directly to main emphasis of school – where Ignatian theology/Jesuit mission comes from
- Internships – offer more from a departmental approach
 - More than work study
 - Office or academic depts. – ie. Financial aid, campus ministry
 - International internships
- Overall comments – Theme I – eliminate SHC bubble
- Phrasing: “global and local”, “the community” “common good”
- Expand opportunities, more student – faculty interaction, reorganize service/Foley Center
- Foley Center – more faculty, “young/fresh energy” – expand opportunities outside tutoring – more feasible/accessible to students – times, transportation
- Like idea of participation around Mobile – not the richest community. People can't ??? – makes you reevaluate what you want to do with your life. Applies to all fields – learn for others
- Themes 1 & 2 go together
- Need to take better advantage of Jesuit network – helps with identify of who we are – remind us what it means to be a Catholic school (e.g. JVC)
- Problem – financial cost of study abroad – scholarship might be needed for many students
- Campuses abroad – difficult to find programs to do. Protocol to make it easier
- Spring break trips - underused by students – could get bigger
- Don't forget local service trips – Foley Center could coordinate, but Foley Center needs reform/resources – broader range of experiences more related to major
- Need to appeal to broader base of students. Same ones take advantage of opportunities

- Concern being politically correct keeps us from stretching ourselves to really fulfill the mission
- Requiring students to study abroad for certain majors – we would need to find a way to make it affordable to all students
- We tend to appeal to some audience with many activities – should try to expand the interest group to pull in others – maybe we push the idea of Catholic institution – puts off others who aren't Catholic
- Newer/fresher concept to students (other two areas already here and visible)
- A lot of students don't have the money to travel. Students should have the opportunity to travel
- A lot of graduates wish they had traveled abroad. Studying with other students of other societies would enhance the mission
- Would open your horizons to other cultures.....
- Students don't respect current campus, why should we send them abroad. Not all students should be eligible.
- Theme should talk more about community respect
- Study abroad should be an application process
- This theme would bring the campus closer together – the “common good”
- Study abroad could be an “immersion process”
- Down video links...Friday night group that video links to other groups of students in another country
- “Expanded use of the campus...” not feasible...students won't participate if not motivated
- Expand curriculum to place more emphasis on living and working in a global community, which is composed of many cultures, languages, religions

Potential Action Steps

- Job opportunities after college that fit the theme
- Add not just language, but into core – e.g. Catholic social thought in THL 101
- Required course – e.g. 2nd required THL
- Language offerings too infrequent move majors – move frequent to links with South. Expand majors in LG Teach 101/102 in “off” terms
- Alumni and student involvement – e.g. internship
- CA major – little exposure to rest of world. (exception was integration video) Need direct contact with other countries. Should be in both core level and in the major
- Something specific in every major for int'l understanding – perhaps change meaning of diversity requirement – world perspective
- Network with local schools in int'l affairs
- Campus abroad
- We don't have a centralized place to go to help with study abroad opportunities – may need to standardize/create protocol for study abroad in certain majors
- Expand Spring Break mission trips
- Extended senior trips in the community – surrounding area

- Reform Foley Center – more than just tutoring – i.e., link pre-med students with clinics etc.
- Job opportunities after college in other institutions
- Maybe include some concepts of common good into more courses (Catholic Social Teaching)
- Alter Theology requirement to include social thought as a required
- More language courses here or easier to pick up credits from South, as foreign lay, classes aren't offered very often – if you miss it, you are behind
- Open up leadership/conference/workshop opportunities to more students (i.e., Jesuit Leadership Workshop that Tori/Andrew attended last summer) Market it more to students – help to network with students from other Jesuits
- Every major should have an avenue to tap into this – ed for the global good
- Increase int'l student population
- Expanding and promoting study-abroad options (for example, requiring international business, international studies, and Hispanic studies majors to spend one semester abroad)
- Exploring on-line linkages to other Jesuit colleges throughout the world. Include faculty/student exchanges, both in-person but especially via distance learning opportunities
- Expand method of learning by usage of distance learning capabilities
- Enhanced emphasis on Jesuit Volunteer Corps and other global volunteer options
- Expanded use of the campus as a local site for global-related events (Chamber of Commerce, International Festival)
- Expanded language offerings, again perhaps by using distance-learning capabilities to make such options more feasible
- One of the 3 required theology classes should be World Religions
- One of 6 hrs in social studies should be a study of current cultures
- Expand curriculum to include international component for existing majors in: Finance, Business(exists, but should be stronger), Marketing, Public Relations, Economics, Com Arts, Writing, Computer by including other platforms or role of technology in other cultures
- Expand majors offered to prepare for a world community: E-commerce (already offered at other institutions), more language majors (already offered at other institutions), sciences could be expanded

