



Think for Tomorrow: Preparing for Tomorrow Today
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The QEP of University of the Cumberland enhances the metacognitive skills of students by creating learning experiences embedded in Integrated Studies courses (capstone courses of the General Education curriculum) in which students *discover*, *engage*, *analyze*, and *evaluate* problems in a variety of current and future contexts. Through these learning opportunities, the University pursues the following metacognitive goals and outcomes:

| Metacognitive Component | Student Goal | Student Outcomes | Faculty Goal | Faculty Outcomes |
|--------------------------------|--|--|--|---|
| Discovering | Students will discover the intellectual inquiry skills to identify an issue, problem, or challenge. | Students will employ relevant sources to develop their own competent response to a topic or task. | Faculty will discover methods for strengthening students' intellectual inquiry skills in response to an issue, problem, or challenge. | Faculty will use metacognitive concepts and practices in the classroom. |
| Engaging | Students will engage audience-centered strategies to respond to various points of view on an issue, problem, or challenge. | Students will effectively employ appropriate media to engage an audience with their ideas. | Faculty will engage in strengthening audience-centered strategies in their students' response to an issue, problem, or challenge. | Faculty will model strategies for effective, audience-centered communication. |
| Analyzing | Students will analyze the integration of external content and cultural content with internal self-reflection on an issue, problem, or challenge. | Students will reflect upon and assess the cultural significance and articulate the logic of their point of view. | Faculty will analyze their students' integration of external content with internal self-reflection on an issue, problem, or challenge. | Faculty will reflect upon and assess student performance in order to improve their own instructional practice. |
| Evaluating | Students will evaluate the quality of their own product and determine strategies for improvement. | Students will evaluate the specific strengths and weaknesses of their own work and describe practical actions for improvement. | Faculty will evaluate their students' methods for assessing the quality of their own and others' responses to an issue, problem, or challenge. | Faculty will reflect upon and assess the impact of their teaching methods on students' metacognitive performance. |

The University uses a comprehensive set of assessment methods to measure its pursuit of these outcomes. These include rubrics to assess signature assignments in Integrated Studies courses, pre- and post-evaluations of student perceptions of their own learning strategies and abilities, standardized assessments of the General Education curriculum with elements aligned to QEP outcomes, as well as student and faculty focus groups.

In a world that continues to change rapidly, graduates need to be able to constantly adjust and refine their thinking skills as they face new problems and challenges. To serve these needs, higher education institutions must develop and strengthen the metacognitive skills of students. Not only will these skills be important in the professional lives of graduates but also in their personal challenges. The *Think for Tomorrow* initiative embodies the University's commitment to preparing its students for tomorrow today.