



METACOGNITIVE UNDERSTANDING
FOR SERVICE ENGAGEMENT

“Helping students recognize the reciprocity between
their classroom learning and their service-learning.”



I. EXECUTIVE SUMMARY**II. JUSTIFICATION FOR THE QEP****III. PROCESS USED TO DEVELOP THE QEP****IV. IDENTIFICATION OF THE TOPIC****V. DESIRED STUDENT LEARNING OUTCOMES****VI. LITERATURE REVIEW AND BEST PRACTICES****VII. ACTIONS AND TIMELINE FOR IMPLEMENTATION****VIII. ORGANIZATIONAL STRUCTURE****IX. RESOURCES****X. ASSESSMENT****XI. BIBLIOGRAPHY****XII. APPENDICES****RUBRICS FOR SLOS****METACOGNITION SELF ASSESSMENT SURVEY****REPORT TO THE PLANNING COMMITTEE FROM INITIAL QEP COMMITTEE****MINUTES FROM FACULTY MEETING TN PLENARY EOY MEETING (MAY 5-6, 2014)****NSSE COMMITTEE REPORT****ALUMNI SURVEY****NSSE SURVEY**

The M.U.S.E Program: Metacognitive Understanding for Service Engagement

“Helping students recognize the reciprocity between their classroom learning and their service-learning.”

In 2012 Johnson University implemented an ambitious revision of the General Education curriculum (now called the “Arts and Sciences Core”), followed in subsequent years by a revision to the Service and Learning Together (SALT) service-learning program and the Bible and Theology core. These revisions sought to enhance student learning by emphasizing the development of critical thinking and bringing the curriculum in line with the University’s new mission statement. Although our initial assessments of these changes have been positive, the National Survey of Student Engagement (NSSE) has identified an area of concern by noting that a significant number of Johnson University students do not feel challenged to think critically and do not engage in metacognitive activities such as regular review of their study notes.

In consultation with University faculty, staff, students, and other stakeholders, we have developed the Metacognitive Understanding for Service Engagement (M.U.S.E.) program, which uses metacognitive strategies to help students make connections between their learning in the core curriculum and their learning in the SALT program. The metacognitive strategies put in place by this program provide a framework for helping students “bridge the gap” identified by the NSSE survey between what they encounter in the classroom and how they experience and capture that learning.

We determined that the correlation between the core curriculum and the service-learning program offers a natural pathway to focus and orient this QEP. The University’s mission statement emphasizes the goal of preparing students for service-oriented vocations, and this QEP engages students in a metacognitive triangle between the core curriculum, the service-learning program, and the University’s mission. The strength of our QEP lies in its potential to develop in our students an “empowered execution” of their own education, whereby they assume responsibility for their learning and for the larger implications of why their learning matters both now and after they leave our university.

To meet our goal of helping students recognize the reciprocity between their classroom and service-learning, this QEP includes three components. The first two components add metacognitive elements to the existing core curriculum and to the service-learning programs. The third is a new active learning, service-based, field research component that helps students tie together the service-learning and core curricula.



The Need for Metacognitive Skills at Johnson University

Johnson University alumni typically enter professions which depend on the ability to learn in local contexts, which have fluid environments and require high levels of both planned and unplanned social interaction. Most of our graduates enter education, counseling and human services, media communications professions, and church-related vocations.¹ Many do linguistic work and intercultural activities. Such professions demand that workers learn new information independently and create useful solutions to emerging problems. Our graduates must be able to learn how they learn. They must be creative and adaptive. Few of them will work in highly prescribed environments where workers rely on simple procedures. Our alumni must solve problems that do not yet exist. Thus, the work our graduates will do strongly favors independent lifelong learners.

This work environment requires that current Johnson University students have appropriate preparation in metacognitive skills which will enhance their ability to respond creatively to their complex work environment. We understand that we cannot teach our students everything they will need to know about emerging work conditions. We also understand that the work environment is rapidly evolving. We therefore propose that we teach our students how to learn independently and plan creatively. A Quality Enhancement Plan (QEP) on metacognitive learning skills should address this need. We intend to address metacognition in a) the classroom through what we will call M.U.S.E. courses, b) in the co-curricular experiences through our service-learning program, c) in undergraduate research, and d) faculty training in metacognitive strategies. We will embed instruction and assignments in these four venues to teach our students how they learn so they can learn on their own. Johnson University's QEP will attempt to give students the metacognitive skills to help them make the connection between their classroom learning and their service engagement, paving the way for them to have more productive, adaptive, and creative careers after completion of their degrees.

The University has some evidence to indicate that we could improve instruction in self-reflective and self-monitored learning. Our alumni are generally very satisfied with their college experiences. Alumni report that approximately 90% would return to Johnson University again if they had to do it over. However, some nationally normed assessments indicate that the University has room for improvement in developing metacognitive and higher-level thinking skills.

- Johnson University administered several nationally normed measures of the student experience. We administered the National Survey of Student Engagement (NSSE) four times on the Tennessee campus since 2004. This survey is not a direct measure of critical thinking or metacognitive thinking, but it does ask questions that require students to reflect on their own learning. The NSSE describes higher-order learning with four items that measure a) applying facts and theories, b) analyzing an idea, c) evaluating a point of view, and d) forming a new idea or understanding. Those processes are basically metacognitive. Results from the 2013 NSSE indicate that our students are below our comparison group of southeastern private schools on higher-order learning (MJohnson = 37.7, MSoutheastern Private Schools = 40.9. The difference is significant at $p < .01$). This is also true of our senior students (MJohnson = 37.4, MSoutheastern Private Schools = 42.8. The difference is significant at $p < .01$).
- Our students are about average when compared to other students at southeastern private schools on the NSSE baseline for reflective and integrative learning. NSSE describes reflective and integrative learning as any activity that changes the way the student thinks or causes the student to reflect on the strength or weakness of the way they think. We see these as essential metacognitive skills. Our first year students were about average (MJohnson = 38.4, MSoutheastern Private Schools = 36.9. The difference was not significant.) Our senior students were also about average (MJohnson = 40.9, MSoutheastern Private Schools = 40.3. The difference was not significant). While we are performing about the same as

¹ <http://johnsonu.edu/JohnsonUniversity/media/System/About/PDFs/Student-Achievement-at-Johnson-University-2014.pdf>

other southeastern private schools, we are not content to be near the average when the professions for which we prepare workers demand higher levels of self-reflection and self-regulated learning. We see this as an area we should improve.

- Our NSSE scores indicate that we have some work to do on learning strategies. The most recent version of the NSSE asks students if they a) identified key information in assignments, b) if they reviewed notes after class, and c) if they summarized what they learned from course materials. These items attempt to measure what NSSE calls deep learning. On these measures Johnson University scored near the average for first year students, (MJohnson = 40.1, MSoutheastern Private Schools = 41.5. The difference was not significant). More troubling to us is the fact that our seniors were below average (MJohnson = 35.6, MSoutheastern Private Schools = 43.0. The difference is significant at $p < .001$). By focusing the primary, required elements of the QEP—the curricular M.U.S.E. courses and active learning service requirement, accompanied by the Service Reflection Groups—in the first two years of our students' undergraduate experience, we hope to develop in them the habits of life-long "deep" learning that will carry over into their upper division course work, their major fields of study, and into their professional vocations when they leave Johnson University.
- Johnson University has a robust assessment program that measures student achievement through embedded assignments in the curriculum. As one example, the Arts and Sciences student learning objectives 1.1 and 1.2 mention activities that are at least subsets of metacognitive skills. Our faculty assessed these during spring 2015. Objective 1.1 states that our students should "organize and synthesize information creatively." Although results were within satisfactory range, we still think we could improve our scores. Roughly 20% of our students did not achieve an acceptable score using a rubric designed by the faculty. We think this is too important to ignore. In SLO 1.2 we also expect our students to "draw valid inference by considering information, ideas, and arguments from multiple points of view." This item is also scored by a faculty-generated rubric. It is very similar to the NSSE language, but our assessment is a direct measure of student performance. About 20% of our students did not perform acceptably. We think this failure rate is too high. We will address this in the M.U.S.E. classes and an optional research project of the proposed QEP.
- Johnson University has for many years maintained an active program in co-curricular service-learning. This program was mandated by the ABHE, which now accredits the Bible major and one of our professional programs. Our associate degree students must complete 60 clock hours of external service over the two-year program. Our baccalaureate students must complete 120 clock hours of community service over the four years normally required for their degrees. This program is formalized and monitored as a course entitled PRMN 1000. Students must enroll in PRMN 1000 or an approved alternative as a graduation requirement. We intend that this program complement and augment what happens in the classroom. One of the goals for the program is that students "grow in their self-understanding as they identify their gifts and strengths and confirm their career decisions." We perceive this as a part of metacognitive development. We assess this in a variety of ways. In the proposed QEP we intend to further develop service-learning as one of four sets of planned improvement in teaching our students metacognitive skills. This gives us a co-curricular method to help students apply what they learn in the classes while they are also reflecting on their own abilities. This too is a metacognitive development.
- Johnson University used the Collegiate Assessment of Academic Proficiency (CAAP) as one of several measures of student achievement. We are now searching for a replacement for this exam, but the last administration of the CAAP in 2012 indicated we have some room for improvement. This exam does measure critical thinking. The CAAP measures a) analysis of elements of an argument, b) evaluation

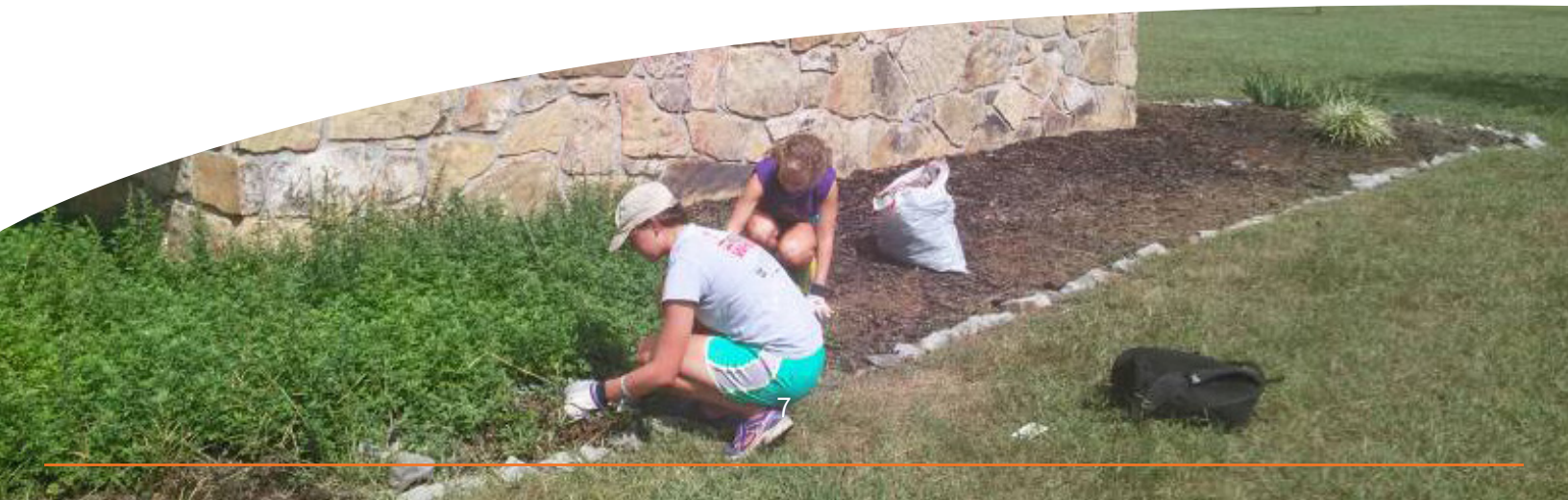
of an argument, and c) extension of an argument. All these are direct measures of the higher forms of learning included in metacognition. Johnson scored above average on critical thinking (MJohnson = 64.9, MNational Sample = 60.6.). On Science Reasoning we did not do as well. Our students scored about the average (MJohnson = 60.8, MNational Sample = 61.2. This difference was not significant). While we performed about as well as the national sample, we are not content to be average in such an important area. We think that teaching our students metacognitive skills will improve these scores and the potential for professional success among our alumni.

- Our proposed QEP addresses an area of concern that we consistently identified across multiple assessments, using multiple methods, over multiple years, and we propose that the QEP with the specific learning objectives and the interventions we identified in this proposal will lead to better outcomes for our graduates by:
 - Enhancing student education and thinking through metacognitive practices in M.U.S.E. courses
 - Equipping students for kingdom service through SALT and Service Reflection Groups
 - Empowering students to bring their experiences together through field research
 - Executing a “third way” in Christian higher education by fully implementing our mission statement

Correlation of the QEP with the University's Mission

For 122 years Johnson University has attempted to integrate a biblical and theological understanding to its environmental conditions. Ashley Johnson, an East Tennessee native, was chagrined at the religious conditions of the Reconstruction South, a time that historian and theologian, Mark Noll, calls a “theological crisis.” Johnson’s response to the crisis was to start a residential college, first named “School of the Evangelists,” on the dairy farm once owned by his great-grandfather. The college offered a classical liberal arts education modeled after Bethany College with a major in Bible and made available to any young man (soon expanded to include women as well) who would come to work on the farm. With this education, graduates could provide a theologically informed leadership to congregations throughout the South so bereft of it. The institution has produced notable graduates including Fred B. Craddock, Bandy Distinguished Professor of Preaching and New Testament Emeritus, Candler School of Theology; Eugene Boring, I. Wylie Briscoe Professor of New Testament Emeritus, Brite Divinity School; and Raymond B. Williams, Charles D. and Elizabeth S. LaFollette Distinguished Professor in the Humanities Emeritus, Wabash College.

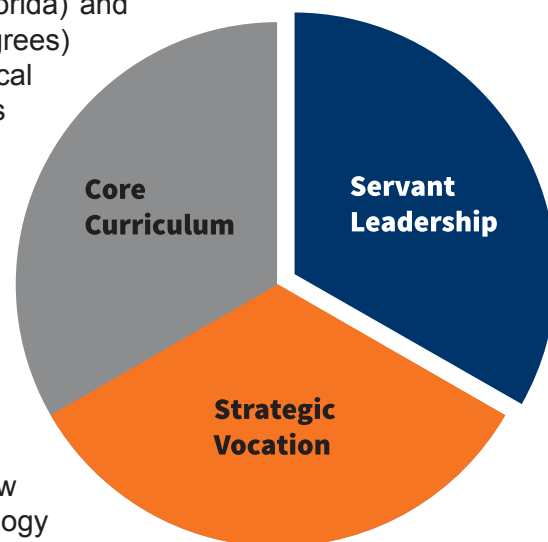
The school has continued to respond to the 21st-century needs of an ever-broadening context now reaching around



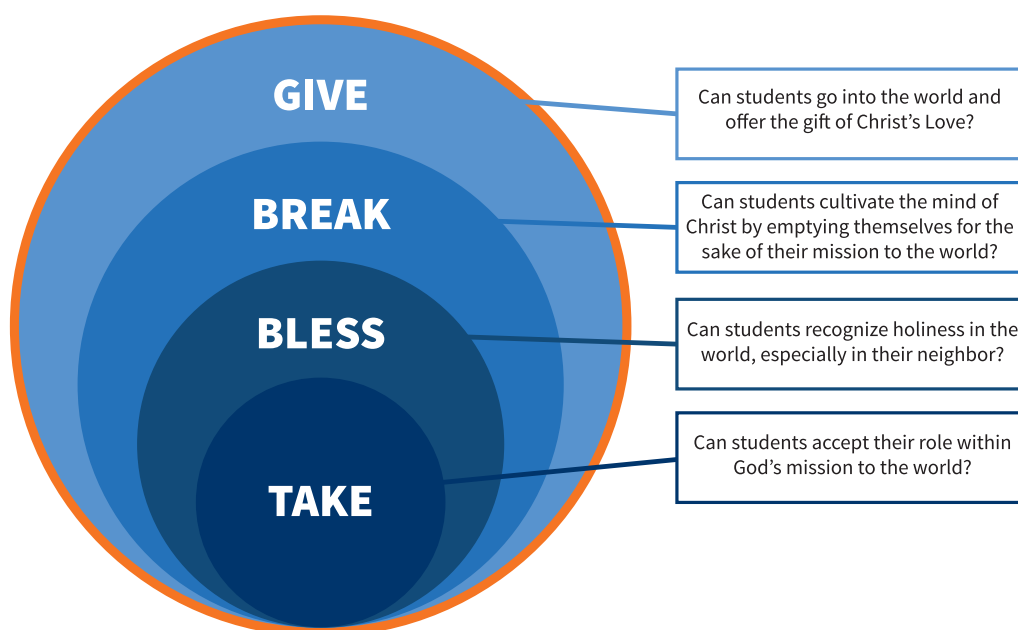
the world. Physically located on two campuses (Tennessee and Florida) and with robust online degree programs (associate through Ph.D. degrees) with students from five continents, the commitment to marry biblical and theological understandings to the contemporary world remains strong. All undergraduate students take a major in Bible and theology in addition to a second major in a liberal arts discipline or professional program. These Bible and theology courses are taught by a faculty, 93% of whom have terminal degrees in their disciplines from leading institutions in the U.S. and the U.K. All undergraduate degree programs require a senior capstone class, designed to further skills in conducting inquiry and constructing knowledge to address critical ethical problems informed by biblical and theological understanding.

The university sees itself as a *tertium quid*, a third way, creating a new paradigm of Christian higher education, borrowing from the pedagogy and sense of inquiry of the traditional Christian liberal arts college and from the substantive role of Bible and theology for all students of the traditional bible college model.

It is this “third way” approach to Christian Education that this QEP hopes to help operationalize. In 2011 this self-understanding as a “third way” institution led to a revision of the University’s mission statement. Previously that mission focused primarily on preparation for congregational ministry. The new mission statement “to educate students for Christian ministry and other strategic vocations framed by the Great Commission in order to extend the kingdom of God among all nations” described more adequately the ethos of the school, incorporated changes



Learning Service Taxonomy



in the academic program that had evolved during the previous four years, and generated additional “strategic vocations” to the academic project. The new mission statement also resulted in changing our name from “Johnson Bible College” to “Johnson University,” which represented more clearly the nature of the institution. Since 2011, the university has developed a number of new programs, including business administration (M.B.A. and Ph.D., leadership studies), Chinese language and culture, Arabic and Islamic studies, communication, human services, intercultural studies, public and community health, and sport and fitness leadership. Each of these undergraduate programs includes a second major in Bible and theology along with the senior capstone course.

Metacognition, Service, and the Mission of Johnson University

Johnson University’s mission statement seeks to “educate students for Christian ministries and other strategic vocations framed by the Great Commission in order to extend the kingdom of God among all nations.” In recent years, the University has sought, with great success, to revise our core curriculum and to develop a variety of exciting new majors. Now with this QEP, we turn to the third part of the curriculum, forming our students to embody the Great Commission by becoming Servant Leaders.

