

Interdisciplinary Studies - Bachelor of Science - 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

General Studies concentration which helps students graduate, when they've had obstacles. We have SLOA plans for both options:

Goals option students will demonstrate:

- Strong communication skills
- Connect concepts across disciplines
- Ability to do critical self assessment
- Practical application of academic concepts

Degree completion students will demonstrate:

- Strong communication skills
- Ability to do critical self assessment
- Practical application of academic concepts
- Foundations and skills for lifelong learning

We have identified data points to assess these learning outcomes using value rubrics. The data points are taken from assignments within our program's Capstone course and admission documents (a rationale form for degree completion and an approval form for goals option). We have collected capstone assignments to use as the basis for evaluation and are beginning the process of reviewing them and compiling our findings.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

We regularly update the catalog to provide clarity about interdisciplinary studies degree options, and have woven in our SLOA goals into these changes. The biggest changes we have made that relate to SLOA are:

- 17-18 Created GENR F400 Interdisciplinary Capstone. Updated the admission processes for both INDS options and added a capstone requirement language for the goals option.
- 21-22 Updated the goals option approval form so students identify their own SLOs, in addition to the program's SLO.
- 22-23 Cross-listed GENR F400 with INDS F400 and made the goals option capstone a two-part requirement.
- 23-24 Added a new optional concentration in Global Perspectives to the goals option.

The common model of individualized majors at institutions around the country is a "bookend" program structure. This means that there is something built into an interdisciplinary academic program at the beginning and the end, with the middle being tailored to students' individual learning objectives. The front end of our interdisciplinary studies degrees (goals and degree completion options) is a documented admission process in which students respond to essay prompts, which we continue to refine. The backend of the bookend is our capstone requirements. The capstone course (GENR/INDS F400) is a key component of capturing data in our interdisciplinary studies SLOA plan. The admission forms that students complete at the beginning of interdisciplinary studies major require students to write short essays related to their learning goals, and those essays are among the data points being looked at in our current SLOA plan.

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

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Undergraduate Research

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Diversity/Global Learning

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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.

Cost Effectiveness

How does your department/program approach being cost effective?

The Undergraduate Interdisciplinary Department has two staff, one of whom is on a 10-month contract. Our budget consists only of the salary and benefits for our staff. We have no regular revenue source. With that, we manage four degrees and three minors. We serve hundreds of students annually and average around 50 graduates per year from our bachelor's degree majors. We are not only cost effective, but we also have a high impact on UAF as an institution and our broader community through our degree completion program. We are effective because we collaborate. Our department relies on partnerships, collaboration, reciprocity, and creativity to get things done. Our partnership with eCampus has been particularly fruitful, because they help to promote our online programs and they directly provide us with scholarship funding to support online Degree Completion students. We generate a lot of tuition revenue for UAF, but we don't currently offer classes for credit from our department. Our students take classes from other departments, and that revenue goes to other colleges and schools. Our relationships with academic departments and deans are also strong, in part, because we provide enrollment in their classes, especially upper division courses, but we also regularly provide support to students from across campus who are referred to us from faculty, staff and administration. We also have a strong alumni network, and rely on word of mouth as a key element of our recruiting. Our office is furnished with reused furniture from surplus. We also have been paper free in all of our regular business processes for about 5 years.

Program's Value to Mission

The Undergraduate Interdisciplinary Studies Department supports the greater UAF mission in many ways. By providing a degree completion program the department supports the University's goal of being a supportive institution that prepares students for a variety of careers. The Department works with many students across the state of Alaska, in the rest of the US and even internationally, providing opportunities for education in communities who may otherwise have limited opportunities.

Duplicative Programs

Although both UAS and UAA offer Undergraduate Interdisciplinary Studies programs, neither institution offers a similar degree completion program that allows students with 100 or more credits a fast-tracked path towards earning their bachelors degree. The Undergraduate Interdisciplinary Studies program at UAF is also the only program of its kind in the UA system that has dedicated staff to support students on their path to either create their own major or degree completion.

UAS offers a Bachelor of Liberal Arts degree. This degree differs from UAF's Interdisciplinary Studies goals option BA, BA, and BAAS degree offering in that they have a more prescribed approach. They require students to take a certain number of classes from specific social science and humanities departments, which seems multidisciplinary, and not interdisciplinary. Our program allows students more flexibility to incorporate STEM and liberal arts courses. Our program also encourages the interdisciplinary integration of ideas, and transdisciplinary research and experiential learning outside of the classroom.

UAS did have a two-year term funded degree completion advisor who was based on their Ketchikan Campus. While that position was in place, we regularly made referrals back and forth to help guide Alaskan students to their most efficient path to graduation. We would welcome more coordination and collaboration with UAA and UAS related to degree completion strategies within Alaska.

UAA does list BA and BS Interdisciplinary Studies degree options in their catalog, but with no advisors or other staff to assist students they have a small number of students.

Community or Other Partnerships

We don't have formal partnerships in place. However, we regularly engage with outside organizations on an ad hoc basis. For example, we ask what organizations want to see in their future employees to help students build career-focused academic plans. We also connect students to organizations for internship opportunities.

