

Interdisciplinary Studies - Bachelor of Applied Arts and Sciences - Full Review & SLOA

Current Compliance Year: 2022-2023

Full review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

Recommendations were not listed in the portal for us to respond to. However, during the expedited review process in the fall of 2020 we did receive recommendations that we can respond to. While our program received a very positive review overall, it was identified that there was a historic lack of SLOAs at UAF for all interdisciplinary studies degrees. At the bachelor's level we have responded to this by:

- Creating SLOA plans for all Interdisciplinary Studies bachelor's degrees.
- Joining the Association of Interdisciplinary Studies (AIS) and attending an annual conference to learn about SLOA implementation at other IS programs at other universities and to compare our plan to other similar programs.
- Updating our admission process to have students write targeted short essays that both focus on our overall degree SLOs and establish individualized learning goals for each student.
- Creating and continuing to improve our program's Interdisciplinary Capstone course (GENR/INDS F400) that is designed to prepare students for their post-graduation careers and graduate school while also gathering data to assess for SLOA.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Interdisciplinary Studies has historically lacked SLOA plans, and so we began developing SLOA plans based on our programs' goals for our students and by looking at resources provided by the Association of Interdisciplinary Studies and the Interdisciplinary & Individualized Major Programs. We found that Interdisciplinary Studies programs at other institutions focus on broad learning outcomes, a mode that we too have adopted. The interdisciplinary studies major at UAF is connected to three degree types (BA, BS, and BAAS) and it has two "options," (each option is connected to the three degrees). The goals option is an individualized option, and the degree completion option is an INDS major with a

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

Increase in majors

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

In general, the data given by PAIR and the department's own internal student tracking system matches the general demographics of UAF in terms of race, ethnicity, gender, and first generation status. Our department does appear to have a larger percentage of [REDACTED] students, when compared to the UAF average. Our department maintains separate records of all students which also allows for searches based on veteran status, funding sources, and distance learners. Because many students in the department only join when they are near the end of their time at UAF, and the ability to apply directly to the degree during the admissions process is new within the last two years, the department often does not have all the enrolled students counted by the PAIR data. Having a separate database helps the department understand demographics and various measures of student success. In national reporting, "success" is measured by students graduating within 6 years. Many students we work with for degree completion begin working with us after they have been in school for more than 6 years. Many of our students are also part time.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

PAIR data confirmed what we understand about our programs. We see the interdisciplinary studies major is growing slowly, which aligns with our goals. We have two staff, and our programs require a lot of student engagement, so we aim for incremental and sustained growth, while maintaining student service. The other data points show relatively flat numbers with some dips during the two years that were directly impacted by the pandemic. We are in a rebound phase of most of our numbers; and, most data points are trending out to be flat.

One challenge with the data provided is that the two Interdisciplinary Studies options, degree completion and goals can't be viewed separately. The two options are separated out in the catalog, have separate SLOs, and represent different student populations. The PAIR data focuses on the different degree options (BA, BS, and BAAS). For outside reviewers to understand our programs as they are, it would be helpful to have a concentration filter. While it is convenient and beneficial to look at both "options" of Interdisciplinary Studies together in some ways, like the number of students that are served by our department, there are differences in demographics, impactful practices, and student numbers unique to each option that would be helpful to understand when taking an informed and honest look at the state of our programs.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices "have been widely tested and have been shown to be beneficial to college students from many backgrounds." UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Undergraduate Research,Capstone Courses and Projects,Internships

Collaborative Assignments & Projects

Undergraduate Research

Diversity/Global Learning

ePortfolios

First Year-Seminars & Experiences

Writing-Intensive Courses

Service-Learning and/or Community-based Learning

Internships

Capstone Courses & Projects

Other or None of these (explain)

Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

[REDACTED]

--

--

--

Submission

--

--

College or School Review Committee

--

--

--

--

--

--

--

Dean's Review Feedback

I agree that more work could be done to differentiate the different degree & concentration SLOAs. I do think that the entrance essay is appropriate for this degree since many students only declare the major as they prepare to graduate (for the degree completion option). It may be worth considering the committee's recommendation to separate goals and degree completion into two degrees. This program is very successful at low cost, and serves an important part of UAF's mission.