Theme 2: Intentionally educating students to be in service for others: Fostering a stronger environment of solidarity and social justice.

Evaluating Action Steps:

- Expand language offerings. Big Plus. Italian Latin Japanese Chinese Farsi. Question would enough students want to take them.
- Study abroad req – no but would like option. Practical aspects dealt chem./bio classes abroad can we do that?
- Possibility of travel grants donor.
- Implementation of service learning not good.
- Foley Ctr limited options
- Some classes limit what counts
- Prob w/transportation & access
- Disciplinary problems would be deterred/changed by requirement for graduation
- Grad Req only if changes made
- Better connection to classes would make it more attractive (wants to be able to help people but not as class requirement)
- Classes could do reflection essays & make part of discussion
- Internships to learn more about dif careers
- Better community experience rather than assignment
- Take advantage of staff
- Up Til Dawn connect back to classroom
- Mission Trips
- Faculty led travel abroad would make students more comfortable & more interested
- Helping elderly & those w/special abilities – emotional growth tie to preHealth, psychology
- More domestic trips outside Mobile would be interested
- Legal Aid, Hospice tailored to student esp for summer Pre-Law
- Tie to major Match w/student “gifts”/abilities
- Amnesty & SOA protest encouraged in classes
- Social justice initiatives tightly knit – need accessibility for divergent opinions – more picking & choosing
- Single advisor – single viewpoint
- Monolithic viewpoint differ w/Campus Ministry
- Requiring service – paradoxical – offer & hope people will accept it
- Service – between students & faculty – extracurricular or in course work – shows students that in class work is deeper/has more weight
- Ethics classes – putting it into action
- Growing distance bet students/faculty – service would be great way to facilitate greater interaction – student life & academic affairs should be more strongly correlated – seeing people in dif situations
- Leadership – how can more be offered – there is something for everyone – involvement – retention – small school – easy to facilitate
- Better overall organization

- Housing for special groups – more divisive than helpful – create a project after moving in
- Substance free housing by choice – must be a free choice
- Alumni contact essential. SHC doesn't do anything w/alumni – missing opportunities – job opportunities, etc for students
- Yearly requirements (10 fresh, 20 soph, 40 juniors, 80 seniors) for service – graduates requirement – must make sure that there is a variety of opportunities so that students are allowed to make it integral part of their lives.
- Learning is enhanced by working w/fac/staff and is an eye-opening experience
- For instance So many opportunities for doing good & service in our community (does not need to be a “mission” trip)
- Faculty could encourage students to do service in class, w/class This goes back to alums being involved – we are missing an opportunity for us to work together
e.g. Must be email sent out ea week about what items/events are going on this week for service requirement – giving people plenty of opportunities makes it easier to not void it
- Using Badger van to transport
- RA's could make it part of floor activities – contacting groups (frats, sororities) to participate
- Learning: service is an integral part of our lives (it's a natural part of life) not just something we do “on the side” or “in a club”
- Freshmen opening week: use one day to do service day – would see what is possible. Students can't resent it or you're lost – positive light.
- Social justice/global
- Could connect #1 & 2.
- Service learning is a great for meaningful learning
- Designing ads for MASS (example of service learning)
- Student clubs could do service learning
- Connect service to each major
- Leadership/internship mentors – need to expand and improve
- More opportunities for students to learn about internship possibilities
- Some majors have fewer opportunities for internships
- Select group students
- All division
- Department
- Networking
- Community involvement
- Small teams
- Student clubs
- Run like a business
- All disciplines
- Get under the umbrella and help develop these ideas
- Student clubs (honor society)
- Broader than the Foley Center
- Leadership opties – there are already a lot – some choose not to
- Oppty through student orgs – easy to start clubs

