Detailed Assessment Report
2013-2014 Interdisciplinary Studies B.A. / B.S.
As of: 7/14/2014 10:19 AM CENTRAL

Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

After reviewing the assessment results for complex problem solving in student projects in selected sections of both NEW 212: Creativity and NEW 237: Cooperation and Conflict in 2011, the faculty split into separate curriculum committees to evaluate and coordinate student learning outcomes across the different sections of these two foundational seminars. The current graduate exit survey confirms the success of coordinating the learning outcomes, with over 80% of respondents agreeing that New College prepared them to engage in high-level problem solving and a diversity of critical thinking skills. Moreover, to improve further consistency across the sections, these committees are developing a common assignment with a shared rubric to encourage student success in and to help evaluate the complex problem solving and critical thinking skills developed in these courses. The results of these curricular changes will be assessed more fully over the next year or so, but in terms of faculty development, these changes are already having a major impact, creating a consistency and common set of goals and assignments for the various instructors of these courses.

Additionally, responses over the last three years to the graduate exit survey and the concurrent faculty review of Senior Projects prompted a major change to the curriculum of the 200-level New College seminars, which will now have an area-specific research component. This change responds to comments that graduates would like more research training in the three major disciplinary areas covered by the seminars (Arts and Humanities, Social Sciences, and Natural Sciences) and to faculty reviews of Senior Projects that seemed to need further development in terms of research skills and methodologies and the practice of interdisciplinary work and scholarship. Moreover, to encourage student success in creating a Senior Project of quality, drawing on a diversity of research methodologies and reflecting a depth study of inter- or multi-disciplinary scope, the faculty have also changed the focus of the mandatory Third Year Review to stress the development of the Senior Project proposal under the guidance of each individual advisor. The department will implement these changes in Fall 2014 and complete assessment of the changes then.

Mission / Purpose

New College is a solidarity of students and teachers that embrace individually initiated, evolutionary learning experiences. We are a force that generates and disseminates innovations.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Form an integrated depth study of inter- or multi-disciplinary scope
Students will form an integrated depth study of inter- or multi-disciplinary scope.

Connected Documents
Curriculum Map I
Curriculum Map II

Relevant Associations:
As the curricular heart of the New College major, the depth study of inter- or multi-disciplinary scope could not be more important. Through a close examination of the capstone project for the depth study and of student self-assessment, the findings show that students are forming, defending, and completing a depth study of inter- or multi-disciplinary scope.

Indeed, the student exit interviews show a very similar breakdown of numbers, with a vast majority of students finding (as the instructor for their capstone class and assessor of their Senior Projects did) that they completed their depth study. A few students felt less confident about their completion, which is reflected in the grading of the Senior Projects where a couple of students were given a "low pass." Finally, the Senior Project seems to be serving well as an solid indicator of the inter- and multi-disciplinary scope of the depth studies, based on an independent review by a faculty subcommittee on assessment. This committee reviewed a sampling of Senior Projects and found that they engaged with multiple disciplines in varying degrees of success and complexity, but that they all did engage with multiple disciplines in a satisfactory way, revealing the scope of the student’s depth studies.

There are no planned changes to the assessment of this Student Learning Outcome. With one direct, one indirect, and one administrative assessment of the capstone projects that complete the depth study, the department is adequately evaluating here. The partial meeting of one target reflects that not all students will feel they have successfully completed their depth study if they do not perform adequately on the Senior Project assignment.

Related Measures

M 1: Evaluation of Student Senior Projects
Evaluation of final student senior projects by instructor

Source of Evidence: Capstone course assignments measuring mastery

Target:
Graduates of the program form and complete an integrated depth study
M 2: Faculty Analysis of Sample
A faculty committee reviewed and analyzed a sample of Senior Projects and rated them on a rubric for inter- or multi-disciplinary engagement
Source of Evidence: Document Analysis
Connected Document
Interdisciplinary Project Rubric

Target:
Sample of Senior Projects shows clear engagement with inter- or multi-disciplinary depth study.

M 3: Student Self-Assessment and Reflection
Student self-assessment scoring through graduation exit interview instrument, as well as through a self-assessment assignment in NEW 495: Senior Project
Source of Evidence: Exit interviews with grads/program completers

Connected Documents
Depth Study Reflection in NEW100/495
Depth Study Reflection Rubric

Target:
Graduating students recognize their own formation and completion of an integrated depth study of inter- or multidisciplinary scope.

SLO 2: Competence in complex problem solving
Students will attain competence in complex problem solving utilizing a diversity of critical thinking skills and research methodologies.

Connected Documents
Curriculum Map I
Curriculum Map II

Relevant Associations:
In the 2012-2013 academic year, New College students again showed complex problem solving ability by utilizing a diversity of critical thinking skills and research methodologies. A number of assignments in core level classes, as well as a proposal for their Senior Project, show their ability to tackle complex problems and use critical thinking to address difficult tasks. While the complex problem solving necessary at the planning stages of the Senior Project was not always evident in the chosen assignment, the sample assignments in NEW 237: Cooperation and Conflict and NEW 212: Creativity showed students employing critical thinking skills for difficult challenges or problems. More often than not, students exceeded expectations for complex problem solving activities and were tested by challenging assignments. Consequently, at the end of their New College experience, students' confidence about their own critical thinking and problem solving is very high (as shown in the graduate exit survey).

While not really a change, we plan in 2013-2014 to more fully document student successes in the area of complex problem solving. Especially in regards to lower-division core courses like NEW 237 and NEW 212, we would like to gather more data across sections of the courses to evaluate a larger sample. Since New College students are required to take at least two of these 200-level seminars, this seems like an excellent place to assess their skills and an excellent point of comparison for their final assessment at the Senior Project.

Related Measures

M 4: Evaluation of Senior Project Proposal
Evaluation of Senior Project proposal form and statement of potential problem solving ahead
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
A majority of students recognize at least two potential problems or obstacles to completing the senior project

M 5: Entrance Survey for Incoming Majors
An entrance survey given in NEW 100 that mirrors student self-assessment in graduate exit survey
Source of Evidence: Student course evaluations on learning gains made

Target:
Many in-coming students recognize their own competence in complex problem solving and critical thinking, including using a diversity of research methodologies.

M 6: Evaluation of Creativity Project
Evaluation of the complex problem solving and critical thinking demonstrated in a project in NEW212: Creativity
Source of Evidence: Project, either individual or group

Connected Documents
Point of View Project for NEW 212
Point of View Project Rubric

Target:
A majority of students in NEW 212: Creativity will meet expectations in terms of demonstrating complex problem solving and critical thinking

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Common Assignment for NEW 212
Established in Cycle: 2012-2013
New College would like to create a common assignment across various sections of NEW 212: Creativity that would be graded using t...
Evaluation of the complex problem solving and critical thinking demonstrated in a project in NEW237: Cooperation and Conflict

Source of Evidence: Project, either individual or group

**Connected Documents**
NEW237 Final Exam
NEW237 Final Exam Rubric

**Target:**
A majority of students in NEW 237: Cooperation and Conflict show complex problem solving and critical thinking

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Data Collection across Sections of NEW 237**
*Established in Cycle:* 2012-2013
Our findings this year reflect a small number of the total students enrolled in different sections of Cooperation and Conflict a...

**M 8: Student Self-Assessment and Reflection**
Student reflection and self-assessments from graduate exit surveys, as well as other self-evaluations.

Source of Evidence: Exit interviews with grads/program completers

**Connected Documents**
Depth Study Reflection in NEW100/495
Depth Study Reflection Rubric

**Target:**
A majority of students recognize that their New College experience prepared them for complex problem solving and critical thinking, including using a diversity of research methodologies.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Entrance Survey in NEW 100**
*Established in Cycle:* 2011-2012
In an attempt to gather comparison data for the graduate exit survey, New College would like to administer a brief entrance surv...

**SLO 3: Initiate and complete individualized learning opportunities**
Students will initiate and complete individualized learning opportunities through internships, independent study, apprenticeship, study abroad, and service learning.

**Connected Documents**
Curriculum Map I
Curriculum Map II

**Relevant Associations:**
As a program dedicated to students participating in individualized learning opportunities such as internships, independent study, apprenticeship, study abroad, and service learning, New College in 2012-2013 again had students who committed in large numbers to these opportunities outside of the traditional classroom. Faculty reported data of student internships and of service learning hours assigned in their courses shows a clear commitment on the part of students and faculty to individualized learning opportunities outside the traditional classroom. Moreover, data from the graduate exit survey shows 56% of respondents admitted to participating in more than one service project and 89% of respondents reported taking part in independent studies. Additionally, we also assessed course registration information, which shows that on a semester-by-semester basis, the percentage of students enrolled in independent studies is about 30-40%. Once you spread that semester data over an academic career, students are most likely taking at least one semester of independent study, which would result in that high self-reported data. Additionally, the graduate exit survey shows 72% of students reporting participation in study abroad and Capstone International reports 25 students participating in study abroad during the 2012-2013 academic year. Combining the data from these different individualized learning opportunities, over their academic career New College students clearly participate in at least one learning opportunity outside the traditional classroom requiring their own individual direction, but more often than not they participate in more than one.

In 2012-2013, we plan no significant change to the assessment of this learning outcome, but we would like to make an effort to evaluate student participation and progress in individualized learning opportunities at the Third Year Review. Using this significant stage in the New College career as a way to document and encourage individualized learning opportunities can only help in achieving and assessing this outcome.

**Related Measures**

**M 9: Summary of Student Self-Reported Activity**
Summary of student self-reported activity and related reflections from the graduate exit surveys

Source of Evidence: Exit interviews with grads/program completers

**Target:**
A majority of students report activity in individualized learning opportunities

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**New Target for Individualized Learning Opportunities**
*Established in Cycle:* 2012-2013
These self-reported numbers show in almost every area nearly three-quarters or more of New College students polled are participa...

**M 10: Aggregate Data from Faculty Reporting**
Aggregate data from Faculty reporting on advisee participation in internships, apprenticeships, and service learning opportunities
Source of Evidence: Existing data
Target:
Majority of advisees initiate and complete internships, apprenticeships, and serving learning opportunities

**M 11: Aggregate Data from Course Registrations**
Aggregate Data from Independent Study course registrations for Fall and Spring semesters
Source of Evidence: Existing data
Target:
New College students will be involved in a variety of independent study courses reflecting the diverse, multi-disciplinary programs of study they develop

**M 12: Summary of Study Abroad Participation**
Summary of New College student participation in study abroad programs from Capstone International
Source of Evidence: Existing data
Target:
Active student participation in study abroad

**SLO 4: Life-long Learning Skills and Informal/Formal Education**
Students will develop life-long learning skills for personal or academic enrichment and an affinity for both formal and informal education practices.

**Connected Documents**
- Curriculum Map I
- Curriculum Map II

**Relevant Associations:**
New College helps students develop skills for life-long learning and formal and informal education practice and the data reflects this. Students in NEW 495 were asked about their most rewarding learning experience at UA and their responses were assessed on a rubric to evaluate how well students recognized their own formal and informal learning experiences. Of the 55 responses to the questions, many students discussed the rewards for them of being in formal educational environments like the classroom (44% of the students discussed a rewarding experience in discussion, research, creative projects, scientific work, and writing in courses at the university), but the majority of the students (60%) articulated an informal learning experience that was the most rewarding in their time in college. However, these numbers pale in comparison to the final assessment of their development of life-long learning skills expressed in the graduate exit survey. Respondents to the survey overwhelmingly indicated their engagement with life-long learning, with 100% of those responding to the exit survey saying that it was "very" or "somewhat" true that New College prepared them for life-long learning and a vast majority of students are participating in informal educational opportunities. These students see themselves as life-long learners and, moreover, this connects to their sense of citizenship and civic engagement. This year we also implemented an entrance survey in NEW 100 (our gateway course) so that we could compare the attitudes of students entering the program with those just graduating from it. Not surprisingly, this new data showed that students leave the New College experience much more confident in their life-long learning skills and aptitude in formal and informal educational situations. These comparison of the two surveys shows that students entering the program clearly want to develop skills in life-long learning (100% say this is very true or somewhat true of them) and that our graduating seniors (100% of the respondents to the exit survey) find that New College prepares them for life-long learning. Similarly, the vast majority of incoming students express an interest in informal and self-directed education (97% saying this is very true or somewhat true of them), and the statistics show that the vast majority of New College’s graduating seniors have indeed participated in some form of informal learning by the time they graduate, with nearly 90% of respondents saying they have participated in independent study and service projects

No planned changes for the 2013-2014 year except to further improve the entrance and exit surveys.

**Related Measures**

**M 5: Entrance Survey for Incoming Majors**
An entrance survey given in NEW 100 that mirrors student self-assessment in graduate exit survey
Source of Evidence: Student course evaluations on learning gains made
Target:
A majority of in-coming students express interest in developing life-long learning skills and being exposed to formal and informal education

**M 13: Student Reflection on Learning Experiences**
Student responses about learning experiences and preferred learning styles in NEW 495
Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Documents**
- New 495 Senior Project Questionnaire
- New 495 Senior Project Questionnaire Rubric

Target:
A majority of students can articulate a commitment to life-long learning and/or both formal and informal education

**Related Documents**
- New 495 Senior Project Questionnaire
- New 495 Senior Project Questionnaire Rubric

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Entrance Survey in NEW 100**
Established in Cycle: 2011-2012
In an attempt to gather comparison data for the graduate exit survey, New College would like to administer a brief entrance surv...

**M 14: Life-Long Learning Course Project**
An independent study course designed by students called "Recreation for Life" that encourages them to develop their own health and work out plan that will carry them into a future of lifelong fitness and health

Source of Evidence: Project, either individual or group

**Connected Document**

*Recreation for Life Syllabus*

**Target:**
Through independent study courses encourage life-long learning

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Collect more examples of Life-long Learning**

*Established in Cycle: 2012-2013*
We need to do a better job of assessing how many New College courses, not just those like independent studies and internships th...

**M 15: Student Self-Assessment and Reflection**
Student reflections and self-assessments from graduate exit surveys

Source of Evidence: Exit interviews with grads/program completers

**Target:**
A majority of students find that New College encourages and prepares them for life-long learning and an affinity for formal and informal education

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Entrance Survey in NEW 100**

*Established in Cycle: 2011-2012*
In an attempt to gather comparison data for the graduate exit survey, New College would like to administer a brief entrance surv...

**New Target for Life-long Learning Student Self-Assessment**

*Established in Cycle: 2012-2013*
These self-reported numbers show that in the past two years much more than a simple majority of New College students polled feel...

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**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 5: Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality.

**OthOtcm 6: Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**OthOtcm 7: Program Outcome: Highly Valued Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Relevant Associations:**
The graduate exit survey data shows satisfaction from students in terms of several areas of learning from ethical reflection about life and life-long learning to civic engagement and critical thinking skills. 82% of respondents to the graduate exit survey claimed the program satisfactorily prepared them for the demands of citizenship and civic engagement. Again, the same 96% of respondents felt as though the program satisfactorily engaged them in complex problem solving and 100% said that the program prepared them to use a diversity of critical thinking skills. Perhaps most importantly, 89% of the respondents felt as though New College prepared them for their post-graduation plans. Additionally, respondents to the survey offered very favorable comments such as "New College is amazing and is perfect for self-driven people that are actually interested in their major not the money it will bring them." Also, the comments showed how specifically New College impacted their life and their personal ethos: "Being immersed in another culture (especially when you are going to learn and study from it) really changed how I experienced and preserved the world. It is great to remove yourself from a comfortable environment because that is when you really learn more about who you are and how you can grow as a person." Student comments prove a clear satisfaction "and" loyalty to New College: "New College is the one thing about my UA experience that I always tell people. It's the only thing that matters really. It changed the way I learn, the way I approach systems and process (especially those with lots of red tape) and most of all encouraged me to pursue subjects I never thought I would be able to study." These numbers and comments indicate overwhelming satisfaction with the skills and life-long lessons offered by the New College experience.

However, we had planned to add a question on the graduate exit survey giving an overall rating of satisfaction, but added other questions instead. We will add the question about overall satisfaction in 2013-2014.

