

#	Please describe in detail what you believe McNeese could do that would result in the biggest positive impact on student learning:	Please provide information on any resources or evidence that might support your above suggestion.
1	Show students the connections between coursework and desired careers. For core courses outside students' specific disciplines, the connection seems difficult for them to make, and such classes have a high drop or fail rate.	As an instructor in Freshman Composition courses, I see students drop out of college because they cannot/ do not pass basic writing requirements. They see such classes as being impediments to the courses they really wish to take, and they decide college is not for them
2	Can QEP address preparing our students (or making our students more competent or literate in working with) the global work force? And can our learning abroad program assist with this? This can and should be interdisciplinary.	Several faculty members have already offered courses that include an overseas study/travel component. We can build on the successes and experiences of these faculty and open to more opportunities. We can also offer some service opportunities abroad to those students whose disciplines do not currently offer travel abroad classes. Faculty in regular classes can continue to address the changing nature of careers in those fields and the larger picture the students are a part of.
3	I think that fostering global awareness or global learning--or helping our students become global citizens--would greatly benefit the students and the University. Classes across the curriculum are certainly already dealing with global issues and idea, but there is room for more emphasis. I imagine that this would involve classes, of course, but also increased focus on making connections among local and international students and on experiencing (literally or virtually) the world beyond local and national borders.	
4	Develop a more comprehensive and collaborative internship program across the campus.	It would not require additional faculty, but will require faculty to work with other entities. Some departments already have well-developed programs; others are looking for encouragement and guidance to develop these programs. The new radio station should provide a good place for Mass Comm interns. I was also thinking that a campus brew pub might provide opportunities for internship in a variety of programs, and that it could be a starting point for a new major, Fermentation Sciences. Is evidence really needed for a Fermentation Sciences program? I think it's self-evident, but if you need a model, you might check out Appalachian State, that have had success with similar programs. App State's brew pub, to be candid, is not on the campus proper, probably due to state law, which would also be the case here. I think it's worth exploring.
5	Commit to adopting more active/cooperative learning in the classroom. This could range from including a couple of active/cooperative learning activities in some courses to converting entire courses to active/cooperative learning courses.	POGIL.org
6	What if we looked at melding career interest and exploration into the Freshman foundation experience for those majors whose degrees don't easily translate into direct careers, ie, and accounting, nursing, teaching, or engineering major has a direct path into a profession, what about music, political science, English, psychology, undecided? Maybe we can run undecided majors through career interest/personality batteries and compare their completion/satisfaction/performance to a control group?	We could run #'s through banner by major and compare persistence/graduation rates by major or general studies.
7	Better advising/career path	As students progress at McNeese many want to explore other degree options. The departmental advisers have to take this task on in addition to teaching very full loads and the students get lost in the shuffle
8	Flexible class scheduling with course dates/times that follow the catalog along with producing the information about which semester courses will be offered at least a year in advance so as to allow appropriate planning by the students. (i.e. I have to take this course now because it won't be offered in the spring, and I want to graduate after the spring semester.)	I am a coach on campus so it is purely anecdotal evidence as to the first proposition. Our students have few choices in terms of what time to take a particular course, and at times professors make changes to dates and times right up until the first day of class. The 2nd proposition is something that Missouri State University was working on when I left, and it is aimed at ensuring that students can plan their degree with confidence. At times students have to find substitute classes or, worse yet, take an extra semester of coursework b/c a class they needed wasn't offered in the term they needed it. Putting this info out well in advance eliminates this problem and keeps students on track for graduation.
9	The University Police Department in cooperation with the Criminal Justice Program is opening the use of the police department's Use of Force Simulator to CJ Students, the general student-body as well as faculty and staff to experience the video application of judgment based decisions in scenario based policing situations. The system allows the participant to experience not just gun handling, but the application of various levels of police force (taser, OC spray, verbal commands and deadly force). It is the intent of the police department and Criminal Justice Program (Associate Professor Wayne Thompson) to develop a survey instrument to gauge attitudes and perceptions of participants before and after their simulator experience to not only increase communication between the police department and the university community, but for participants to experience the multidimensional critical thinking and physical application of force in near realistic terms. Broader implications include the evaluation of open carry, carrying weapons on campus and the application of force by civilians.	1. This project should be viewed as a long-term on-going research and communication vehicle that will grow campus-wide over time. 2. The program will initially roll out as a small-scale program that will grow into a significant project what will enhance the university experience for students. 3. This is an entirely new project to this campus and a similar project has not been located at another university in the United States.