- Community outreach – helping Hispanics w/taxes etc
- Graduation requirement – common core is already big and cannot just keep adding
- Requiring service takes the enjoyment out of it
- Have opportunities to find your own service niche
- Problematic – more opportunities already there – not a huge leap
- Simply need to make more info available about what’s there (+ diversify the offerings a bit better)
- Let students know when classes have 3 opportunities – “This theme doesn’t do much for me”
- We emphasize volunteer as opposed to paid service
- Need to have more here – goes along with theme one
- Could build service learning into some courses
- Diversify the types of service opportunities we offer
- More incentive for participating in opportunities? – classes/instructors involve some of the service opportunities.
- More emphasis on volunteering
- Not a strong enough theme to develop and enhance what we do to create a 5-year plan – Could incorporate some of this into another theme. Social justice learning naturally flows into int’l/study abroad
- When students do service, it builds character, creates respect, provides new experiences
- Mandate it. Allow students to choose service opportunities related to their major
- Don’t mandate it – service students are already involved....too much
- All students should be a part of the Jesuit mission
- Make a “service class”....best approach to getting students involved. Nothing wrong with “forced service”
- Put together a student “Leadership Mobile”
- Theme House Opportunities!
- Would require an “office”
- Social justice?
- Don’t think that this theme would necessarily enhance learning
- Group together by seminars group
- Have service group instead of seminar group
- We need to draw everyone into the service of others (brings about self-exploration)
- Increase student participation in, and commitment, to service learning (example: a graduation requirement for service learning)
- Providing both local and global opportunities for students to serve alongside faculty/staff
- Internships could be done in local charities with international ties
- Provide more leadership opportunities, on and off campus, for students
- Provide broader community outreach opportunities

Theme 3: Enhancing student learning through the use of innovative techniques for satisfying cross-curricular requirements.

Evaluating Action Steps:

- More diversity in core courses get people interested then give more focused options
- Primary sources – co-curricular – write paper & present at COOL – have COOL count for oral comm. Adding reqs becomes hard
- Optional – could you have English – more student teaching assistants help w/load – helps student to keep up to date
- More internships – work product count as co-curricular
- ICT – sees great need in other students – way to demonstrate proficiency in context of class to get out of requirement but also to take at higher level CIS 115 too basic for some
- Modules/workshops instead of whole course
- Tech more important going forward
- Most important 10 yrs out
- Really needed (writing center). Wants someone to get feedback from indiscipline other than faculty.
- Enhanced writing req in English courses expectations lower than high school inconsistent w/disciplinary expectations problem w/standards inconsistent across sections & 4 courses
- More emphasis on research
- More support
- Don C great support w/writing
- Many W-courses rely on single paper
- Diversity requirement
- Courses w/designation need to be more closely tied to requirement
- Like idea but not practice
- Need more options in different majors
- More in-depth than survey
- Theology more focused than World Religions
- ICT – requirement – good idea
- Writing Center – staffed/ - exchanging ideas, various types of writing – learning center – MLA, APA
- Theme housing not necessarily a good idea – not needed
- Real question: are cross-curricular requirements working?
- Comp literacy – ICT – people need to learn how to use them properly/well (can be worked on very specifically)
- Online classes turn some student off
- Lectures
- Some students would not do the work
- Diff for grad vs undergrad – grads may want the online class – not for most undergrad
- Looking to ENG to help w/writing
- Students should know how to write by the time they get to college – why do we need a writing center?