**Related Measures**

**M 17: Overall Satisfaction Ratings**
Overall satisfaction ratings on graduate exit survey

Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
Majority of program graduates indicate satisfaction with program

**Related Action Plans (by Established cycle, then alpha):**

**Add Question to Exit Survey**
Established in Cycle: 2012-2013
We will add a simple question to the exit survey that asks the students' overall satisfaction with the program.
For full information, see the Details of Action Plans section of this report.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Entrance Survey in NEW 100
In an attempt to gather comparison data for the graduate exit survey, New College would like to administer a brief entrance survey in NEW 100, the introductory course for the program. Particularly, we would like to gather data about the attitudes toward life-long learning for those just entering the program to judge whether these attitudes grow more positive as a student progresses through their New College career. Moreover, it would be nice to have some data on how students view their critical thinking skills, complex problem solving abilities, and comfort with various research methodologies at the beginning of their career versus the end, when they will have completed their depth study and Senior Project.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective): 
  Measure: Student Reflection on Learning Experiences | Outcome/Objective: Life-long Learning Skills and Informal/Formal Education
  Measure: Student Self-Assessment and Reflection | Outcome/Objective: Competence in complex problem solving
  Measure: Life-long Learning Skills and Informal/Formal Education

Implementation Description: Great survey and give to sections of NEW 100 in Fall and Spring
Projected Completion Date: 05/2012
Responsible Person/Group: Assessment Coordinator & Instructor of NEW 100

Improve Data Collection for Problem Solving
In the next academic year, New College would like to collect a better sample of data from at least two lower division core courses for the major. The two best candidates are NEW 237: Cooperation and Conflict and NEW 212: Creativity since these courses are offered every semester and often have multiple sections. These two courses challenge students with vastly different content, but they also demand complex problem solving of students who must think critically to understand readings and complete central assignments. Ideally, we would like to have at least one assignment that is relatively comparable across sections and graded on a similar rubric, but the facility teaching these courses (particularly Creativity) often offer varying content across sections. If the assignments or rubrics cannot match up precisely, then perhaps more data from a number of assignments from these courses will be offered.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Implementation Description: Assignments and rubrics collected with data
Projected Completion Date: 05/2013
Responsible Person/Group: Assessment Coordinator

Add Question to Exit Survey
We will add a simple question to the exit survey that asks the students' overall satisfaction with the program.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective): 
  Measure: Overall Satisfaction Ratings | Outcome/Objective: Program Outcome: Highly Valued Program Graduates

Responsible Person/Group: Assessment Coordinator

Additional Seminar Question on Exit Survey
Another question more directly addressing satisfaction with seminar offerings in terms of variety and curriculum should be added to the graduate exit survey.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Responsible Person/Group: Assessment Coordinator

Collect more examples of Life-long Learning
We need to do a better job of assessing how many New College courses, not just those like independent studies and internships that clearly require students to direct themselves as they will in the future outside the classroom, prepare students for life-long learning. It is important to our graduates, as evidenced in the graduate exit survey and entrance survey, but more could be done to show how we are preparing students in this regard.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective): 
  Measure: Life-Long Learning Course Project | Outcome/Objective: Life-long Learning Skills and Informal/Formal Education

Responsible Person/Group: Assessment Coordinator and faculty

Common Assignment for NEW 212
New College would like to create a common assignment across various sections of NEW 212: Creativity that would be graded using the same rubric in order to produce a fuller picture of the skills gained by students in the class as a whole.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Evaluation of Creativity Project | Outcome/Objective: Competence in complex problem solving

Responsible Person/Group: Assessment Coordinator

Data Collection across Sections of NEW 237
Our findings this year reflect a small number of the total students enrolled in different sections of Cooperation and Conflict and, therefore, we would like to broaden our assessment with this class. We have proposed and are working on the implementation of a common assignment across the sections of NEW 237 that will be graded on the same rubric to produce a more standardized assessment.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Evaluation of Cooperation/Conflict Project | Outcome/Objective: Competence in complex problem solving

Responsible Person/Group: Assessment Coordinator and Instructors of NEW 237/NEW 238

New Target for Individualized Learning Opportunities
These self-reported numbers show in almost every area nearly three-quarters or more of New College students polled are participating in individualized learning opportunities. The target needs to be set at higher than just a majority. Perhaps the new target should be 75% of New College students report activity in individualized learning opportunities.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Summary of Student Self-Reported Activity | Outcome/Objective: Initiate and complete individualized learning opportunities

Responsible Person/Group: Assessment Coordinator

New Target for Life-long Learning Student Self-Assessment
These self-reported numbers show that in the past two years much more than a simple majority of New College students polled feel prepared for life-long learning. The target needs to be set at higher than just a majority. Perhaps the new target should be 75% of New College students feel prepared for life-long learning.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Student Self-Assessment and Reflection | Outcome/Objective: Life-long Learning Skills and Informal/Formal Education

Responsible Person/Group: Assessment Coordinator
Mission / Purpose

New College is a solidarity of students and teachers that embrace individually initiated, evolutionary learning experiences. We are a force that generates and disseminates innovations.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Form an integrated depth study of inter- or multi-disciplinary scope
Students will form an integrated depth study of inter- or multi-disciplinary scope.

Connected Documents
Curriculum Map I
Curriculum Map II

Relevant Associations:
As the curricular heart of the New College major, the depth study of inter- or multi-disciplinary scope could not be more important. Through a close examination of the capstone project for the depth study and of student self-assessment, the findings show that students are forming, defending, and completing a depth study of inter- or multi-disciplinary scope. Indeed, the student exit interviews show a very similar breakdown of numbers, with a vast majority of students finding (as the instructor for their capstone class and assessor of their Senior Projects did) that they completed their depth study. A few students felt less confident about their completion, which is reflected in the grading of the Senior Projects where a couple of students were given a "low pass." Finally, the Senior Project seems to be serving well as an indispensable part of the inter- and multi-disciplinary scope of the depth studies, based on an independent review by a faculty subcommittee on assessment. This committee reviewed a sampling of Senior Projects and found that they engaged with multiple disciplines in varying degrees of success and complexity, but that they all did engage with multiple disciplines in a satisfactory way, revealing the scope of the student's depth studies.

There are no planned changes to the assessment of this Student Learning Outcome. With one direct, one indirect, and one administrative assessment of the capstone projects that complete the depth study, the department is adequately evaluating here. The partial meeting of one target reflects that not all students will feel they have successfully completed their depth study if they do not perform adequately on the Senior Project assignment.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.
2.7 Expand the University's emphasis on global and cultural studies.
2.8 Promote collaborative research approaches to address large scale problems of regional and national interest.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.5 Develop and reward leadership skills among students, faculty, and staff.
4.8 Emphasize the creation of leaders as a core component of an education at Alabama's flagship university.

Related Measures
M 1: Evaluation of Student Senior Projects
Evaluation of final student senior projects by instructor

Source of Evidence: Capstone course assignments measuring mastery

Target:
Graduates of the program form and complete an integrated depth study

Finding (2012-2013) - Target: Met
Results Summary:
As a culmination of work in the depth study, students in New College complete a Senior Project that reflects the knowledge and skills attained. As in 2012, the majority of the Senior Projects were competed in the Spring semester of 2013. The instructor (with the help of a few faculty colleagues) assessed the 61 student projects and found that 44 students (72%) exceeded expectations in creating a Senior Project that served as a completion of an integrated depth study of inter- or multidisciplinary scope. Further, 14 students (23%) met expectations for the Senior Project, and three students (5%) were still developing the skills necessary to complete a full Senior Project that reflected the quality of their depth studies or failed to complete the course.
This sampling includes all students who completed a Senior Project in the Spring semester. This data reveals a
meling of the target for graduates to complete a depth study with the capstone project, even though three
students merited a "low pass" or had incomplete projects.

Interpretations and Conclusions:
While these numbers reflect a decrease from 2011-2012 in projects that exceeded expectations for completing
an integrated and inter- or multidisciplinary depth study project, the percentage the meet or exceed
expectations remains nearly the same (95%). The target was met and there is no plan to change this type of
assessment of the depth study in the future.

M 2: Faculty Analysis of Sample
A faculty committee reviewed and analyzed a sample of Senior Projects and rated them on a rubric for inter- or multi-
disciplinary engagement

Source of Evidence: Document Analysis

Connected Document
Interdisciplinary Project Rubric

Target:
Sample of Senior Projects shows clear engagement with inter- or multi-disciplinary depth study.

Finding (2012-2013) - Target: Met
Summary:
A faculty committee assessed a range of Senior Projects and found them to exhibit varying degrees of
engagement with or understanding of multiple disciplines in the integrated depth study. The projects under
review ranged from research into and field work in the area of varying approaches to treating and preventing
the spread of the HIV virus to a research project investigating the cross-fertilization between traditional music
studies and the world of elementary education. While one of the sample projects was deemed still developing
in terms of the student’s ability to integrate various disciplines into a unified approach, the other two either
exceeded or met expectations in terms of the student’s understanding, selection, and use of bodies of
disciplinary expertise and the student’s ability to identify points of disciplinary integration and to demonstrate
the cognitive advantage enabled by the combination of perspectives. As one member of the committee
summarized, two-thirds of the sample was “particularly well grounded in multiple disciplines and they integrated
those disciplines superbly.”

Interpretation:
Even though the sample of Senior Project research papers showed varying levels of integration and depth in
various disciplines, all of them exhibited clear engagement with multiple disciplines and an attempt by the
student to combine at least two disciplines as produced by his or her depth study. Therefore, this faculty
committee review shows the Senior Projects meeting the target.

Connected Document
Interdisciplinary Project Rubric

M 3: Student Self-Assessment and Reflection
Student self-assessment scoring through graduation exit interview instrument, as well as through a self-assessment
assignment in NEW 495: Senior Project

Source of Evidence: Exit interviews with grads/program completers

Connected Documents
Depth Study Reflection in NEW100/495
Depth Study Reflection Rubric

Target:
Graduating students recognize their own formation and completion of an integrated depth study of inter- or
multidisciplinary scope.

Finding (2012-2013) - Target: Met
Summary:
86% of respondents to the graduate exit survey in the Spring of 2013 responded that it was “very true” of them
that they “completed an integrated depth study of inter- or multidisciplinary scope.” 14% responded said that it
was “somewhat true” of them. No respondents said that it was not very true or not true of them at all. This
student sample from the graduate exit survey clearly meets the target of recognizing their own completion of
the depth study with 100% of those responding agreeing that they did complete an integrated depth study,
although some students perhaps feel as though they did not finish off their New College career as fully as they
would have hoped. Moreover, on the same exit survey, 93% of respondents felt as though it was very true or
somewhat true that their “New College experience prepared me to use a diversity of research methodologies,”
pointing to the multi-disciplinary scope of their work in New College.

Interpretation:
The student sample from the graduate exit survey clearly meets the target of recognizing their own completion of
the depth study with 100% of those responding agreeing that they did complete an integrated depth study
with a diversity of research methodologies represented, although some students perhaps feel as though they
did not finish off their New College career as fully as they would have hoped.

SLO 2: Competence in complex problem solving
Students will attain competence in complex problem solving utilizing a diversity of critical thinking skills and research
methodologies.

Connected Documents
Curriculum Map I
Curriculum Map II

Relevant Associations:
In the 2012-2013 academic year, New College students again showed complex problem solving ability by utilizing a
diversity of critical thinking skills and research methodologies. A number of assignments in core level classes, as well as
a proposal for their Senior Project, show their ability to tackle complex problems and use critical thinking to address
difficult tasks. While the complex problem solving necessary at the planning stages of the Senior Project was not always
evident in the chosen assignment, the sample assignments in NEW 237: Cooperation and Conflict and NEW 212:
Creativity showed students employing critical thinking skills for difficult challenges or problems. More often than not,
students exceed expectations for complex problem solving activities and were tested by challenging assignments.
Consequently, at the end of their New College experience, students' confidence about their own critical thinking and
problem solving is very high (as shown in the graduate exit survey).

While not really a change, we plan in 2013-2014 to more fully document student successes in the area of complex
problem solving. Especially in regards to lower-division core courses like NEW 237 and NEW 212, we would like to
gather more data across sections of the courses to evaluate a larger sample. Since New College students are required
to take at least two of these 200-level seminars, this seems like an excellent place to assess their skills and an excellent
point of comparison for their final assessment at the Senior Project.

Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.
2.7 Expand the University's emphasis on global and cultural studies.
2.8 Promote collaborative research approaches to address large scale problems of regional and
national interest.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through
research and outreach activities.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses,
educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.5 Develop and reward leadership skills among students, faculty, and staff.
4.8 Emphasize the creation of leaders as a core component of an education at Alabama’s flagship
university.

Related Measures

M 4: Evaluation of Senior Project Proposal
Evaluation of Senior Project proposal form and statement of potential problem solving ahead

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
A majority of students recognize at least two potential problems or obstacles to completing the senior project

Finding (2012-2013) - Target: Partially Met

Summary:
At the early planning stages of the Senior Project, 44% of students can locate at least two problems that need
to be solved to complete the Senior Project when asked what "concerns, needs, issues" need to be addressed
in the early stages. Some of these students (7 out of the 24 who located at least two problems) are able to
demonstrate how these problems or issues interconnect and often cited many more than two potential
problems or concerns. For example, one student writes, "I am concerned that the issue has become a 'trendy'
topic in development work, so I'd like to develop a unique perspective or thesis." An additional 33% of students
could locate one significant problem that needed to be solved to complete the Senior Project when asked
about "concerns, needs, issues," but these problems were often very general such as concerns about time
constraints or size of the project. Most respondents referred to constraints of time, logistics, skills, or topic
formation, so the depth of their problem-finding and potential problem-solving is not exemplary. Moreover, 24%
of students in NEW 495: Senior Project class gave insufficient evidence of problem solving when asked what
"concerns, needs, issues" need to be addressed in the early stages of the project, up from 22% last year.
These students typically foresaw or articulated no concerns, when a project of this scope necessarily has
many complications, and while some of the students might be over-confident, others are just not engaging in
the complex problem-solving required for the planning of such a significant project.

Interpretations:
This self-assessment shows the students only partially meeting the target, although there was a good increase
in the number of students able to locate at least two problems from last year (from 24% to 44%). It might be
that the self-assessment assignment is being given too early in the semester and perhaps a later self-
assessment (that is targeted to specific questions) would show more complex reflection on the part of the
students.

Connected Documents
New495 Senior Project Questionnaire
New495 Senior Project Questionnaire Rubric

M 5: Entrance Survey for Incoming Majors
An entrance survey given in NEW 100 that mirrors student self-assessment in graduate exit survey

Source of Evidence: Student course evaluations on learning gains made

Target:
Many in-coming students recognize their own competence in complex problem solving and critical thinking,
including using a diversity of research methodologies.

Finding (2012-2013) - Target: Partially Met

Summary:
56% of respondents to the incoming student survey (given to students enrolled in NEW 100, our gateway
course, in the beginning of Spring 2013) reported that it was "very true" that they were "able to engage in high-
level problem solving" and 42% said it was "somewhat true of them." Additionally, 58% reported that it was
"very true" that they were "able to use a diversity of critical and creative thinking skills," while an additional 36%
said it was “somewhat true” of them. In a related question, 48% claimed it was “very true” of them that they were able to “consider a problem or topic from multiple perspectives, approaches, or research methods,” with the additional 45% claiming it was “somewhat true” of them. In contrast, 70% of our graduating senior students (responding to the exit survey given at the end of the same semester) felt that it was “very true” that their “New College experience prepared me to engage in high-level problem solving.” While 86% felt that it was “very true” that their “New College experience prepared me to use a diversity of critical thinking skills,” a smaller 60% felt that it was “very true” that their “New College experience prepared me to use a diversity of research methodologies.”

Interpretations:
These figures show that students entering the program recognize their own competence in complex problem solving and critical thinking, and a smaller number recognize the tangential skill of using a diversity of research methodologies. However, when compared with the exit survey, we can conclude that the New College experience makes students feel that they are better prepared to perform complex problem solving and critical thinking than when they came in. For example, while 58% enter the program feeling they are able to use a diversity of critical thinking skills, by the time they are ready to graduate, 86% feel as though they are prepared to use critical thinking skills. The target is partially met with these figures, but the wording of the two surveys needs to be more aligned in order to have completely accurate data.

M 6: Evaluation of Creativity Project
Evaluation of the complex problem solving and critical thinking demonstrated in a project in NEW212: Creativity
Source of Evidence: Project, either individual or group

Connected Documents
Point of View Project for NEW 212
Point of View Project Rubric

Target:
A majority of students in NEW 212: Creativity will meet expectations in terms of demonstrating complex problem solving and critical thinking

Finding (2012-2013) - Target: Partially Met
Summary:
In the 2012-2013 academic year, the same creativity exercise that was given to four sections of NEW212: Creativity in the previous academic year (the “point of view” assignment) was repeated to compare results. For the assignment, students were asked to create a unique “Point of View” in 2 photographic images as a major per-midterm project and then write a summary/reflection paper that explained their point of view and how the photographs illustrated it. The assignment challenged them to visualize their own unique “point of view” and explain or justify in a critical and thoughtful way how their images represent the specific point of view. The assignment involved complex problem solving because the student not only had to develop his or her own unique point of view individually but also consider how the viewer might understand or read the visual representations of the point of view. Students were encouraged to create a unique and innovative concept and discouraged from producing the obvious, such as, for example, a “bird’s eye point of view,” which serves as a staple of modern filmmaking. The students would need to use critical thinking skills in constructing and writing the required explanation for each image. Evaluated with a rubric that assessed them not only in the area of “conceptualization” (how well the student generates interesting or innovative ideas for the project and is able to choose strongest ideas for further development, develops ideas beyond initial and obvious response to problem, moves forward independently, and makes effective use of idea-generating techniques [e.g. brainstorming]) but also for the quality of their written evaluation or explanation of their point of view concept (how well the student articulates ideas and how well the student’s explanation demonstrates a sophisticated and insightful understanding of point of view and composition that is fully developed”), the majority of students in 2012-2013 again met the instructor’s expectations.

Interpretation:
With better emphasis on the reflection and writing aspect, the project produced more critical thinking. For this time around, 35% of the NEW 212 students exceeded expectations for the assignment, 53% met expectations, and 12% were still developing the necessary skills. At 88% meeting expectations (an increase over 84% meeting expectations last academic year); the second attempt at this assignment met the target, which might reflect clearer pedagogy on the instructor’s part in terms of the written communication of the student’s concept. However, the goal for the department is still to have a single common assignment across every section of NEW 212: Creativity that will allow for a much fuller picture of how this course is helping students develop critical thinking and complex problem solving skills.