There is also the potential for future formal partnerships in these areas:

1. Provide bachelor's degree completion pathways to large organizations' staff. We could reach out to organizations' leadership or HR offices to create a formal pathway for their employees to finish their bachelor's degrees through UAF.
2. We could spearhead building new custom, interdisciplinary studies degree programs that would train students to work in a specific field. For example we have had conversations with ABR about the possibility of building an interdisciplinary pathway to train scientific field technicians.
3. We could establish internship pathways for interdisciplinary students to work within Alaskan organizations.
4. In FY23 we will have a new optional concentration in Global Perspectives, which will require students to study abroad. We would like to find a few key study away locations that we can recommend to interdisciplinary studies students who have learning goals focused on the environment, health, and design (three common umbrella themes in interdisciplinary studies).

Value of Service Courses (Optional)

N/A

Post-Graduate Success

All bachelors (B.A., B.S., and B.A.A.S.) degree seeking students in the Undergraduate Interdisciplinary Studies Department are asked to identify their long term career and continuing education goals upon entering our programs. As part of the Undergraduate Interdisciplinary Studies Degree advising process, students are guided to take courses that are relevant to their current and future career goals. If unsure of their career goals, students are given career exploration guidance. Our department's academic advising model incorporates career advising at its core. Students are also encouraged to pursue transdisciplinary opportunities outside of the classroom including URSA, BLAST, and internships.. We guide students on specific prerequisites needed for post baccalaureate professional schools, as well as developing soft skills that are needed in a breadth of career fields. Students in our programs must take a capstone course that is focused on helping them identify their strengths and post-graduation goals. As part of this course, students are required to create and edit their resume and make an action plan to meet their post-graduation goals. As part of the Undergraduate Interdisciplinary Studies Degree planning process, advisors encourage students to take courses that are relevant to their current and future career goals and to research careers they would like to pursue in order to have a better understanding of what courses would be applicable to their lives post graduation.

Submission

Submitter & Collaborator Names

John Smelter, Justine Schmidt

Submitter Email

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

Consider curricular revisions

Explanation of Recommendations

Continue the process of defining and revising student learning outcomes and meeting the needs of the different student populations identified by the program: students in the goals option and students in the degree completion option. Consider establishing a General Studies B.A./B.S. Clearly articulate the difference between the BAAS, the BA and the BS.
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Student Learning Outcomes Assessment Feedback (tags)

Missing a direct measure,Missing curricular connection,Missing collaboration in department
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Student Learning Outcomes Assessment Feedback (narrative)

The capstone course seems like a meaningful addition to meet the needs of the students. However it is not clear why degree completion students are only required to take the 0 credit course, while “goals” students are required to also complete a second component. The committee noted that the expectations for written communication are “effective” for “degree completion” students, and “strong” for “goals” students. This seems to indicate different learning outcomes and expectations for these student populations, even though they are earning the same degree.

The admissions form and “developing learning objectives” do not seem appropriate to measure student learning outcomes since they are prepared at the beginning of the program, and do not assess what students have learned from the program.
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For interdisciplinary degrees, it would also be important to add a learning outcome focusing on the synthesis between the disciplines. This could be assessed through the senior project and reviewed by the INDS council. The undergrad INDS program coordinator might also coordinate with faculty and programs to help with the assessment of the SLOAs for the degrees. It was further noted that for the degree completion option, interdisciplinarity was not listed as a student learning outcome.
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The committee recommends thinking more about distinguishing between the goals and degree completion options, and the three different undergraduate degrees, and to consider developing a General Studies B.A./B.S. (with differentiated student learning outcomes) to meet the needs of the students in the degree completion options, and evaluate the relationship to the current BAAS.
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Profile Feedback

Program is mission-centric to UAF or college/school

Financial Feedback

Operates at Low Cost

Student Success & Equity Feedback

The BS program has seen a steady and significant increase in majors during the period under review. The program serves older students and a high percentage of first generation students. Through the two options available in this degree program, it provides an important pathway to degree completion for an often underserved population. The program engages in active and student-centered advising to help students either complete their degrees in a meaningful way (degree completion option), or to identify an interdisciplinary focus related to future career opportunities (goals option). The program states that they view students in the two options as separate populations with different learning outcomes that they would like to track separately. This seems to be two separate degrees. A way to resolve this would be to create 2 separate degree options: Interdisciplinary Studies and General Studies, instead of 2 options under one program (the Interdisciplinary Studies program).