Service is an important part of the Johnson University educational experience, and our students show great initiative in developing a number of amazing service projects, such as the annual K-service day. This QEP will help students develop identities as Christian servants, regardless of their chosen professional vocations. Emphasizing metacognition through service operationalizes the “third way” in Christian higher education by dedicating resources and faculty to missional education and spiritual formation through service-learning and research. Additionally, this QEP attends to the demand in higher education for “High Impact Practices,” such as service-learning and undergraduate research. Increasingly recognized as central to a college curriculum, these are well-established educational practices that give students a unique, lasting, and impactful educational experience. Students expect and profit deeply from them, and many colleges use such practices to define their educational mission. High-impact practices typically combine co-curricular experiences with in-class reflection and learning. Our QEP enhances two of the most important active learning experiences—namely service-learning and undergraduate research. This is a 21st-century program that will help confirm our relevance for educating a new generation of Christian servant leaders.

To help fulfill this mission, the University structures its curriculum to reflect the higher order thinking outcomes of [Bloom’s taxonomy](#). The faculty value this taxonomy because it helps organize the curriculum around a structure of student learning outcomes that recognizes a progression in how students learn so that each learning stage builds on and participates in the others. Implicit in the University’s curriculum, however, is another taxonomy, one that gives structure to the way that students “learn service” as preparation for their mission to extend the kingdom of God. We could describe this “learning service” taxonomy in a variety of ways, but since the University emphasizes service as an expression of its Christian identity, we articulate it through theological categories. As with Bloom’s, this taxonomy recognizes that service education is simultaneously progressive and holistic (see Learning Service Taxonomy on page 8).

Here the highest order is “Giving” (the equivalent of “Creating” in Bloom’s), which we understand through the lens of service. Students learn service by progressing from “taking” to “giving,” while also allowing the four learning stages to operate simultaneously.

This QEP supports both dimensions of the University’s curriculum, in part by assuming that there is no fundamental distinction between them. Metacognition is inherently missional. As students come to recognize the reciprocity between their service and curricular learning, they learn and are formed to be people who “give” by serving the world in the name of Jesus.



The discussion of the QEP project for Johnson University began in the October 2012 meeting of the University Planning Committee. At that point Johnson University expected the decennial review by SACSCOC to occur during spring 2015. The calendar for our reaffirmation changed several months as we neared completion of the merger with Florida Christian College (FCC). The SACSCOC team that visited Johnson University and recommended approval of the merger also suggested that a postponement would be beneficial. The commission therefore moved the decennial reaffirmation to spring 2016. The University accepted this adjustment. The commission thought that the combined universities would benefit from one extra year to create new policies for the governance of the combined University.

Because Johnson University expected a review in 2015, we actually started discussion of a possible QEP for the Tennessee campus in 2012. The University Planning Committee appointed the faculty representatives on the committee at that time to investigate some possible QEP topics that emerged from planning and institutional research. The faculty exploratory committee consisted of Dr. Nikki Votaw, Dr. Rafael Rodriguez, and Mr. Ron Wheeler. Their charter from the University Planning Committee stated that they should investigate student outcomes, identify potentially helpful projects, and make a report to the University Planning Committee by the March 2013 meeting. The exploratory committee made their first report at the January 2013 meeting of the Planning Committee. In their report, the faculty exploratory committee indicated that three potential topics were worthy of further investigation: a) information literacy, b) a more robust and integrative student advising process, and c) student awareness of curriculum integration. The exploratory committee agreed to discuss this again at the March meeting.

The University Planning Committee put this on hold because of a major project that eventually led to the merger of Johnson University and Florida Christian College. The January and February meetings consisted of major reports by the administrators who were then actively pursuing a merger with FCC. We postponed discussion of the QEP until the plenary faculty meetings at the end of the year in 2014. At this meeting Dr. Mark Pierce, Vice Provost, presented the calendar and requirements for the QEP as adjusted by SACSCOC. In this presentation Dr. Pierce noted that service-learning was both an opportunity and a possible project topic. The staff had done considerable research on service-learning and on our student community service requirement.

During these end-of-year meetings, a faculty committee charged with analyzing the 2013 NSSE from the Tennessee campus also reported to the plenary faculty. Their report noted that Johnson University students on the Tennessee campus need improvement in the areas of higher-order learning and quantitative reasoning. The committee made several recommendations to the faculty for addressing these deficiencies, including the following: reading for understanding and engagement, increased active learning and higher order thinking (as opposed to information absorption), and introducing students to various worldview perspectives. Following reports from Dr. Pierce and from the NSSE committee, the faculty broke into small focus groups to brainstorm ideas for a possible QEP topic. Ideas that the faculty suggested included service-learning, critical thinking, quantitative literacy, undergraduate research, and writing. This QEP addresses all of these recommendations.

At the beginning of AY 2014-2015, the plenary faculty discussed this again in light of NSSE results and some internal assessment of student learning. In October, newly appointed Provost, Dr. Tommy Smith, requested a meeting with Dr. Pierce to initiate the faculty process again. At that meeting Drs. Smith and Pierce decided to reconstitute the faculty team with current faculty representatives. They appointed Dr. April Conley Kilinski (who served on the NSSE committee), Dr. Mark Weedman, and Dr. Jerome Prinston (who also served on the NSSE committee) from the Tennessee campus and Dr. Wendy Guthrie and Dr. Les Hardin from the Florida campus. The newly constituted faculty representatives were from the School of Arts and Sciences, The School of Bible and Theology, and the Templar School of Education. We also agreed to appoint a student representative from each campus. These representatives were selected by the Student Government Association (SGA) in each location. Catherine Baker serves as the student representative for the Tennessee campus, and Amber McKinley serves as the student representative for the Florida campus.

Steps Taken to Plan QEP, Including Selection of Committee, Committee Meetings and Presentations to Faculty

On January 23, 2015, the newly appointed committee met with the Provost, Dr. Smith and the Vice Provost, Dr. Mark Pierce, to begin initial planning of the QEP topic and development process. Dr. Pierce presented assessment data that indicated that critical thinking and student reflections on their learning were potential areas of concern. After much discussion, the committee decided to pursue a topic related to metacognition. The committee felt that metacognition best addressed the assessment data as presented by Dr. Pierce. In further discussion, several committee members noted that the areas previously identified as possible QEP topics, including service-learning and undergraduate research, had metacognitive elements to them. But most importantly, the committee determined that metacognition could be focused into a definable, workable QEP topic that had the potential to significantly impact student learning. Accordingly, the committee determined that they would proceed with metacognition as a working topic for the Johnson University QEP.

The committee itself then met on February 16 (in the midst of a driving snowstorm). As part of that discussion, the committee identified the Service and Learning Together (SALT) program as a potential focal point for a metacognition program. SALT emerged in this context for a number of reasons, most notably that several committee members already had service-learning experience. But the committee also felt that the new metacognition program should support and help develop initiatives that were already in place. Working with an existing program would help ensure that the new QEP would support the University's mission. The committee also recognized that the SALT program constitutes a unique part of the University's curriculum, requiring all students to complete 120 service hours over four years. Attaching the QEP to the SALT program would help ensure that it provided a metacognitive experience in a focused way to a clearly identifiable group of students in ways that could be assessed effectively. Subsequent research suggested that service-learning and metacognition are closely correlated in the literature (see below for further discussion), which helped solidify this decision.

While the committee on both campuses agreed on and contributed to the development of the QEP program, the committee members noted early on that we did not have NSSE data for the Florida campus. We did implement this instrument on the Florida campus in fall 2014 and received the results in spring 2015. However, by that time we were already far along in the QEP plan. Additionally, due to the recent merger, Florida had not fully made the transition to a service-learning program from the Christian Service model formerly in place on that campus.

In a series of additional meetings, the committee identified five M.U.S.E. courses (from several schools and disciplines) wherein students would receive focused training on metacognitive techniques. Additionally, these reflective assignments include a connection to service-learning to emphasize the reciprocity between service-learning and classroom learning. All of the classes identified make up a portion of the core curriculum required for all students. The committee intentionally selected lower-division classes for M.U.S.E. classes for two important reasons. First, we want students to develop and implement metacognitive techniques throughout their college experience. Second, we want students to develop identities as servants (in keeping with our mission statement) before they enter into their professional areas of study. Our research suggests that when students connect their learning to an identity outside of themselves, it stays with them longer (see literature review below). Thus, connecting student learning in the classroom through metacognition to an identity of servanthood extends our mission and makes learning more meaningful for our students.

Finally, the committee agreed that students needed a final active learning experience to connect their classroom learning with their service-learning through a research lens. We decided on a voluntary Field Research Project, wherein students present their research during an undergraduate research day.

During the summer of 2015, the committee continued to work on developing student learning outcomes and refining the program's structure. Dr. Kilinski and Dr. Hardin attended the SACSCOC Summer Institute with a specific focus on QEP procedures.

In fall 2015, the committee established a working structure for the program and began to establish a budget for the QEP and plan for its implementation. At this time the committee made an important decision to limit the scope of the QEP to the Tennessee face-to-face campus. While we recognized the benefit of implementing the plan on all of our campuses, the reality remains that we do not have sufficient data points for beginning research on the Florida campus, nor do we have them for our Online students. Additionally, due to the recent merger with the Tennessee campus, the Florida campus needs time to develop an infrastructure for its service-learning (SALT) program, and the Online campus does not include a service-learning component. Therefore, we will implement this QEP for traditional, face-to-face students on the Tennessee campus only.

The Florida faculty will participate in implementing metacognitive techniques into their courses, and the Faculty Hire for Service-Learning will help to build up the service-learning programs on both campuses; however, data collection and assessment for the plan will only come from the Tennessee's traditional, face-to-face students.

Initial Faculty Training

As the program began to take shape, the committee made several presentations, both formal and informal, to the plenary faculty as a way of soliciting additional input, securing broad support for the QEP, and beginning the process of training faculty in metacognitive techniques. Especially important in this regard was the year end faculty meeting that took place on May 4, 2015. This meeting was a day-long seminar led by Dr. Saundra McGuire, Director Emerita of the Center for Academic Success and Retired Assistant Vice Chancellor and Professor of Chemistry at Louisiana State University. Dr. McGuire is one of the leading experts in metacognition and in implementing metacognitive techniques within university curricula. Dr. McGuire's series of presentations were very well received by the Johnson University faculty and went a long way toward generating enthusiastic support by the faculty as a whole, while helping faculty, including those instructors who will teach M.U.S.E. courses, gain facility in metacognitive techniques. In addition, the QEP committee had an opportunity to meet with Dr. McGuire and present our draft of the QEP to her. She provided valuable feedback and made several suggestions about the shape of the program, especially the M.U.S.E. courses.

Additional faculty training in metacognition is an important part of the implementation of this QEP. On the Tennessee campus, the faculty participating in the piloting of the M.U.S.E. courses have engaged in a series of discussions about specific metacognitive techniques. In spring 2016, the Florida faculty will share a common reading and engage in a training seminar in metacognitive techniques led by Dr. Wendy Guthrie. The Tennessee and Florida M.U.S.E. faculty will meet via Life-Size to share techniques and experiences from the pilot implementation of the M.U.S.E. courses. The QEP budget includes funds for ongoing training in metacognition to be directed by the QEP Director when appointed.

Steps Taken to Publicize the Plan and Garner Broad Based Support

In May 2015, the chair of the QEP team on the Tennessee campus held meetings with the deans from each of the eight schools to discuss the QEP plan. During those meetings, the deans had the opportunity to ask clarifying questions about the plan and to suggest improvements to the plan based on student needs within their particular school. The committee used that feedback to refine the proposal, especially the plans for the Field Research component of the QEP plan.

In fall 2015, Nicole Saylor, a new hire for the School of Social and Behavioral Sciences, joined the QEP steering committee. Dr. Saylor seemed an obvious choice for this committee given her work with Carson Newman's Bonner Center for Service-learning and Civic Engagement, which, according to the university's website, "prepares future-minded servant leaders committed to building and sustaining a caring community through integration of academic excellence and community engagement."

Early in fall 2015, the QEP committee met with Student Government Association (SGA) representatives and other students from both campuses to discuss promotion of the QEP among the student body. The SGA held a series of meetings with student focus groups to discuss a logo for the plan and began promotion of the QEP through word of mouth among the student body.

On October 9, 2015, at the plenary faculty meeting, faculty members also brainstormed ideas for a logo and campus-wide promotion of the plan. The committee implemented one idea, which included making 15-second announcements in our weekly chapel meetings that "M.U.S.E. is coming." We ran these announcements for the final weeks of the fall semester to help build anticipation among the student body for the program.

At the October meeting, a student who had participated in a teaching and study abroad program in China over the summer presented his experiences for the faculty. The project drew on research from anthropologists such as Duane Elmer and Bill Musk to explore how a Western outsider, upon entering a high-context Muslim community and finding himself or herself at a place of shame, could work to gain honor within that given context. This project synthesized the student's classroom learning as an ESL Education major and his service experience with Muslim refugees in earlier SALT experiences through the lens of research. He modified this presentation for the Tennessee Experiential Learning Symposium at the University of Tennessee along with several other students from Johnson University. These presentations serve as a pilot for our Field Research Project.

Late in fall 2015, the SGA submitted a design logo for the M.U.S.E. plan, which the QEP committee approved. The logo will accompany the weekly chapel announcements leading up to a special chapel service dedicated to the QEP, which will be held on February 17, 2016. During this meeting, the QEP committee will discuss the M.U.S.E. plan with the students, and a student will present a demonstration of a Field Research project. We will also try to build enthusiasm for the program by handing out T-shirts with the M.U.S.E. logo on them.

The SGA and the QEP committee worked with the print and graphics department on campus to finalize the M.U.S.E. logo, which will be used on T-shirts as well as other promotional materials on campus including banners, table tents, and mailbox flyers.

In addition to talking with the plenary faculty on both campuses, the QEP committee presented the plan to the Academic Council for both campuses as well as to the Provost and the President of Johnson University. All supported the plan and offered helpful and encouraging insights for the honing and development of the QEP. Finally, the plan received approval from the Board of Trustees at their annual meeting in fall 2015.

Steps Taken to Produce This Document

Early in the process (January 2015) the committee created a series of shared Google docs to draft various sections of the QEP plan as they developed. These documents provided the foundation for this present document. Every committee member had access to these documents. The committee found that Google docs served as an excellent resource: in addition to being able to write together in real time, committee members were able to comment extensively on various aspects of the plan as it developed. These comment-based discussions proved invaluable in gathering broad input from all members of the committee.



Program Overview and Execution

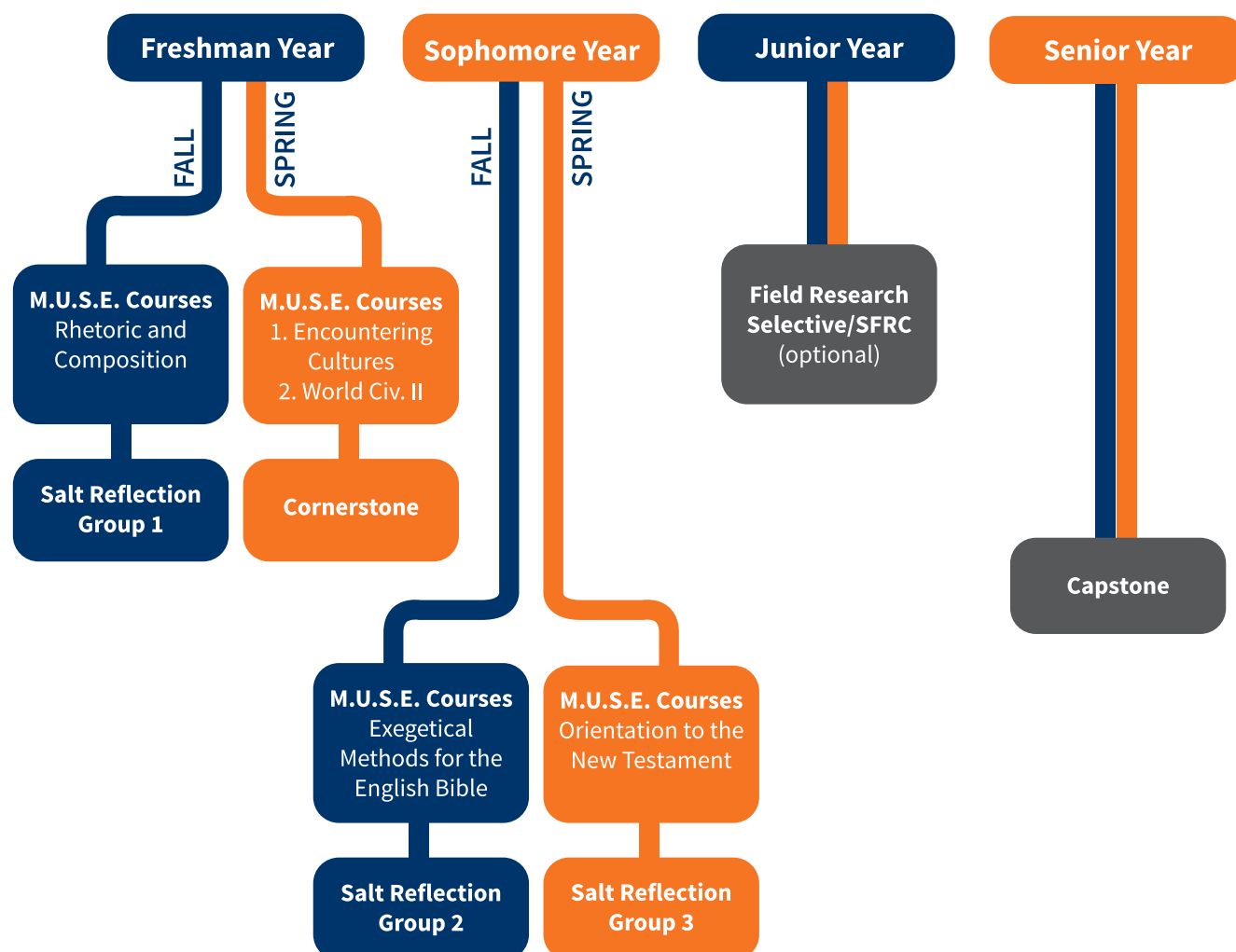
The M.U.S.E. program has three components, each of which is designed to add a metacognitive element to the student's educational experience in order to help them draw connections between their service-learning program and the core curriculum. In order to keep this QEP focused, the M.U.S.E. program will only apply to traditional undergraduate students on the University's Tennessee campus, though it will eventually expand to include the Florida undergraduate campus as well. The three components are as follows:

1. **Curricular Module:** To add metacognitive elements to the lower-division Arts and Sciences and Bible and Theology core, we will designate five core courses as "M.U.S.E. Courses." Faculty in these courses have agreed to design the course curriculum to include metacognitive techniques that help students reflect on their learning in the wider context of their field service and the University's mission. All M.U.S.E. faculty will receive specialized training in metacognitive strategies.
2. **Service-learning Module:** To add metacognitive elements to the SALT program, we will create a new SALT requirement: the SALT Reflection Groups (SRG). These groups will be small (10-12 students), initially led by the Assistant Professor of Service-Learning. As part of the SRG, the professor would train responsible junior and senior students, who could also lead their own SRG. As such, these groups fulfill a Great Commission model of working in small groups with students to create "mentored, missional, spiritual formation, communities."¹ The SRG will be required in the second semester of the freshmen year and for both semesters of the sophomore year. Students will receive 5 SALT hours per SRG, for a total of 15 SALT hours. This leaves an additional 45 field service hours for the total lower-division SALT requirement. These groups will meet once per week for one hour.
3. **Field Research Module:** In this module, students will conduct a research project built around their field service site work. This high-impact experience will bring together the critical skills they gain from their core curriculum and the service experience they gain from their site work. Though the Field Research module will be optional, unlike the M.U.S.E. Courses and the SRGs, the QEP assessment plan will include specific targets for student participation in the Field Research module. The QEP director and the Capstone director will work together to encourage broad participation in this module through research fairs and other activities. Students will be able to meet the Field Research option in three ways:
 - a. Students can take a new 3-credit course, "Field Research," as an Arts and Sciences selective.
 - b. Students can take the new SALT Field Research Course (SFRC) as part of their SALT hours during their third year. The SFRC will be cross-listed with the Field Research selective. Students may choose to take it for academic credit or to fulfill 15 SALT hours. Students pursuing this option must petition the SALT Director and submit their project for approval.
 - c. Students in majors that do not have a SALT requirement have the option of using either an independent research project or a research project developed as part of their professional major to fulfill this requirement. Students pursuing this option must petition the SALT Director and submit their project for approval.