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10	<p>I would like to see a focus on preparation for Graduate School. Reasons: 1. The culture of higher education is being pushed more towards a business model with the idea that schools should focus on putting students into the workforce. The result is that emphasis on Graduate School for the goal of higher learning is weakened. We need to make sure our undergraduate students know that entering the workforce post-graduation and pursuing higher degrees both valuable options. 2. Career Services has undergone changes in organizational structure in each of the last 2 years. As staff reductions continue, it would be valuable to ensure that all departments become more active in career prep. 3. There are many faculty members teaching coursework who had little to no education courses prior to being hired as a faculty member. There are even Graduate Schools who put GA's into the classroom with no teaching prep. McNeese should want our undergraduate students entering graduate school to be prepared academically and in position to receive scholarship/waivers/financial assistance through the ability to be a GA. If students aren't made aware of how to prepare for graduate school, then we are doing a dis-service to them. 4. President Williams argued in the General Faculty Meeting that there is a perception that Higher Education isn't necessary and that this needs to be countered. He even distributed an article to the General Faculty on this issue. If the university continues to focus on academic programs that place students into jobs, the importance of higher degrees is lessened. I would hope that placing students into permanent positions in Colleges/Universities would not be undermined. 5. Placing an emphasis on preparation for Graduate School would give students pursuing futures in Liberal Art degrees a reason to finish their degrees with a future. This should be important for a Liberal Arts institution like McNeese. 6. This would be an emphasis that could transcend individual departments and colleges. 7. Students who are not looking towards Graduate School are still made aware of how higher education works on a level they will not be experiencing. This knowledge may help higher education defend itself from social attacks made by those who have only experienced a portion of the field. 8. Emphasis should also encourage students to pursue more research activities. The Under-Graduate Research program should receive more interest. It may even open up some areas for Research Grants.</p>	<p>It's just an idea that has not been researched.</p>
11	<p>Integrate basic financial/information literacy across the curriculum.</p>	<p>The student debt issue has gained must attention in higher education literature. However, financial/information literacy can address a much wider perspective for college graduates.</p>
12	<p>Build an innovation course(s) that would be required across the curriculum.</p>	<p>As the college degree moves more toward being a basic requirement for gainful employment, it is important for students in all disciplines to be creative and adaptable with the knowledge and skills they learn in college in order to have an advantage. The skills taught in the current innovation engineering courses could be a platform for building a McNeese innovation course required in all curricula.</p>
13	<p>Financial Literacy</p>	<p>From projectonstudentdebt.org, 'seven in 10 college seniors (71%) who graduated last year had student loan debt, with an average of \$29,400 per borrower. From 2008 to 2012, debt at graduation (federal and private loans combined) increased an average of six percent each year.' Increasing the financial literacy of our students could reduce student loan debt, time spent working vs. studying/attending class, etc. It could improve retention and graduation rates as well as time to degree.</p>
14	<p>Engaging students in research: We could set the goal of becoming more active in research, both with our professors' scholarly activity, and with introducing undergraduates to the research process. For example, as an undergraduate at Purdue, every freshman (or anyone taking Psyc 101, or SOCL 101) had to participate in what they called the "freshman research pool." Twice during a semester, you were asked to go to the PSYC labs and participate in some sort of research. It was a required part of our course (to learn about research), but it was also a way to earn extra credit in many other courses. Now, you could help personality researchers and take a battery of Myers-Briggs type tests or you could help some health and kinesiology research by running on a treadmill while monitored...the possibilities were endless. Needless to say that this was a mutually beneficial strategy. Researchers at Purdue had a fresh crop of participants every semester. Hundreds of them. And in addition, undergraduates got introduced to a multitude of research being done and to the research process itself. I was so enamored with the labs, that I worked at two after my participation experiences in what was called a Research 390 credit. Students could volunteer to help proctor, help collect or even analyze data. Some even went on to publish their work with the original researchers. Graduate students also could use the pool for their own research thesis and dissertation by submitting a protocol. Now, theirs was run by the Psychology Dept, but it could be done by an interdisciplinary "Center" as well, as theirs was not exclusively psych research being done. I think even surveys on satisfaction/attitudes about the university climate were in realm of research being done. Now, we are connected to service members/veterans through Fort Polk too, which expands the type of research we can do even more.</p>	