High-Impact Practices Feedback

The program has identified three high impact practices to support the success of their students. The program emphasizes the role of the capstone course and undergraduate research to support their students' academic development

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 GENS Option updated after program AY22 full program review

Student Learning Outcome Assessment (SLOA) Summary:

Intended Learning Outcomes	Details	Data that will be assessed.	Rubric
Students will demonstrate effective communication skills.	Students must answer essay questions via a Rationale Form in order to be admitted to the Degree Completion program (INDS major GENR concentration). In the GENR F400 capstone they submit oral and written assignments.	Educational Goals and History form assess overall quality of writing in short essays. & GENR F401 Interdisciplinary Capstone Course assignments (required since fall 2016)- assess 1.the writing sample assignment and 2. elevator pitch oral assignment	AAC&U four point scale VALUE rubrics
Students will be able to do critical self assessment.	Identify and communicate personal strengths GENR 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.	GENR F401 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 Rationale form, and then establish and plan out SMART goals in the capstone course. The GENR F400 SMART Goals and Action plan assignments require students to visualize a concept and develop a plan to make it a reality.	Review the Educational Goals and History form response about academic and career goals & GENR F401 SMART Goals and Action plan assignments.	AAC&U four point scale VALUE rubrics
Students will connect concepts across disciplines.	The INDS major capstone course, INDS F401 prompts students to consider the	INDS F401 assignments focused on values, skills & strengths integration into their	AAC&U four point scale VALUE rubrics

	connections of the courses they have taken as well as the connection of their multidisciplinary course work to their long term goals.	writing sample and resume.	
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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. 3	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

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 & Exit survey (starting fall 22)	AAC&U four point scale VALUE rubrics

Interdisciplinary Studies Bachelor's Degree GENS Option

Student Learning Outcome Assessment (SLOA) Summary:

Intended Learning Outcomes	Details	Data that will be assessed.	Rubric
Students will demonstrate effective communication skills.	Students must answer essay questions via a Rationale Form in order to be admitted to the Degree Completion program (INDS major GENR concentration). In the GENR F400 capstone they submit oral and written assignments.	Rationale Form- assess overall quality of writing in short essays. & GENR F400 Interdisciplinary Capstone Course assignments (required since fall 2016)- assess 1.the writing sample assignment and 2. elevator pitch oral assignment	AAC&U four point scale VALUE rubrics
Students will be able to do critical self assessment.	Identify and communicate personal strengths GENR 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.	GENR 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 Rationale form, and then establish and plan out SMART goals in the capstone course. The GENR F400 SMART Goals and Action plan assignments require students to visualize a concept and develop a plan to make it a reality.	Review the Rationale Form response about academic and career goals & GENR F400 SMART Goals and Action plan assignments.	AAC&U four point scale VALUE rubrics
Students will acquire the foundations and skills for lifelong learning	Students must be accountable for choices made and subsequent consequences. Students in this program have	Review the GENR F400 SMART Goals and Action plan assignments.	AAC&U four point scale VALUE rubrics

	flexibility to choose their coursework. They are coached in their advising sessions and taught specific skills in the capstone course that will help them seek out appropriate learning opportunities that will prepare them for their future personal, professional and academic goals.		
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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)

Interdisciplinary Studies Bachelor's Degree GENS Option updated after program AY22 full program review

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Students will demonstrate practical applications of academic concepts.	Students must articulate goals on their Rationale form, and then establish and plan out SMART goals in the capstone course. The GENR F400 SMART Goals and Action plan assignments require students to visualize a concept and develop a plan to make it a reality.	Review the Educational Goals and History form response about academic and career goals & GENR F401 SMART Goals and Action plan assignments.	AAC&U four point scale VALUE rubrics
Students will connect concepts across disciplines.	The INDS major capstone course, INDS F401 prompts students to consider the	INDS F401 assignments focused on values, skills & strengths integration into their	AAC&U four point scale VALUE rubrics

	connections of the courses they have taken as well as the connection of their multidisciplinary course work to their long term goals.	writing sample and resume.	
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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. 3	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

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 & Exit survey (starting fall 22)	AAC&U four point scale VALUE rubrics

Interdisciplinary Studies Bachelor's Degree GENS Option

Student Learning Outcome Assessment (SLOA) Summary:

Intended Learning Outcomes	Details	Data that will be assessed.	Rubric
Students will demonstrate effective communication skills.	Students must answer essay questions via a Rationale Form in order to be admitted to the Degree Completion program (INDS major GENR concentration). In the GENR F400 capstone they submit oral and written assignments.	Rationale Form- assess overall quality of writing in short essays. & GENR F400 Interdisciplinary Capstone Course assignments (required since fall 2016)- assess 1.the writing sample assignment and 2. elevator pitch oral assignment	AAC&U four point scale VALUE rubrics
Students will be able to do critical self assessment.	Identify and communicate personal strengths GENR 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.	GENR 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 Rationale form, and then establish and plan out SMART goals in the capstone course. The GENR F400 SMART Goals and Action plan assignments require students to visualize a concept and develop a plan to make it a reality.	Review the Rationale Form response about academic and career goals & GENR F400 SMART Goals and Action plan assignments.	AAC&U four point scale VALUE rubrics
Students will acquire the foundations and skills for lifelong learning	Students must be accountable for choices made and subsequent consequences. Students in this program have	Review the GENR F400 SMART Goals and Action plan assignments.	AAC&U four point scale VALUE rubrics

	flexibility to choose their coursework. They are coached in their advising sessions and taught specific skills in the capstone course that will help them seek out appropriate learning opportunities that will prepare them for their future personal, professional and academic goals.		
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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)