Connected Documents
Point of View Project for NEW 212
Point of View Project Rubric

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Common Assignment for NEW 212
Established in Cycle: 2012-2013
New College would like to create a common assignment across various sections of NEW 212: Creativity that would be graded using 1...

M 7: Evaluation of Cooperation/Conflict Project
Evaluation of the complex problem solving and critical thinking demonstrated in a project in NEW237: Cooperation and Conflict
Source of Evidence: Project, either individual or group

Connected Documents
NEW 237 Final Exam
NEW 237 Final Exam Rubric

Target:
A majority of students in NEW 237: Cooperation and Conflict show complex problem solving and critical thinking

Finding (2012-2013) - Target: Partially Met
In the Fall 2012 section of NEW 237: Cooperation and Conflict, students were asked to write a final essay exam on a country they had been independently researching and a serious problem or conflict faced by that country. The directions for the exam asked them to answer the following essay question: "Using your independent research on your county, the methods of addressing the problem you selected needing attention in your assigned county, and material from course content, write a utopian essay on how you would address the problem you selected if you could waive your magic wand." In order to complete the final assignment, students had to
- Identify your county
- Identify the problem you choose to address
- Give factual evidence of your problem
- Identify your solution
- Give evidence that your solution has proven success elsewhere
- Identify groups that will be allies in your efforts
- Identify groups that will oppose your efforts
- Identify resource shifts necessary to make your solution possible, and
- Identify at least one concept from course content that undergirds your proposal.

Clearly, this assignment asks students to critically think about a particular problem in a country they had been researching independently and then use complex problem solving skills to offer at least one solution to a complex cultural problem. In order to offer solutions, the students had to provide research to support their description of the problem and then use their own research to support the proposed solution. As if these tasks did not require enough knowledge and critical thinking, the students then had to think critically about allies they might approach and possible adversaries to their solutions. This requires information, analysis, and strategic planning on the part of the student, all of which are based in critical thinking. The instructor found that 23% of the students exceeded expectations for the assignment and its complex problem solving exercise, 31% of the students met her expectations for the assignment, and 23% were still developing those problem solving and critical thinking skills and 23% showed insufficient progress. Therefore, 54% of the selection of students met the professor’s expectations for complex problem solving and critical thinking.

Interpretation:
These students meet the target for complex problem solving with nearly 54% meeting the instructor’s expectations, but clearly a large number were still developing these skills. This is a small number of the total students enrolled in different sections of Cooperation and Conflict and, therefore, we would like to broaden our assessment with this class. We have proposed and are working on the implementation of a common assignment across the sections of NEW 237 that will be graded on the same rubric to produce a more standardized assessment.

Connected Documents
- NEW 237 Final Exam
- NEW 237 Final Exam Rubric

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Data Collection across Sections of NEW 237
Established in Cycle: 2012-2013
Our findings this year reflect a small number of the total students enrolled in different sections of Cooperation and Conflict a...

M 8: Student Self-Assessment and Reflection
Student reflection and self-assessments from graduate exit surveys, as well as other self-evaluations.

Source of Evidence: Ext interviews with grads/program completers

Connected Documents
- Depth Study Reflection in NEW100/495
- Depth Study Reflection Rubric

Target:
A majority of students recognize that their New College experience prepared them for complex problem solving and critical thinking, including using a diversity of research methodologies.

Finding (2012-2013) - Target: Met
Summary:
70% of respondents to the graduate exit survey reported that it was “very true” that their “New College experience prepared me to engage in high-level problem solving,” with an additional 26% saying this was “somewhat true” for them. Additionally, 86% reported that it was “very true” that their “New College experience prepared me to use a diversity of critical thinking skills,” while an additional 14% said it was “somewhat true” of their experience. In a related question, 61% claimed it was “very true” that their “New College experience prepared me to use a diversity of research methodologies,” with the additional 32% claiming it was “somewhat true” of their experience.

Interpretations:
These figures show that we are clearly meeting our target, as far more than a majority of students recognize New College’s role in preparing them for complex problem solving and critical thinking, and a smaller number recognize their preparation for the tangential skill of using a diversity of research methodologies. In fact, all of those who replied to the survey, recognized the preparation New College had given them. This year, we decided not to collect data with the NEW 495 self-assessment exercise that asked students to reflect on the following question...paying thoughtful attention to how you integrate your learning interests and how these interests are interdisciplinary; In my depth study, I learned...”; instead, we collected data from incoming students (enrolled in NEW 100 our gateway course) to have a comparison between those entering the program and those graduating from it. As shown in the earlier measure for the Entrance Survey for Incoming Students, students enter the program recognizing their own competence in complex problem solving and critical thinking, with a smaller number recognizing the tangential skill of using a diversity of research methodologies. However, when compared with the exit survey, we can conclude that the New College experience makes students feel that they are better prepared to perform complex problem solving and critical thinking than when they came in. For example, while 58% enter the program feeling they are able to use a diversity of critical thinking skills, by the time they are ready to graduate, 86% feel as though they are prepared to use critical thinking skills.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

**Entrance Survey in NEW 100**
*Established in Cycle: 2011-2012*

In an attempt to gather comparison data for the graduate exit survey, New College would like to administer a brief entrance surv...

**SLO 3: Initiate and complete individualized learning opportunities**

Students will initiate and complete individualized learning opportunities through internships, independent study, apprenticeship, study abroad, and service learning.

**Connected Documents**
- Curriculum Map I
- Curriculum Map II

**Relevant Associations:**

As a program dedicated to students participating in individualized learning opportunities such as internships, independent study, apprenticeship, study abroad, and service learning, New College in 2012-2013 again had students who committed in large numbers to these opportunities outside of the traditional classroom. Faculty reported data of student internships and of service learning hours assigned in their courses shows a clear commitment on the part of students and faculty to individualized learning opportunities outside the traditional classroom. Moreover, data from the graduate exit survey showed 56% of respondents admitted to participating in more than one service project and 89% of respondents reported taking part in independent studies. Additionally, we also assessed course registration information, which shows that on a semester-by-semester basis, the percentage of students enrolled in independent studies is about 30-40%. Once you spread that semester data over an academic career, students are most likely taking at least one semester of independent study, which would result in that high self-reported data. Additionally, the graduate exit survey shows 72% of students reporting participation in study abroad and Capstone International reports 25 students participating in study abroad during the 2012-2013 academic year. Combining the data from these different individualized learning opportunities, over their academic career New College students clearly participate in at least one learning opportunity outside the traditional classroom requiring their own individual direction, but more often than not they participate in more than one.

In 2012-2013, we plan no significant change to the assessment of this learning outcome, but we would like to make an effort to evaluate student participation and progress in individualized learning opportunities at the Third Year Review. Using this significant stage in the New College career as a way to document and encourage individualized learning opportunities can only help in achieving and assessing this outcome.

**Standard Associations**

**SACS 3.3.1**
- 3.3.1.1 Educational programs, to include student learning outcomes
- 3.3.1.4 Research within its educational mission
- 3.3.1.5 Community/public service within its educational mission

**Strategic Plan Associations**

University of Alabama
- 1.1 Promote and enhance areas of academic, scholarship, and research excellence.
- 1.2 Increase the recognition of the University’s service priorities that enhance the quality of life for all Alabamians.
- 1.5 Effectively use course offerings and class size to support priorities.
- 2.6 Enhance relationships among community and University of Alabama leaders to promote excellent quality of life for faculty, staff, and students.
- 2.7 Expand the University’s emphasis on global and cultural studies.
- 2.8 Promote collaborative research approaches to address large scale problems of regional and national interest.
- 3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
- 3.4 Increase involvement of undergraduate students in research and scholarly activities.
- 4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
- 4.2 Promote collaboration with business, non-profit, and governmental agencies to advance the economic, social, and cultural condition of Alabama.
- 4.3 Produce scholars who will become academic and civic leaders in their disciplines.
- 4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
- 4.5 Develop and reward leadership skills among students, faculty, and staff.
- 4.8 Emphasize the creation of leaders as a core component of an education at Alabama’s flagship university.

**Related Measures**

**M 9: Summary of Student Self-Reported Activity**

Summary of student self-reported activity and related reflections from the graduate exit surveys

Source of Evidence: Exit interviews with grads/program completers

**Target:**
A majority of students report activity in individualized learning opportunities

**Finding (2012-2013) - Target: Met**

Summary:
89% of respondents to the graduate exit survey reported participating in at least one Independent Study and 60% of the respondents reported participating in 2 or more independent studies. 72% of respondents to the graduate exit survey reporting participating in at least one Study Abroad opportunity. 71% participated in at least one internship, with 48% participating in more than one. 82% of respondents to the graduate exit survey reporting participating in at least one Service Project. 65% of the respondents participating in more than one service project (18% participating in more than 8 service projects!). 56% of respondents to the graduate exit survey reported that Independent Study, Internships, Study Abroad, or Service Learning made
up the student's "best New College experience."

Interpretation:
These self-reported numbers show in almost every area nearly three-quarters or more of New College students polled are participating in individualized learning opportunities. The target needs to be set at higher than just a majority. Perhaps the new target should be 75% of New College students report activity in individualized learning opportunities.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

New Target for Individualized Learning Opportunities
Established in Cycle: 2012-2013
These self-reported numbers show in almost every area nearly three-quarters or more of New College students polled are partici...

M 10: Aggregate Data from Faculty Reporting
Aggregate data from Faculty reporting on advisee participation in internships, apprenticeships, and service learning opportunities
Source of Evidence: Existing data

Target:
Majority of advisees initiate and complete internships, apprenticeships, and serving learning opportunities

Finding (2012-2013) - Target: Met
Summary:
Faculty report many of their advisees complete internships, independent studies, and apprenticeships that might not appear on official university course registrations. For example, during the 2012-2013 academic year, one faculty member reports 6 students in doing an independent study in Local Food Movement (4 hours) and single students doing independent study on a variety of topics: American Political Cartoons, Public Workforce Development, Applied Nonprofit Management, Transnational Leadership, Equal Rights Struggle, Careers in Teaching, Organizational Communication Ethics, and Youth Leadership. Additionally, one student (3 hours) interned with Easter Seals and one had an internship with Homes for Hope (1 hour). This same faculty member had three advisees who completed longer internships: an internship with UK Emergency Management, an internship in Nashville on entertainment PR, and an internship in healthcare management in Florida. Another faculty member reported that 7 of her advisees had completed internships during the 2012-2013 academic years and an additional 7 advisees completed independent study.
A third faculty member reported that 5 of her advisees had internships in 2012-2013 and, additionally, 8 of her advisees studied abroad during that same year.

In a number of courses in New College during the 2012-2013 academic year, students completed service learning hours as part of their course assignments. In Spring and Summer of 2013 sections of NEW 490: Partners for Action and Research in Communities (PARC), students did 200 hours of volunteer work for various community organizations in Walker County as part of the internship experience New College offers in partnership with the Walker Area Community Foundation. Each student was expected to work on a major project with a community group identified with assistance from the Walker Area Community Foundation. Interns were required to work on at least three activities with two different organizations for a total of 200 hours each. Four students completed the internship this summer, making for a total of 800 service hours in that course. In NEW 243: Interdisciplinary Sciences, the Fall 2012 sections had 19 students completed 2 labs (8 hours) with Druid City Garden Project and 2 labs (8 hours) with Friends of Hurricane Creek (304 hours total). In Spring 2013, fourteen NEW 243 students completed 3 labs (12 hours) with Friends of Hurricane Creek (168 hours total). In NEW 238: Cooperation and Conflict (honors), the Spring 2103 section had 12 students volunteering for 12 service hours each over the semester (144 hours total). The Fall 2012 section of NEW 238 had 15 students completing a course (150 hours total). Additionally, one professor had assigned service learning in two New College courses: NEW 237-005 (Cooperation and Conflict) Fall 2012 12 students provided a combined 115 hours of community service as part of the course requirement; in EXD 395-104 (Nonprofit Management -- SP 2013), 8 students provided a combined 320 hours of service to nonprofit organizations as part of their class and wrote funding / grant proposals for 8 nonprofit organizations. These courses represent just over 2,000 service learning hours performed by students enrolled in New College classes during the 2012-2013 academic year.

Interpretation:
Based on a sampling of faculty reporting and the incredible statistics for service learning hours completed in New College classes, the department is more than meeting this target.

M 11: Aggregate Data from Course Registrations
Aggregate Data from Independent Study course registrations for Fall and Spring semesters
Source of Evidence: Existing data

Target:
New College students will be involved in a variety of independent study courses reflecting the diverse, multi-disciplinary programs of study they develop

Finding (2012-2013) - Target: Met
In Fall 2012, New College students developed and participated in 75 separate independent study courses ranging in credit hours from 1 to 12. A total of 63 students registered for these independent studies, with several students taking more than one independent study course in the semester. The topics range from "Collaborative Governance" and "Wetland Biogeochemistry" to a "Hindu Wedding Ceremony: Event Coordinating" and "Carl Jung's Psychology" Just from those four titles alone, it is clear that the students are embarking on diverse independent study projects that reflect their own academic and professional areas of interest. The 75 students taking independent study courses comprises 41% of the total students enrolled in New College in Fall 2012. This certainly meets the target, showing that almost half of New College's students are enrolled in independent and individualized learning opportunities of this type. In Spring 2013, New College students developed and participated in 58 separate independent study courses ranging in credit hours from 1-12. A total of 55 students registered for these independent studies, with several students taking more than one independent study course in the semester. The topics range from "Research on Arctic Ecology" and "Nonprofit Management" to "Ethology of Addictive Disorders" and "Introduction to Marketing Strategy and Advertising Design." From those four very different titles, it is clear that the students are embarking on diverse
independent study projects that reflect their own academic and professional areas of interest and goals. Although the numbers were reduced in the spring, still, 55 students comprises 30% of the total students enrolled in New College.

Interpretation:
Meets the target because between 30% and 40% of the students enrolled in New College over the entire academic year are involved in a variety of independent study courses that show proof of individualized learning. This averages out to at least a third of the New College student body engaging in independent study every semester.

**M 12: Summary of Study Abroad Participation**
Summary of New College student participation in study abroad programs from Capstone International
Source of Evidence: Existing data

**Target:**
Active student participation in study abroad

**Finding (2012-2013) - Target: Met**

Summary:
Capstone International Office reports the following participation in study abroad programs by New College students for the Academic Year 2012-2013:
A total of 25 student from New College participated in study abroad opportunities during the 2012-2013 academic year.

Country breakdown: Australia - 1; Austria - 1; Belize - 3; Bolivia -1; Costa Rica - 2; Cuba - 2; Ecuador - 1; England - 2; France -3; Germany - 1; Japan - 2; Nicaragua -2; South Africa - 1; Sweden -1; Switzerland -1; Multi-Country (China,Ghana, Panama, Singapore, South Africa) - 1.

Interpretation:
For a small program, we have very active participation in Study Abroad opportunities. In comparison to last year's numbers, we even increased our numbers of students from 23 to 25 studying abroad. And as the graduate exit survey indicates, many of our students participate in study abroad during their whole tenure at New College. Target is met.

**SLO 4: Life-long Learning Skills and Informal/Formal Education**
Students will develop life-long learning skills for personal or academic enrichment and an affinity for both formal and informal education practices.

**Connected Documents**
Curriculum Map I
Curriculum Map II

**Relevant Associations:**
New College helps students develop skills for life-long learning and formal and informal education practice and the data reflects this. Students in NEW 495 were asked about their most rewarding learning experience at UA and their responses were assessed on a rubric to evaluate how well students recognized their own formal and informal learning experiences. Of the 55 responses to the questions, many students discussed the rewards for them of being in formal educational environments like the classroom (44% of the students discussed a rewarding experience in discussion, research, creative projects, scientific work, and writing in courses at the university), but the majority of the students (80%) articulated an informal learning experience that was the most rewarding in their time in college. However, these numbers pale in comparison to the final assessment of their development of life-long learning skills expressed in the graduate exit survey. Respondents to the survey overwhelmingly indicated their engagement with life-long learning, with 100% of those responding to the exit survey saying that it was "very" or "somewhat" true that New College prepared them for life-long learning and a vast majority of students are participating in informal educational opportunities. These students see themselves as life-long learners and, moreover, this connects to their sense of citizenship and civic engagement. This year we also implemented an entrance survey in NEW 100 (our gateway course) so that we could compare the attitudes of students entering the program with those just graduating from it. Not surprisingly, this new data showed that students leave the New College experience much more confident in their life-long learning skills and aptitude in formal and informal educational situations. These comparison of the two surveys shows that students entering the program clearly want to develop skills in life-long learning, with 100% say this is very true or somewhat true of them) and that our graduating seniors (100% of the respondents to the exit survey) find that New College prepares them for life-long learning. Similarly, the vast majority of incoming students express an interest in informal and self-directed education (97% saying this is very true or somewhat true of them), and the statistics show that the vast majority of New College's graduating seniors have indeed participated in some form of informal learning by the time they graduate, with nearly 90% of respondents saying they have participated in independent study and service projects

No planned changes for the 2013-2014 year except to further improve the entrance and exit surveys.