Neither the Cornerstone nor the Capstone course are part of this QEP. However, given their place as "bookends" to the entire curriculum, certain assignments within each will be adjusted to reflect the impact of the M.U.S.E. program.

¹ See Steve Garber, *The Fabric of Faithfulness*, expanded edition (Chicago: IVP Books, 2007).

Year-by-Year Sample Breakdown



Descriptions of M.U.S.E. components

M.U.S.E. Course Descriptions and Strategies

M.U.S.E. Course(s) (3 credits each). All M.U.S.E. courses will include techniques that reflect the two processes that are widely recognized to comprise metacognition: Knowledge of Cognition and Regulation of Cognition. M.U.S.E. faculty will receive specialized training in these two processes and in a variety of metacognitive techniques. Within these broad parameters, faculty will be free to implement any strategy that seems appropriate to the course material. To help students draw connections between the core curricula and the service-learning program, each M.U.S.E. course will explore the theme “In Dialog with the Other.” Students in these courses will be given metacognitive assignments that address two questions: “Who is the other?” and “How can I engage in constructive dialog with the other?”

BIBL 2201 Orientation to the New Testament (3 credits).

Course description: An introduction to the study of the New Testament, providing a framework and overview for the study of Jesus and the Gospels, Acts and the history of the early church, Paul and the New Testament letters, and the Apocalypse. The course will emphasize historical setting, the relationship of key themes to the larger biblical canon, and the formation of Christian belief. Attention is given to modern criticism and interpretation of the New Testament. PREREQUISITES: BIBL 1100, 1200.

M.U.S.E. Strategies: On the first day of class the students answer the question “Who is Jesus?” On their final exam they will answer the same question. They will also re-read their original answer and reflect on how their understanding of Jesus changed over the course of the semester based on the portrayals of different New Testament texts. They will also reflect on how this understanding of Jesus relates to their current service-learning hours and their view of “the other.” (Regulation of Cognition)

After the midterm exam, students will review their tests and then write an essay reflecting on what strategies they used in preparation for the exam, why those strategies did or did not prepare them to do well on the exam, and what strategies they will implement as they approach their final exam. (Knowledge of Cognition)

BIBL 2130 Exegetical Methods for English Bible (3).

Course description: This course presents basic principles of biblical interpretation, or “hermeneutics.” The course highlights issues related to the interpretation of various genres of literature in the Bible. Special attention is given to resources, such as commentaries, Bible dictionaries, concordances, and handbooks. The practical understanding and application of Scripture is the focus of the course. Some emphasis will be given to the role of Scripture in spiritual formation. Prerequisite: BIBL 1101 Orientation to the Old Testament I and BIBL 1201 Orientation to the Old Testament II.

M.U.S.E. Strategies: For metacognitive practices, the instructor will use a reflective/learning log that students will bring to class and utilize every class day. During or after every lecture, the instructor will pause and ask them to reflect upon an important question regarding course content or learning strategies. The purpose is to keep them engaged with the material, encourage deep thinking, and develop learning strategies to improve performance. (Regulation of Cognition)

Before test #1, they will be implementing their own learning strategies without being taught what to do. After the results of test #1, the instructor will teach them a few metacognitive strategies that they can use to improve their performance on future tests. The instructor will ask them to report any new strategies they are using on their learning logs. At the end of class, the reflection/learning logs will be collected and the instructor will assess them for metacognitive practices. The instructor will try to correlate their performance with the degree to which they have utilized these learning strategies. (Knowledge of Cognition)

Connection to Service-Learning: Students who perform any service outside of class involving Bible teaching or preaching may earn extra-credit points that can be used to offset course exams and quizzes. Every three Bible teaching or preaching sessions, or a mixture of these, that happen as part of a regularly scheduled event will earn 5 percentage points, up to a total of 20 percentage points to be added on the semester’s unit tests or quizzes’ average score. To earn service-learning extra credit, students need to submit a report at the end of the semester containing a log of these sessions (student’s name, event date, event description, type of presentation) and a short reflection on what the student has gained through the experience.

HIST 1200 World Civilizations II (3)

Course description: This course is a survey of World Cultures and Civilizations from 1492 to the present. While political, cultural, and intellectual events are covered, special emphasis is placed on the effect of globalization on patterns of trade, religion, and migration.

M.U.S.E. Strategies: Continue to show the students Bloom's Taxonomy and explain assignment goals for each assignment. (Knowledge of Cognition)

Students will reflect at the middle of the term on the learning assessments by considering the following questions. What types of learning come natural? Why? What types of learning have been difficult? Why? How can you improve as a learner? At the end of the semester, students will reflect on places they have excelled in learning and on why they think they did well, and they will also reflect on areas they think they did poorly and propose ways they can do better. (Knowledge of Cognition)

At the end of the semester, the instructor will have students write a reflection on how their classroom learning has shaped their vision of and action in the world among God's creatures. (Regulation of Cognition).

ANTH 1100 Encountering Cultures (3)

Course description: This course examines the importance of culture and worldview in an increasingly multicultural world. It explores cultural diversity and the necessary skills for identifying the traits of different cultures (including the student's own), in order to equip them to effectively interact with people of other cultures as they seek to fulfill the Great Commission and do their part to extend the kingdom of God among all nations.

M.U.S.E. Strategies: As one of the course assignments, students will find a faith-based organization where they can do different types of evangelistic work in a supervised capacity. To complete this assignment, students will complete two reports. (1) Students will hand in their Student Report at midterm detailing dates worked, a description of the type of evangelism, and personal comments about what happened and what they learned on each occasion. (2) At the end of the semester, students will complete the Student Report detailing dates worked, a description of the type of evangelism, and personal comments about what happened and what they learned on each occasion. (Knowledge of Cognition)

Connection to Service-Learning: As one of the course assignments, students will find a faith-based organization where they can do different types of evangelistic work in a supervised capacity. Students will complete a minimum of 14 hours performed on at least eight different occasions. To complete this assignment, students will also have to fill out a proposal form with the supervisor's signature and solicit a one-page Supervisor's Report that will be handed in at the end of the term with the metacognitive student reports described above.

ENGL 1000 (2200) English Composition I (3)

Course description: This course focuses on developing academic and professional written communication through a variety of rhetorical strategies. Using primarily nonfiction texts as models, the course emphasizes critical thinking and analysis, as well as introductory academic research skills.

M.U.S.E. strategies: Throughout the course, students employ metacognitive practices by reflecting on their writing and employing revision techniques discussed for each paper to improve style, grammar, word choice, organization, etc. (Regulation of Cognition)

At the end of the semester, students were offered the option to revise one of their papers for a higher grade.

As part of their revision, students were required to submit a one-page letter explaining what changes were made and why the paper was better as a result of the changes. (Knowledge of Cognition)

Students also wrote a paper in which they reflected on and employed field research strategies learned in class at their SALT sites to write a Common Ground Essay reflecting on how they and someone from their site who seemed to be from a different socioeconomic background, different racial/cultural background, or who had a differing opinion on a political or religious idea found a common ground. (Regulation of Cognition)

Connection to Service-Learning: In the paper mentioned above, students were also asked to reflect on how their classroom writing and research helped them to better understand the people they served at their SALT site and how recognizing the common ground between them could improve their service. (Knowledge of Cognition)

Service Reflection Groups Description and Strategies

Service Reflection Groups (5 SALT hours). These groups have three objectives: (1) to direct students to reflect on their educational, missional, and ministry goals in light of their field service; (2) to help students explore the correlation between the student's field service and other educational experiences; and (3) to introduce students to research strategies as they apply to field service. These groups will utilize established best practices for reflection and learning communities in service-learning contexts.

Field Research Course Description and Strategies

Field Research Course/SALT Field Research Course (3 credits/15 SALT hours). The objectives of this course are to (1) train students in field research techniques, including research design, ethical considerations, qualitative and quantitative methods, (2) help students plan and execute a research program that pertains to their field service, and (3) allow students to present their findings in a public forum. The SFRC option for the field research component will use 15 SALT hours, which leaves 45 field service hours to fulfill the upper-division SALT requirement.



Student Learning Objectives

To accomplish our purpose of helping students recognize the reciprocity between their classroom and service-learning, the committee has identified the following learning goals and corresponding objectives:

Goal 1: Students demonstrate the ability to use metacognitive thinking in their classroom learning.

Objective 1.1: They apply techniques for previewing information for a course and/or assessment.

Objective 1.2: They use reflection and review in the learning process.

Goal 2: Students demonstrate the ability to transfer their metacognitive thinking skills to service-learning experiences.

Objective 2.1: They articulate an action plan that connects their classroom learning to their service engagement.

Objective 2.2: They reflect on and draw connections between classroom learning and service engagement in meaningful ways.

Goal 3: Students demonstrate the ability to connect their metacognitive thinking and service engagement through research.

Objective 3.1: They are able to conduct research through service-learning.

Objective 3.2: They are able to process their research into a meaningful research product.

Objective 3.3: They reflect on the connections between classroom learning and service engagement through a formal research presentation.

Literature review

The committee began thinking about metacognition and how it might work in our classes when we reviewed a teaching guide on metacognition prepared by Nancy Chick, the Assistant Director for Vanderbilt University's Center for Teaching, which was obtained from the center's website. Chick asserts what we found in much of our other readings on metacognition—namely, that the simplest definition for the term is “thinking about one's thinking” (Bogdan; Downing; Flavell; Metcalfe). However, as Chick asserts, a more precise understanding of the term recognizes that “Metacognition includes a critical awareness of a) one's thinking and learning and b) oneself as a thinker and learner.” Significantly, Chick also points out that a key element of metacognitive practices includes increasing “students' abilities to transfer or adapt their learning to new contexts and tasks . . . by gaining a level of awareness above the subject matter: they also think about the tasks and contexts of different learning situations and themselves as learners in these different contexts.” Dr. Saundra McGuire's training sessions echoed many of Chick's assertions and confirmed for us that introducing metacognitive techniques to our students in the first two years of their core classes would provide a solid foundation for application of those techniques in classes beyond their sophomore year. However, this definition only speaks to one side of our plan—namely, the classroom.

Downing et al. offer a slightly more nuanced definition of metacognition, saying that metacognition “involves knowing how to reflect and analyse [sic] thought, how to draw conclusions from that analysis, and how to put what has been learned into practice” (610). Similarly, Nickerson suggests that “understanding is an active process. It requires the connecting of facts, the relating of newly acquired information to what is already known, the weaving of bits of knowledge into an integrated and cohesive whole. In short, it requires not only having knowledge but also doing something with it” (qtd. in Dahlin 202). These notions of putting learning into practice put us closer to our model of connecting classroom instruction with service learning. As Dahlin and others point out, a study by Entwistle and Entwistle revealed the need for “active engagement” and “using the material” learned in order to better solidify understanding (Dahlin 202-203).

Indeed, we found an emphasis in much of the literature on “deep” rather than “surface” learning (Case and Gunstone; Chick; Dahlin; Weimer). According to Case and Gunstone, “students using a deep approach have the intention of understanding what they are learning, while those using a surface approach have other intentions such as memorizing work for a test” (52). An important component of Case and Gunstone's research included their finding that a “significant ‘enabler’ of a conceptual deep approach” (61) to student learning “is the substantive relationship . . . between approach to learning and identity formation” (63). They conclude that “this resonates strongly with the findings of an earlier exploratory study in which ‘purpose for learning beyond the subject itself was suggested as an important aspect of metacognitive development’” (63). In much the same way that we hope to develop in our students good learning and study habits by introducing them to transferable metacognitive techniques in their first and second year M.U.S.E. courses, we also want to attend to their spiritual formation in keeping with our mission as an institution of Christian higher education through service. We must also give our students a purpose for their learning outside of themselves—that is, we must help them to develop identities as servants wherein they connect their classroom learning to their service learning.

With this purpose in mind, we turned to Bo Dahlin's 1999 article “Ways of Coming to Understand: Metacognitive Awareness Among First-Year University Students.” In this article, Dahlin uses Phenomenography, which “is a qualitative, explorative research approach aimed at describing the ways in which people experience or conceptualise [sic] various phenomena,” to analyze student learning experiences. He found that students ordered their understanding of information according to three main categories: a) understanding originating from experiences, b) understanding developing by gradually merging with reality, and c) understanding originating by partaking in reality (197). Dahlin further expands on these categories of knowledge as follows:

In the first category, awareness is focused solely on one's own experience of things. In this sense, the self-reflective awareness in learning is mainly subjective: my experience is what counts.

In the second category, self-reflection is widened to the awareness of understanding itself as a personal construction and how I myself actively contribute to that construction.

In the third category, awareness is shifted to focus on the world. But it is the world as internally related to the learner and mediated by understanding. This way of seeing is therefore based on the previous categories: it includes the subject and their understanding (201 emphasis in original).

Dahlin suggests that this movement in understanding implies a hierarchy “with category 3 representing the most inclusive type of conception” (201). For Dahlin, and for this committee, this hierarchy represents a “progressive relation between categories” that demonstrates a student’s “experience of ‘coming to understand,’” otherwise known as “metacognitive awareness” (Dahlin 201, emphasis in original). The committee found this article especially useful because as the categories above suggest, for Dahlin, deep learning happens when students not only engage what happens in the classroom through deep learning strategies (à la category two) but attain true metacognitive awareness when they move beyond the classroom into the world (à la category three). Dahlin’s research provides a theoretical framework for our QEP by explaining how classroom learning and service engagement connect to promote metacognitive awareness or deep learning.

Dahlin (1999) defines metacognition as “being aware of the relations between oneself, one’s acts of learning, knowledge and the world” (201). This, then, is the definition of metacognition that the committee adopted for our QEP as it best fits our program goals. As noted in our mission statement, Johnson University seeks to educate students in order to extend the kingdom of God to all nations (the world). Our QEP seeks to connect a servant identity with an academic identity, and Dahlin’s approach to metacognition helped us to articulate that goal.

This governing impetus for this QEP arises from two considerations, both of which informed the faculty’s initial conversation about how to frame this QEP. The first consideration has to do with the importance of “High Impact Practices.” Nearly all of the initial suggestions for a QEP topic fell under the umbrella of High Impact Practices. Subsequent research has confirmed both the correlation between these suggestions and high impact practices and the importance of high impact practices for constructing an effective educational strategy for college level students. The seminal work on high impact practices is Kuh’s *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*.

Kuh (2008) demonstrates that a number of high-impact practices “increase rates of student retention and student engagement.” One such practice includes a first-year seminar or program designed to “bring small groups of students together with faculty or staff on a regular basis.” Kuh notes that the “highest quality” versions of these experiences emphasize “critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop student’s intellectual and practical competencies.” The Service Reflection Groups specifically designed for this QEP bring together students and faculty in weekly meetings for the purpose of meaningful reflection and analysis about service-learning and its connection to classroom learning. Thus, we fulfill Kuh’s definition of a high-quality first-year (and, in the case of this QEP, also second-year) seminar that encourages critical thinking and collaborative learning in order to hone students’ “intellectual and practical competencies.”

Kuh contends that learning communities serve as another high-impact practice by giving students a chance to integrate their learning across courses and to involve students with “‘big questions’ that matter beyond the classroom.” Kuh notes that many learning communities explore a “common topic and/or common readings.” The M.U.S.E. courses offer students a common core of classes with a common theme—encountering the

“other” (as outlined above)—and the connection with service-learning affords our students the opportunity to integrate not only their M.U.S.E. course content but their entire curriculum in the “big questions” relevant to Johnson University’s mission statement.

Finally, Kuh asserts that undergraduate research, while often limited to science disciplines, constitutes a high-impact practice for all college students. Courses that focus on research “connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.” With the Field Research project and the course that goes along with it, we offer students the opportunity to participate in undergraduate research and to practice various kinds of research methods in order to answer the questions that they have identified concerning integration of their service-learning and classroom learning in meaningful and practical ways for their own missional projects.

Another factor that informs the design of this QEP is the growing recognition in scholarship of the correlation between metacognition and active learning. This correlation is suggested by Kuh, whose “high impact practices” all fall under the category of active learning. Recent research has supported that suggestion, demonstrating that active learning is inherently metacognitive and so helps develop students’ metacognitive skills even when specific metacognitive techniques are not employed as part of the educational experience. Vos and Graaff (2004), for example, argue that within the field of Engineering, metacognition provides a way of understanding how formats such as Active Learning in Engineering (ALE) provide effective educational experiences for engineering students. ALE projects include “project work, problem-based learning, use of cases, etc.” As the authors note, ALE “is focused



on developing metacognition above or more than cognition,” because an ALE project does more than provide specific knowledge. It allows students to confront the processes by which they come to know—that is, through the active learning experience itself. The experience provides cognition by teaching students how to learn. Vos and Graaff then suggest that the techniques of metacognition become helpful for ALE projects because these techniques can help students develop clearer goals for their projects and so enhance the effectiveness of ALE in general.

On the basis of this research, we have high confidence that a QEP that emphasizes metacognition and active learning constitutes the “best practice” in metacognition. Though we believe that in terms of best practices, the specific active learning experience is less important than providing students a formal, guided opportunity to draw those connections, we have chosen to emphasize service learning in our QEP because it draws on a program already in place and because of its strong missional fit, as outlined above. Indeed, one of the strengths of this program is that it takes two educational experiences that are already central to the University’s curriculum and it adds metacognitive elements to each. The program then adds a further active learning element by giving students a new active learning experience—in this case, undergraduate research—that allows them to “confront the processes by which they come to know.”



The faculty will begin implementing all of the components of the M.U.S.E. plan beginning in AY 2016-2017 in face-to face courses on the Tennessee campus, and faculty will do some piloting and preparation for that implementation in face-to-face courses on the Tennessee campus during the AY 2015-2016.

