**TO: Kimberly Olivares**

**FROM:**

**DATE: June 9, 2013**

**RE: Manuscript revision #32029800**

Thank you for the opportunity to revise our manuscript #32029800 and the extended time you allotted us to make revisions. We sincerely appreciate the comments of the reviewers and have incorporated their suggestions as outlined in the chart below. We believe this manuscript will contribute to the *Journal of the Scholarship of Teaching and Learning*. If we have not sufficiently covered all of the concerns, we hope you will allow us the opportunity to complete another revision.

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| --- | --- | --- | --- | --- |
| Reviewer | Section | Requested change | Change | Location in Document |
| A | Purpose | To make this manuscript stronger, the author(s) could provide specific goals/objectives of the study early on in addition to stating the overall purpose of the study. Simply, the research question(s) could be stated. | Research questions are clearly stated | Page 4 |
| A | Theoretical Framework, Literature Review | incorporating an explicittheoretical model or perhaps extending the discussion on critical thinking models could enhance the theoretical foundation of the study. | Constructivist theory of learning and self-determination theory are presented as foundations for the research questions | Pages 2-4 |
| A | Methodology | Author(s) must clarify whether the questions listed on p. 3 areresearch questions or interview questions. | Research questions are clearly stated at the beginning of the Methods section. Interview questions are outlined later | Pages 4-5 |
| A | Methodology | explain why they chose focus groups as a means for data collection? | Focus groups provided a quick way to get information from students regarding how our institution could encourage to engage them in self-directed learning and assessment  | Pages 4-5 |
| A | Methodology | information should be provided about the coding procedures, e.g.,which types and why those types were deemed appropriate in this study. | Coding procedures are outlined  | Pages 5-6 |
| A | Methodology | Were there any conflicts between coders? If so, how was the conflict resolved? | Discrepancies were rectified by a third coder | Page 6 |
| A | Methodology | more information about the participants should be provided. | The lack of information on participants is noted as a limitation of the study. | Pages 18-19 |
| A | Methodology | This section should be grounded in qualitative research literature. | Data analysis was conducted using a grounded theory approach as outlined by Strauss and Corbin (1998).  | Pages 5-6 |
| A | Findings | The author(s) may consider incorporating some literature to this section to enhance the rigor of the study. | Literature citations were included in the findings section. | Pages 5-15 |
| A | Conclusion | In this section, the author(s) should show the reader how their findings consolidate or conflicts with previous research. | Added citations of other studies. | Pages 15-18 |
| A | Conclusion | The limitations of the study should also be noted in this section | A future directions section was added to address limitations of the study | Pages 18-19 |
| A | Presentation | Please review the reference section to ensure its adherence to APA style. For example, only the first word of book titles should be capitalized unless it is a proper name. | Reference list was checked using the APAStyle.org website | Pages 20-22 |
| A | Coverage | More details are needed, especially in the method and conclusion sections. | Expanded sections as outlined above |  |
| B | Theoretical Framework | Literature review should include information on motivation theory and student empowerment.  | Self-determination theory is included | Page 3Pages 17-18 |
| B | Theoretical Framework | It would be helpful to provide the reader a definition of student-controlled, administration- controlled, and faculty-controlled. | Definition is presented at the beginning of each section | Pages 6, 10, 13 |
| B | Methodology | It would help the clarity of the study if there a participant chart giving college and year in college of each student. If available, it would also help to have the GPA of each student as well as race. | This data is unavailable and is detailed as a limitation of the current study. | Page 18-19 |
| B | Methodology | I did not read that there was member check with participants relative to transcripts. | moderators conducted respondent validation by summarizing the information and questioning participants to confirm accuracy.  | Page 5 |
| B | Methodology | With 80 participants, I would have thought that there would have been more supporting quotes per theme. | Additional quotes were added throughout. | Pages 7-18 |
| B | Conclusions | There is not nearly enough discussion of the results of the themes. | Discussion was enhanced to incorporate comparisons with previous literature | Pages 15-18 |
| B | Coverage | Manuscript does not have enough detail to develop conclusions and contribute to SoTL literature in its current form. | Added theoretical constructs to serve as a foundation for the study. | Pages 2-3 |
| B | Coverage | Follow the suggestions to include additional imperative literature. Please also add the information suggested in the participants, methodology, anddata analysis. | Additional literature was cited and limitations of the methodology were mentioned | throughout |