

Interdisciplinary Studies - Master 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):

The program was reviewed in AY 20-21. We appreciate the recognition of the review committee of the value of the Interdisciplinary Studies Program in terms of its need, connection of diverse faculty, rigor of admissions, level of satisfaction, efficiency of operation and administration, and novelty of research. We appreciate the perceived lack of cohesion and the lack of systematic program assessment. The potential for the program to contribute to the number of MA graduates is significant. Since the expedited review we have worked to make the admissions process more robust and to streamline the process. The Interdisciplinary Studies Council is now composed of faculty members, one from each college and school, rather than a group of faculty from a subset of schools. Working with the council we have established formal rubrics for evaluation of admissions. In response to student and applicant concerns, we have updated the website (<https://www.uaf.edu/gradschool/interdisciplinary/index.php>), to clarify both the scope of the program as well as the admissions process. Prospective applicants have an appointment with the graduate school director to discuss their goals, assist in connecting with potential advisors, and address any concerns. Previously these appointments were conducted with a staff member at the office. We have reviewed the SLOA but not yet implemented a formal program of review. To improve student cohesion in the program, we have discussed establishing a required course in Interdisciplinary Studies for graduate students in the program with faculty but have not yet established a curriculum or course for the students. We have reached out to departments to develop "structured/off-the-rack interdisciplinary master's degrees". We will continue these discussions.

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:

the admissions process. While the graduate school oversees the admissions and the students' general progress, there is no systematic or comprehensive assessment of the program and its outcomes. Student outcomes are assessed in their "home departments", but there is not an overall assessment process for the entire program. Student Learning Outcomes Assessments have been developed but have not been implemented. Tracking interdisciplinary students is challenging, and the graduate school has yet to implement an in-house database that combines unique data points with data from the institutional Banner-based database.

Guidance from the review committee would be appreciated.

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:

Currently no curricular mandates, except for general UAF requirements and 18+18. No obvious changes planned. Model after RAP program. How do off-the-shelf INDS get created as "non-shadow" disciplinary degrees - issues in accreditation. Provide a framework.

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:

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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.

The number of students in the program is very low, and so there do not appear to be significant equity gaps. We have been working with the Tamamta program and admitted Indigenous students looking for interdisciplinary degrees associated with fisheries and indigenous studies.

Optional Data Explanation

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

n/a

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:

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.

Cost Effectiveness

How does your department/program approach being cost effective?

The program is piggy-backed on the disciplinary programs and hence the costs are low. Classes are offered by disciplinary programs and the tuition revenues returned to those units. The Interdisciplinary Council is served by faculty as part of their service requirement. The management by the graduate school is the only direct cost.

Program's Value to Mission

The program allows students to pursue PhDs in Alaska that would not otherwise be available to them. The program supports students working across the UA system who work with faculty with diverse disciplinary expertise from UAF, UAA and UAS. The program supports the UAF missions in Education, Research, Prepare, Connect and Engage;

Educate:

Ed4. Mentor or guide graduate students to master a subject area or advance knowledge.

Research:

R5. Conduct and disseminate basic and applied research.

R6. Exhibit and perform in creative arts.

R7. Engage graduate and baccalaureate students in research, scholarship, and creative activity.

R8. Collect, preserve, and provide access to intellectual, cultural, and natural history collections.

Prepare:

P9. Prepare students for the professional, career, and technical workforce.

Connect:

C12. Alaska Native knowledge and ways of knowing are integrated C13. Document and share Alaska Native and rural cultural and historical information.

Engage:

En14. Partner with Alaska communities on issues of mutual interest.

En15. Communicate research-based knowledge.

En17. Collaborate with individuals, businesses, and agencies to diversify and grow local and state economies.

Duplicative Programs

n/a

Community or Other Partnerships

Students pursuing Interdisciplinary degrees work with faculty having both Institute and College appointments, work with faculty at UAA and UAS, and engage in community-based research with Alaska Native and non-Native communities.

Value of Service Courses (Optional)

n/a

Post-Graduate Success

We do not provide career counseling. We are working with career services to establish programming where graduate alumni give seminars to graduate students and share their career paths. In 2021 we conducted a survey of graduates who reported general satisfaction with their post-graduate professional placements.

Submission

Submitter & Collaborator Names

Submitter Email

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

The committee suggests revision of the SLOA and potential curricular changes that make clear distinctions between an M.A. and an MS. INDS degree.