**Standard Associations**

**SACS 3.3.1**
- 3.3.1.1 Educational programs, to include student learning outcomes
- 3.3.1.5 Community/public service within its educational mission

**Strategic Plan Associations**

University of Alabama
- 1.1 Promote and enhance areas of academic, scholarship, and research excellence.
- 1.2 Increase the recognition of the University's service priorities that enhance the quality of life for all Alabamians.
- 2.6 Enhance relationships among community and University of Alabama leaders to promote excellent quality of life for faculty, staff, and students.
- 2.7 Expand the University's emphasis on global and cultural studies.
- 3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
- 3.4 Increase involvement of undergraduate students in research and scholarly activities.
- 3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
- 4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.5 Develop and reward leadership skills among students, faculty, and staff.
4.8 Emphasize the creation of leaders as a core component of an education at Alabama’s flagship university.

Related Measures

M 5: Entrance Survey for Incoming Majors
An entrance survey given in NEW 100 that mirrors student self-assessment in graduate exit survey
Source of Evidence: Student course evaluations on learning gains made

Target:
A majority of in-coming students express interest in developing life-long learning skills and being exposed to formal and informal education

Finding (2012-2013) - Target: Met
Summary:
93% of respondents to the incoming student survey (given to students enrolled in NEW 100, our gateway course, in the beginning of Spring 2013) reported that it was "very true" that they were "interested in developing skills for life-long learning" and 7% said it was "somewhat true of them." Therefore, 100% of respondents to the entrance survey indicated an interest in developing life-long learning skills. Additionally, 84% of students were interested in more informal educational opportunities such as "Internships, independent study, service learning, and study abroad," while an additional 13% said it was "somewhat true" of them (with only 3% saying it was "not very true" of them). For comparison, 89% of our graduating senior students (responding to the exit survey given at the end of the same semester) felt that it was "very true" that their "New College experience prepared me for life-long learning" with an additional 11% saying it was "somewhat true" for them (totaling 100% of respondents). Furthermore, the exit survey reveals that the vast majority of students leaving the program have participated in informal or self-directed education with 89% of respondents saying that they participated in at least 1 independent study during their New College tenure, 63% having done at least one internship, 62% having studied abroad at least once, and 88% having engaged in service projects.

Interpretations:
These figures show that students entering the program clearly want to develop skills in life-long learning (100% say this is very true or somewhat true of them) and that our graduating seniors (100% of the respondents to the exit survey) find that New College prepares them for life-long learning. Similarly, the vast majority of incoming students express an interest in informal and self-directed education (97% saying this is very true or somewhat true of them), and the statistics show that the vast majority of New College’s graduating seniors have indeed participated in some form of informal learning by the time they graduate, with nearly 90% of respondents saying they have participated in independent study and service projects. The target is clearly met with these figures, showing that students enter the program wanting to participate in the kind of education New College seeks to provide and that they leave the program having received this promised education in terms of skills for life-long learning and an exposure to both formal and informal education.

M 13: Student Reflection on Learning Experiences
Student responses about learning experiences and preferred learning styles in NEW 495
Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

| New 495 Senior Project Questionnaire |
| New 495 Senior Project Questionnaire Rubric |

Target:
A majority of students can articulate a commitment to life-long learning and/or both formal and informal education

Connected Documents

| New 495 Senior Project Questionnaire |
| New 495 Senior Project Questionnaire Rubric |

Finding (2012-2013) - Target: Met
Summary:
Rather than compare responses to the Depth Study questionnaire given to NEW 100 and NEW 495 students last year, we decided to assess a different questionnaire/response paragraph assigned only to students in NEW 495 in Spring of 2013. The questionnaire asked students to respond to the following questions: "What was your most rewarding learning experience—perhaps in a course or workshop or any other context? Briefly describe what was rewarding to you." and "What does the experience tell you about your own preferred learning style?" These responses were assessed on a rubric to evaluate how well students recognized their own formal and informal learning experiences and how well they articulated the rewarding nature of these diverse experiences. Of the 55 responses to the questions, many students discussed the rewards for them of being in formal educational environments like the classroom (44% of the students discussed a rewarding experience in discussion, research, creative projects, scientific work, and writing in courses at the university), but the majority of the students (60%) articulated described an informal learning experience that was the most rewarding in their time in college. The students articulated a great value in activities such as being a training team member for the Sierra Student Coalition, living in a homeless shelter in Jasper, Alabama as part of a community engagement summer independent study, and interning with the International Microfinance Agency both in terms of the quality of their college education and in terms of their lifelong and career goals. Moreover, whatever learning style most of the students preferred, they were able to articulate how their learning style allowed them to integrate skills and knowledge acquired both inside the classroom (formal) and through experiences outside of it (informal). Of the 55 responses, 75% met or exceeded the expectations for the assignment. While 24% were only able to state their style of learning, which included basic comments about "hands-on" approaches or doing "things I enjoy," the vast majority were not only able to identify their learning style but also connect it to their upcoming project and their use of skills drawn from formal and informal education. Many students discussed being experiential and active types of learners who benefited from this approach in the traditional classroom as well as employing it in their own self-directed projects outside the traditional classroom. In fact, 24% could articulate very well how their style of learning integrated skills from different educational situations. One student who took a legal writing course describes the benefit of having to publicly argue a case outside of the classroom and the skills acquired in both these
experiences. "This experience tells me that, prefer to 'learn by doing'. I would not have discovered that my strengths and preferences in law were on the side of the defense had I not been able to try arguing a dispute as if I were actually a defense attorney." Another respondent not only showed an understanding of both types of learning and her own lessons from them, but also realized a lesson for life-long learning: "I know after working in Jasper and working in a research lab in the psychology department here that I do not like the research aspects of working with people; I prefer talking one-on-one and finding real-life solutions rather than comparing statistics after gathering data and then proposing solutions based on projects."

Interpretation:
The responses to this one writing assignment show that New College students can easily identify their own learning style from rewarding experiences they have had both in terms of formal and informal education. Moreover, the responses to the "rewarding experience" questions show that New College students value both traditional classroom experiences and informal educational experiences almost equally.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Entrance Survey in NEW 100**
*Established in Cycle: 2011-2012*
In an attempt to gather comparison data for the graduate exit survey, New College would like to administer a brief entrance surv...

**M 14: Life-Long Learning Course Project**
An independent study course designed by students called "Recreation for Life" that encourages them to develop their own health and work out plan that will carry them into a future of lifelong fitness and health

Source of Evidence: Project, either individual or group

**Connected Document**
Recreation for Life Syllabus

**Target:**
Through independent study courses encourage life-long learning

**Finding (2012-2013) - Target: Partially Met**
*Summary:* One of the regularly offered courses in New College,NEW 201: "Recreation for Life," encourages students to develop their own syllabus and plan for a fitness schedule and health regime. The course description reads as follows: "Recreation for Life is an independent study for New College students interested in engaging in a new physical activity, and developing an exercise routine that they hope to continue on a regular basis for the rest of their lives (hence the name "Recreation for Life"). Non New College majors who can demonstrate they are self-motivated and self-directed may also be permitted to enroll." The instructor provides a template syllabus, but the students must develop their own fitness schedule, find their own readings, create an activity log to keep track of their progress, keep an activity journal to reflect on their progress, and write a final reflective essay to consider what they have learned over the semester and how they plan to continue the activity after the semester is over and perhaps for the rest of their lives. The course is taught every semester and between 1 and 3 New College students register for the course and create their own independent study that will encourage them to continue their fitness plans and goals for long after the course is done.

Interpretation:
This course is just one example of how New College’s curriculum encourages life-long learning and teaches skills that will extend beyond the student’s career at Alabama. The goal of this course is to give students a model for health and fitness that they might follow for the rest of the their lives, but of course New College hopes to teach skills and instill a passion in all of its curriculum that will translate to a life-long pursuit of learning by its graduates. The target is partially met by a course like Recreation for Life, but more needs to be done to show how many other New College courses help students develop skills for life-long learning.

**Connected Document**
Recreation for Life Syllabus

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Collect more examples of Life-long Learning**
*Established in Cycle: 2012-2013*
We need to do a better job of assessing how many New College courses, not just those like independent studies and internships th...

**M 15: Student Self-Assessment and Reflection**
Student reflections and self-assessments from graduate exit surveys

Source of Evidence: Exit interviews with grads/program completers

**Target:**
A majority of students find that New College encourages and prepares them for life-long learning and an affinity for formal and informal education

**Finding (2012-2013) - Target: Met**
*Summary:* 89% of respondents to the graduate exit survey reported that it was "very true" of them that their "New College experience prepared me for life-long learning." Additionally, when asked whether their "New College experience" prepared them for "ethical reflection about life in general," 75% found it was "very true" for their experience and 21% found it was "somewhat true" for them. Showing their future application of that life-long learning as citizens, 57% of respondents reported it was "very true" of them that New College prepared them for the "demands of citizenship and civic engagement." An additional 25% of respondents said it was "somewhat true" of them. Additionally, as mentioned in the findings for individualized learning opportunities, a vast majority of New College students participate in activities that would be considered more informal education such as service learning and internships, etc. For example, 71% participated in at least one internship, with 48% participating in more than one. 82% of respondents to the graduate exit survey reporting participating in
at least one Service Project. 65% of the respondents reported participating in more than one service project (18% participating in more than 8 service projects!). Moreover, students indicate a clear affinity for more informal education practices when, for example, 56% of respondents to the graduate exit survey report that Independent Study, Internships, Study Abroad, or Service Learning made up the student’s "best New College experience."

Interpretations:
The graduate exit survey shows clear meeting of the target for this outcome again this year (showing even a small increase over last year), with 100% of those responding to the exit survey saying that it was "very" or "somewhat" true that New College prepared them for life-long learning and a vast majority of students are participating in informal educational opportunities. Moreover, the Entrance Survey given to incoming students in NEW 100 shows that students come to New College hoping to develop skills in lifelong learning and the exit survey shows this to be happening, which is great news. Therefore, the target for this measure needs to be raised to something like 75%.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Entrance Survey in NEW 100**
*Established in Cycle: 2011-2012*
In an attempt to gather comparison data for the graduate exit survey, New College would like to administer a brief entrance surv...

**New Target for Life-long Learning Student Self-Assessment**
*Established in Cycle: 2012-2013*
These self-reported numbers show that in the past two years much more than a simple majority of New College students polled feel...

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcn 5: Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality.

**OthOtcn 6: Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**OthOtcn 7: Program Outcome: Highly Valued Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Relevant Associations:**
The graduate exit survey data shows satisfaction from students in terms of several areas of learning from ethical reflection about life and life-long learning to civic engagement and critical thinking skills. 82% of respondents to the graduate exit survey claimed the program satisfactorily prepared them for the demands of citizenship and civic engagement. Again, the same 96% of respondents felt as though the program satisfactorily engaged them in complex problem solving and 100% said that the program prepared them to use a diversity of critical thinking skills. Perhaps most importantly, 89% of the respondents felt as though New College prepared them for their post-graduation plans. Additionally, respondents to the survey offered very favorable comments such as "New College is amazing and is perfect for self-driven people that are actually interested in their major not the money it will bring them." Also, the comments showed how specifically New College impacted their life and their personal ethics: "Being immersed in another culture (especially when you are going to learn and study from it) really changed how I experienced and preserved the world. It is great to remove yourself from a comfortable environment because that is when you really learn more about who you are and how you can grow as a person." Student comments prove a clear satisfaction "and" loyalty to New College: "New College is the one thing about my UA experience that I always tell people. It's the only thing that matters really. It changed the way I learn, the way I approach systems and process (especially those with lots of red tape) and most of all encouraged me to pursue subjects I never thought I would be able to study." These numbers and comments indicate overwhelming satisfaction with the skills and life-long lessons offered by the New College experience.

However, we had planned to add a question on the graduate exit survey giving an overall rating of satisfaction, but added other questions instead. We will add the question about overall satisfaction in 2013-2014.

**Related Measures**

**M 17: Overall Satisfaction Ratings**
Overall satisfaction ratings on graduate exit survey

*Source of Evidence: Alumni survey or tracking of alumni achievements*

**Target:**
Majority of program graduates indicate satisfaction with program

**Finding (2012-2013) - Target: Met**

**Summary:**
The graduate exit survey data shows satisfaction from students in terms of several areas of learning from ethical reflection about life and life-long learning to civic engagement and critical thinking skills. 82% of respondents to the graduate exit survey claimed the program satisfactorily prepared them for the demands of citizenship and civic engagement. Again, the same 96% of respondents felt as though the program satisfactorily engaged them in complex problem solving and 100% said that the program prepared them to use a diversity of critical thinking skills. Perhaps most importantly, 89% of the respondents felt as though New College prepared them for their post-graduation plans. Additionally, respondents to the survey offered very favorable comments such as "New College is amazing and is perfect for self-driven people that are actually interested in their major not the money it will bring them." Also, the comments showed how specifically New College impacted their life and their personal ethics: "Being immersed in another culture (especially when you are going to learn and study from it) really changed how I experienced and preserved the world. It is great to remove yourself from a comfortable environment because that is when you really learn more about who you are and how you can grow as a person." Student comments prove a clear satisfaction "and" loyalty to New College: "New College is the one thing about my UA experience that I always tell people. It's the only thing that matters really. It changed the way I learn, the way I approach systems and process (especially those with lots of red tape) and most of all encouraged me to pursue subjects I never thought I would be able to study." These numbers and comments indicate overwhelming satisfaction with the skills and life-long lessons offered by the New College experience.
of red tape) and most of all encouraged me to pursue subjects I never thought I would be able to study."

Interpretation:
These numbers and comments indicate overwhelming satisfaction with the skills and life-long lessons offered by the New College experience. However, we had planned to add a question on the graduate exit survey giving an overall rating of satisfaction, but added other questions instead. We will add the question about overall satisfaction this year.

**Related Action Plans (by Established cycle, then alpha):**

**Add Overall Satisfaction Question to Exit Survey**

*Established in Cycle:* 2011-2012
*Implementation Status:* In-Progress
*Priority:* Medium

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Overall Satisfaction Ratings
- **Outcome/Objective:** Program Outcome: Highly Valued Program Graduates

*Implementation Description:* Add question to exit survey
*Projected Completion Date:* 05/2013
*Responsible Person/Group:* Assessment Coordinator

**Entrance Survey in NEW 100**
In an attempt to gather comparison data for the graduate exit survey, New College would like to administer a brief entrance survey in NEW 100, the introductory course for the program. Particularly, we would like to gather data about the attitudes toward life-long learning for those just entering the program to judge whether these attitudes grow more positive as a student progresses through their New College career. Moreover, it would be nice to have some data on how students view their critical thinking skills, complex problem solving abilities, and comfort with various research methodologies at the beginning of their career versus the end, when they will have completed their depth study and Senior Project.

*Established in Cycle:* 2011-2012
*Implementation Status:* Finished
*Priority:* High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Student Reflection on Learning Experiences
- **Outcome/Objective:** Life-long Learning Skills and Informal/Formal Education
- **Measure:** Student Self-Assessment and Reflection
- **Outcome/Objective:** Competence in complex problem solving
  - Life-long Learning Skills and Informal/Formal Education

*Implementation Description:* Create survey and give to sections of NEW 100 in Fall and Spring
*Projected Completion Date:* 05/2012
*Responsible Person/Group:* Assessment Coordinator & Instructor of NEW 100

**Improve Data Collection for Problem Solving**
In the next academic year, New College would like to collect a better sample of data from at least two lower division core courses for the major. The two best candidates are New 237: Cooperation and Conflict and NEW 212: Creativity since these courses are offered every semester and often have multiple sections. These two courses challenge students with vastly different content, but they also demand complex problem solving of students who must think critically to understand readings and complete central assignments. Ideally, we would like to have at least one assignment that is relatively comparable across sections and graded on a similar rubric, but the facility teaching these courses (particularly Creativity) often offer varying content across sections. If the assignments or rubrics cannot match up precisely, then perhaps more data from a number of assignments from these courses will be offered.

*Established in Cycle:* 2011-2012
*Implementation Status:* Planned
*Priority:* High

*Implementation Description:* Assignments and rubrics collected with data
*Projected Completion Date:* 05/2013
*Responsible Person/Group:* Assessment Coordinator

**Add Question to Exit Survey**
We will add a simple question to the exit survey that asks the students' overall satisfaction with the program.