QEP Implementation Actions and Timeline

	FALL 2015	SPRING 2016	SPRING 2016 EOY	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
Instructors of MUSE courses will use the 2015-2016 school year as a pilot year to experiment with various MUSE features that will be implemented in their courses beginning in fall 2016. Faculty will begin developing instruments to assess Goal 1 & 2 in their MUSE courses. First review of MUSE courses QEP implementation requirements will be completed	●							
Faculty will pilot the instruments developed in the first semester of the pilot year. Data from pilot study and corrections and changes to instruments and analysis of pilot data will be completed	●							
A search committee will be formed to carry out a national search to fill the new position. This process will include establishing a budget for the search and appointing an appropriate committee to identify candidates, conduct Skype and on campus interviews, and make a recommendation to the Dean of the School of Arts and Sciences.		●						
The QEP committee will work with the Registrar to add the SRGs to the university course schedule for Fall 2016.		●						
Appoint M.U.S.E., Cornerstone and SALT teams. These teams will assume oversight of their various programs immediately. The M.U.S.E. team will assume responsibility for the implementation of the M.U.S.E. courses. The SALT team will assist with assessment and development of the SRGs and assist the Director of the SALT program with expanding and developing that program on both the Tennessee and Florida Campuses			●					
Assess the pilot M.U.S.E. classes.			●					
Faculty review for readiness of QEP process and procedures scheduled for new academic year. Led by the Chair of the M.U.S.E. team.				●	●	●	●	

	Fall 2015	SPRING 2016	SPRING 2016 EOY	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Write and submit the five year impact report of QEP. Directed by the Chair of the M.U.S.E. team.								●
Market all QEP initiatives and activities.	●	●	●	●	●	●	●	●
Direct assessment of SLOs according to established rubrics			●	●	●	●	●	●
Conduct NSSE Survey of Students						●		
Administer CCTST				●				●
Conduct faculty training in metacognition at JUFL		●						
Faculty training in metacognition (consultant)				●				
Faculty training in service-learning (consultant)				●				
Faculty training in student research (consultant)					●			
Faculty training according to on-going assessed and perceived needs.						●	●	●
M.U.S.E. faculty consultation and assessment		●		●	●	●	●	●

Metacognition: A First Attempt

Four of the five M.U.S.E. courses (all except World Civilizations II, which is a Spring course) were taught on the Tennessee campus in fall 2015 as pilot courses. After this pilot year, we learned that some of the courses need improvement in developing students' knowledge of cognition, while others need to improve regulation of cognition and/or a connection to service. At the same time, we recognize that not every course has to implement every metacognitive strategy, so long as students encounter knowledge of cognition, regulation of cognition, and a connection to service-learning over the course of their first two years at Johnson University.

In order to improve our course strategies as well as the shared assessment rubric, the M.U.S.E. faculty on the Tennessee campus will meet during the end-of-year meetings in May 2016. By this time, the final M.U.S.E. course (World Civilizations II) will also have been piloted in spring 2016. During the end-of-year meetings, M.U.S.E. faculty will share what worked well in our classes and what needs improvement. We will also share our findings and the improved rubric with the Florida faculty. Our revised rubric, shared classroom strategies, and improved individual assignments will better prepare us for the full implementation of the QEP in fall 2016.

Faculty Oversight and Organization

As part of “year zero,” the existing QEP committee will draft the narrative for the SACSCOC site visit in March, oversee initial implementation of assessment rubrics in M.U.S.E. courses for assessment purposes, generate broad-based support for the plan from all university constituents, and liaise with appropriate parties regarding marketing and implementation of the plan prior to the site visit.

After the completion of the site visit, the QEP will be administered and assessed through a “team of teams” approach, with ultimate responsibility for the coordination and assessment of the QEP assumed by the Chair of Team M.U.S.E. under the supervision of the Dean of the School of Arts and Sciences.

1. *Team M.U.S.E.:* This is a standing committee comprised of the following: The Professor of Service-learning, who serves as leader of the team during the initial QEP period, M.U.S.E. Course faculty, and Capstone Director. This team will coordinate the development and implementation of M.U.S.E. courses. During the initial QEP period, this committee will also assume responsibility for QEP assessment activities and reporting under the supervision of the Professor of Service-learning and the Dean of the School of Arts and Sciences.
2. *Team SALT:* Professor of Service-learning and Faculty Director of the SALT Program, SALT Coordinator, Student Assistants. Duties include administration of the SALT program, teaching Cornerstone to SALT courses, teaching Field Research course, SALT assessment, providing M.U.S.E. assessment data, developing service-learning courses across the curriculum.
3. *Team Capstone:* Capstone Director, Capstone teaching faculty, Cornerstone teaching faculty, student assistants. Develop and administer Capstone Program. Develop and administer undergraduate research initiatives, including field research presentations. Coordinate first-year experience(s) with Capstone program.



1. Budget

Administrative Infrastructure	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Assist. Prof. salary with half time in SALT program and half time in QEP direction	\$70,000.00	\$71,787.00	\$73,000.00	\$74,553.00	\$76,142.00
Professional Development	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
Office Equipment	\$3,000.00	\$300.00	\$300.00	\$300.00	\$300.00
Marketing for QEP	\$4,500.00	\$500.00	\$500.00	\$500.00	\$500.00
Printing and Supplies	\$1,500.00	\$1,500.00	\$500.00	\$500.00	\$500.00
Assessment and Reporting*	\$0.00	\$0.00	\$0.00	\$1,500.00	\$1,500.00
*SACSCOC Conference	\$0.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00
*Assessment tools and printing costs	\$0.00	\$0.00	\$0.00	\$500.00	\$500.00

Student Support	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Research Fair	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00
Research Awards	\$150.00	\$250.00	\$250.00	\$250.00	\$250.00

Faculty Support	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
*Faculty Training	\$5,000.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00
*Metacognition consultant	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00
*Service-learning consultant	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00
*Student research consultant	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00
*Travel	\$500.00	\$500.00	\$500.00	\$0.00	\$0.00
*Books	\$250.00	\$250.00	\$0.00	\$0.00	\$0.00
Teaching Assistant (2x)	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Annual Total	\$91,151.00	\$82,537.00	\$82,750.00	\$85,803.00	\$87,392.00
Grand Total					\$429,632.00

2. Institutional Resources:

Johnson University possesses the missional commitment, financial resources, and the full support of its administration, faculty, and student body to implement, direct, and maintain this QEP. For two years running, Forbes has ranked Johnson among the 100 “Most Financially Fit” Colleges and Universities in America, while USA Today recently named Johnson among the “Fifteen Least Expensive Colleges” in the United States. As indicated by our operating budget, the University is prepared to devote significant resources to this QEP. Additionally, we have sufficient library resources through databases, monographs, and interlibrary loans to support student research and faculty resource needs.

3. Faculty Resources

a. New Faculty Resources:

Assistant Professor of Service-learning and Director of the SALT Program: This will be a full-time position beginning in fall 2016. Successful candidates must have a Ph.D. in a field supported by the University's curriculum and at least three years of experience directing a service-learning program. The successful candidate must have a Ph.D. in hand by August 2016 in order to be considered for the position. Responsibilities include teaching twelve hours of classes per semester, including Field Research courses, Cornerstone-to-Salt Courses (part of the University's innovative first-and second-year experience sequence), and other courses related to the candidate's research and teaching interests. This person will work with the Coordinator of the SALT program to direct and develop the SALT program and work with University faculty to develop service-learning courses across the curriculum. Candidates must have an active research agenda and have an active interest in directing undergraduate research projects. Experience with multiple research methods considered a plus.

b. Existing Faculty Resources:

The University will devote significant existing faculty resources to the execution and administration of this QEP, in addition to faculty development resources as discussed below. Johnson University faculty typically teach 24 credits per academic year and are responsible for the equivalent of 3 credit hours of administrative and service. As part of this QEP, these faculty administrative loads will be redistributed to accommodate the new "teams" that will assess and administer this QEP. Because this reorganization anticipates a wider move to a team-based approach to faculty service requirements, we do not anticipate the implementation of these teams will require the addition of direct cost to the QEP budget. Most faculty members will fulfill roles similar to their current committee or administrative assignments, with the significant addition of the Professor of Service-learning, who will take responsibility for directing this QEP. However, we have budgeted for increased teaching assistant support for QEP faculty, especially to aid in collecting assessment data.

c. Additional Faculty Development:

The M.U.S.E. program is student-centered and will not require faculty to alter their courses unless a faculty person wishes to have a M.U.S.E.-designated course. However, faculty will need training in metacognitive techniques, such as assignment wrappers as well as resources for including some of these techniques in their courses. The QEP committee began our efforts in training at the end-of-year meetings in May 2015 with sessions conducted by Dr. Sandra McGuire on metacognition. These must continue through regular faculty development sessions in plenary faculty meetings. Additionally, faculty need training in how to incorporate service-learning components into their courses as well as how to foster reciprocity between classroom and service-learning. Finally, faculty need additional training in advising students in all aspects of both the SALT and M.U.S.E. programs, including how to complete the M.U.S.E. Courses requirement.



Student Learning Objectives

To accomplish our purpose of helping students recognize the reciprocity between their classroom and service-learning, the committee has identified the following learning goals and corresponding objectives:

Goal 1: Students demonstrate the ability to use metacognitive thinking in their classroom learning

Objective 1.1: They apply techniques for previewing information for a course and/or assessment.

Objective 1.2: They use reflection and review in the learning process.

Goal 2: Students demonstrate the ability to transfer their metacognitive thinking skills to service-learning experiences.

Objective 2.1: They articulate an action plan that connects their classroom learning to their service engagement.

Objective 2.2: They reflect on and draw connections between classroom learning and service engagement in meaningful ways.

Goal 3: Students demonstrate the ability to connect their metacognitive thinking and service engagement through research.

Objective 3.1: They are able to conduct research through service-learning.

Objective 3.2: They are able to process their research into a meaningful research product.

Objective 3.3: They reflect on the connections between classroom learning and service engagement through a formal research presentation.

Assessment Plan Summary

To reflect the focus of this QEP, we have developed a tripartite assessment plan that targets the three general areas of the QEP implementation process: (1) Classroom-based processes and output, reflected in Goal 1; (2) real-world applications through students' engagement in service-learning activities, reflected in Goal 2; and (3) personal, critical thinking and research skills, reflected in Goal 3.

To facilitate cross verification of our data collection, analysis, and interpretation methodologies, we will use a combination of direct measures, standardized tests, and formative evaluation items. For direct measures, we will create special rubrics, checklists, and survey instruments.

A. Classroom-based processes and output:

Students will receive metacognitive instructions in M.U.S.E. courses. The impact of these instructions will be assessed with a combination of faculty-developed surveys, checklists, and reflection logs.

As a matter of procedure, classroom instructors will use the standards of the Metacognitive Assessment Rubric for Goal 1 (see MAR-Goal 1) to help direct students to think in a systematic way about lecture materials, course assignments, personal study habits & strategies, and personal corrective measures to enhance performance.

Classroom instructors will create formative assessment tools such as assignment wrappers to collect

learning data that can be used to both improve instruction and to provide data for the QEP. Instructors will use the Metacognitive Assessment Rubric for Goal 1 to measure students' performance and their utilization of metacognitive strategies. For example, the rubric could be used to grade students' reflection journals to see how well they have demonstrated deep thinking in their learning strategies.

B. Real-world applications:

As part of the requirements for the Service and Learning Together (SALT) Reflection Groups (SRG), students will be directed to apply their metacognitive skills to take better advantage of the reciprocity between classroom instructions and their service engagement in the real-world. Students will develop action plans and produce reflections which will be assessed through the Metacognitive Assessment Rubric for Goal 2 (See MAR-Goal 2).

Students will have the opportunity to reflect on the connection between their classroom learning and their service engagement through two principal avenues: (1) their M.U.S.E courses, and (2) their SALT Reflection Groups (SRG). Assessment data will be collected from both settings using the Metacognitive Assessment Rubric for Goal 2.

Instructors from both settings will direct students to reflect on the reciprocity between their classroom learning and their service experiences. They will discuss challenges and brainstorm solutions. Using the standards on the Metacognitive Assessment Rubric for Goal 2, instructors will create special assignments such as action plans, reflective essays, and service projects, which will give students an opportunity to systematically reflect on how they apply classroom knowledge to pursue these goals, plans, and projects. Reciprocally, students will reflect on how these goals, plans, and projects create the need to pursue specific knowledge and wisdom for effectiveness in service. As students pursue these reciprocities, they will maintain their focus on the need to understand "who is the other" and "how to engage the other" in service in order to extend the kingdom of God.

C. Personal critical thinking and research skills:

Students will have the option to complete a field research project that offers a real-world application or solution to a specific problem encountered during their service-learning program. This project, which will require specific research skills, will be assessed with the Metacognitive Assessment Rubric for Goal 3 (see MAR-Goal 3).

Although this is an optional project, students will be encouraged to complete it as part of their service-learning experience or professional internship. Students will have three different faculty-directed field research contexts from which to execute this project: (1) A field research project connected with the Arts & Sciences Field Research Course; (2) A field research project connected with the Salt Field Research Course (SFRC); or (3) an independent field research project that may or may not be connected to a professional major.

The field research faculty from one of the above research contexts will guide students projects using the standards of the Metacognitive Assessment Rubric for Goal 3. These standards include the ability to conduct research through service-learning by applying standard research skills such as problem identification, information gathering, analysis and interpretation, reasoning and problem solving; the ability to produce meaningful solutions; and the ability to reflect on knowledge and regulation of cognition in the research process.

Students' products will be evaluated using the Metacognitive Assessment Rubric for Goal 3. As part of the field research project, students will be directed to make a formal presentation of their research product and this presentation will be assessed with the metacognitive Assessment Rubric for Goal 3 Presentation (See MAR-Goal 3 Presentation)

To indicate success of the Field Research Module, the QEP committee has established a baseline of 10% participation rate based on the Junior-Senior students SALT cohort. Furthermore, a mean score of 75 on a 100-point scale on both the written project and formal presentation of the project will indicate that a project has met expectation.

QEP Outcomes, Methods and Timeline: Direct Measures

QEP Student Learning Goals	Associated Arts & Sciences Outcome	Corresponding Learning Objectives	Assessment Methods	Implementation	Timeline
Goal 1: Students demonstrate the ability to use metacognitive thinking in their classroom learning.	Reasoning/Critical-thinking	Objective 1.1: They apply metacognitive techniques for previewing information for a course and/or assessment	Metacognitive skills self-assessment survey using the Metacognitive Awareness Inventory (MAI)	Lower division students will complete the pretest-posttest surveys as part of their requirements in selected MUSE courses. Students will be instructed on the use of metacognitive techniques following the administration of the pretest	Pretest to be administered in selected M.U.S.E. courses beginning in August 2016. Posttest to follow at the end of the school year (April-May 2017). The process is repeated every subsequent year
		Objective 1.2: They use reflection and review in the learning process	Faculty-developed Metacognitive Assessment Rubric for Goal 1 (MAR-Goal 1) based on classroom reflective assignments	All students who take a MUSE course will produce reflections that will be assessed on the standards of the Metacognitive Assessment Rubric for Goal 1	First cohort of reflections to be completed at the end of each semester beginning in November-December 2016.

QEP Student Learning Goals	Associated Arts & Sciences Outcome	Corresponding Learning Objectives	Assessment Methods	Implementation	Timeline
Goal 2: Students demonstrate the ability to transfer their metacognitive thinking skills to service-learning experiences. through research	Reasoning/Critical thinking Communication	Objective 2.1: They articulate an action plan that connects their classroom learning to their service engagement	Course embedded action plan assignment assessed with a faculty-developed rubric called the Metacognitive Assessment Rubric for Goal 2. (MAR-Goal 2). This rubric includes such criteria as student's awareness of personal goals, aptitudes, professional / vocational interest, life purpose, etc.	As part of the requirement for the Cornerstone-SALT sequence, students will complete an action plan to guide their service-learning engagement following the Cornerstone course	First cohort of action plans will be collected and rated at the end of fall 2016 semester and each subsequent fall semesters
		Objective 2.2: They reflect on and draw connections between classroom learning and service engagement in meaningful ways	Course embedded reflection log assessed with a faculty-developed rubric (MAR-Goal 2).	Data for this assessment will be collected in selected M.U.S.E. courses containing a service-learning component (Ex.: Encountering Cultures)	Reflection logs will be rated at the end of each fall semester beginning in fall 2016
Goal 3: Students demonstrate the ability to connect their metacognitive thinking and service engagement through research	Reasoning/Critical thinking Communication	Objective 3.1: They are able to conduct research through service-learning	Faculty-developed rubric designed to assess the written portion of the field research project (See MAR-Goal 3)	Data for this assessment will be collected from juniors and seniors from various vocational areas who are engaged in Field Research	Data for this assessment may be collected beginning in April-May 2018
		Objective 3.2: They are able to process their research into a meaningful research product	Faculty-developed rubric designed to evaluate the written portion of the field research project (See MAR-Goal 3)	Data for this assessment will be collected from seniors of various vocational areas who choose to complete the Field Research Project	Final cohort of data for this assessment need to be collected in April-May 2019
		Objective 3.3: They reflect on the connections between classroom learning and service engagement through a formal research presentation	Faculty developed rubric designed to evaluate the oral presentation portion of the field research project (See MAR-Goal 3 Presentation)	Data for this assessment will be collected from seniors of various vocational areas who choose to complete the Field Research Project	First cohort of data for this assessment need to be collected in April-May 2019

QEP Outcomes, Methods and Timeline: Indirect Measures

The choice of this QEP topic was partly motivated by the unsatisfactory results of Johnson University students in the area of learning strategies and critical thinking obtained on the NSSE (National Survey of Students Engagement). Moreover, as indicated in the above chart, all the QEP goals for this QEP are directly connected to an Art and Sciences (general education) goal in the area of reasoning/critical thinking.

In order to (1) track students' improvement in the areas of critical thinking and learning strategies and (2) to cross-verify the results obtained through direct the measures of our QEP interventions, the following standardized testing will be included in the overall assessment plan for this QEP:

Standardized Test	Implementation	Time-line
NSSE (National Survey of Student Engagement)	To be administered as a measurement of students' learning strategies, including the application of "deep learning" strategies.	Fall 2018 with repeat every 3 years
CCTST (California Critical Thinking Skills Test)	To be administered as a measure of students' attainment of core reasoning skills and critical thinking skills, including metacognitive skills.	Students will take a pretest in fall 2016 and will take a posttest in spring 2020, after the full implementation of the QEP.

NSSE (National Survey of Student Engagement)

In spring 2014, a Johnson University faculty task force was appointed and assigned the task of examining the performance of Johnson University students on the 2013 NSSE test for the purpose of recommending improvement actions to the faculty. As emphasized by the task force, the NSSE results showed some deficiencies by Johnson University students in the areas of critical thinking and higher order learning connected to metacognitive strategies as compared to their norm group of Southeastern private colleges. While these deficiencies were nowhere near catastrophic, the faculty task force determined that immediate improvement actions were needed and that these actions should be a factor in all future curricular plans. The critical thinking and metacognitive thrust of this QEP constitute part of the response to these improvement actions.

As part of the rationale to include the NSSE in this assessment plan for this QEP, the committee hopes to compare future NSSE results with those from 2013, using the earlier results as baseline data for that comparison. For this reason, the University has decided to delay the next administration of the NSSE until fall 2018 in order to give ample opportunity to pursue the full implementation of several recent curriculum changes and to complete the implementation of the first 2 years of this QEP.

CCTS (California Critical Thinking Skills Test)

In 2012, Johnson University used the Collegiate Assessment of Academic Proficiency test (CAAP) to measure its students for a range of college competencies, including critical thinking. The recent changes in our curriculum requires a test that is more focused on critical thinking and higher order learning in order to help both diagnose and implement areas of deficiencies in critical thinking and reflective skills for decision making and problem solving. We also need to be able to measure the effectiveness of recent curriculum changes and the improvement value that is connected with this QEP.

In order to fulfill these assessment needs, the committee has decided to use the California Critical Thinking Skills Test (CCTST) by means of a pretest-posttest design. The CCTST claims to be the premier critical thinking test in the world and is uniquely conceived to be utilized in pre-posttest design. In the case of this QEP, we will need to verify the effectiveness of the various curricular and higher-order learning interventions of this QEP on students' success.