Student Learning Outcomes Assessment Feedback (tags)

Missing collaboration in department,Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

The assessments seem to focus on learning objectives 4 and 5.
Assessment relies heavily on comprehensive exams and thesis completion.
Regarding SLO 1, 2, & 3 the committee is wondering if these are appropriate goals for all students.
Regarding SLO 4, the committee finds it reasonable to assess knowledge of research needs and standards through a thesis. However, it is not clear how this would apply to students completing a project. The committee is wondering if all INDS master's students are required to take at least one research methods course in their home department, and if it is part of the comprehensive exam
Regarding SLO 5, the committee agrees that written and oral communication should be key learning outcome for graduate students. The committee is suggesting that this goal be focused more on academic, discipline specific written and oral communication.
It would seem appropriate to add a content knowledge SLO, which could be assessed through comprehensive exams in the home departments. In addition, for interdisciplinary degrees, it would also be important to add a learning outcome focusing on the synthesis between the disciplines comprising the student's degree. This facette could be reviewed by the INDS council.
The program's priority should be to reevaluate SLOs and to collect data on their SLOA.
The committee noted that there is no difference in the student learning outcomes and the SLOA plan between the MA. and the M.S. and recommends that the program consider how to differentiate between the two degree options

Profile Feedback

Program is unique in the state,Collaborative with other UA programs

Financial Feedback

Operates at Low Cost

Student Success & Equity Feedback

The M.A. serves a very small number of students.
During the review period, the number of majors fluctuated between 1 and 5 and they had one graduate.

High-Impact Practices Feedback

Program did not identify any HIPs.

Dean's Review Feedback

I thank the review committee for their constructive review of the Interdisciplinary MS program. The graduate school will review their recommendations and develop a plan to adopt them as appropriate.

Student Learning Outcomes Assessment

Interdisciplinary Ph.D.

(Modified March 2010)

Mission Statement: The Interdisciplinary Ph.D. Program is committed to providing quality graduate education through student-faculty collaboration in research and scholarly endeavor.

Goal Statement: Graduates will have a strong fundamental understanding of their academic disciplines; a rigorous, in-depth knowledge of their specialty; understanding of the principles that guide the design and execution of high-quality research; and experience in the design and execution of original research. Graduates will be able to effectively communicate knowledge of their discipline at a level appropriate for their peers and at a level appropriate for students or the public.

I. Intended Outcomes/Objectives

1. Graduates will have the skills and knowledge needed to be competent independent researchers.
2. Graduates will be prepared to teach in their field at the college or university level.
3. Graduates will have broad knowledge of research needs and standards in their discipline, such that they are qualified to be research managers at the senior executive level.
4. Graduates will have excellent oral and written communication skills.

II. Assessment Criteria and Procedures

1. All students must pass a written comprehensive exam, which assesses broad disciplinary knowledge, the ability to apply that knowledge to interdisciplinary questions, and in-depth knowledge of the field of specialization. [for all outcomes]
2. All students must pass an oral comprehensive exam, which usually follows the written examination and is often used to probe deficiencies identified during the written exam. [for all outcomes]
3. Students are required to write a dissertation interpreting the results of original research. [for outcomes 1, 2, and 4]
4. Students are required to pass an oral defense of the dissertation, which includes a public presentation. [for outcomes 2 and 4]
5. 80% of graduates seeking employment in fields relevant to their education will succeed within one year of graduation. [all outcomes]
6. 80% of graduates will be satisfied with the education they received through the Interdisciplinary Ph.D. program. [for all outcomes]

III. Implementation

1. Each comprehensive exam administered will be evaluated by the student's committee and a "Report on Comprehensive Examination" form submitted to the Graduate School. A representative of the Graduate School (outside examiner) will attend and prepare a written evaluation of the oral portion of the examination. These evaluations will be reviewed by the Interdisciplinary Graduate Programs Steering Committee and/or the Graduate Dean annually.
2. The student's advisory committee will assess research competence and written communication skills by reviewing progress of study, research and the writing of the dissertation annually, and an "Annual Progress Report of Advisory Committee" form will be submitted to the Graduate School. The Dean of the Graduate School will review these annual reports.
3. A representative of the Graduate School (outside examiner) will prepare a written evaluation of each student's communication skills and the disciplinary content of the public oral dissertation defense. The Interdisciplinary Graduate Programs Steering Committee and/or Graduate Dean will review these evaluations annually.
4. The Graduate School will compile information on Interdisciplinary graduates' first employment. Every three years, the Interdisciplinary Graduate Programs Steering Committee will examine the data.
5. One and three years after graduation, the Graduate School will ask Interdisciplinary graduates to complete a questionnaire, addressing their job search, employment, and satisfaction with the education received through the Interdisciplinary Graduate Programs Steering Committee annually.