- Want just a list of classes they need to take/admin web
- Looking @ #3, it seems that it would be the easiest to do, so one student was afraid that it would be chosen because it would be the easiest to do/choose/measure
- Could WAC requirements be fulfilled through independent of a class but as a seminar attached to it (w/a panel of professors critiquing & assessing) similar to senior seminar
- Theme #3 seems to be SHC making efforts to be like all other colleges; themes #1 & #2 seem to be ones that could set us apart.
- This theme is more about reaching within to us.
- These are things should be done regardless.
- Ideas (not related to QEP): Have students do a project or service before coming to school, after PREVIEW – would get them involved.
- We are doing enough writing across the curriculum
- What is a writing center
- Not fans of rough drafts
- Students feel they are better writers when they leave here
- Harder grading would be necessary to encourage better writing & use of a writing center
- Technology literacy is the most important action step
- Make division specific guidelines for each major
- Honor courses need to be expanded
- Connect ICT to each major
- COOL DAY
- Senior Seminar is important – Oral competency is important
- Connect diversity to service learning
- “I don’t think any of this would help”
- hard to satisfy professor difference in writing preferences “hard vs adjunct slacker teacher”
- Cross-grading of papers in English?
- Ways to test out or present a way out of a requirement
- Concern about total hours in the core
- Need to know how to use the Physical library!
- Allow people who test out of classes to get credit for them
- Let students know about CLEP
- More info about SAS – e.g. career services, test prep
- Help students to learn how to help each other – e.g. proofreading
- Need one big tutoring center. Cannot get help (+ don’t expect it) for upper-level courses
- Topic not as useful as theme #1
- More financially feasible than theme #1
- Not as necessary to an identity as theme #1
- One student didn’t think any of the action steps would help to enhance education
- Would anyone use a writing center? It’s hard to standardize – different faculty have different grading standards
- Cross-grading – i.e., for senior seminar have 2 faculty grading
- For some of the requirements in the curriculum, students may need a way to get past them if they already have a level of expertise

- Some students need more library “literacy” – How do you do research now? On line?
- When students take a foreign language placement test, they don’t get any credits (would need to CLEP)
- Writing Center could help to have papers proofed – get another opinion of one’s writing
- Need to focus on freshman and sophomore levels so they learn to write before getting to upper level classes
- Would students write papers early enough?
- Loved the bio papers...I had to write at 200+ level - taught me how to “write” as a scientist.
- Students need to learn to write more than term papers
- Students should be required to write papers (in stages) in their major area
- Writing Center is great idea – we need to put this into place – period!
- This theme involves less student participation
- Revamp writing intensive courses (would cure many of the other issues)
- Writing Center should be required for students with academic issues
- Oral competency is not consistent – should be standardized
- More mock interviews, more communications
- The key in this these is “innovative techniques”
- This theme should be done anyway

Potential Action Steps

- How do you encourage students to go for help?
- Tutoring not well publicized
- Need night hours for writing help – 9:00-11:00 PM
- Make tutoring mandatory (by professors)
- Not as useful as first theme – theme 2 & 3 are already in place
- Centralize tutoring center
- Faculty need to make students aware of writing center – encourage utilization of writing center
- This is a cheaper requirement than #1, but #1 seems more in keeping with being “the Jesuit College of the South”
- Do need a better range of diversity courses
- General academic center – one-stop shopping: career, tutoring, WAC help, SAS more visible
- Faculty moderate tutoring when needed – can’t assure it will be voluntary
- Peer led writing improvement sessions
- Incorporate career development assistance into an academic assistance center. People with more experience/knowledge in career services center
- Develop and staff a writing center to support the Writing Across the Curriculum requirement
- Broaden the offerings and assess the contribution of the diversity requirement
- Course on networking/contacts/seminars/internships with other campuses and cultures
- Develop co-curricular methods to satisfy or partially satisfy cross-curricular learning requirements

- Improving Information, Communication, and Technology (ICT) Literacy
- Further development of the oral competency requirement