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MAR-Goal 1

Metacognitive Assessment Rubric

QEP Goal 1 (Ability to use metacognitive thinking in classroom learning)

Standards	Below Expectations (Score below 5/10)	Meet Expectations (Score between 5/10-8/10)	Exceed Expectations (Score above 8/10)	Score on a scale of 10
Students demonstrate deep thinking about lecture materials	Students' performance reveals a focus on shallow study processes like memorization without understanding of information, or studying and reviewing information without proper integration to prior learning	Students performance generally demonstrate the ability to think and interpret information in a way that is more or less meaningful to the students and that demonstrates adequate level of understanding	Student's performance demonstrates deep thinking and comprehension of lecture materials through their ability to: -- question, summarize, flesh out ideas effectively, --process and interpret new information in way that is personally meaningful --connect new information to prior learning	
Students demonstrate deep thinking about course assignments	Students fail to summarize concepts in their own words due to hurried and ineffective study practices that circumvent deeper thinking. Assignments don't reveal what students care about and how the information is connected to prior learning	Students generally summarize concepts in their own words and are able to react in a meaningful way to what they read; however, they sometime drift to citing the information with no strong evidence of deep processing	Students demonstrate the ability to --summarize textbook concepts in their own words --generate ideas and implications from their reading --draw personal meaning from new information --express their personal reaction and what they care about from their reading	
Students demonstrate the ability to evaluate their performance on exams	Students appear unaware of why they fail; or they fail when they thought they really knew the information; or they blame their failure on factors that exonerate them	Students are generally able to identify what they are doing wrong and what they are doing right, but they may sometimes express conflicting notions about their level of responsibility in their failures	In their reflections following an exam, students are able to identify effective and ineffective study habits, flaws, and gaps in their knowledge and how these have affected their level of performance on the exam	
Students demonstrate the ability to apply corrective measures to improve performance	Students do not show interest, or show insufficient interest, in devising corrective strategies to remedy what went wrong or to reinforce what might have gone right in their exam performance	Students are generally able to devise corrective strategies to remedy what went wrong and to reinforce what went right, but they do not always apply these corrective measures with discipline and persistence	Students are able to: --devise corrective strategies to remedy what went wrong and to reinforce what went right --apply these corrective measures with discipline and persistence in a way that results in continuous success or improvement on future exam	

MAR-Goal 2

Metacognitive Assessment Rubric

QEP Goal 2 (Ability to transfer metacognitive thinking to service-learning)

Standards	Below Expectations (Score below 5/10)	Meet Expectations (Score between 5/10-8/10)	Exceed Expectations (Score above 8/10)	Score on a scale of 10
Student's articulation of an action plan	Students demonstrate little or no ability to articulate an action plan that connects classroom learning to service engagement. Students are not able to list personal goals, or in cases where they are able to list personal goals, they are not able to explain in any meaningful terms their ownership of these goals, thus the goals do not appear to be the result of a thoughtful process; they provide vague explanation about how they expect to be changed by their action plan, and sound noncommittal about the need to engage the other.	Students demonstrate adequate ability to articulate an action plan that connects classroom learning to service engagement: They are able to list personal goals that generally integrate service-learning; they outline generally clear and appropriate steps to pursue these goals using a what, when, who, why methodology; they explain moderately well how they expect to be changed or to grow by pursuing these goals; they incorporate in their action plan acceptable answers to the questions: "Who is the other?" and "how to engage the other?"	Students demonstrate superior ability to articulate an action plan that connects classroom learning to service engagement by being able to -list personal goals that clearly integrate service-learning; - outline clear, specific and appropriate steps to pursue these goals using a what, when, who, why methodology; - explain how they expect to be changed or to grow by pursuing these goals - clearly incorporate in their action plan convincing answers to the questions: "Who is the other?" and "how to engage	
Students demonstrate deep thinking about course assignments	Students reflection demonstrates little or no ability to evaluate the degree to which their classroom learning and service engagement are conducive to the pursuit of their personal vocational goals.	Through reflection on service-learning activities, students demonstrate moderately adequate ability to evaluate how their classroom learning and service engagement are helping them pursue their personal vocational goals. They provide adequate examples of how classroom learning is connected to the pursuit of vocational goals.	Through reflection on service-learning activities, students demonstrate superior ability to evaluate the degree to which their classroom learning and service engagement are conducive to the pursuit of their personal vocational goals. They provide clear examples of how classroom learning is connected to the pursuit of vocational goals. They are able to clearly illustrate how they measure their progress toward their vocational goals.	
Student's ability to make adjustment in personal goals based on service-learning experiences	Students demonstrate little or no ability to clarify personal goals. They make no or limited attempt at developing or redefining personal vocational goals based on their service-learning experiences.	Through personal reflection on service-learning experiences, students demonstrate moderate ability to clarify, adjust, refine, redefine, or confirm their personal vocational goals; they provide adequate support confirming their vocational goals.	Through personal reflection on service-learning experiences, students demonstrate superior ability to clarify, adjust, refine, redefine, or confirm their personal vocational goals. They provide clear examples of how they have adjusted or confirmed personal vocational goals based on service-learning experiences.	

MAR-Goal 3

Metacognitive Assessment Rubric

QEP Goal 3 (ability to connect metacognitive thinking and service engagement through research)

Standards	Below Expectations (Score below 5/10)	Meet Expectations (Score between 5/10-8/10)	Exceed Expectations (Score above 8/10)	Score on a scale of 10
Conduct research through service-learning	Students ability to conduct research through service-learning is marginal, requiring significant improvement: -students is able to identify a problem arising from their service engagement; -their explanation of the problem is somewhat superficial, not considering multiple angles; -they are able to find answers for certain aspect or question about the problem mostly from incidental sources; -they have attempted to organize the information, but it is not organized in such a way as to produce meaningful ideas; - they arrive at conclusions that are not clearly justified either because of a lack of evidence, or deficiencies in the information provided.	Students demonstrate proficient ability to conduct research through service-learning by being able to: - identify a problem or challenge arising from their service-learning experiences; - examine the problem from multiple angles and provide examples to clarify the issues under investigation; - gather appropriate information from credible sources to help devise a solution to the problem; - organize information accurately in order to discover meaningful characteristics and patterns that can be used in the interpretation of the information; - evaluate potential solutions to the problem and propose and justify a potential solution based on the evidence collected. - be able to explain your conclusions effectively.	Students demonstrate superior ability to competently conduct research through service-learning by being able to - identify a problem or challenge arising from their service-learning experiences; - examine the problem from various ethical, cultural, socioeconomic, and religious perspectives using thought-provoking inquiry questions; - use a valid methodology to gather, collect appropriate research data and other pertinent information toward formulating a solution to the problem; - organize, classify, synthesize gathered information accurately in order to discover insightful patterns leading to an accurate interpretation of the information; - Draw logical, insightful and evidence-based conclusions that demonstrate in-depth understanding of the problem and its most plausible solution; - be able to explain these conclusions clearly and convincingly.	
Process research into a meaningful product	Students demonstrate marginal ability to devise a meaningful solution to the problem or challenge they set out to address: - they propose a solution that is only marginally supported by the available evidence; - they express some opinions about the chance of success of their proposed solution - they opine about one or two potential issues that may affect the implementation of the proposed solution.	Students demonstrate proficient ability to devise a solution to the problem or challenge they set out to address: - they propose solutions that are generally based on acceptable evidence and explain in what way the proposed solution is meaningful; - they make an acceptable attempt at situating the solution of the problem within the problematic of "how to encounter the other" - they provide an assessment of potential issues affecting the implementation of the proposed solution and ways to manage these issues.	Students demonstrate superior ability to devise a uniquely innovative and meaningful solution to the problem or challenge they set out to address: - the solution is clearly driven by strong evidence - they explain in what way their proposed solution is meaningful and unique - central in the proposed solution is the idea of how to encounter "the other" - they provide an assessment of potential issues affecting the implementation of the proposed solution and ways to manage these issues.	
Reflect on the connections between classroom learning and service engagement	Students' ability to reflect on the connections between classroom learning and service engagement is marginal: -their description of how they see the connections between classroom learning and service engagement is weak and appears to be disconnected from students' true experiences. -they identify at least one strength and weakness in their classroom learning and service engagement experiences, and provide a vague solution to remedy these shortcomings; -they describe their personal biases and attitudes about learning and serving and propose some ideas to neutralize the effect of these biases and attitudes	Students demonstrate proficient ability to reflect on the connections between classroom learning and service engagement: -they describe their strategies to transfer knowledge from the classroom setting to their service commitments; -they identify several strengths and weaknesses in their classroom learning and service engagement experiences and describe their strategies to remedy the more strident shortcomings. -they describe their personal biases and attitudes about learning and serving and generate strategies to diminish the impact of these biases and attitudes.	Students demonstrate superior ability to reflect on the connections between classroom learning and service engagement: -they carefully describe their strategies to transfer knowledge from the classroom setting to their service commitments, giving specific and convincing examples; -they identify various strengths and weaknesses in both their classroom learning and service engagement experiences and describe specific strategies to remedy any shortcomings and to maximize their ability to succeed. -they describe their personal biases and attitudes about learning and serving and generate effective strategies to neutralize the effect of these biases and attitudes upon their personal judgment.	

MAR-Goal 3 (Project Formal Presentation)

Metacognitive Assessment Rubric, cross-referenced with Speaking Assessment Rubric (SAR)

This rubric is designed to assess SAS Objectives 2.1, 2.2, 2.4 and the formal oral presentation of QEP Objective 3.3

Standards	Below Expectations (Score below 5/10)	Meet Expectations (Score between 5/10-8/10)	Exceed Expectations (Score above 8/10)	Score on a scale of 10
Organizational clarity and validity	The message is not well-organized, in that <ul style="list-style-type: none"> · it does not contain a clear thesis statement or central purpose, · has no discernible structure (introduction, body, conclusion), and · does not flow logically and smoothly 	For the most part, the message is well-organized containing <ul style="list-style-type: none"> · a clear thesis statement or central purpose, · a discernible structure (introduction, body, conclusion), · and main points that are presented in a somewhat logical sequence, with smooth transitions, and some supporting evidence where critical 	The message is highly well-organized containing <ul style="list-style-type: none"> · a clear thesis statement or central purpose, · a discernible structure (introduction, body, conclusion), · and main points that are presented in a thoroughly logical sequence, with smooth transitions, and clear supporting evidence 	
Cultural awareness	The message fails to clearly consider the target audience in a culturally consistent manner. The packaging and delivering of the information does not adequately correspond to the level of understanding of the audience, and does not show enough sensitivity and respect to audience	The message generally considers the target audience in a culturally consistent manner by packaging and delivering the information (including answers to questions) in a way that is, for the most part, comprehensible, sensitive, and respectful of the audience's needs, level of understanding, and beliefs	The message clearly considers the target audience in a culturally consistent manner by packaging and delivering the information (including answers to questions) in a way that is always comprehensible, sensitive, and respectful of the audience's needs, level of understanding, and beliefs	
Content and language	The speaker exhibits a lack of understanding of the topic, and presents information that are questionable and not supported by acceptable evidence from the literature	The speaker is generally and reasonably knowledgeable about the topic, and presents accurate information that are generally supported by evidence from the literature	The speaker is highly knowledgeable about the topic, and presents accurate information that are clearly supported by evidence from the literature	
Delivery	The speaker exhibits few to none of the following characteristics or behaviors: <ul style="list-style-type: none"> · Self-confidence, and enthusiasm · delivers the information in a way that is articulate, expressive, and coherent · makes appropriate eye contacts · Makes effective use of multimedia presentation technology · is dressed appropriately for the occasion 	The speaker exhibits most of the following characteristics or behaviors: <ul style="list-style-type: none"> · Self-confidence, and enthusiasm · delivers the information in a way that is articulate, expressive, and coherent · makes appropriate eye contacts, and · makes effective use of multimedia presentation technology · is dressed appropriately for the occasion 	The speaker consistently exhibits all of the following characteristics or behaviors: <ul style="list-style-type: none"> · Self-confidence, and enthusiasm · delivers the information in a way that is articulate, expressive, and coherent · makes appropriate eye contacts, · makes effective use of multimedia presentation technology · is dressed appropriately for the occasion 	

Metacognitive Awareness Inventory (MAI)

	True	False
1. I ask myself periodically if I am meeting my goals.		
2. I consider several alternatives to a problem before I answer.		
3. I try to use strategies that have worked in the past.		
4. I pace myself while learning in order to have enough time.		
5. I understand my intellectual strengths and weaknesses.		
6. I think about what I really need to learn before I begin a task		
7. I know how well I did once I finish a test.		
8. I set specific goals before I begin a task.		
9. I slow down when I encounter important information.		
10. I know what kind of information is most important to learn.		
11. I ask myself if I have considered all options when solving a problem.		
12. I am good at organizing information.		
13. I consciously focus my attention on important information.		
14. I have a specific purpose for each strategy I use.		
15. I learn best when I know something about the topic.		

	True	False
16. I know what the teacher expects me to learn.		
17. I am good at remembering information.		
18. I use different learning strategies depending on the situation.		
19. I ask myself if there was an easier way to do things after I finish a task.		
20. I have control over how well I learn.		
21. I periodically review to help me understand important relationships.		
22. I ask myself questions about the material before I begin.		
23. I think of several ways to solve a problem and choose the best one.		
24. I summarize what I've learned after I finish.		
25. I ask others for help when I don't understand something.		
26. I can motivate myself to learn when I need to		
27. I am aware of what strategies I use when I study.		
28. I find myself analyzing the usefulness of strategies while I study.		
29. I use my intellectual strengths to compensate for my weaknesses.		
30. I focus on the meaning and significance of new information.		

Metacognitive Awareness Inventory (MAI) Continued

	True	False
31. I create my own examples to make information more meaningful.		
32. I am a good judge of how well I understand something.		
33. I find myself using helpful learning strategies automatically.		
34. I find myself pausing regularly to check my comprehension.		
35. I know when each strategy I use will be most effective.		
36. I ask myself how well I accomplish my goals once I'm finished.		
37. I draw pictures or diagrams to help me understand while learning.		
38. I ask myself if I have considered all options after I solve a problem.		
39. I try to translate new information into my own words.		
40. I change strategies when I fail to understand.		
41. I use the organizational structure of the text to help me learn.		
42. I read instructions carefully before I begin a task.		
43. I ask myself if what I'm reading is related to what I already know.		
44. I reevaluate my assumptions when I get confused.		
45. I organize my time to best accomplish my goals.		

	True	False
46. I learn more when I am interested in the topic.		
47. I try to break studying down into smaller steps.		
48. I focus on overall meaning rather than specifics.		
49. I ask myself questions about how well I am doing while I am learning something new.		
50. I ask myself if I learned as much as I could have once I finish a task.		
51. I stop and go back over new information that is not clear.		
52. I stop and reread when I get confused.		

Schraw, G. & Dennison, R.S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology*, 19, 460-475.



**DRAFT
QUALITY ENHANCEMENT PLAN
TOPICS REPORTS
14 JANUARY 2013**

The Quality Enhancement Plan (QEP) forms a significant part of the reaffirmation process for an institution's accreditation through its accrediting agencies. The QEP describes a focused course of action for the enhancement of institutional quality and effectiveness; it addresses a topic directly related to student learning. The QEP affirms the institution's commitment to providing students with creative, engaging, and relevant learning experiences.

To address the QEP compliance for the ten-year accrediting reaffirmation for Johnson University, the Long Range Planning Committee appointed an ad hoc QEP Topics Committee consisting of: Mark Pierce, Rafael Rodriguez, Nikki Votaw, Ron Wheeler (chair).

The Topics Committee received two broad suggestions from Philip Eubanks: World View Integration and Cross Cultural Experience.

The Topics Committee also considered the NSSE Topical Module subjects: Civil Engagement, Development of Transferable Skills, Experiences with Diverse Perspectives, Experiences with Writing, and Learning with Technology. Per Dr. Pierce's request, the committee suggested that the Spring 2013 NSSE student survey include the Development of Transferable Skills module.

The Committee proposes the following topics for consideration:

1 C Instructional Integration Awareness

Area of Coverage: This topic considers the working operation and coordination among the three areas of the University's curriculum: Bible, Arts & Sciences, and Professional majors.

Points of Investigation: This QEP would raise awareness and promote effectiveness of how the curriculum's design: Educates students for Christian ministries and other strategic vocations framed by the Great Commission in order to extend the kingdom of God among all nations. This study could examine: overviews of assessment at the program level, communicate content at the course level, and promote integration at the assignment level.

Promotion: Three B Two B One: Three Areas, Two Majors, One Education.

2 C Student Advising

Area of Coverage: This topic considers the guidance, direction, and recommendation of student spiritual, academic, and professional development.

Points of Investigation: This QEP would raise awareness and promote effectiveness of how student advising: Develops students for Christian ministries and other strategic vocations framed by the Great Commission in order to extend the kingdom of God among all nations. This study could examine: spiritual guidance, academic directing, and career recommendation.

Promotion: Heart, Mind, Hands: The disciplined heart, the engaged mind, the serving hands.

3 C Informational Literacy

Area of Coverage: This topic considers the working operation and coordination among the three areas of the University's curriculum: Bible, Arts & Sciences, and Professional majors.

Points of Investigation: This QEP would raise awareness and promote effectiveness of how Informational Literacy: Forms students for Christian ministries and other strategic vocations framed by the Great Commission in order to extend the kingdom of God among all nations. This study could examine: reading analysis, writing proficiency, and problem solving strategies.

Promotion: Three Rs: Reading, Writing, Resolve.

End of Year Plenary Faculty Meeting Minutes (7/14/14) Johnson University; May 5-6, 2014 (Excerpt)

SACSCOC Quality Enhancement Plan (QEP)—Pierce See Appendix K

The faculty divided into schools to discuss QEP topics and options. 20 minutes.

Refreshment Break Brief report from each school from their QEP discussions:

Social & Behavioral Sciences – different topic – higher order of learning – measure – equip – research and writing – do our students really get that?

Education – Quantitative Literacy - - curriculum mapping Communication & Creative Arts – Students' aptitudes – critical thinking – advising

Bible – Faith formation/worldview formation

Intercultural Studies – Critical thinking – identifying in each syllabus an intentional critical thinking piece

Arts & Sciences – quantitative reasoning – umbrella of undergraduate research – How do students acquire, evaluate and use the information?

Business – Emphasized the work piece – service-learning – will strengthen advising

**Johnson University
2014 End of Year Meetings
National Survey of Student Engagement (NSSE)
Faculty Task Force Report
By Hixson, Kilinski, Loar, Princeton & Weatherly**

Task Force Responsibility

The responsibility of the NSSE task force was (1) to examine the 2013 NSSE results, (2) note one or two of the most salient deficiency indicators, and (3) propose recommendations for improvement.

Survey Response Rate

The 2013 NSSE results show a JU response rate of 48% for first year students, and 71% for seniors, compared to 30% for first year and 39% for seniors at Southeast Region schools. While there is room for improvement in these rates, the risk for sampling bias is very low.