*Established in Cycle:* 2012-2013
*Implementation Status:* Planned
*Priority:* High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Overall Satisfaction Ratings
- **Outcome/Objective:** Program Outcome: Highly Valued Program
Graduates

Responsible Person/Group: Assessment Coordinator

Additional Seminar Question on Exit Survey
Another question more directly addressing satisfaction with seminar offerings in terms of variety and curriculum should be added to the graduate exit survey.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Responsible Person/Group: Assessment Coordinator

Collect more examples of Life-long Learning
We need to do a better job of assessing how many New College courses, not just those like independent studies and internships that clearly require students to direct themselves as they will in the future outside the classroom, prepare students for life-long learning. It is important to our graduates, as evidenced in the graduate exit survey and entrance survey, but more could be done to show how we are preparing students in this regard.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Life-Long Learning Course Project | Outcome/Objective: Life-long Learning Skills and Informal/Formal Education
Responsible Person/Group: Assessment Coordinator and faculty

Common Assignment for NEW 212
New College would like to create a common assignment across various sections of NEW 212: Creativity that would be graded using the same rubric in order to produce a fuller picture of the skills gained by students in the class as a whole.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Evaluation of a Project | Outcome/Objective: Creativity in complex problem solving
Responsible Person/Group: Assessment Coordinator

Data Collection across Sections of NEW 237
Our findings this year reflect a small number of the total students enrolled in different sections of Cooperation and Conflict and, therefore, we would like to broaden our assessment with this class. We have proposed and are working on the implementation of a common assignment across the sections of NEW 237 that will be graded on the same rubric to produce a more standardized assessment.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Evaluation of Cooperation/Conflict Project | Outcome/Objective: Competence in complex problem solving
Responsible Person/Group: Assessment Coordinator and Instructors of NEW 237/NEW 238

New Target for Individualized Learning Opportunities
These self-reported numbers show in almost every area nearly three-quarters or more of New College students polled are participating in individualized learning opportunities. The target needs to be set at higher than just a majority. Perhaps the new target should be 75% of New College students report activity in individualized learning opportunities.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: Summary of Student Self-Reported Activity | Outcome/Objective: Initiate and complete individualized learning opportunities
Responsible Person/Group: Assessment Coordinator

New Target for Life-long Learning Student Self-Assessment
These self-reported numbers show that in the past two years much more than a simple majority of New College students polled feel prepared for life-long learning. The target needs to be set at higher than just a majority. Perhaps the new target should be 75% of New College students feel prepared for life-long learning.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: Student Self-Assessment and Reflection | Outcome/Objective: Life-long Learning Skills and Informal/Formal Education
Responsible Person/Group: Assessment Coordinator

Detailed Assessment Report
2012-2013 Interdisciplinary Studies B.S.
As of: 7/14/2014 10:26 AM CENTRAL
Mission / Purpose

New College is a solidarity of students and teachers that embrace individually initiated, evolutionary learning experiences. We are a force that generates and disseminates innovations.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Form an integrated depth study of inter- or multi-disciplinary scope
Students will form an integrated depth study of inter- or multi-disciplinary scope.

Connected Documents
Curriculum Maps II-Interdisciplinary Studies B.S.
Curriculum Maps I-Interdisciplinary Studies B.S.

Related Measures

M 1: Aggregation of depth study titles
Aggregation of depth study titles and faculty analysis of that summary.
Source of Evidence: Academic direct measure of learning - other

M 2: Student self-assessment
Student self-assessment scoring through graduation exit interview instrument.
Source of Evidence: Academic indirect indicator of learning - other

SLO 2: Competence in complex problem solving
Students will attain competence in complex problem solving utilizing a diversity of critical thinking skills and research methodologies

Connected Documents
Curriculum Maps II-Interdisciplinary Studies B.S.
Curriculum Maps I-Interdisciplinary Studies B.S.

Related Measures

M 3: Evaluation of student senior project
Evaluation of student senior project proposals and statement of problem solving intention
Source of Evidence: Project, either individual or group

M 4: New Course development and cyclical review process
New Course development and cyclical review process will encourage problem solving components in each New College faculty seminar.
Source of Evidence: Academic direct measure of learning - other

SLO 3: Initiate and complete individualized learning opportunities
Students will initiate and complete individualized learning opportunities through internships, independent study, apprenticeship, study abroad, and service learning.

Connected Documents
Curriculum Maps II-Interdisciplinary Studies B.S.
Curriculum Maps I-Interdisciplinary Studies B.S.

Related Measures

M 5: Aggregate data from Junior Year Reviews
Aggregate data from Junior Year Reviews
Source of Evidence: Academic direct measure of learning - other

M 6: Summary of student self-reported activity
Summary of student self-reported activity and related reflections from graduate exit surveys.
Source of Evidence: Student satisfaction survey at end of the program

SLO 4: Positive attitudes towards life-long learning
Students will have positive attitudes towards life-long learning and formal and informal education practice

Connected Documents
Curriculum Maps II-Interdisciplinary Studies B.S.
Curriculum Maps I-Interdisciplinary Studies B.S.

Related Measures

M 7: Comparison of student survey instrument
Comparison of student survey instrument on educational perseverance in NEW100 and again in NEW495
Source of Evidence: Academic direct measure of learning - other

M 8: Student reflections and assessments
Student reflections and assessments from graduate exit surveys
Source of Evidence: Student satisfaction survey at end of the program

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtm 5: Department Outcome: shape depth studies of interdisciplinary scope
To offer a rich array of seminar-style course offerings that enhance students' abilities to shape depth studies of interdisciplinary scope.
Related Measures

M 16: Summary analysis of course offerings
Summary analysis of 2010-2011 course offerings.
Source of Evidence: Academic indirect indicator of learning - other

M 17: Student feedback
Student feedback from graduate exit surveys
Source of Evidence: Student course evaluations on learning gains made

OthOtm 6: Department Outcome: teaching and advising responsibilities
To maintain research activity consistent with the demands of an undergraduate student-centered liberal arts unit with exceptional teaching and advising responsibilities.

Related Measures

M 18: Faculty Publications
Faculty activity report data on publications
Source of Evidence: Academic indirect indicator of learning - other

M 19: Faculty external funding
Faculty activity report data on external funding
Source of Evidence: Academic indirect indicator of learning - other

M 20: Faculty presentations and creative activity
Faculty activity report data on presentations and creative activity
Source of Evidence: Academic indirect indicator of learning - other

OthOtm 7: Department Outcome: Service Commitments
To grow and sustain service commitments that extend and enhance our student-centered mission.

Related Measures

M 21: Faculty service assignments
Faculty activity report data on service assignments
Source of Evidence: Academic indirect indicator of learning - other

M 22: Summary of student service learning hours
Summary of student service learning hours assigned in New College classes
Source of Evidence: Academic indirect indicator of learning - other

OthOtm 8: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 9: Membership and Activity within the Consortium
Membership and Activity within the Consortium of Innovative Environments in Learning (limited membership consortium of 16 national leaders in experimental liberal arts education)
Source of Evidence: Academic direct measure of learning - other

M 10: Tracking discussions of New College
Tracking discussions of New College in national conversations about Civic Engagement and Experiential Learning
Source of Evidence: Academic indirect indicator of learning - other

OthOtm 9: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 11: Enrollment growth
Enrollment growth consistent with University growth
Source of Evidence: Academic indirect indicator of learning - other

M 12: Aggregation of recruitment activities
Aggregation of recruitment activities that feature New College as central to UA's Student Centered Research University vision
Source of Evidence: Job placement data, esp. for career/tech areas

M 13: Degree Completion
Degree Completion consistent with enrollment growth
Source of Evidence: Academic indirect indicator of learning - other

OthOtm 10: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 14: Overall satisfaction ratings
Overall satisfaction ratings on graduate exit survey
Source of Evidence: Student satisfaction survey at end of the program
<table>
<thead>
<tr>
<th>M 15: Alumni Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Participation in New College Leadership Board</td>
</tr>
<tr>
<td>Source of Evidence: Academic indirect indicator of learning - other</td>
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</tbody>
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Mission / Purpose

New College is a solidarity of students and teachers that embrace individually initiated, evolutionary learning experiences. We are a force that generates and disseminates innovations.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Form an integrated depth study of inter- or multi-disciplinary scope
Students will form an integrated depth study of inter- or multi-disciplinary scope.

Connected Documents
Curriculum Map I
Curriculum Map II

Relevant Associations:
As the curricular heart of the New College major, the depth study of inter- or multi-disciplinary scope could not be more important. Through a close examination of the capstone project for the depth study and of student self-assessment, the findings show that students are forming, defending, and completing a depth study of inter- or multi-disciplinary scope. Indeed, the student exit interviews show a very similar breakdown of numbers, with a vast majority of students finding (as the instructor for their capstone class and assessor of their Senior Projects did) that they completed their depth study. A few students felt less confident about their completion, which is reflected in the grading of the Senior Projects where a couple of students were given a "low pass." Finally, the Senior Project seems to be serving well as an solid indicator of the inter- and multi-disciplinary scope of the depth studies, based on an independent review by a faculty subcommittee on assessment. This committee reviewed a sampling of Senior Projects and found that they engaged with multiple disciplines in varying degrees of success and complexity, but that they all did engage with multiple disciplines in a satisfactory way, revealing the scope of the student's depth studies.

There are no planned changes to the assessment of this Student Learning Outcome. With one direct, one indirect, and one administrative assessment of the capstone projects that complete the depth study, the department is adequately evaluating here. The partial meeting of one target reflects that not all students will feel they have successfully completed their depth study if they do not perform adequately on the Senior Project assignment.

Related Measures

M 1: Evaluation of Student Senior Projects
Evaluation of final student senior projects by instructor
Source of Evidence: Capstone course assignments measuring mastery

Target:
Graduates of the program form and complete an integrated depth study

Finding (2011-2012) - Target: Met
As a culmination of work in the depth study, students in New College complete a Senior Project that reflects the knowledge and skills attained. In Spring 2012, when the majority of the Senior Projects were completed, the instructor assessed the 42 student projects and found that 34 students (81%) exceed expectations in creating a Senior Project that served as a completion of an integrated depth study of inter- or multidisciplinary scope. Further, six students (14%) met expectations for the Senior Project, and two students (4%) were still developing the skills necessary to complete a full Senior Project that reflected the quality of their depth studies. This sampling includes all students who completed a Senior Project in the Spring semester. This data reveals a meeting of the target for graduates to complete a depth study with the capstone project, even though two students merited a "low pass."

M 2: Faculty Analysis of Sample
A faculty committee reviewed and analyzed a sample of Senior Projects and rated them on a rubric for inter- or multi-disciplinary engagement

Source of Evidence: Document Analysis

Target:
Sample of Senior Projects shows clear engagement with inter- or multi-disciplinary depth study.

Finding (2011-2012) - Target: Met
Faculty committee assessed a range of Senior Projects and found them to exhibit varying degrees of engagement with or understanding of multiple disciplines in the integrated depth study. However, all projects reflected clear engagement with multiple disciplines and an attempt by the student to integrate several disciplines as produced by their depth study, and, therefore, this overview shows the projects meeting the target.

M 3: Student Self-Assessment and Reflection
Student self-assessment scoring through graduation exit interview instrument, as well as through a self-assessment assignment in NEW 495: Senior Project

Source of Evidence: Exit interviews with grads/program completers

Connected Documents
Depth Study Reflection in NEW100/495
Depth Study Reflection Rubric
Target: Graduating students recognize their own formation and completion of an integrated depth study of inter- or multidisciplinary scope.

**Finding (2011-2012) - Target: Partially Met**
88% of respondents to the graduate exit survey responded that it was "very true" of them that they "completed an integrated depth study of inter- or multi-disciplinary scope." One respondent said that it was "somewhat true" of her or him and one respondent said that it was "not very true" of her or him. No respondents said that it was "not true" of them at all. This student sample from the graduate exit survey nearly meets the target of recognizing their own completion of the depth study. Some students perhaps feel as though they did not finish off their New College career as fully as they would have hoped.

In an informal self-assessment exercise in NEW 495: Senior Project asking students to "reflect on the following question...paying thoughtful attention to how you integrate your learning interests and how these interests are interdisciplinary: In my depth study, I learned..." 86% of respondents were able to clearly articulate their methods of disciplinary integration, i.e. connections drawn among several disciplines. This self-assessment exercise meets the target showing not only a completion of the depth study but also a clear reflection on how that depth study is inter- or multi-disciplinary.

**Connected Documents**
- Depth Study Reflection in NEW100/495
- Depth Study Reflection Rubric

**SLO 2: Competence in complex problem solving**
Students will attain competence in complex problem solving utilizing a diversity of critical thinking skills and research methodologies.

**Related Associations:**
In the 2011-2012 academic year, New College students again showed complex problem solving ability by utilizing a diversity of critical thinking skills and research methodologies. A number of assignments in core level classes, as well as a proposal for their Senior Project, show their ability to tackle complex problems and use critical thinking to address difficult tasks. While the complex problem solving necessary at the planning stages of the Senior Project was not always evident in the chosen assignment, the midterm and final assignments in NEW 237: Cooperation and Conflict and NEW 212: Creativity showed students employing critical thinking skills for difficult challenges or problems. More often than not, students exceeded expectations for complex problem solving activities and were tested by challenging assignments. Consequently, at the end of their New College experience, students' confidence about their own critical thinking and problem solving is very high (as shown in the graduate exit survey).

While not really a change, we hope that in 2012-2013 New College can more fully document student successes in the area of complex problem solving. Especially in regards to lower-division core courses like NEW 237 and NEW 212, we would like to gather more data across sections of the courses to evaluate a larger sample. Since New College students are required to take at least two of these 200-level seminars, this seems like an excellent place to assess their skills and an excellent point of comparison for their final assessment at the Senior Project.

**Related Measures**

**M 4: Evaluation of Senior Project Proposal**
Evaluation of Senior Project proposal form and statement of potential problem solving ahead
Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:** A majority of students recognize at least two potential problems or obstacles to completing the senior project

**Finding (2011-2012) - Target: Partially Met**
At the planning stage, 24% of students can locate at least two problems that need to be solved to complete the Senior Project when asked what "concerns, needs, issues" need to be addressed in the early stages. Some of these students are able to demonstrate how these problems or issues interconnect. For example, one student writes, "I think that my approach going forward fits that of the topic of sustainability, [but] that the narrowness of the scope can limit its possibilities for something innovative."

54% of students can locate one significant problem that needs to be solved to complete the Senior Project when asked what "concerns, needs, issues" need to be addressed. These respondents typically locate the constraints of time, logistics, skills, or topic formation.

22% of students in NEW 495: Senior Project class gave insufficient evidence of problem solving when asked what "concerns, needs, issues" need to be addressed in the early stages of the project. These students typically foresaw or articulated no concerns, when a project of this scope necessarily has many complications.

This self-assessment shows the students only partially meeting the target and perhaps more should be done to encourage them to think more critically about the problems and obstacles that might come up with their Senior Project.

**M 5: Evaluation of Final Project in Cooperation and Conflict**
Evaluation by instructor of final project in NEW 237: Cooperation and Conflict engaging complex problem solving
Source of Evidence: Project, either individual or group

**Connected Document**
Final Project for NEW 237

**Target:** 75% of students meet expectations for complex problem solving assignment

**Connected Document**
Final Project for NEW 237
Finding (2011-2012) - Target: Met
In the Spring 2012 section of NEW 237: Cooperation and Conflict, students were asked to write a final project report addressing a particular community conflict by including the following steps: "identify the Underlying Interests and Priorities Present in a Conflict," "identify common ground between opposing viewpoints," "reframe the issue in a way that does not produce polarized discussion," and, finally, "assist the community group in determining common goals" by offering a variety of approaches. Clearly, this assignment asks students to critically think about a particular community problem and use complex problem solving skills to mediate the conflict and suggest a variety of approaches to reach common ground.

The instructor found that 66% of the students exceeded expectations for the assignment and its complex problem solving exercise, 13% of the students met her expectations for the assignment, and 13% were still developing those problem solving and mediating skills.

These students exceeded the target for complex problem solving with nearly 80% meeting the instructor's expectations, which might be expected of students in a course centered on cooperation and conflict.

Connected Document
Final Project for NEW 237

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

**Improve Data Collection for Problem Solving**
Established in Cycle: 2011-2012
In the next academic year, New College would like to collect a better sample of data from at least two lower division core courses...

M 6: Evaluation of Midterm Project in Creativity
Evaluation by instructor of midterm project in NEW 212: Creativity engaging problem solving and critical thinking skills
Source of Evidence: Project, either individual or group

Connected Document
Midterm Project for NEW 212

Target:
At least 75% of students meet instructor's expectations for critical thinking and complex problem solving

Connected Document
Midterm Project for NEW 212

Finding (2011-2012) - Target: Met
In a Spring 2012 section of NEW 212: Creativity, students were assigned a midterm project that challenged their critical thinking and problem solving skills, as well as asking them to express their creativity. Students were asked to create "a map -- literal or otherwise -- of your life and the place of creativity in it," accompanied by a supporting paper "explaining your map and what links you draw between it and the readings for class."

The assignment challenged the students to consider difficult questions--What does the word "map" really mean? Where is my "life"? And how can I write a paper encompassing all of this? Answering these questions would certainly take complex problem solving skills, and the accompanying paper, which needed to address questions raised by the readings (such as, How does it demonstrate what you are learning in the class? Can you relate it to A Whole New Mind? Can you relate it to our discussions early on about whether animals or even robots are capable of creativity? How did something we looked at, read, or discussed inspire your map?), would certainly challenge the students to think critically about their own map and the class as a whole.

The instructor's evaluation of the map and the problem solving and critical thinking skills that went into the map as well as the accompanying paper found that 64% of the students exceeded expectations for the midterm project, 29% met expectations for the assignment, and one student (6%) was still developing the skills necessary to complete the assignment. Clearly, the students rose to the challenge and easily met the target for this measure, with 93% meeting the instructor's expectations for demonstration of complex problem solving and critical thinking skills.

Connected Document
Midterm Project for NEW 212

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

**Improve Data Collection for Problem Solving**
Established in Cycle: 2011-2012
In the next academic year, New College would like to collect a better sample of data from at least two lower division core courses...

M 7: Evaluation of Point of View Project in Creativity
Evaluation by instructor of "Point of View" project in NEW212: Creativity in terms of complex problem solving and critical thinking

Source of Evidence: Project, either individual or group

Connected Documents
Point of View Project for NEW 212
Point of View Project Rubric

Target:
At least 75% of students meet instructor's expectations for complex problem solving and critical thinking

Finding (2011-2012) - Target: Partially Met
In four sections of NEW212: Creativity in the previous academic year (2 sections in Fall 2011 and 2 sections in Spring 2012), students were asked to create a unique "Point of View" in 2-3 photographic images as a per-midterm project. The assignment challenged them to visualize their own unique "point of view" and explain or
justify in a full paragraph the way in which their images represent the specific point of view. The assignment involved complex problem solving because the student not only had to develop his or her own unique point of view individually but also consider how the viewer might understand or read the visual representations of the point of view. Students were encouraged to create a unique and innovative concept and discouraged from reproducing the obvious, such as, for example, a “bird’s eye point of view,” which serves as a staple of modern filmmaking. The students would need to use critical thinking skills in constructing and writing the required explanation for each image.