Interdisciplinary Studies Bachelor's Degree Goals Option

Student Learning Outcome Assessment (SLOA) Summary:

Intended Learning Outcomes	Details	What will be assessed.	Rubric
Students will demonstrate strong communication skills.	Students present their interdisciplinary major in writing when they complete an Interdisciplinary Studies Approval Form and orally when they have their faculty committee meeting. In the INDS F400 capstone they submit oral and written assignments.	Interdisciplinary Studies Bachelor's Degree- Goals Option Approval Form- assess quality of writing in short essays- and look at the communication skills short essay. & INDS F400 Interdisciplinary Capstone Course assignments (required since fall 2022)- assess the "writing sample" assignment	AAC&U four point scale VALUE rubrics
Students will connect concepts across disciplines.	Building a custom major itself is a demonstration of critical and creative thinking. Students must connect ideas, visualize an academic plan. Students are asked to choose a capstone that synthesizes and applies concepts from multiple disciplines into a cohesive and meaningful capstone experience.	Interdisciplinary Studies Bachelor's Degree- Goals Option Approval Form- review all essays. & INDS F400 assignments focused on values, skills & strengths integration into their writing sample and resume.	AAC&U four point scale VALUE rubrics

Commented [1]: This will need updated in AY24, if we introduce FYE 100, INDS F301 and 401

Students will be able to do critical self assessment.	Identify and communicate personal strengths INDS F400 requires that students first identify their values and strengths and then weave them into their resume. Assessment will focus on the effectiveness of their resume.	INDS F400 assignments focused on values, skills & strengths integration into their resume.	AAC&U four point scale VALUE rubrics
Students will demonstrate practical applications of academic concepts.	Students must articulate goals on their Interdisciplinary Studies Approval form, and then establish and plan out SMART goals in the capstone course. The INDS F400 SMART Goals and Action plan assignments require students to visualize a concept and develop a plan to make it a reality.	Interdisciplinary Studies Bachelor's Degree- Goals Option Approval Form, essay about how their major connects to their post graduation goals. Also look at what they choose as their capstone and how they implemented it. & INDS F400 SMART Goals and Action plan assignments	AAC&U four point scale VALUE rubrics
Students will develop their own learning objectives within their major.	In addition to meeting INDS major SLO, goals option students also need to identify their own learning outcomes on their interdisciplinary studies approval form	Interdisciplinary Studies Bachelor's Degree- Goals Option Approval Form - learning outcomes section	AAC&U four point scale VALUE rubrics

Fiscal Report for Undergraduate INDS				Definitions for the compiling staff	Definitions for the programs and reviewing committees
	FY2020	FY2021	FY2022		
Total Student Credit Hours (SCH)	14	27	17	Provided in SCH tab in the student success data provided by PAIR.	Total Student Credit Hours delivered in courses/subject codes attributable to the program/department. Comes from the data dashboard.
Service SCH	8	23	16	Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.	Sum of rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH table of the data provided by PAIR.
Department FTEs	1.25	1.98	2.07	FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total here.	FTE = Full-time equivalent employee. Fiscal staff have used the worksheet below to calculate for each employee type in this program/department's staffing.
Total SCH per Department FTE	11.2	13.64	8.21		Total SCH divided by employee FTE for the year. May give insight into departmental productivity scaled to the size of the unit.
Service SCH per Department FTE	6.4	11.62	7.73		Service SCH divided by employee FTE for the year. May give insight into departmental productivity scaled to the size of the unit.
Majors in Programs	90	109	114	Sum for all programs from the Majors Total tab in the data provided by PAIR.	Total majors in the program (or all programs in the department), in the Majors table of the data provided by PAIR.
Department FTEs	1.25	1.98	2.07	From total row in FTE below or row 5 above	FTE = Full-time equivalent employee. Fiscal staff have used the worksheet below to calculate for each employee type in this program/department's staffing.
Majors per Department FTE	72	55.05	55.07		Total majors divided by employee FTE for the year. May give insight into departmental productivity scaled to the size of the unit.
Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liasion	
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liasion	
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable	
Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN CELL CALCULATIONS.	Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)	Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.
Restricted/Sponsored Project Revenue Fees				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)	Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds
Other UA Receipts/Revenue				Course Fees (9159) e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE	
Workload allocation: Teaching Units	0	0	0	Department faculty's workload units assigned to teaching	
Workload allocation: Service Units	0	0	0	Department faculty's workload units assigned to service	
Workload allocation: Research Units	0	0	0	Department faculty's workload units assigned to research	

Full-time Equivalent Worksheet**	FY2020	FY2021	FY2022	
Faculty FTEs	0	0	0	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs	0	0	0	Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	1.25	1.98	2.07	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	0	0	0	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Departmental FTEs	1.25	1.98	2.07	Sum of all employee FTEs

**Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)