Deficiency Indicators

After analysis of the data, the committee noted two areas where Johnson University students show significant deficiencies as revealed by the 2013 NSSE results. These areas are reported as indicators under the broad theme of Academic Challenge. JU's results are compared with those of Southeast Region schools (SR):

1. Higher order learning (mean: 37.7 (JU) vs 40.3 (SR))
2. Quantitative reasoning (Mean: 18.8 (JU) vs 26.8 (SR))

Relative to Southeast Region schools, JU's performance on these two indicators is nowhere near catastrophic, but immediate improvement is needed and should be a factor in all future curriculum development plans. In NSSE's general reports, results for higher order learning tend to reflect the levels of academic challenge in place at different colleges and universities, whereas results for quantitative reasoning tend to reflect the type of academic programs at these schools. For example, schools with a high concentration of STEM fields understandably show better results for quantitative skills. However, in general, quantitative skills are among the lowest performing indicators for students across the board, even as employers continue to make quantitative literacy a key factor for employment regardless of career options.

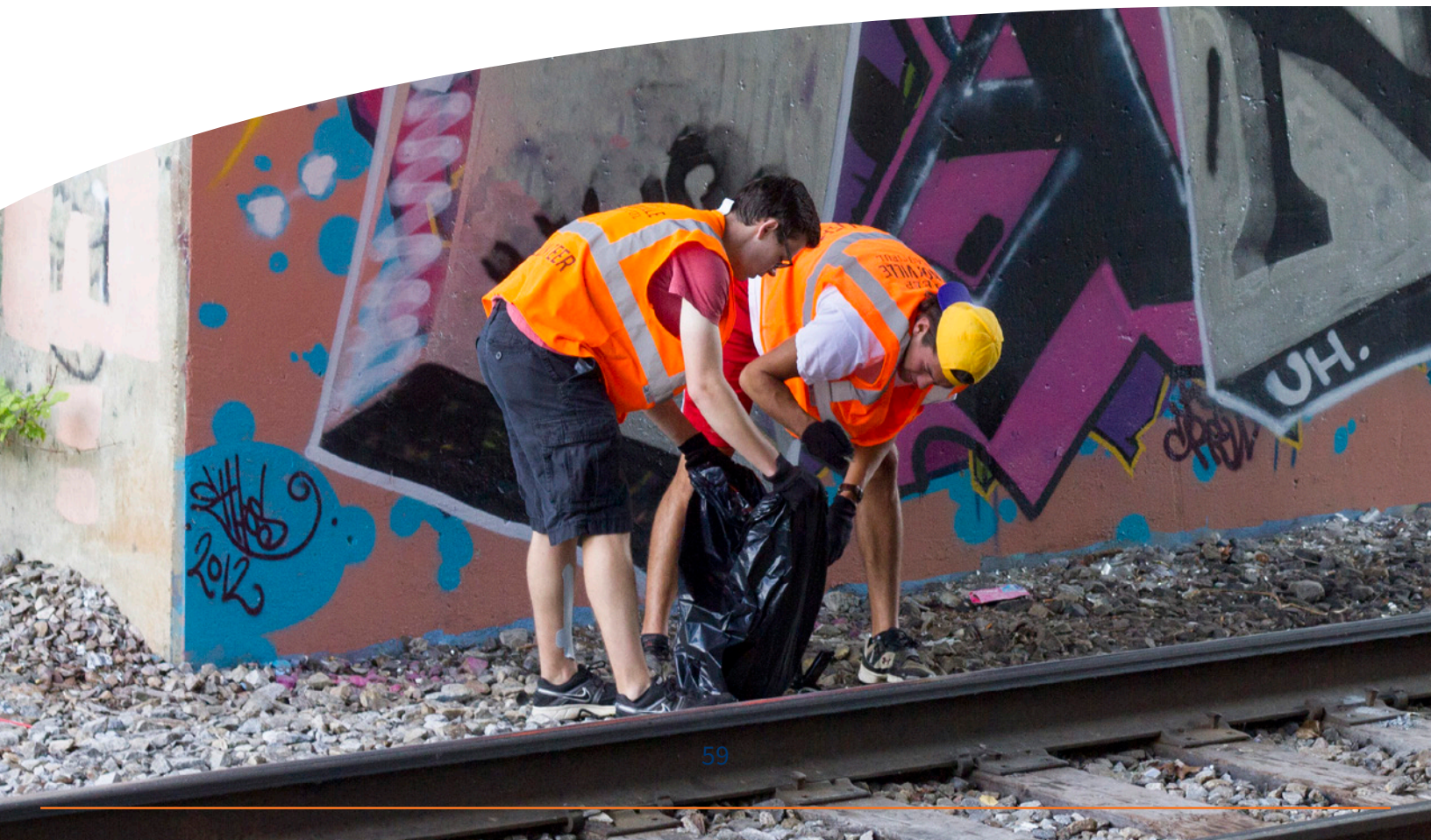
Recommendations:

Because the JU curriculum is in transition, the committee acknowledges that now is an opportune time to build improvement remedies for higher order learning and quantitative reasoning skills into the newly minted curriculum structures of each school. Consequently, the committee agrees on the following recommendations:

1. Where fitting opportunities exist, instructors should incorporate real-world problem-solving components that are accompanied by some form of quantitative analysis. In implementing this recommendation, the faculty of each school should consider designating a certain number of

courses that are deemed suited for quantitative analysis assignments.

2. Instructors should emphasize reading for understanding and should find ways to engage students with the material. The NSSE discussions indicate that where there is no academic challenge and rigor, students don't put in the effort.
3. Assignments should force students to think "outside the box" and from various worldview perspectives.
4. Every course should include a critical thinking/higher order learning component that is supported by appropriate learning strategies and assignments. The 2013 NSSE discussions propose a departure from mere information absorption by students to a strategy of active engagement with and analysis of course material.
5. Instructors should devise more quality writing assignments that promote independent thinking, personal creativity, and application of standard academic writing conventions.
6. At some point in time, individual schools/programs should perform a course syllabus review in an effort to scaffold and/or align course assignments with new curriculum prerogatives. Academic Challenge across the curriculum should be distributed in a balanced way that demonstrates progression from lower to upper division courses.



ALUMNI SURVEY

Rate your level of agreement with the following statements regarding your time at Johnson University,

82. I had at least one professor who made me excited about learning.

Response	Frequency	Percent	Mean: 4.94
Strongly Agree	83	93.26	<div><div></div></div>
Agree	5	5.62	<div><div></div></div>
Neither Agree or Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Strongly Disagree	0	0.00	<div><div></div></div>
Missing	1	1.12	<div><div></div></div>

Response

Mark Young and Eddie Bryant in the Media department always made class interesting and made me excited to go out on the field and start using what I learned.

Dr. Reece, Dr. Gupton, Dr. Rodriguez, Dr. Cook, Dr. Metzger, Dr. Eaton, Dr. Owens, and Dave Legg showed me that learning can naturally flow into spiritual maturity.

Gupton, Overdorf, Reece all men who impacted my life in a great way. They were and are there for me beyond the classroom and that makes the difference they all did was very impressed

Don Trentham is awesome. That is all I have to say about that.

Doc Reece was very influential during my time at Johnson. It was so obvious that he cared for the students and was knowledgeable in his teaching material

Doc Reece

It was great to get to know the professors well.

Cindy Reece

Dave Legg and Doc

Mr. Weaver should get a raise and be promoted.

Doc Reece, Carl Bridges, Jason Mead, Steve Cook, and others were all exceptionally brilliant in their fields and made learning fun.

I can't remember his name but he was a Dr. and he taught Hebrew Studies. I was excited to go to class each week.

Dr. Gupton always presented material in class that was relevant to my major, his class and teaching styles always made me want to learn more.

When I saw that my professor was excited to teach, and was engaging, I became excited to learn.

Dr Rodriguez was amazing

Cindy and Doc Reece made me think outside the box and I still use the things they taught me to this day. Like interviewing skills and my 5 non negotiables.

I had professors that showed passion in every area-- literature, Bible, science, Christian walk and faith-- they were amazing! I can't think of one bad one, truly.

Love Doc Reese, Mr. Trotter, and Dr. Votaw

Dr. Rodriguez was one of the most challenging teachers I ever had. The 90% I got on my final exam in Gospel Narratives was the proudest I have ever been for any test scores. I did this well because his expectations were always clear and he made himself available to answer questions. I always thought his attitude toward students made us all better, more mature adults.

There were several professors who through their sincere and deep understanding of God's Word opened the door for me to want to dive deeper as well.

Most if not all of my professors!

Dr. Overdorf and Doc Reece made learning so enjoyable and lively

My biblical studies professors were phenomenal, and all provided valuable and deep insights into Scripture.

Multiple Professors

The new insights to that the professors taught made me excited to learn more and hear others' perspectives.

Dr. Nikki Votaw, in my opinion was amazing. She truly prepared me for my profession.

Doc Reece is the man

Dr. Metzger was inspirational. I was disappointed with the way the School treated her before she left.

Rafael Rodriguez's intensity and expectations pushed me. David Reece's intentionality and guidance inspired me

I had many professors who challenged my academic ability, which excited a new level of learning.

I had MANY professors that made me excited about learning and giving me the desire to share it with others.

All my instructors were excellent.

All of my professors in the Online Distance Learning made me excited about learning

Dr. Reece is one of my all-time favorite teachers.

I had many professors who made me excited about learning. In fact, there were very few professors who I didn't feel excited about their class.

Dr. Vernon Eaton

I had more than one.

I had many Doc Rollins is an awesome man

I felt professors pushed me to think about why I believed what I believed I questioned things I hadn't questioned before. Which made me a stronger person.

I had more than one. The passion they expressed and willingness to spend extra time made me excited to learn.

Dr. Jody Owens is a rock-star. I loved Dr. Carlus Gupton (no longer at JU). Dr. David Reece is inspiring, even on his "off-days" (if he has any). And Dr. Daniel Overdorf is the only reason that my sermons are worth the ink on the paper.

Doc Reece!

I enjoyed Linton and Reece's courses. I was always excited to head to class.

I had several professors who made the curriculum come to life and make me want to learn it.

Most of the Bible professor sparked a new interests and love for the scriptures. As well as my homeletic professors. (Reece, Cook, Overdorf, Owens).

Doctor Reese, Doctor Owens & Doctor Overdorf all poured out powerfully in my life.

Doc Reese, Mr. Trentham, Dr. Linton, Dr. Rodriguez, Ron Wheeler, Dr. Bridges, Dr. Cook - need I say more?

Some teaches taught with such passion and obvious zeal for the things of God that it was contagious, like Doc Reese and even Rodriguez, even though he masked it in humor and Greek talk. Doc Trotter made me think so deeply about what the Scriptures were trying to convey. He made it fresh and it didn't feel like a textbook!

I had several professors who presented the information in such a way that it made excited to learn. They made it real and conveyed the information in a fun way as well as they were just clearly passionate about what they taught

ALUMNI SURVEY

83. I had at least one professor who cared about me as a person.

Response	Frequency	Percent	Mean: 4.76
Strongly Agree	73	82.02	<div><div></div></div>
Agree	10	11.24	<div><div></div></div>
Neither Agree or Disagree	4	4.49	<div><div></div></div>
Disagree	1	1.12	<div><div></div></div>
Strongly Disagree	0	0.00	<div><div></div></div>
Missing	1	1.12	<div><div></div></div>

Response	
I never had him in class, but John Ketchen was probably the most encouraging faculty member I knew. He was a great listener, genuinely interested in my wellbeing, and very supportive of my personal mission to serve the poor.	See previous question.
Dr. Reece officiated my wedding. I hope I can be like him when I get older.	We have many former professors who honestly would like if God changed his calling on us to teach at JU-TN instead of serving in West Africa.
I just mentioned them, Reece spoke at my ordination, Dr. O guided me to my current Job and without asking gave me a great recommendation.....	All my instructors were optimistic and passionate about the future.
they all did was very impressed	Received mentoring and one on one supervision as a developing therapist
All my professors demonstrated pastoral care.	I have several professors that I still keep in touch with and know they still care about me.
Doc Reece again. After Johnson I rode bicycles across the country with two other Johnson students and Doc Reece met us along the way to ride with us for a few days.	Dr. Vernon Eaton
The teacher ed faculty	Again, more than one.
I was more than a student but a brother in Christ and a friend	I was pretty quiet in classes so I didn't have relationships outside of the class room
Brent Brewer really took the time to invest in his students and that really made studying and learning better.	Dr. Rollins
Cindy Reece	I would say this for all my professors.
Doc Reece is a beautiful human being who cares about everyone.	Can not think of one who did not show me all courtesy above and beyond that of Professor student. They all treated me as a brother in Christ
Professor relations were not as much as they were talked up to be.	Not , just one professor. But all the Johnson staff care about me personally.
Steve Cook and Dave Legg were some of the best mentors anyone could ask for.	Many invited me into their homes and got to know me as a person not just their student.
Didn't really get that vibe one way or another.	Dr. Steve Cook is a living saint. So is David Legg--his feet don't even touch the ground when he walks.
Dr. Reece always took time out of his schedule to talk with me anytime I needed.	Cindy Reece, Sean Ridge
I felt some professors cared about my life beyond the classroom.	no one stands out.
Dr Gupton	I was in a car accident my senior year during Christmas break and I had several professors who called on me and my husband during that time.
Doc and Cindy Reece. I still receive phone calls, cards, and emails from them!	Doctor Reese, Doctor Owens & Doctor Overdorf all poured out powerfully in my life.
Professors always took the time to answer questions, invite me to their houses, etc.	See above and add Dave Legg
I loved Mrs. Reece's Marriage and Family course. My expectation was that I wouldn't like it at all, but her positive attitude made it for me. The topics sometimes dug up a lot of painful memories for me, and she met with me outside of class to deal with that, as well as handled sensitive topics well in class.	I had a really terrible internship experience and Dr. Metzger took me into her office several times to talk with me and see how I was recovering. I knew she cared for my heart and well-being.
Dave Legg and Doc Reece were encouraging and consistent in the way they treated me (and pretty much everyone). It helped me develop a strong sense of never giving up on anyone.	I caught swine flu my first year there, 2009, and missed a week and a half of classes. I walked into Dr. Princeton's hermeneutics class after a week of being out. My fever was gone and I felt well. During my time away he messaged me regularly to check on me and the day I walked in he was so glad to see me back. In the middle of class I had a coughing fit and later that day my fever respiked. He allowed a classmate to escort me back to the dorm because I felt weak. As I was leaving he told me we're still praying for you. I will never forget that!
Dr. Reese always provided personal feedback on my assignments, and took an interest in me when I was in his class.	
Multiple Professors	
I had many who would listen to my problems, greet me with smiles and in whom I knew I could confide.	
The teacher education ladies really cared about my life then and now!	
Dave Legg certainly did	
Dr. Metzger always made time to discuss whatever was going on.	

ALUMNI SURVEY

84. I had at least one mentor who encouraged me to pursue my goals and dreams.

Response	Frequency	Percent	Mean: 4.20
Strongly Agree	48	53.93	<div><div></div></div>
Agree	17	19.10	<div><div></div></div>
Neither Agree or Disagree	15	16.85	<div><div></div></div>
Disagree	5	5.62	<div><div></div></div>
Strongly Disagree	2	2.25	<div><div></div></div>
Missing	2	2.25	<div><div></div></div>

Response

Dr. Weedman showed incredible support when my husband and I relocated from campus housing to a rental house in a high-crime neighborhood in East Knoxville. When other staff referred to our ministry with condescension as our "little experiment," Dr. Weedman boasted to visiting speakers like Dr. John Perkins that some students had relocated to a blighted area, and even drove Dr. Perkins by our house! Amazing support of our goals and mission. Couldn't have asked for more.

Dr. Eaton and I prayed together on Monday mornings for a year. He was a good man.

I was working part time at a local Church and on a few occasions I was unable to complete all my assignments because of work. Once I missed class and a few assignments because a student's father passed. I did the service and was with the family. Reece told me you have to decide what is more important, making an A in my class or actually doing ministry. The innermost desire of my heart was to do ministry to be with that family and I was, the rest of our staff was on a mission trip out of the country.

they all did was very impressed

I don't know that I shared much with a "mentor"

Anyssa and Betsy (volleyball coaches)

Cindy Reece

Brent Brewer always pushed me.

I guess I was too quiet to be approached...

Steve Cook.

Didn't really get that vibe one way or another.

Dave Legg always seemed to encourage me when I needed it.

I did not necessarily have anyone I would consider a mentor at Johnson.

Coach Underwood

Cindy Reece challenged me in the counseling department

I did not have one professor I was really close to, but all were caring.

Dr. Linton was so encouraging. I bounced ideas off of him about grad school, and he gave me sound advice about my many ideas.

None specifically talked about dreams and goals with me.

Multiple Professors

I believe I had a mentor who would help talk through things in life.

Dr. Nikki Votaw was amazing!

Dave Wheeler wanted us to pursue our very best in Ministry

Dr. Metzger and Dr. Bridges encouraged me to apply to seminary and both wrote me wonderful letters of recommendation.

David Reece has continued to be my mentor

see above

I didn't have that kind of relationship until my senior year, but I am now still in contact with her.

One in particular, and we still keep in touch.

Coaches for both volleyball and basketball filled those roles

In my degree program, the mentors and teachers were not always so willing to look outside the box to help make our dreams a reality.

Was not closely involved in campus life. My Internship advisor was good though

I had a mentor who taught me values who are helping me today.

I had a couple naturally take an interest in me and pushed me toward the dreams and calling God has given me. They made sure to ask the tough questions.

As much as I loved and respected the men and women at Johnson while I was there, I never felt like anyone truly had enough time to be a mentor to me. I went through a pretty tough "identity crisis" while I was there, and it was only some good friends and peers that lifted me out of that hole. And this was after I reached out to several members of staff and faculty. I always felt loved, but perceived that people were too busy to be my personal mentor.

no one stands out.

My counseling professors always encouraged me to follow my dreams and would give me advice on how to get there.

Doctor Reece, Doctor Owens & Doctor Overdorf all poured out powerfully in my life.

Dave Legg, Donald R. Trentham, Doc Reece

I experienced this through Dr. Metzger and from the student who counseled me after my internship.

I wasn't fortunate enough to have any mentors as a part of JU

They still do!

I wanted to be bold and different. I wanted to pursue youth ministry but in the inner city. Dr. And Mrs. Overdorf rephrased my internship so I could do that. I wasn't an urban student. I was a youth ministry student seeking the inner city youth and they worked with me to tweak and allow what I needed in order for it to work!

ALUMNI SURVEY

85. I worked on at least one project that took a semester or more to complete.

Response	Frequency	Percent	Mean: 3.87
Strongly Agree	35	39.33	
Agree	23	25.84	
Neither Agree or Disagree	15	16.85	
Disagree	11	12.36	
Strongly Disagree	3	3.37	
Missing	2	2.25	

Response

My senior capstone seminar presentation took a whole semester, as did a documentary I made for a video production class.

None took the whole semester.

Capstone, Internship,

I can't remember.

My senior capstone class was a semester long

Internship

Capstone

My internship

Senior Capstone project.

I did not have any projects that took longer than semester to complete.

I had internships, large papers, etc. on a regular basis.

Capstones class was a great collaboration project!

Our recording studio projects were all semester-long projects. I thought the media dept was extremely accommodating as far as having available time for us to access equipment. They also created opportunities for peer review. Jeff Tolbert was great with answering questions and providing constructive criticism.

I didn't think any project required the entire semester to complete.