Evaluated with a rubric that assessed them not only in the area of "conceptualization" (how well the "student generates interesting or innovative ideas for project and is able to choose strongest ideas for further development, develops ideas beyond initial and obvious response to problem, moves forward independently, and makes effective use of idea-generating techniques [e.g. brainstorming]) but also for the quality of their written evaluation or explanation of their point of view concept (how well the student articulates ideas and how well the student’s explanation demonstrates a sophisticated and insightful understanding of point of view and composition that is fully developed), the majority of students in both semesters met the instructor’s expectations. In Fall 2011, 32% of students in the two sections exceeded expectations for their problem solving and critical thinking skills, 35% met expectations, and 29% were still developing the problem solving and critical thinking skills. The total of 67% is slightly below the target for this measure.

In Spring 2012, students had a better grasp of the task and the need to develop an innovative or more unique perspective, with 49% exceeding expectations for the assignment, 35% meeting expectations, and 13% still developing the necessary skills. At 84% meeting expectations, the second semester sections met the target, which might reflect clearer pedagogy on the instructor’s part, as well as improved performance from the students.

Connected Documents
- Point of View Project for NEW 212
- Point of View Project Rubric

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Improve Data Collection for Problem Solving
Established in Cycle: 2011-2012
In the next academic year, New College would like to collect a better sample of data from at least two lower division core cours...

M 8: Student Self-Assessment and Reflection
Student reflection and self-assessments from graduate exit surveys, as well as other self-evaluations.
Source of Evidence: Exit interviews with grads/program completers

Connected Documents
- Depth Study Reflection in NEW100/495
- Depth Study Reflection Rubric

Target:
A majority of students recognize their own competence in complex problem solving and critical thinking, including using a diversity of research methodologies.

Finding (2011-2012) - Target: Met
94% of respondents to the graduate exit survey reported that it was "very true" that they were "able to engage in high-level problem solving." Additionally, 82% reported that it was "very true" that they were "able to use a diversity of critical thinking skills," while an additional 12% said it was "somewhat true" of them. In a related question, 59% claimed it was "very true" of them that they were able to use a "diversity of research methodologies," with the additional 24% claiming it was "somewhat true" of them. These figures show that far more than a majority of students recognize their own competence in complex problem solving and critical thinking, and a smaller majority recognize the tangential skill of using a diversity of research methodologies.

In a self-assessment exercise (in NEW 495: Senior Project) asking students to "reflect on the following question...paying thoughtful attention to how you integrate your learning interests and how these interests are interdisciplinary: In my depth study, I learned...," nearly half of the responses (44%) showed the student describing his or her own development of critical thinking skills—for example in written and oral communication, in the ability to frame key questions or approach difficult questions, and in research methods. Moreover, the vast majority of students (86%) clearly articulated the interdisciplinary approach of their depth study, revealing the complex problem solving involved in integrating different disciplines for one final project.

Connected Documents
- Depth Study Reflection in NEW100/495
- Depth Study Reflection Rubric

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Entrance Survey in NEW 100
Established in Cycle: 2011-2012
In an attempt to gather comparison data for the graduate exit survey, New College would like to administer a brief entrance surv...

SLO 3: Initiate and complete individualized learning opportunities
Students will initiate and complete individualized learning opportunities through internships, independent study, apprenticeship, study abroad, and service learning.

Connected Documents
- Curriculum Map I
- Curriculum Map II

Relevant Associations:
As a program dedicated to students participating in individualized learning opportunities such as internships, independent study, apprenticeship, study abroad, and service learning, New College in 2011-2012 again had students who committed in large numbers to these opportunities outside of the traditional classroom. In the area of internships and service learning opportunities overseen by faculty advisors, faculty reported that approximately 80-85 of their advisees participated in these opportunities, roughly 75% of their students. Moreover, these numbers are reinforced by the data from the graduate exit survey, which shows 81% of respondents participated in service learning activities. With 100% of respondents to the graduate exit survey reporting taking part in independent studies, we also assessed course registration information, which shows that on a semester-by-semester basis, the percentage of students enrolled in independent studies is about 40%. Once you spread that 40% semester data over an academic career, students are most likely taking at least one semester of independent study, which would result in that 100% self-reported data. Additionally, the graduate exit survey shows 44% of students reporting participation in study abroad and Capstone International reports 23 students participating in study abroad during the 2011-2012 academic year. Combining the data from these different individualized learning opportunities, over their academic career New College students clearly participate in at least one learning opportunity outside the traditional classroom requiring their own individual direction, but more often than not they participate in more than one.

In 2012-2013, we plan no significant change to the assessment of this learning outcome, but we would like to make an effort to evaluate student participation and progress in individualized learning opportunities at the Third Year Review. Using this significant stage in the New College career as a way to document and encourage individualized learning opportunities can only help in achieving and assessing this outcome.

**Related Measures**

**M 9: Summary of Student Self-Reported Activity**
Summary of student self-reported activity and related reflections from the graduate exit surveys

Source of Evidence: Exit interviews with grad/program completers

**Target:**
A majority of students report activity in individualized learning opportunities

**Finding (2011-2012) - Target: Met**
100% of respondents to the graduate exit survey reported participating in at least one Independent Study. 81% of the respondents reported to participating in 2 or more independent studies. 44% of respondents to the graduate exit survey reporting participating in at least one Study Abroad opportunity. 81% of respondents to the graduate exit survey reporting participating in at least one Service Project outside the classroom. 69% of the respondents reported participating in more than one service project. 71% of respondents to the graduate exit survey reported that Independent Study, Internships, or Study Abroad made up the student's "best New College experience."

These self-reported numbers show that perhaps the target should be higher, since respondents to the graduate exit survey participated at levels over 80% in this category of individualized learning opportunities.

**M 10: Aggregate Data from Faculty Reporting**
Aggregate data from Faculty reporting on advisee participation in internships, apprenticeships, and service learning opportunities

Source of Evidence: Existing data

**Target:**
Majority of advisees initiate and complete internships, apprenticeships, and serving learning opportunities

**Finding (2011-2012) - Target: Met**
Faculty member A reports that approximately 8 of her 12 advisees participated in internships or service learning activities in the 2011-2012 academic year.
Faculty member B reports 14 of her 15 advisees participated in internships, service learning activities, or study abroad in the 2011-2012 academic year.
Faculty member C reports that approximately 10 of his 15 advisees participated in internships or service learning activities in the 2011-2012 academic year.
Faculty member D reports 7 of her advisees participated in internships or service learning activities in Fall 2011/Spring 2012 and 3 of her advisees participated in them in Summer 2012.
Faculty member E reports that 12 of her advisees participated in internships or service learning activities in Fall 2011, 4 of her advisees participated in them in the spring, and 9 participated in service learning projects in Summer of 2011. The summer service project was for a class in Nonprofit Management and the students secured $40,000 in grant funding for their assigned nonprofit agencies.
Faculty member F reports that 7 of her own advisees participated in internships or service learning activities in the 2011-2012 academic year, and she also supervised 2 other New College students (not her own advisees) in their internships.
Faculty member G reports that approximately 8-10 of her own advisees participated in internships or service learning activities in the 2011-2012 academic year. Additionally, she supervised all 13 students in her NEW 238: Cooperation and Conflict (honors) class in their service projects, including two New College majors.
Faculty member H reports that approximately 6-8 of her 20 advisees participated in internships or service learning activities in the 2011-2012 academic year. She offers that typically 80% of New College students do so by the time they graduate.

In total, these reports assert that approximately 80-85 New College students participated in internships or service learning opportunities in the 2011-2012 academic year, and an additional 12 students participated in these individualized learning opportunities in the Summer 2011/Summer 2012 breaks. Based on an average number of advisees for each faculty member, these numbers indicate that more than 75% of New College majors participate in internships or service learning opportunities, more than meeting the target.

**M 11: Aggregate Data from Course Registrations**
Aggregate Data from Independent Study course registrations for Fall 2011 and Spring 2012
Source of Evidence: Existing data

Target:
New College students will be involved in a variety of independent study courses reflecting the diverse, multi-disciplinary programs of study they develop

Finding (2011-2012) - Target: Met
In Fall 2011, New College students developed and participated in 93 separate independent study courses ranging in credit hours from 1 to 12. A total of 70 students registered for these independent studies, with several students taking more than one independent study course in the semester. The topics range from "The Ethics of NGOs on Food Security" and "Resource Stewardship on Public Lands" to a "Christian Arabic Cataloging Project" and "Emergency Medicine and the Liberal Arts." Just from those four titles alone, it is clear that the students are embarking on diverse independent study projects that reflect their own academic and professional areas of interest. The 70 students taking independent study courses comprises 41% of the total students enrolled in New College in Fall 2011. This certainly meets the target, showing that almost half of New College’s students are enrolled in independent and individualized learning opportunities of this type.

In Spring 2012, New College students developed and participated in 94 separate independent study courses ranging in credit hours from 1-9. A total of 74 students registered for these independent studies, with several students taking more than one independent study course in the semester. The topics range from "Political Rhetoric and Talk Radio" and "Youth & Community Organizing within Alabama’s Environmental Justice Movement" to "The Artists Organization" and "Counseling With a Specialization in Mental Health and Children." From those four very different titles, it is clear that the students are embarking on diverse independent study projects that reflect their own academic and professional areas of interest and goals. Even with newly enrolled students in the spring, the number of 74 students, again, comprises 41% of the total students enrolled in New College.

Meets the target because over 40% of the students enrolled in New College over the entire academic year are involved in a variety of independent study courses that show proof of individualized learning.

M 12: Summary of Study Abroad Participation
Summary of New College student participation in study abroad programs from Capstone International
Source of Evidence: Existing data

Target:
Active student participation in study abroad

Finding (2011-2012) - Target: Met
Capstone International Office reports the following participation in study abroad programs by New College students:

Entire Academic Year 2011-2012 = 2 students; Japan, Morocco
Fall 2011 = 1 student; Japan
Spring 2012 = 8 students; Spain (3), Italy, Chile, Scotland
Summer Interim 2012 = 4 students; Cuba (2), Bangladesh (2)
Summer 2012 = 2 students; England, Japan
Summer I 2012 = 7 students; Belize (3), China (2), France, Spain
Summer II 2012 = 1 student; Ghana

Total of 23 students from New College participating in study abroad opportunities.
Meets the target with active student participation.

SLO 4: Positive attitudes toward life-long learning
Students will have positive attitudes toward life-long learning and formal and informal education practice.

Connected Documents
Curriculum Map I
Curriculum Map II

Relevant Associations:
New College encourages in students positive attitudes toward life-long learning and formal and informal education practice and the indirect data reflects this. In an exercise asking students to reflect on their own learning through the depth study, we found that students recognize both their investment in informal and formal education practice and lifelong learning. While over a third of senior students (in NEW 495: Senior Project) reflected on their own investment with informal education practice as part of their depth study, the new students to the program (NEW 100) also recognized the desire for both informal and formal education. Interestingly, over 40% of both of these populations connected their depth study to future learning and lifelong learning in a positive way. However, these numbers pale in comparison to the final attitudes expressed in the graduate exit survey. Respondents to the survey overwhelmingly indicated their engagement with life-long learning, and over 70% felt that New College prepared them for ethical reflection about life. These students see themselves as life-long learners and, moreover, this connects to their sense of citizenship and civic engagement.

One change we hope to implement in 2012-2013 is the addition of a formal survey tool at the entrance into New College in the introductory course NEW 100. It would be nice to compare formal data from a survey that would match the graduate exit survey to judge the engagement with informal education practices at the onset of their New College careers, as well as attitudes toward life-long learning. A comparison of survey data at the entrance into the program to the exit data would hopefully show an increase in positive attitudes toward life-long learning.

Related Measures
M 13: Comparison of Student Reflection on Depth Study
Comparison of student responses to depth study process in NEW 100 and NEW 495
Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents
Depth Study Reflection in NEW100/495
Depth Study Reflection Rubric

Target:
A majority of students reflect on life-long learning and formal/informal education

Finding (2011-2012) - Target: Partially Met
When asked to reflect on what they might learn (NEW 100) and what they have learned (NEW 495) from their depth study, students at the beginning of their New College career and at the end of their time connected their experiences with a commitment to life-long learning and a recognition of formal/informal education. Over 1/3 of 495 students described the usefulness of integrating formal and informal education and nearly half (42%) of the 495 students articulated a connection between their depth study and the continuance of their learning or articulated their passion for life-long learning. Impressively, even those students at the beginning of their New College career could also anticipate employing both formal and informal practices in their education (27%) and almost half (40%) could see their time at New College leading to a future of learning, using their complex skills, or a changed perspective on the world.

The target was nearly met with almost half of both the entering and exiting students in the program recognizing life-long learning in this self-assessment, but perhaps another self-evaluation tool would get at this information more directly.

Connected Documents
Depth Study Reflection in NEW100/495
Depth Study Reflection Rubric

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Entrance Survey in NEW 100
Established in Cycle: 2011-2012
In an attempt to gather comparison data for the graduate exit survey, New College would like to administer a brief entrance surv...
Majority of program graduates indicate satisfaction with program

**Finding (2011-2012) - Target: Met**

The graduate exit survey data shows satisfaction from students in terms of several areas of learning from ethical reflection about life and life-long learning to civic engagement and critical thinking skills. 94% of respondents to the graduate exit survey claimed the program satisfactorily prepared them for the demands of citizenship and civic engagement. Again, the same 94% of respondents felt as though the program satisfactorily engaged them in complex problem solving.

Additionally, respondents to the survey offered very favorable comments such as "New College is amazing. I could not ask for more dedicated professors or fellow students" and showed how specifically New College impacted their life and their personal ethos: "I took a few service learning courses, not all as a part of the New College core experience. However, the service learning courses were wonderful for my development as a student and as a citizen. I took various mentoring service learning courses, and I felt as though I was able to learn about the world around me and people around me, but also about myself and the role I play, and could play, in the community." Student comments prove a clear satisfaction and loyalty to New College: "I wish the University would consider New College as important as the business school or nursing school."

These numbers and comments indicate overwhelming satisfaction with the skills and life-long lessons offered by the New College experience. However, perhaps a direct question on the graduate exit survey giving an overall rating of satisfaction would more clearly represent the target.

**Related Action Plans (by Established cycle, then alpha):**

**Add Overall Satisfaction Question to Exit Survey**

_Established in Cycle:_ 2011-2012

While the graduate exit survey has proved an excellent tool for assessing student satisfaction with elements of the program and for judging what students gain from the program, there is not a final question that asks more generally about student satisfaction overall with the program. New College would like to add such a question to next year's graduate exit survey.

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

- Measure: Overall Satisfaction Ratings
- Outcome/Objective: Program Outcome: Highly Valued Program Graduates

**Implementation Description:** Add question to exit survey

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** Assessment Coordinator

**Entrance Survey in NEW 100**

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- Measure: Comparison of Student Reflection on Depth Study | Outcome/Objective: Positive attitudes toward life-long learning
- Measure: Student Self-Assessment and Reflection | Outcome/Objective: Competence in complex problem solving | Positive attitudes toward life-long learning

**Implementation Description:** Create survey and give to sections of NEW 100 in Fall and Spring

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** Assessment Coordinator & Instructor of NEW 100

**Improve Data Collection for Problem Solving**

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- Measure: Evaluation of Final Project in Cooperation and Conflict | Outcome/Objective: Competence in
Mission / Purpose

New College is a solidarity of students and teachers that embrace individually initiated, evolutionary learning experiences. We are a force that generates and disseminates innovations.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Form an integrated depth study of inter- or multi-disciplinary scope
Students will form an integrated depth study of inter- or multi-disciplinary scope.

Connected Documents
Curriculum Maps II-Interdisciplinary Studies B.S.
Curriculum Maps I-Interdisciplinary Studies B.S.

Related Measures

M 1: Aggregation of depth study titles
Aggregation of depth study titles and faculty analysis of that summary.
Source of Evidence: Academic direct measure of learning - other

M 2: Student self-assessment
Student self-assessment scoring through graduation exit interview instrument.
Source of Evidence: Academic indirect indicator of learning - other

SLO 2: Competence in complex problem solving
Students will attain competence in complex problem solving utilizing a diversity of critical thinking skills and research methodologies

Connected Documents
Curriculum Maps II-Interdisciplinary Studies B.S.
Curriculum Maps I-Interdisciplinary Studies B.S.

Related Measures

M 3: Evaluation of student senior project
Evaluation of student senior project proposals and statement of problem solving intention
Source of Evidence: Project, either individual or group

M 4: New Course development and cyclical review process
New Course development and cyclical review process will encourage problem solving components in each New College faculty seminar.
Source of Evidence: Academic direct measure of learning - other

SLO 3: Initiate and complete individualized learning opportunities
Students will initiate and complete individualized learning opportunities through internships, independent study, apprenticeship, study abroad, and service learning.

Connected Documents
Curriculum Maps II-Interdisciplinary Studies B.S.
Curriculum Maps I-Interdisciplinary Studies B.S.