Internship logs for Degree Completion Nonprofit management

Master's Thesis Project

Capstone

I don't remember working on a semester long project

Internship work took a full semester.

My TESOL internship. I had to complete throughout my senior year at Johnson in Knoxville.

My honors senior project took a semester to complete.

Thesis

Internship Projects took time.

Some of the Non Profit classes

It was supposed to take the whole semester, but it didn't take me that long.

I had one or two classes that required a major paper due at the end of the course.

My internship during my senior year of the counseling program.

not sure what is being asked here.

My first semester I wanted to see more people praying together so I began sharing and talking with others about the 24/7 prayer wheel. I prayed about it over the summer and when I returned I found that God had prepared others with the same desire. We worked together to have a prayer event. I didn't really think it would be an event, but it was still good. I just hope that event had a lasting impact! I'd love to see those prayer rooms filled more! That was always the goal.

I had a 6 month internship

Teacher Ed

Hello Capstone!

86. I had an internship or a job that allowed me to apply what I was learning in the classroom.

Response	Frequency	Percent	Mean: 4.45
Strongly Agree	50	56.18	
Agree	28	31.46	
Neither Agree or Disagree	5	5.62	
Disagree	3	3.37	
Strongly Disagree	0	0.00	
Missing	3	3.37	

Response

I had several jobs during and after college, and I use my Bible education everywhere I go!

I worked for almost two years at New Hopewell Baptist Church all while in school at JBC

I interned at the Boys and Girls Club of Kingsport and was involved in program services. It applied some of what I learned but was mostly individual programming.

That's why I have my current job.

Practicum for counseling

My summer internship helped to reaffirm what I was learning while at Johnson.

I did a summer internship for my major/program, in which I used some of what I learned in the classroom.

Interviewing class taught by Cindy Reece really helped me to engage my clients

When I was doing my undergrad in Bible/TESOL I worked with adult ESL students. When I did my MA in Middle School Education I worked at 2 middle schools and at the academic support center.

I did a radio internship at UT that really made me stretch. I left with better time management skills and an open mind.

During to summers I was able to be an intern at my home church. The only thing I believe I missed out on was how they ran their youth services since they didn't have them during the summer.

Internship at tnAchieves during degree completion.

Multiple Internships

Student teaching did an excellent job providing application.

Field Experience provided great opportunities for me to apply my knowledge/strategies I was learning in class.

I had a summer internship between my junior and senior year

My internship mostly consisted of nothing happening. I preached once or twice, sat in an office, and did nothing. I think I was expected to know what to do, but wasn't given any direction.

We worked with a church in western Mexico.

I had an intercultural internship that allowed me to apply cross-cultural communication skills I had learned. I never took one of Brent's classes for granted after that.

My job.

Through the education department we completed internships.

Internship

My internship go India definitely helped me stretch the muscles I was working in class.

My internships were terrible--but that was no fault of the school. I had to deal with church tragedy, church splits, and staff conflict in my three internships. But my leadership classes prepared me, in large part, for how to navigate some of these difficulties. Mostly, though, they were lessons you can't really teach in a classroom.

Haven House-- domestic violence shelter

I'd say I learned more during my internship than in the classroom. Almost nothing I learned at the time was applicable to my internship.

I volunteered at a pregnancy crisis center for 3 years of student service and then did my senior internship there. For 4 years I utilized what I was learning in the classroom at the center every Monday morning.

both

Terrible internship with an unhealthy organization. I do hope Johnson had chosen to quit working with them. I expressed this after my internship and it did not happen.

Field experience was practical and so good to have it early on

SOAR, BLOC, YOKE...all inner city ministries that I got to work hand in hand with!

ALUMNI SURVEY

87. I was active in extracurricular activities and/or organizations.

Response	Frequency	Percent	Mean: 3.60
Strongly Agree	25	28.09	<div><div></div></div>
Agree	27	30.34	<div><div></div></div>
Neither Agree or Disagree	13	14.61	<div><div></div></div>
Disagree	14	15.73	<div><div></div></div>
Strongly Disagree	6	6.74	<div><div></div></div>
Missing	4	4.49	<div><div></div></div>

Response

Intramurals.

With working, not living on campus and being married I wasn't as involved as others. I found a vast majority of the students to me immature and the extra events were like an extension of high school and the drama that came with it. Not the body of Christ

I played baseball for one year

Coaching at Emerald Youth Foundation got me to be where I am now

I enjoyed getting involved in everything I could

Tour Choir, IJM, Harvesters and SGA

Intramurals were fun when not overly-competitive. SGA rocked.

I was not

Intermural sports

I was active in SGA for a time and athletics for a time. I was involved in intramural sports and attended many sporting events and SGA activities.

SGA

I am quite an introvert-- I was socially active at my church, had plenty of friends, etc., but I did not belong to any clubs or sports.

I spent a lot of time with IJM, which really broadened my worldview. Doc Reece was awesome. I appreciated how he taught the leadership group how to be leaders through encouragement.

I was on the baseball team each year I attended, as well as played intramural football and basketball.

I was a nontraditional student attending at night through the degree completion cohort. I worked during the day and had other obligations over the weekends.

Soccer, Hall events, Church Planting

Tour choir and floor hockey were my passions. I also enjoyed participating in and watching drama performances.

Athletics, SGA, and intramurals

Two volunteer organizations and ultimate frisbee

Though most activities were related to school, I was in the work/study program, campus choir, and handbells.

N/A

Both basketball and volleyball teams and intramural basketball and volleyball

Tour Choir, Soccer, Theater

Lived off campus and did the Degree Completion Program

I participated some but honestly wasn't real interested in most of it.

Some friends and I started an inner-city outreach ministry that ended up pulling a lot of students out to Knoxville to serve the marginalized first hand. It ended up opening a lot of opportunities for a lot of us as we've moved on in our ministries.

I worked after classes to pay for school so I rarely had the time.

I lived nearby so between activities at home, homework, and job I didn't have much time left. I did participate in tour choir my freshman year.

student activities & sports

SGA

Unfortunately I wasn't active until my senior year. I wish I had been the entire time

I played intramural wallyball!

88. I learned how to evaluate a point of view, decision or information source.

Response	Frequency	Percent	Mean: 4.17
Strongly Agree	29	32.58	<div><div></div></div>
Agree	46	51.69	<div><div></div></div>
Neither Agree or Disagree	12	13.48	<div><div></div></div>
Disagree	1	1.12	<div><div></div></div>
Strongly Disagree	0	0.00	<div><div></div></div>
Missing	1	1.12	<div><div></div></div>

Response

Coming from a Baptist background the restoration movement was all new to me, challenging theology I had grown up believing

I did learn how to do research at Johnson

Already knew how

I went to a great high school, so this was a skill I already had-- but I definitely had to use it more at Johnson.

I liked the portions of our homework in Restoration History that had us take a firm stance on a divisive issue. We then discussed these things in class, and Dr. Smith was a great moderator. The conversation always remained civil, but I learned a lot from hearing from my classmates.

Before attending Johnson I was more of a "coasting" Christian who didn't put much thought into what I would read, hear, or believe. I was happy to better handle challenging my thoughts and finding/trusting resources.

Some classes helped me with evaluation skills.

I spent most of my dorm hours doing this, and these skills were critiqued during capstone

no

Mostly I learned that from my dad before Johnson.

Counseling classes.

Inside as well as outside of a classroom. The most important thing we did while at school was develop and learn how to defend our opinions. One thing I learned was how to listen to a point of view and decide whether or not it was informed and evaluate its validity

ALUMNI SURVEY

89. I learned how to connect what I learned to societal problems or issues.

Response	Frequency	Percent	Mean: 4.07
Strongly Agree	22	24.72	
Agree	51	57.30	
Neither Agree or Disagree	14	15.73	
Disagree	1	1.12	
Strongly Disagree	0	0.00	
Missing	1	1.12	

Response

I learned this more by living it out than by classroom study.

I believe that Johnson should address how to deal with situations in the church involving homosexuality

Already knew how

One theme that kept recurring is that ultimately everything is caused by sin, and Jesus is really the only final answer. Still useful to me today!

I learned how to be light in darkness in some of my service hour opportunities. This has benefited me tremendously at my current job.

I believe now more than ever I am able to hear and see things that happen in this world and associate it with something that happened in the Bible. It amazes me that although times are different, the sins and thought-processes of people remain eerily similar.

So e classes made an explicit connection between class content and world events.

Ron Wheeler and Dr. Pierce (psychology) worked to connect real-life scenarios with our learning

I did feel this was a weaker spot at Johnson during my time.

My professor in world views and in counseling classes.

This may have been something that I learned from people like Trentham and Ron Wheeler

This is especially true in capstone. There were no real "modern day application" times except for senior capstone. I really enjoyed that and wished we had had similar classes the whole time. The best is that we were encouraged to come up with our own opinions in class

90. I learned something that changed the way I understood an issue or concept.

Response	Frequency	Percent	Mean: 4.34
Strongly Agree	38	42.70	
Agree	39	43.82	
Neither Agree or Disagree	7	7.87	
Disagree	1	1.12	
Strongly Disagree	0	0.00	
Missing	4	4.49	

Response

I know work at Berea Christian Church... not Baptist

Studying abroad with Best Semester in Costa Rica changed my life. It is the reason I mark "strongly agree" for the above two questions also.

I am thinking in particular of advanced Bible and Philosophy courses-- small changes in the way I think about God really provided a solid basis for my worldview.

I enjoyed hearing a deeper understanding of various topics such as serving others, conflict management, who God is, and much more.

Many Bible classes helped me see new ways of thinking.

My theology classes were eye opening in many areas

I learned numerous sides to issues which allowed me to have a larger picture in my mind, such as the gifts of the spirit. I am grateful for that because it proved of great value overseas.

Many of my Bible classes helped me to understand Scripture better which in turn changed my life.

I walked in to Johnson as a pretty conservative thinker and left as someone who was no longer confined to a particular church movement and began to see the church outside of the restoration movement. I saw texts in the Bible in light of their genre rather than what one might read at first glance.

On several occasions I learned more about issues that helped me to better understand doctrinal issues. My doctrine was challenged a lot but now I am solid and truly know why I believe everything that I do

The way I view about being gay changed the day Dawayn Curry showed us a very interesting YouTube video. Being gay isn't the actual sin. It's what you do that makes being gay a sin. It was this 30 minutes long testimony of a young man that still sucks with me.

Question: 91. Please list two or three specific programs, procedures, courses, activities, or experiences you had at Johnson that have proven MOST helpful to you since leaving and explain why.

Response

I believe the two preaching courses proved effective to myself and my ministry in the way of how to better study the Bible as well as how to present the Bible to others. The second is probably making dumb mistakes while being a student and the grace that was shown by students and faculty/staff alike. Through many people treating me no different than before I was left encouraged and with a deeper belief that God can do anything and use anyone that He wishes to use. This is something I know I will use to help people see they aren't defined by their sin or their mistakes, but can turn around and see that God and His people are still with them and that they can use their mistakes to help others who go through similar situations.

History of Israel Old Testament NonProfit Marketing

Teaching Internship has proved to be most helpful for it provided in-class, everyday teaching experience. Classroom Management was a helpful class for I still sift through my teacher's notebook for resources.

All my teacher education classes have helped me through my job now.

All my bible and preaching/church leadership classes, anything with Drs. Bridges, Overdorf, Gupton, Mead, Metzger, and Reece.

The urban studies curriculum that included reading Abraham Heschel's God in Search of Man, and Jacques Ellul's Meaning of the City. These are formative texts and theologians that have been essential to my growth as a Christian. Dr. Gupton's General Epistles and Revelation class has also been formative in my biblical interpretation.

My ISIS courses taught by Dr. Metzger were very valuable in developing relationships in the field

Classroom Mgmt, Teaching Reading, Teaching Mathematics, Teaching Science

Capstone seminar. Helped further improve my critical analysis skills Preaching class. Taught me how to seek a message from scripture and how to deliver it with confidence

Extended internship

Dr Rollins' open discussion and team building style of learning taught me to appreciate and consider other persons' inputs and opinions. Dr Eaton's passion for the Word taught me God is real.

Direct supervision while conducting therapy for the first time at the counseling center was critical in my early development as a therapist.

Chapel, Non profit classes and work study.

I took advantage of the "free counseling" offered to students while I was there. There were some things I needed to work out before getting into a leadership position in the church. It was helpful. The four "leadership" classes that I took (Ministry Relationships, Pastoral Ministry, Managing Conflict and Change in the Ministry, and Leading Established Churches) are among the most important courses I have ever taken--even at the graduate level. I STILL refer to the notebooks and class lectures that I got from Dr. Gupton while I was there. They have helped me to navigate some of the most challenging and complex issues I have encountered in the church, OVER AND OVER AGAIN.

Every aspect of the Non Profit Management program has benefited me as I have entered the working world as a professional. Dr. Rollins is an excellent professor and prepared his students well for what we would encounter in the Nonprofit World. In addition, Dr. Reese, he is another asset to the Johnson University Family that is second to none. I have been truly blessed to have passed across these two gentlemen's paths in life.

ALUMNI SURVEY

Response	
My husband and I started doing urban/homeless ministry together while we were students. We volunteered with local organizations and with other students as individuals. Now, he is employed full-time doing that very thing and though he is not yet 30-years-old, the two of us have nine years of experience doing homeless ministry together. Now we live and work in a blighted area and because we did that same thing years ago in East Knoxville, we entered our current situation feeling confident and prepared by the experiences we had while students.	Internship Homiletics I - III Baseball Team Forced me to implement my learning, to learn how to preach biblically and interact with others, and to learn how to interact with others and work as a team, to build unity.
Most Bible courses, being a presidential ambassador, week of E, services days (K-9, K-10, and so on), students government events, guest chapel speakers	Chapel services. 6 month internships. Dorm life. Being connected to the local church.
Being around Dr. Gupton gave me so much insight on leading an established church. Being around Dr. Owens taught me so much about how to cultivate spiritual depth.	Playing soccer really helped me learn to work as a team and also helped me with time management. My Counseling professors really helped me learn about life and how people cope with life.
Spiritual formation class with Owens, great for personal development. I have re-read a book we read in there since leaving. Discussions is Gupton's upper level classes just learning how to form your own opinion, how to respectfully disagree with other The DISC personality test helps me to understand myself and other better	SGA provided opportunities to learn leadership, community, delegation, working together, and so much more. My Non-Profit business courses gave me skills and tools to be effective in any job I sought after graduation. I didn't feel pigeon-holed into a specific vocation. After Bill Wolf arrived in 2011, Chapel became so much better it went from one of my least favorite activities to one of my most favorite activities.
church history communication concepts	Ministry relationships- helped me to understand people's different personality types and how to better engage them. The K service days were a huge in making me see the need to invest and volunteer my time for my community.
Music Theory: I am able to connect with a huge variety of musicians living in the city Prophets: I was able to have a holistic view of the Word	My experience as an RA has proven very helpful to me since leaving Johnson. I learned more about working with and helping people. I learned more about being available to others, which is something great to use no matter where I am in life, and something I have continued to use since my time at Johnson.
All of the Bible courses were incredibly helpful because I feel much more equipped to teach now. Tour choir was very beneficial in that it taught me many skills, abilities, and habits which are useful to my ministry now. All of the homiletics courses were invaluable as well, in that I really learned what an effective teaching is/does.	The Youth Ministry program and counseling programs taught me a lot
Romans Business law Acts These courses were challenging but went over useful material for church/nonprofit work	Cindy Reece's classes were engaging and practice for using what I learned in every day life instead of being sugar coated and painting this perfect picture of christianity.
Studying abroad in Costa Rica with Best Semester Travel teams Volleyball Student Government	1. Student teaching at an inner city school-- in truth it was so terrible that I often think of it compared to my job now. It puts all of my students' and my small issues into perspective. 2. The entire system of Bible teaching-- it was just so well-organized, taking you through the basics before pushing you on to really challenging/confusing scripture-- supported every step of the way with courses in worldview, philosophy, literature, missions, etc. I am not sure every student got the same benefits, but it was certainly there for the taking. 3. My jobs at the school. I worked in the cafeteria for 3 years as an undergrad-- it sounds silly, but it was just good to see other Christians working steadily. Growing up in a foreign country I was not permitted to work, so this was a good learning experience. You could see all the little opportunities for dishonesty-- time clock stretching, shoddy work in the dish room, doing a task slowly-- and some students took full advantage. And you could see all the ways solid, principled Christians decided to do right day after day.
1. Dr. Gupton's Congregational Ministry (DISC) Profiling and conflict resolution 2. Hermeneutics with Dr. Owens 3. Homiletic 1,2,3	Hermeneutics taught me how to take a holistic approach to Scripture which also translates to other reading material. Literature w/ Ron Wheeler became relevant since I became an English teacher, but was useful at the time as well.
Preaching- I know how to preach effectively. Recruitment Teams- I was trained on how to connect and build relationships. Basketball team- I learned how to lead and disciple	1. My internship experiences- gave me tons of practice working with children with guided help! 2. Senior Capstones class- gave an awesome recap of the general education course while letting me work collaboratively with people in different programs! 3. Being an RA- really gave me excellent leadership training! I don't think I would have really described myself as a leader much before then!
During small group chapel I met with Jondra Brewer and a few other missions minded students. It was really helpful and uplifting, it was very important to my spiritual health. I've replicated this type of group/meeting since leaving.	Dr. Linton's Corinthians course covered topics that we face in day-to-day life. It was a solid foundation for much of my social decision- making now. I would absolutely take it again. I also loved my job in Chapel tech crew. Jeff was a great boss. He kept a tight ship while still giving us the freedom to make and learn from mistakes. My ability to work well under pressure comes directly from that job.
Counseling classes helped me in my career and now help me in mothering my 3 children. Bible classes grew me in my faith.	Spiritual Formation with Jody Owens continues to shape my walk with Christ. Romans with Doc helped solidify my faith in a way no other class did. Missions Emphasis Week helped me to surrender to the call I felt on my heart toward missions and the years after have been shaped by that week.
Internships, student ministry, The required Bible major. The overall vision of the school to not change its foundational beliefs and practices.	
8 month internship & congregational leadership course	
Classroom management, creating	
Ron Wheeler's Inkling course - it opened my eyes to a new way of reading and thinking. Showed me that some of our greatest theological thinkers were involved in literature and not constantly reading the latest cool book about ministry. They read real books that had real meanings. Oh, and they smoked pipes and drank beer. So I definitely loved that. Doc Reese's OT classes - some insightful help into how to understand the poetic devices used in scripture and how to interpret prophets. SGA - I may be biased since I served on it, but it taught me most of what I know about how to organize ministry. Constantly working with faculty and students to try and bridge the gap. Building something that lasts. When I look at things that happen at the school today: K9 (or whatever you call it now), Orange and Black, plays, etc., I realize what a legacy was left even if the new leaders have no idea who we are	
Senior capstone and dorm life. These were great for me because they helped learn responsibility, how to think critically, and develop a valid opinion based upon fact and legitimate reasoning. It also helped me learn how to present my opinions in an effective manner	
Ministry to Youth-it's my life An urban course I took with Dr. Metzger, I can't remember the name. But it opened my eyes to a lot of things that I was missing in the city. World Missions-opened the heart of a small town girl wanting to be a youth minister to a city girl that's heart was totally shattered for the inner city of the states.	
Spiritual Formation- Dr. Owens- It helped me keep growing and keep perspective once I left Johnson and entered a workforce I wasn't planning on joining. Mentoring- That relationship still lasts and I still call her up with questions and prayer needs. Any Missions Class with Professor Brewer- They at first seem repetitive, but when you enter a cross-cultural field (be it overseas or in the states), you remember what you really need to know.	
NT Greek classes	
Gospel of Matthew PEW Project New Testament Intro	
Three courses in particular: New Testament Research (Linton), New Testament Backgrounds (Rodriguez), History of NT Interpretation (Rodriguez).	
Non profit classes, service day	
All the Senior Level education courses were very helpful in getting my job and have been very useful in my work as a High School teacher. I am on par or more prepared than most of my coworkers.	

ALUMNI SURVEY

Question: 92. Please list two or three specific programs, procedures, courses, activities, or experiences you had at Johnson that have proven LEAST helpful to you since leaving and explain why.

Response	
Capstone course could use improvement	History of Israel course was not helpful in teaching/remembering the historical books in the Hebrew Bible. He often made sexist comments that were incredibly inappropriate. I also wish that there was a class that focused on philosophical development beyond the survey course taught by Dr. Smith. I feel like I have had to play catch-up when it comes to my understanding of philosophy.
Pastoral counseling with an adjunct (I can't remember his name). I learned absolutely nothing. Major disappointment.	Academic advising seemed silly no real involvement from most advisors. I had several. Marriage and family could have been far more involved.
Marriage and Family, could be a good course not executed well.	Biology, Music Appreciation
none	N/a. The positive lessons of education can not be accurately evaluated against the negative experiences of this life.
I cannot remember specifically the name of the class, but it was a class designed to show you how to form a church service and learn about the spiritual side of worship leading. It was uninteresting, dated, and awfully presented. That did not help me at all. I'm sure it is a better class now. I believe Brent Weaver is teaching it now. I would have loved to have taken it under his leadership. There was also another philosophy class. I engaged in that one, but I rarely talk about other philosophers in my day to day evangelistic efforts.	We were given the crisis response training after completing 2 semester courses in just a few weeks time because that was how the program was designed at the time. For such critical information, the timing was poor because my classmates and I were simply too exhausted to really absorb this information. Crisis response is still an area of weakness for me, and I believe in part because it was not well covered in the graduate program.
Pastoral Counseling was not very helpful, probably the course I was most disappointed with during my time at Johnson.	Curfew as upperclassmen- I've always been confused as to why seniors aren't responsible enough to regulate their own curfew but the year after, they are expected to be responsible enough to lead a youth group or entire congregations. The inability to live off campus until a certain age- I would be in significantly less student debt if I had been allowed to live with my best friend's family in Seymour (which I did after graduation). Restoration History- While I do think it's important to understand Johnson's roots, I don't believe it warrants an entire semester long class.
Many of my nonprofit classes seemed to overlap. This isn't necessarily bad but they could have covered different material	none
Chapel (before Bill Wolf came along)	Preaching from the NT - The class was designed much like Homiletic classes I took in undergraduate. Even several books were repeated.
Most of my Youth Ministry Classes	Maybe the Final Exam (8 hours in Glass Memorial). And distance learning always comes with some weekly assignments that don't feel as beneficial as the larger papers or projects. That comes with the territory, though. So, I didn't mind.
Pastoral Counseling- I did not learn how to do this effectively	NA
Youth ministry classes. Capstone.	Capstone. Intro to Missions.
N/A	N/a
I often didn't observe disciplinary procedures occur with any kind of consistency or tact. I often thought the Administration and committees did not handle these situations well and every situation came out with a different outcome. To be honest, I always thought the teacher education poster boards throughout campus made Johnson look like a joke. I actually had friends visit from other states/schools who asked: "Is this a big preschool?" because of all of the boards.	No thank you
I cannot think of any off the top of my head.	My marriage and family class was really poor and unhelpful. I don't feel any of what I was taught has helped me.. I hear it's better now. I would have enjoyed having a class on basic finances or something. It seemed like a hole in my training.
Christian ministry class and the Christian counseling class taught by [redacted]	N/A
We created a Christian curriculum that we could maybe use in our Christian counseling. It was done in a group and the class was not organized and taught me nothing.	science courses & music class
1. I was required to take a math course that was far too easy/remedial.	Marriage and Family...too young to understand or care taking it as a freshman. Chapel so many days a week and early in the morning...too tired and redundant to really get much out of it.
Capstone - I am still not sure what the point of the course was, but it was also a new course at the time. Compulsory chapel attendance (at least the amount required) made church seem more like an obligation than a valuable experience.	Homecoming is disappointing and is more like a conference not a typical college homecoming. I would participate in homecoming if it was like other colleges.
1. The science classes were honestly a joke and a waste of time and money. 2. Classes that specifically revolved around the Church of Christ/Theology. For my career, faith and life, this has not been necessary information.	biology and well I don't remember the name of the course but it was taught by [redacted] and we had to plan a preschool. The majority of what I learned in these two classes I don't use at all today. While both should be important they were both taught in such a way that I didn't really learn anything useful to me today. In class with [redacted] I did learn some useful information, but because the majority was specific to preschool administration it doesn't help me today at church and even less in the children's home. Her decidedness to teach one specific orientation was flawed and I believe should be changed to teach useful information to all facets of children's ministry
The issues I did have with the school were more important while I was a student than after graduation. I petitioned my way off the meal plan while I was there. Doing so was difficult and was still complicated because of my housing situation. While I think Becky is amazing at her job and I so appreciated her support, I (and many others) felt that there wasn't a place on campus for single people in their early twenties. Some of us didn't start there until after having been on our own for awhile, but were told that living in the dorms was mandatory under age 23. This felt like a huge step backward in many ways. The process for getting out of this was difficult and made more frustrating by the lack of space in alternative housing because of priority for grad students (some of whom were younger than us). This also pairs with the fact that the admissions process was more challenging for those of us that didn't come from the majority background. By this I mean recent high school graduates who grew up in the church. I felt that the assumption of me was that I was somehow a criminal until proven otherwise. I guess what I would remind the admissions office of is that those of us who turn our lives upside down to attend a school like Johnson do so because we feel called to, not because our families or churches are pushing us to. Before I was accepted, I kept feeling like I was a nuisance being pushed away, but I was persistent because I knew it was where I was supposed to be. I am glad I was persistent because it was still totally worth it.	[redacted] youth ministry courses - I seriously learned nothing. I learned about building bonfires, playing guitar, and doing fun games - but I learned nothing about challenging students to go deeper, working with parents, understanding the seasons of youth ministry, building up leaders (both adults and students), when to speak and when to remain silent, overcoming your own personal issues so that they do not become a stumbling block (anger, self-confidence, etc.), or things of that nature - the things I deal with daily. The style of youth ministry that was taught was great for building huge things - unfortunately, they don't last. I came into a youth ministry that used that style and only about 5% have remained active in church. Why go to church if there isn't a crazy fun overnigher anymore?
I honestly cannot think of anything that I would deem unhelpful during my time there or since I have left.	Math-haven't used it... Philosophy
I did not find building an online portfolio helpful, for I have never had to use it and have not had any possible employer request one. Some of the introductory Bible classes seemed redundant after having to take a more in-depth class later.	

Snapshot

NSSE asks first-year and senior students about a wide range of educationally purposeful activities (for more information, see page 4). This *Snapshot* is a concise collection of key findings from your institution's NSSE 2013 participation. We hope this information stimulates discussion on your campus about the undergraduate experience. Additional details about these results, including statistical test results, can be found in the reports referenced throughout.

Comparison Group

The comparison group featured in this report is

Southeast Private

See your *Selected Comparison Groups* report for details.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, which fit within four themes of engagement. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

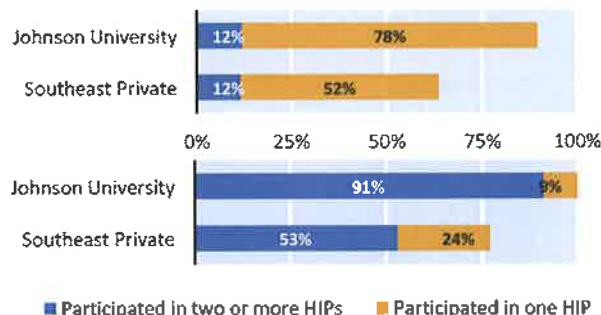
Theme	Engagement Indicator	Your students compared with Southeast Private	
		First-year	Senior
Academic Challenge	Higher-Order Learning (HO)	▽	▼
	Reflective & Integrative Learning (RI)	--	--
	Learning Strategies (LS)	--	▼
	Quantitative Reasoning (QR)	▼	▼
Learning with Peers	Collaborative Learning (CL)	--	▲
	Discussions with Diverse Others (DD)	▼	--
Experiences with Faculty	Student-Faculty Interaction (SF)	▽	--
	Effective Teaching Practices (ET)	--	--
Campus Environment	Quality of Interactions (QI)	△	--
	Supportive Environment (SE)	--	△

High-Impact Practices (HIPs)

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
 Learning Communities, Service-Learning, and Research w/Faculty

Senior
 Learning Communities, Service-Learning, Research w/Faculty, Internships, Study Abroad, and Culminating Experiences



Administration Summary

	Count	Resp. rate	Female	Full-time
First-year	138	51%	51%	91%
Senior	59	71%	47%	81%

Refer to your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

Development of Transferable Skills

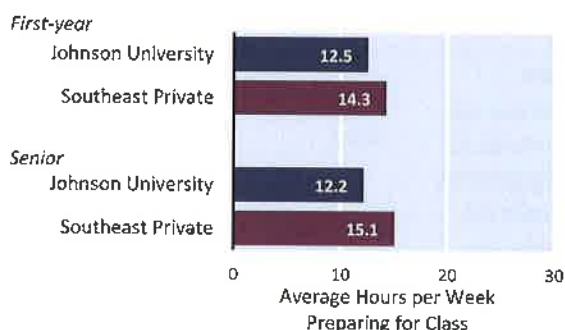
Refer to your *Topical Module* report(s) for complete results.

Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators (HO, RI, LS, QR) as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, or the *NSSE Institutional Report Builder* (described on p. 4).

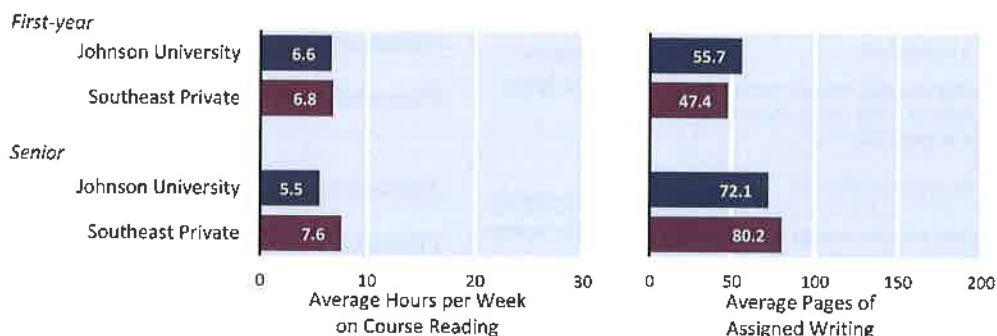
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.



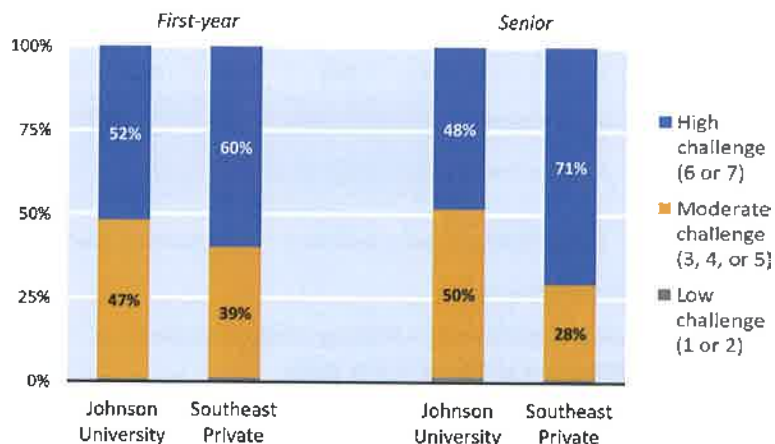
Reading and Writing

These figures report the average number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group.



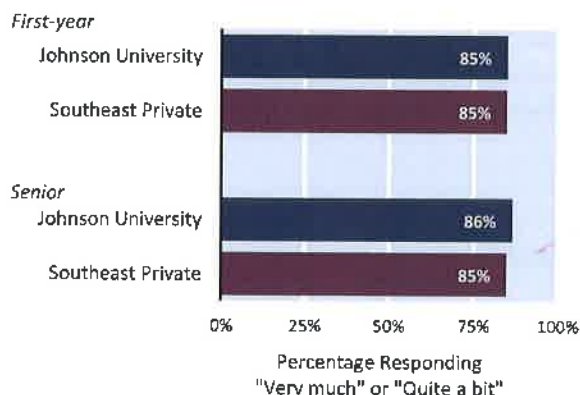
Challenging Courses

To what extent did your students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



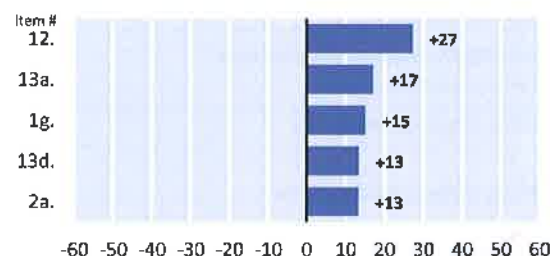
Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on Engagement Indicators and High-Impact Practices. This section displays the five questions^a on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, refer to your *Frequencies and Statistical Comparisons* report.

First-year

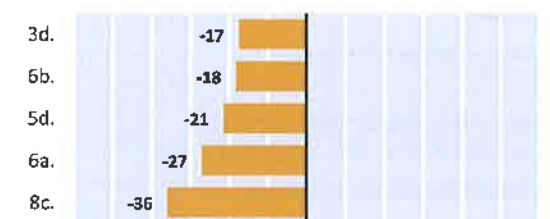
Highest Performing Relative to Southeast Private

- About how many...courses have included a community-based project (service-learning)?^a (HIP)
- Quality of interactions with... Students^d (QI)
- Prepared for exams by discussing or working through course material w/other students^b (CL)
- Quality of interactions with... Student services staff...^d (QI)
- Combined ideas from different courses when completing assignments^b (RI)



Lowest Performing Relative to Southeast Private

- Discussed your academic performance with a faculty member^b (SF)
- Used numerical information to examine a real-world problem or issue (...) ^b (QR)
- Instructors... Provided feedback on a draft or work in progress^c (ET)
- Reached conclusions based on your own analysis of numerical information (...) ^b (QR)
- Discussions with... People with religious beliefs other than your own^b (DD)

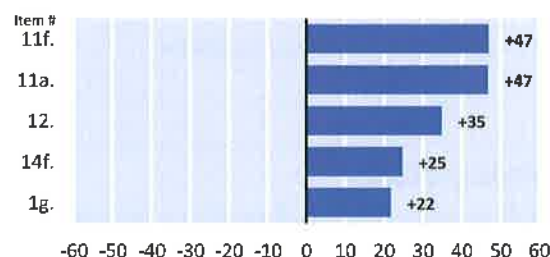


Percentage Point Difference with Southeast Private

Senior

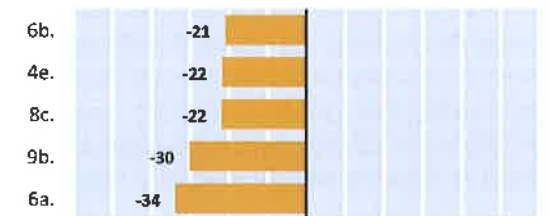
Highest Performing Relative to Southeast Private

- Completed a culminating senior experience (...) (HIP)
- Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)
- About how many...courses have included a community-based project (service-learning)?^a (HIP)
- Inst. emphasizes... Providing support for your overall well-being...^c (SE)
- Prepared for exams by discussing or working through course material w/other students^b (CL)



Lowest Performing Relative to Southeast Private

- Used numerical information to examine a real-world problem or issue (...) ^b (QR)
- Forming a new idea or understanding from various pieces of information^c (HO)
- Discussions with... People with religious beliefs other than your own^b (DD)
- Reviewed your notes after class^b (LS)
- Reached conclusions based on your own analysis of numerical information (...) ^b (QR)



Percentage Point Difference with Southeast Private

a. The displays on this page draw from the 53 items that make up the ten Engagement Indicators and six High-Impact Practices. Key to abbreviations: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment, HIP = High-Impact Practice.

Item numbering corresponds to the survey facsimile included in your Institutional Report and available on the NSSE Web site.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

How Students Assess their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, refer to your *Frequencies and Statistical Comparisons* report.

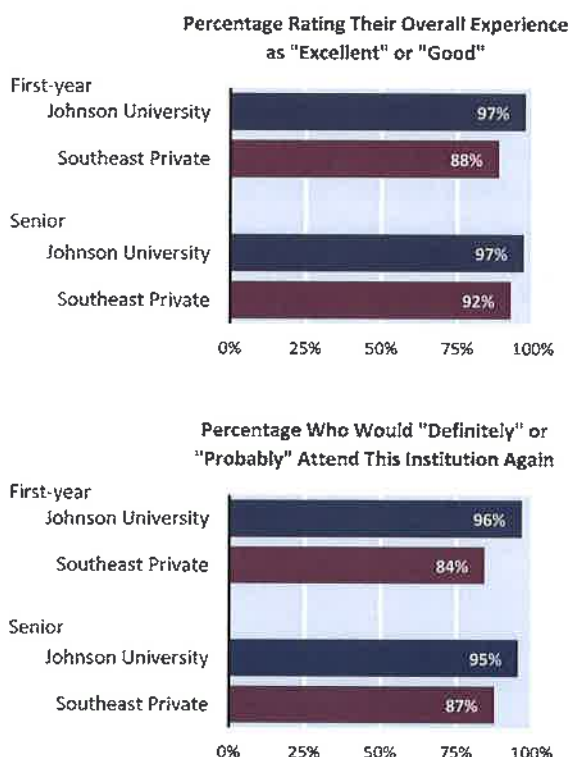
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Developing or clarifying a personal code of values and ethics	87%
Working effectively with others	85%
Thinking critically and analytically	84%
Acquiring job- or work-related knowledge and skills	73%
Speaking clearly and effectively	72%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	64%
Solving complex real-world problems	64%
Writing clearly and effectively	63%
Being an informed and active citizen	53%
Analyzing numerical and statistical information	14%

Satisfaction with Johnson University

Students rated their overall experience at your institution and whether they would attend your institution again.



What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,500 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our Web site: nsse.iub.edu

Try the Institutional Report Builder

The NSSE Institutional Report Builder, to be updated with 2013 results in early fall, is an interactive tool for participating institutions to instantly generate custom reports using their NSSE data. Create tables of Engagement Indicator statistics or item

frequencies that compare subgroups of students within your institution, or that compare your students to those from a customized comparison group. Access the Institutional Report Builder via the Institution Interface. nsse.iub.edu/links/interface



The background features two large, thick, curved lines. An orange line starts at the top left and curves down towards the right. A dark blue line starts at the bottom left and curves up towards the right. They are positioned symmetrically around the center text.

Johnson University

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