Related Measures

M 5: Aggregate data from Junior Year Reviews
Aggregate data from Junior Year Reviews
Source of Evidence: Academic direct measure of learning - other

M 6: Summary of student self-reported activity
Summary of student self-reported activity and related reflections from graduate exit surveys.
Source of Evidence: Student satisfaction survey at end of the program

SLO 4: Positive attitudes towards life-long learning
Students will have positive attitudes towards life-long learning and formal and informal education practice

Connected Documents
Curriculum Maps II-Interdisciplinary Studies B.S.
Curriculum Maps I-Interdisciplinary Studies B.S.
Related Measures

M 7: Comparison of student survey instrument
Comparison of student survey instrument on educational perseverance in NEW100 and again in NEW495
Source of Evidence: Academic direct measure of learning - other

M 8: Student reflections and assessments
Student reflections and assessments from graduate exit surveys
Source of Evidence: Student satisfaction survey at end of the program

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 5: Department Outcome: shape depth studies of interdisciplinary scope
To offer a rich array of seminar-style course offerings that enhance students' abilities to shape depth studies of interdisciplinary scope.

Related Measures

M 16: Summary analysis of course offerings
Summary analysis of 2010-2011 course offerings.
Source of Evidence: Academic indirect indicator of learning - other

M 17: Student feedback
Student feedback from graduate exit surveys
Source of Evidence: Student course evaluations on learning gains made

OthOtcm 6: Department Outcome: teaching and advising responsibilities
To maintain research activity consistent with the demands of an undergraduate student-centered liberal arts unit with exceptional teaching and advising responsibilities.

Related Measures

M 18: Faculty Publications
Faculty activity report data on publications
Source of Evidence: Academic indirect indicator of learning - other

M 19: Faculty external funding
Faculty activity report data on external funding
Source of Evidence: Academic indirect indicator of learning - other

M 20: Faculty presentations and creative activity
Faculty activity report data on presentations and creative activity
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 7: Department Outcome: Service Commitments
To grow and sustain service commitments that extend and enhance our student-centered mission.

Related Measures

M 21: Faculty service assignments
Faculty activity report data on service assignments
Source of Evidence: Academic indirect indicator of learning - other

M 22: Summary of student service learning hours
Summary of student service learning hours assigned in New College classes
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 8: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality

Related Measures

M 9: Membership and Activity within the Consortium
Membership and Activity within the Consortium of Innovative Environments in Learning (limited membership consortium of 16 national leaders in experimental liberal arts education)
Source of Evidence: Academic direct measure of learning - other

M 10: Tracking discussions of New College
Tracking discussions of New College in national conversations about Civic Engagement and Experiential Learning
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 9: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 11: Enrollment growth
Enrollment growth consistent with University growth
Source of Evidence: Academic indirect indicator of learning - other

M 12: Aggregation of recruitment activities
Aggregation of recruitment activities that feature New College as central to UA's Student Centered Research
University vision

Source of Evidence: Job placement data, esp. for career/tech areas

**M 13: Degree Completion**
Degree Completion consistent with enrollment growth
Source of Evidence: Academic indirect indicator of learning - other

**OthOtm 10: Program Outcome: Highly Valued by Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 14: Overall satisfaction ratings**
Overall satisfaction ratings on graduate exit survey
Source of Evidence: Student satisfaction survey at end of the program

**M 15: Alumni Participation**
Alumni Participation in New College Leadership Board
Source of Evidence: Academic indirect indicator of learning - other
Please reflect on the following question in a full paragraph, paying thoughtful attention to how you integrate your learning interests and how these interests are interdisciplinary:

*In my depth study, I will learn* (NEW 100) or *I learned* (NEW 495)…
<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Developing</th>
<th>Insufficient/Fails to Meet Expectations</th>
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<tbody>
<tr>
<td>Interdisciplinarity:</td>
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<td>Student’s ability to</td>
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<td>identify points of</td>
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<td>integration (connections drawn among disciplines) and to</td>
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<td>cognitive advantage</td>
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<td>in the combination</td>
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<td>Individualized Learning:</td>
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<td>Student’s ability to</td>
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<td>recognize the</td>
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<td>integration of new</td>
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<td>skills and knowledge</td>
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<td>acquired both inside</td>
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<td>the classroom and</td>
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<td>Critical Thinking:</td>
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<td>Student’s ability to</td>
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<td>skills (e.g. research</td>
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<td>Personal Success Aptitude:</td>
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<td>aptitudes (e.g.</td>
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<td>flexibility, work</td>
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<td>ethic, passionate</td>
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<td>engagement,</td>
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<td>creativity)</td>
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<td>Future Preparation / Life</td>
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<td>Long Learning:</td>
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<td>Student’s ability to</td>
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<td>her/his depth study</td>
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<td>and the next life</td>
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<td>step (whether it</td>
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<td>be a job, graduate</td>
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<td>school, or an</td>
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<td>entrepreneurial</td>
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<td>start-up) and to</td>
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<td>recognize her or</td>
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<td>his/her commitment</td>
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<td>to lifelong learning</td>
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NEW 237 - FINAL PROJECT (100 points)

This assignment in facilitating more effective community problem-solving will be graded on how well you demonstrate your ability to do the following:

- Identify underlying interests and priorities present in the conflict;
- Identify common ground between opposing viewpoints;
- Reframe the issue in a way that does not produce polarized discussion;
- Assist the community group in determining common goals;

After completing, in typed form, TASKS 1-4 below, submit this work along with a handout for either:

1. a National Issues Forum (NIF) style issue “map.” (See sample issue map attached)

OR

2. a moderator’s guide for a deliberative “dialogue-to-action” process, not strictly in the style of a National Issues Forum, to address the issue. You may be creative and combine elements from multiple models studied in the course, including the SWITCH Framework, but if you choose this #2 option, you must be very specific in your moderator instructions and any additional accompanying handouts for participants.

For TASKS 1-4:

- List the BOLDFACE heading for each task first.

- Follow the heading with the specific italicized-underlined-highlighted question(s) and your corresponding answers in COMPLETE SENTENCES. For the Tasks that request something in a different format, type the italicized-underlined-highlighted instructions and follow them with the item requested. For example, under Task 2, rather than list an answer to a question, you will provide the chart that groups concerns under their correlating values or moral principles.

(NOTE: The italics, underline, and highlights are provided for clarity about which text you must include in the work you submit. Your typed version does not have to be italicized, underlined, and highlighted.)

Task 1: Identify the Underlying Interests and Priorities Present in the Conflict

For the issue you are addressing, identify the underlying interests and priorities of all of the stakeholders, decision-makers, and people concerned in any way. Using first-hand interviews and at least three (3) informative publications on the issue, provide a comprehensive list of answers to each of the following questions.

When I think about this issue, what bothers me personally?

What concerns do I hear from others?

Whose concerns are still vulnerable to being omitted? AND
What would such a person (or group) say if they were asked?
**Task 2: Identify Common Ground Between Opposing Viewpoints**

Cluster similar value or moral concerns to identify common ground between them, even if they appear to be opposing viewpoints on how to solve the problem.

Begin by picking one concern from the list and ask: “What is the deeply held value or moral principle that drives this concern?”

Then review the list and identify the other concerns that are driven by this same guiding value or moral principle.

Once the first cluster is formed, go on to create 2-3 more clusters associated with particular common values or moral principles.

**Examples of Things Held Valuable**

<table>
<thead>
<tr>
<th>Ambition</th>
<th>Capability</th>
<th>Self-control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence</td>
<td>Intelligence</td>
<td>Imagination</td>
</tr>
<tr>
<td>Courage</td>
<td>Honesty</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Forgiveness</td>
<td>Helpfulness</td>
<td>Cheerfulness</td>
</tr>
<tr>
<td>Tolerance</td>
<td>Cleanliness</td>
<td>Logic</td>
</tr>
<tr>
<td>Obedience</td>
<td>Politeness</td>
<td>Excitement</td>
</tr>
<tr>
<td>Accomplishment</td>
<td>Beauty</td>
<td>Equality</td>
</tr>
<tr>
<td>Security</td>
<td>Happiness</td>
<td>Inner harmony</td>
</tr>
<tr>
<td>Mature love</td>
<td>Pleasure</td>
<td>Wisdom</td>
</tr>
<tr>
<td>Freedom</td>
<td>Justice</td>
<td>Economy</td>
</tr>
</tbody>
</table>

**Examples of Moral Principles**

<table>
<thead>
<tr>
<th>Promote the Common Good</th>
<th>Protect the Right to Flourish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protect Individual Autonomy</td>
<td>Develop Virtuous Character</td>
</tr>
<tr>
<td>Recognize the Inter-connectedness of Humanity</td>
<td></td>
</tr>
</tbody>
</table>

*List the concerns for each cluster under a heading of the value or moral principle associated with them.*

(Example of the beginning of one that might be done on health care reform)

<table>
<thead>
<tr>
<th>SECURITY</th>
<th>FREEDOM</th>
<th>REDUCING ECONOMIC HARDSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m happy with my current health care insurance plan and don’t want to lose it.</td>
<td>I don’t want the government telling me what kind of health care insurance I can have.</td>
<td>If we have universal coverage, my taxes will go up.</td>
</tr>
<tr>
<td>I don’t want to lose health care access if I lose my job.</td>
<td>I don’t want to be forced to stay in a stagnant job that limits my professional goals (e.g. to get more education or open my own business) in order to be able to afford health care.</td>
<td>If we don’t have universal coverage, costs for treating people without insurance in emergency situations gets passed on to me via higher insurance premiums and co-pays.</td>
</tr>
</tbody>
</table>
Task 3: Reframe the Issue in a Way That Does Not Produce Polarized Discussion

- From these clusters, develop at least three (3) approaches for solutions to the problem by writing a summary statement representing the concerns of each cluster in a way that reframes the issue for a non-polarized discussion. Each approach should answer: “Given the underlying value or moral principle driving these concerns, what are they really saying about the problem and how to confront it?”

- To have an effective deliberation, there need to be tensions between and within the approaches. Here is a checklist to help you make your approaches reflective of the inevitable tensions between them. (“Tensions” here should be understood as the pull between competing values, not “tensions” as in angry emotions.)

  ✓ For the approaches you develop, you should consider whether there is something in each approach that is appealing for everybody, at least in theory.

  ✓ Although everyone won’t agree with every approach, nor should they, everyone should be able to nod sympathetically at the motives and beliefs that drive it.

  ✓ Each approach should be persuasive enough to pull against the others; each has some appeal for different interests.

  ✓ Each approach is presented “best foot forward” and such that aspects of it might appeal to anyone.

  ✓ Each approach should capture something that is truly valuable to people.

Write a summary sentence or two for each approach that clearly captures the essence of that way of seeing the problem and addressing it. Be as precise as possible about the language you use to describe the underlying belief.

Provide at least two questions to promote deliberation of the issue. (You can view samples of suggested deliberation questions in the downloadable moderator guides available at www.nifi.org)

**APPROACH 1**

- Summary Statement

- Questions to Promote Deliberation
  1. 
  2. 

**APPROACH 2**

- Summary Statement

- Questions to Promote Deliberation
  1. 
  2. 

**APPROACH 3**

- Summary Statement

- Questions to Promote Deliberation
  1. 
  2.
Task 4: Assist the community group in determining common goals

For each approach, use the following headings to list ACTIONS consistent with its philosophy, the benefits that support the approach, drawbacks that are in opposition to it, and the likely tradeoffs one would have to accept when supporting this action. In other words, for “Likely Tradeoffs” one has to answer: “What would these actions produce that, even inadvertently, would have a cost or cause harm to someone?”

APPROACH 1

➢ WHAT CAN BE DONE?
➢ IN SUPPORT
➢ IN OPPOSITION
➢ A LIKELY TRADEOFF

APPROACH 2

➢ WHAT CAN BE DONE?
➢ IN SUPPORT
➢ IN OPPOSITION
➢ A LIKELY TRADEOFF

APPROACH 3

➢ WHAT CAN BE DONE?
➢ IN SUPPORT
➢ IN OPPOSITION
➢ A LIKELY TRADEOFF

Consider actions from the following:

<table>
<thead>
<tr>
<th>Federal, state, and local governments</th>
<th>Civic and community organizations</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice system</td>
<td>Educational institutions</td>
<td>Private businesses</td>
</tr>
<tr>
<td>Military</td>
<td>Religious institutions</td>
<td>Individuals</td>
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<tr>
<td>Police</td>
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</tbody>
</table>

Checklist for Submitting FINAL PROJECT

✓ Boldfaced Headings for TASKS 1-4 are typed and followed by the italicized-underlined-highlighted instructions with responses to the instructions in complete sentences.


✓ At least three (3) informative publications on the issue are attached in hard copy. If an article is too long, or information is in book form, copy the most important 3-10 pages for attaching. Be sure to include a copy of the page(s) with the bibliographic information about each source.

Grading Rubric

Followed instructions
Developed answers well

Task 1 - 18

Task 2 - 15

Task 3 - 18

Task 4 - 24

Issue Map - 10

Articles – 15

Credible Sources
Informative Research, not just blogs or opinions
Now, where are / were we . . . ?

R-I-G-H-T. So the question is: what can / can’t / should/ I do for a mid-term project . . . ?

The diligent among you have, no doubt, consulted that fabled oracle (the syllabus) to see what it has to say on the matter:

a map – literal or otherwise – of your life and the place of creativity in it. With supporting paper explaining your map and what links you draw between it and the readings for class.

As with most oracular pronouncements, the devil is in the details. What means “map”? Where is my life? And how can I write a paper on any of this?

LET ME SAY THIS: there is no one right way to proceed with this. Thoughtful work, executed carefully, and that honors the material -- will do fine. Hasty work done without proper planning and forethought seldom, if ever, gets it done (in this class or other places).

Do:

Make a map that shows me where you’ve come from . . . or where you’re going . . . or where you find yourself now. You may:

- draw the map,
- paint the map,
- code the map,
- dance the map,
- sing the map,
- play the map,
- build the map,
- sculpt the map,
- cut-and-paste the map,
- quilt the map,
- embroider, knit, or crochet the map,
- book the map,
- write the map,
- act-out the map,
- photograph the map

. . . if you’d like to discuss a different way to [verb] the map, contact me and we can discuss your idea.
Then, write me a paper of at least 1,000 words\(^1\) relating your map to the course.

- How did you do it? What were you thinking about?
- How does it demonstrate what you are learning in the class?
- Can you relate it to *A Whole New Mind*?
- What about Richards' “Everyday Creativity”?
- Think about our discussions early on about whether animals or even robots are capable of creativity?
- If you think of the assignment as a question or series of questions, (Where are you? Where did you come from? Where are you going? How (did or will) you get (t)here?), then what is your answer?
- Have you reframed the question like Nasreddin Hoca?
- Did something we looked at, read, or discussed inspire your map?
- What does your map say about you?

Please create something that is of a scale or that contains a level of detail sufficient for me to consider carefully. This can be as big as something I can carry out of the room without assistance, or as small as a map painted on a grain of rice (as long as you provide the magnifying equipment to see it!).

If you write a poem or series of poems, I’d like to see three or four finished pieces that communicate something of the nature of maps – being / going to / coming from / some place.

If you write an essay or a story – or other prose – then one piece is probably sufficient. The goal is to capture the sense of direction or motion or place communicated by a map.

If you make a painting / sculpture / building / woodworking/construction or otherwise work with physical objects, then one piece is probably sufficient, provided it embodies the sense of direction / motion of a map; but, feel free to submit a series, if you prefer to imply those qualities by comparison between pieces.\(^2\)

If you work in collage, then please be sure to leave room in your piece for the sense of place / motion / direction you provide. Be sure the story of your map emerges from the images selected.

Cartographers: one or more detailed maps with imaginative touches will suffice.

If you're a photographer, then I’d like to see a series of 3-4 photos – the goal being to make clear how the images provide direction / motion to the map.

Musicians, dancers, actors or other performing artists: I will need a video recording with audio or audio recording of your performance, along with a script, transcription, or other guide you would use to recreate the piece in the future. *Fully improvised pieces are outside the scope of this class.*

For those of you who blur boundary lines, or if my instructions pose a problem . . . let’s talk though what you’re thinking about.

Don’t:
Slap together a literal map of your dorm / apartment / house / apartment like you’re giving me directions . . . *U-N-L-E-S-S* that map includes detailed representations of the imaginary spaces as well as the real ones, of course.

---

\(^1\) This means typed, double-space, in 10-12 point font

\(^2\) And if size, material, *et cetera* is / are problem(s), let's discuss a detailed model with dimensional descriptions.
Photo Point of View Project

Mouse POV

Description:
Before the midterm storyboard project, students will be asked to create a string of 2-3 photos that represents a certain point of view. The point of view for the project will be selected by the student after brainstorming in her or his visual journal and discussing points of view in class OR chosen randomly for each student (out of hat) if necessary. The assignment's task is to reproduce that point of view with still photography in his or her own creative and innovative way. The most obvious example from film terminology is the bird's eye view, but students should try to push themselves to select a point of view that is not the obvious choice, that shows them stretching their creative muscles, and that challenges the photographer as well as the viewer.

Due Date: February 13th, before class begins

How to Turn It In:
Each student should place the photos in a file so that they can be viewed in succession. You may paste them into a Word or html document and do make sure they are placed in the order that you want them to be in. I will create an Assignment Dropbox in e-Learning where you can upload, attach, and turn in your photo assignment document. Please DO NOT attach or hand in files in any format other than .doc, .docx, .rtf, .html, or .htm. You may put captions for each photo, but there should also be some explanation below each photo or at the end of the string of photos to guide your viewer about what you were trying to achieve. Evidence of forethought, planning, and a vision for the 2-3 photos should be apparent in the explanation and will be judged as part of the project grade.

Grading and Expectations:
Students will be graded on their ability to clearly and creatively represent their chosen point of view in 2-3 images. The ability to conceptualize and develop their idea as a response to the stated task should show forethought, insight, and originality. Clearly, part of the grade will also be tied to how the student successfully visualizes the concept or realizes the concept into images, and finally each student will be graded on his or her ability to explain clearly below each image or at the end of the project how the images represent and reproduce the chosen concept.

All work should be the student's own. No outside images or parts of outside images from any other sources than the student's camera can be used for this project. However, students MAY use photo or image programs such as Adobe Photoshop or iPhoto to manipulate the images they take. Finally, the explanations for each photograph should be in the student's own words. Grammar and mechanics are less
important here than the ability to express ideas clearly and fully.
<table>
<thead>
<tr>
<th><strong>POV Rubric</strong></th>
<th><strong>Exceeds Expectations (A: 90-100 points)</strong></th>
<th><strong>Meets Expectations (B: 80-89 points)</strong></th>
<th><strong>Developing (C: 70-79 points)</strong></th>
<th><strong>Poor Proficiency (D: 60 to 69 points)</strong></th>
<th><strong>Insufficient or Unacceptable (F: 59 points and below)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creative use of point of view as primary element in constructing photographic compositions</strong></td>
<td>Student has used composition (distance, angles, etc.) to create a unified and unique or creative point of view. Composition demonstrates nuanced understanding of formal principles (angle, distance, placement, etc.) and perspective.</td>
<td>Composition exhibits A level characteristics with one or two weak areas. Use of compositional principles is less nuanced or original. Not all images have a unified, clear or unique construction of point of view.</td>
<td>Finished composition creates a point of view but lacks clarity or is weak in several ways or shows limited understanding of formal principles such as angle, distance, placement, focus, etc. Student repeats the same composition in several images.</td>
<td>Finished composition shows lack of understanding of formal principles and composition, or point of view is not primary element, or student has limited understanding of point of view.</td>
<td>Work exhibits multiple &quot;D&quot; level qualities and/or is incomplete.</td>
</tr>
<tr>
<td><strong>Conceptualization (development of idea in response to stated task)</strong></td>
<td>Student generates interesting or innovative ideas for project and is able to choose strongest ideas for further development. Student develops ideas beyond initial and obvious response to problem, and student moves forward independently. Student makes effective use of idea-generating techniques (e.g. brainstorming).</td>
<td>Project exhibits some but not all A level characteristics. Generates some interesting or innovative ideas for the project, but occasionally project lacks originality, forethought, or independent vision.</td>
<td>Student generates few ideas, or student develops ideas minimally, or student often requires input or help to move forward with project. Concept for project lacks originality or forethought beyond the obvious.</td>
<td>Student generates all ideas at last minute, or student is unable to use techniques to generate multiple ideas. Student is unable to move beyond initial and obvious response to the project. Student seems unable to move forward independently.</td>
<td>Work exhibits multiple &quot;D&quot; level qualities and/or is incomplete.</td>
</tr>
<tr>
<td><strong>Visualization (realization of conceptual idea into images)</strong></td>
<td>Finished images successfully express student's intent/concept. Student makes use of visualization techniques and demonstrates creativity and synthesis in transition from planning to completion of images. Finished images display a strong quality of unique point of view.</td>
<td>Project exhibits some but not all A level characteristics. Images might lack some creativity or synthesis of ideas from conception. Finished images usually express student's concept clearly, but not always.</td>
<td>Final images show little synthesis or creativity or concept is difficult to recognize visually. Student makes most decisions without testing ideas visually, or decisions seem arbitrary The finished image only somewhat exhibits point of view concept.</td>
<td>The finished images do not indicate a sense of point of view and do not express student's intent/concept. Student makes no use of visualization techniques or student demonstrates no creativity and synthesis in transition from planning to completion of images.</td>
<td>Work exhibits multiple &quot;D&quot; level qualities and/or is incomplete.</td>
</tr>
<tr>
<td><strong>Evaluation and Explanation of ideas and concept for point of view (written or verbal)</strong></td>
<td>Student articulates ideas easily and well and student's explanation demonstrates a sophisticated and insightful understanding of point of view and composition that is fully developed.</td>
<td>Student exhibits some but not all A level characteristics. Student articulates ideas clearly, but sometimes without sophistication, insight, or self-awareness of limitations, etc. Some explanations might lack development.</td>
<td>Student articulates only basic aspects of project or explains from only a limited position. Explanations are underdeveloped and simplified.</td>
<td>Student is unable to define or explain compositional principles or point of view. Explanations seem confused, very incomplete, or disinterested.</td>
<td>In explanation, student exhibits multiple &quot;D&quot; level behaviors and/or does not complete this part of the assignment.</td>
</tr>
</tbody>
</table>
# Curriculum Maps #1

<table>
<thead>
<tr>
<th></th>
<th>Integrated Depth Study</th>
<th>Complex Problem Solving</th>
<th>Individualized Learning Opportunities</th>
<th>Positive Attitudes to Life-Long Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEW 100</strong></td>
<td>Introduce</td>
<td>Introduce</td>
<td>Introduce</td>
<td></td>
</tr>
<tr>
<td><strong>NEW 495</strong></td>
<td>Master</td>
<td>Master</td>
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<tr>
<td><strong>Core Seminars</strong></td>
<td></td>
<td>Introduce/Reinforce</td>
<td></td>
<td>Reinforce</td>
</tr>
<tr>
<td><strong>Junior Year Review</strong></td>
<td>Reinforce</td>
<td></td>
<td>Reinforce</td>
<td>Master</td>
</tr>
<tr>
<td><strong>Faculty Advising</strong></td>
<td>Reinforce</td>
<td></td>
<td>Reinforce</td>
<td>Reinforce</td>
</tr>
</tbody>
</table>
Curriculum Maps #2 (What assessment measures will be employed in which courses for each SLO)

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2-year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).

<table>
<thead>
<tr>
<th></th>
<th>Integrated Depth Study</th>
<th>Complex Problem Solving</th>
<th>Individualized Learning Opportunities</th>
<th>Positive Attitudes Towards Life-Long Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEW 100</strong></td>
<td>Student Personal</td>
<td></td>
<td>Mock Independent Study Contracts</td>
<td>Presentations by Alumni Panels</td>
</tr>
<tr>
<td></td>
<td>Statements of Ambition and Intent and Tentative Plans of Study (Fall/Spring)</td>
<td></td>
<td>(Fall/Spring)</td>
<td>(Fall/Spring)</td>
</tr>
<tr>
<td><strong>NEW 495</strong></td>
<td>Student Proposal</td>
<td>Faculty Assessment of</td>
<td>Student Choice of Senior Project Topic</td>
<td></td>
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<tr>
<td></td>
<td>Process (Fall/Spring)</td>
<td>Student Goal Setting</td>
<td>(Fall/Spring)</td>
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<tr>
<td></td>
<td></td>
<td>and Writing Outcome</td>
<td></td>
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<td></td>
<td></td>
<td>(Fall/Spring)</td>
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<tr>
<td><strong>Core Seminars</strong></td>
<td></td>
<td>Hands on and Community Based Problem Solving Activities (Fall/Spring)</td>
<td>Student Course Selection (Fall/Spring)</td>
<td></td>
</tr>
<tr>
<td><strong>Junior Year Review</strong></td>
<td></td>
<td>Assesment of how students have taken advantage of curricular flexibility (Fall/Spring)</td>
<td>Discussion of Student Choices and Related Educational Outcomes (Fall/Spring)</td>
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</tr>
<tr>
<td><strong>Faculty Advising</strong></td>
<td>Discussion of current curricular options and relationship to plan of study (Fall/Spring)</td>
<td>Discussion of current and future opportunities (Fall/Spring)</td>
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</tbody>
</table>
NEW 495
“Capstone Seminar and Senior Project”

Class Questionnaire

Name:

Phone number, e-mail:

University Mailing Address:

Depth Study:

Preliminary Topic for Senior Project:

Any concerns, needs, issues, to be aware of at this early point in planning your Senior Project?

Questions continued on back…
What was your most rewarding learning experience—perhaps in a course or workshop or any other context? Briefly describe why it was so rewarding for you.

What does this experience tell you about your own preferred style of learning? How might you apply this insight to your Senior Project?

Anything else you would like us to know?
<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Developing</th>
<th>Insufficient/Fails to Meet Expectations</th>
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</thead>
<tbody>
<tr>
<td><strong>Interdisciplinarity:</strong></td>
<td></td>
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<tr>
<td>Student’s ability to identify points of disciplinary integration (connections drawn among disciplines) and to articulate the cognitive advantage in the combination of perspectives</td>
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<td><strong>Individualized/Informal Learning:</strong></td>
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<tr>
<td>Student’s ability to recognize the integration of new skills and knowledge that he/she acquired both inside the classroom and through independent studies and internships or other informal education experiences</td>
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<tr>
<td><strong>Problem Solving:</strong></td>
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<tr>
<td>Student’s ability to articulate her or his own concerns about the Senior Project and to reflect about how potential issues or problems might be solved</td>
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<tr>
<td><strong>Style of Learning:</strong></td>
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<tr>
<td>Student’s ability to articulate his or her own development of a preferred style of learning</td>
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<tr>
<td><strong>Future Preparation/ Life Long Learning:</strong></td>
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<tr>
<td>Student’s ability to articulate the connection between her or his New College experience and the next life step (whether it be a job, graduate school, or an entrepreneurial start-up) and to recognize her or his commitment to lifelong learning</td>
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Recreation For Life

Dr. Marysia Galbraith
220 Lloyd Hall
mgalbrai@ua.edu
348-8412

Course Description
Recreation for Life is an independent study for New College students interested in engaging in a new physical activity, and developing an exercise routine that they hope to continue on a regular basis for the rest of their lives (hence the name “Recreation for Life”). Non New College majors who can demonstrate they are self-motivated and self-directed may also be permitted to enroll.

Common activities for the course include running, swimming, or biking. Other possibilities include pilates, yoga, karate, or other fitness activities you plan to pursue on a regular basis.

COURSE TEMPLATE
Since this is an independent study experience, you are responsible for developing your own syllabus which must be approved by Dr. Galbraith before they can sign up for the course. Please modify the following to fit your fitness goals.

Learning Outcomes: By the end of this course, I will:
• Improve my fitness by engaging in a form of physical activity that I have not practiced before; I will practice the activity at least 3 times per week for 30-60 minutes (time depends on the nature of the activity and overall level of fitness).
• Learn about the physical activity via regular reading in a relevant magazine, book, and/or website, and by consulting with instructors or others who have expertise in the activity.
• Know how to keep a log of my fitness activity and be able to trace my progress over time.
• Reflect upon the benefits and challenges to maintaining a regular fitness routine.

Reading and Other Resources
Include full citation for the book and/or magazines you plan to read. You may also include other resources such as websites (include url) and people (include contact information and qualifications) who can instruct and advise you as you improve your fitness.

Grading Policy
This is a pass/fail course. To receive a passing grade, you must submit all the required materials. You must also spend a minimum of 40 hours on this independent study. You may count time exercising, reading, writing, and doing any other activity that helps you learn about the fitness activity.

Assignments
**Activity Log:** Throughout the semester, you will maintain a log of your activities. Each entry should include the date, a description of the activity (if it’s a run or bike, include a brief description of the route; if it’s an organized class include the location and the name of the instructor), and the amount of time spent.

**Activity Journal:** Reflect upon the experience as you work toward your fitness goal (this may be included in the log if it fits the format you are using). Possible topics to consider after each workout:
- Did you have a hard or easy time?
- What was the weather like?
- How did you feel?
- Any aches and pains? Injuries? Make sure to seek medical attention if you have persistent pain; document what you learn from a medical professional.

In addition add more general reflections. Include things like (these are suggestions, not a comprehensive list):
- What surprises you about the activity?
- How does your experience change over time? What happens as you gain more practice in the activity?
- How can you apply what you are learning to other aspects of your life?
- Will you continue this activity after the semester is over? What will help you do so?
- How does your experience compare with what you are reading about the activity? What can you apply from your reading to your workout?

**Reading/research:** Document this in your journal—what you are reading and what you are learning from it.

**Reach a fitness goal:** Commit to a specific fitness goal. For example, for beginning runners, a good target is a 5K run. This should be an organized activity from which you can submit concrete documentation that you have met your goal. For instance, the finish times for fun runs are posted on the internet. If you are working with an instructor, an e-mail from the instructor sent to me (mgalbrai@ua.edu) should confirm that you have participated regularly and met your fitness goal.

**Final reflective essay:** Write a 2-3 page reflection about what you learned, and how you might continue this activity beyond the semester. This may be the last entry in your journal, but it must be a polished piece of writing, typewritten with an introduction and a conclusion.

**Policy on Academic Misconduct:**
All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student.

The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.
In the context of this independent study, you will honestly represent the activities you engage in, including the number of hours you spend and the amount of effort you put into it.

**Schedule of Activities:**
Outline a schedule of your activities (much like an outline of topics and assignments on a syllabus). Set intermediate course goals. Include at least one time during the semester that you will update me on your progress. Include also the name, location, and date of the event you will participate in to demonstrate/document you have reached your fitness goal (for example the race you will run in). If my schedule allows it, I would like to join you during a workout one day toward the end of the semester.
• Write an essay in a blank “test booklet”. You may not submit typed material. You may not use any reference materials as you complete your essay exam. You will complete the essay exam with a blue or black ink pen. The essay is worth up to 40 points.
• You will come to our usual classroom, will give Dr. Purcell a clean test booklet, and will take a seat anywhere that you like. You may move the desks if you like. The booklets will be redistributed after all have been collected.
• The essay questions is:
  o Using: your independent research on your county, the methods of addressing the problem you selected needing attention in your assigned county, and material from course content, write a utopian essay on how you would address the problem you selected if you could waive your magic wand.
• Course content and research must be used to support one another. Structure your essay in that way.
• Use proper essay format: introduction, body, and conclusion. You must have a thesis that is supported by your content. You must have a concluding paragraph that summarizes your key points.
• Write legibly!
• You must:
  o Identify your county
  o Identify the problem you choose to address
  o Give factual evidence of your problem
  o Identify your solution
  o Give evidence that your solution has proven success elsewhere
  o Identify groups that will be allies in your efforts
  o Identify groups that will oppose your efforts
  o Identify resource shifts necessary to make your solution possible
  o Identify at least one concept from course content that undergirds your proposal
NEW 237 – Cooperation and Conflict -- Rubric – Final Essay – Fall 2012

• The essay is worth up to 40 points.
• You must:
  o Identify your county (1 point) 
  o Identify the problem you choose to address (1 point) 
  o Give factual evidence of your problem (1 point) 
  o Identify your solution (1 point) 
  o Give evidence that your solution has proven success elsewhere (1 point) 
  o Identify groups that will be allies in your efforts (1 point) 
  o Identify groups that will oppose your efforts (1 point) 
  o Identify resource shifts necessary to make your solution possible (1 point) 
  o Identify at least one concept from course content that undergirds your proposal (1 point) 
  o Course content was used correctly in conjunction with independent research; 10 points 
  o Course content was, in some way, used correctly in conjunction with independent research; 5 pts 
  o Course content was not used correctly in conjunction with independent research; 0 points 
  o Independent research supported the thesis of the essay; 10 points 
  o Independent research supported the thesis of the essay in a limited way; 5 points 
  o Independent research did not support the thesis of the essay; 0 points 
  o The essay had an introductory paragraph with a thesis and an outline of the paper; 4 points 
  o The essay had 2 of the following: an intro paragraph; a thesis; an outline of the paper; 3 points 
  o The essay had one of the following: an intro paragraph; a thesis; an outline of the paper; 1 point 
  o The essay had a conclusion with a position statement and an overview of the paper; 4 points 
  o The essay had 2 of the following: conclusion; position statement; overview of the paper; 3 pts 
  o The essay had 1 of the following: conclusion; position statement; overview of the paper; 1 pt 
  o The essay illustrated that the student engaged in deliberative problem-solving; 1 pt 
  o The essay illustrated the student’s ability to integrate materials from various social sciences and other disciplines; 1 pt 
  o The essay illustrated that the student understands the dynamics of cooperation and conflict in an applied human setting; 1 pt 

Total points earned
# Interdisciplinary Project Rubric

<table>
<thead>
<tr>
<th>Disciplinary Grounding:</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's understanding, selection, and use of bodies of expertise that inform the work</td>
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<table>
<thead>
<tr>
<th>Integration:</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's ability to identify points of disciplinary integration and to demonstrate the cognitive advantage enabled by the combination of perspectives (i.e. an innovative perspective, insight, or solution)</td>
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</table>

<table>
<thead>
<tr>
<th>Critical Awareness:</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's ability to recognize purpose, aims, and audience of the study; student's ability to reflect about the craft of weaving disciplines together and about limitations and benefits of the contributing disciplines and how they intertwine</td>
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</tbody>
</table>

adapted from Mansilla, et al., “Targeted Assessment Rubric: An empirically grounded rubric for interdisciplinary writing”