Student Learning Outcomes Assessment

Interdisciplinary M.S.

Mission Statement: The Interdisciplinary M.S. Program is committed to providing quality graduate education through student-faculty collaboration in research and scholarly endeavor.

Goal Statement: Graduates will have a strong fundamental understanding of their disciplines; comprehensive knowledge of the specialty; understanding of the principles that guide the design and execution of high-quality research; and substantial research experience. Graduates will be able to teach and to communicate scientific issues to the public.

I. Intended Outcomes/Objectives:

1. Graduates will be prepared to undertake studies toward the Ph.D. in fields related to their degree.
2. Graduates will be competent research assistants or associates in fields related to their degree.
3. Graduates will be prepared to teach in their field at the community college or lower division undergraduate level.
4. Graduates will have knowledge of research needs and standards in their field, such that they are qualified to be research managers.
5. Graduates will have good oral and written communication skills.

II. Assessment Criteria and Procedures

1. All students must pass a written comprehensive exam, which assess disciplinary knowledge, and the ability to apply that knowledge to interdisciplinary questions. [for all outcomes]
2. Students are required to write a thesis interpreting the results of a substantial research project. [for outcomes 1, 2, and 5]
3. Students are required to pass an oral defense of the thesis, which includes a public presentation [for outcomes 3 and 5]
4. 80% of graduates seeking employment in fields relevant to their education will succeed within one year of graduation. [for all outcomes]
5. 90% of interdisciplinary M.S. graduates seeking admission to a Ph.D. or professional program related to their field of study will be admitted.
6. 80% of graduates will be satisfied; overall, with the education they received through the Interdisciplinary program. [for all outcomes]

III. Implementation

1. Each comprehensive exam administered will be evaluated by the student's committee and a Report on Examination form submitted to the Graduate School. The Interdisciplinary Graduate Programs Steering Committee and/or Graduate Dean will review these evaluations annually.
2. The student's advisory committee will assess research competence and written communication skills by reviewing progress of study, research and the writing of the thesis annually, and an "Annual Progress Report of Advisory Committee" form will be submitted to the Graduate School. The Dean of the Graduate School will review these annual reports.
3. The student's advisory committee will prepare a written evaluation of each student's communication skills and the disciplinary content of the oral thesis defense. The Interdisciplinary Graduate Programs Steering Committee and/or Graduate Dean will review these evaluations annually.

4. The Graduate School will compile information on graduates' first employment. Every three years, the Interdisciplinary Graduate Programs Steering Committee will examine the data.
5. One and three years after graduation, the Graduate School will ask graduates to complete a questionnaire, addressing their job search, employment, and satisfaction with the education received through their interdisciplinary program. The Interdisciplinary Graduate Programs Steering Committee will review completed questionnaires.

Student Learning Outcomes Assessment

Interdisciplinary M.A.

Mission Statement: The Interdisciplinary M.A. Program is committed to providing quality graduate education through student-faculty collaboration in research or creative activity and scholarly endeavor.

Goal Statement: Graduates will have a strong fundamental understanding of their disciplines; comprehensive knowledge of the specialty; understanding of the principles that guide the design and execution of high-quality research or creative activity; and substantial experience in research or creative activity. Graduates will be able to teach and to communicate issues related to their field of study to the public.

I. Intended Outcomes/Objectives:

1. Graduates will be prepared to undertake studies toward the Ph.D. in fields related to their degree.
2. Graduates will be competent research assistants or associates in fields related to their degree.
3. Graduates will be prepared to teach in their field at the community college or lower division undergraduate level.
4. Graduates will have knowledge of research needs and standards in their field, such that they could be competent research managers.
5. Graduates will have good oral and written communication skills.

II. Assessment Criteria and Procedure:

1. All students must pass a written comprehensive exam, which assess disciplinary knowledge, and the ability to apply that knowledge to interdisciplinary questions. [for all outcomes]
2. Students are required to write a thesis or complete a project interpreting the results of a substantial research or creative project. Completed projects may include documentation of creative activity in lieu of an extensive written report. [for outcomes 1, 2, and 5]

3. Students are required to pass an oral defense of the thesis or project, which includes a public presentation [for outcomes 3 and 5]
4. 80% of graduates seeking employment in fields relevant to their education will succeed within one year of graduation. [for all outcomes]
5. 90% of interdisciplinary M.A. graduates seeking admission to a Ph.D. or professional program related to their field of study will be admitted.
6. 80% of graduates will be satisfied; overall, with the education they received through the Interdisciplinary program. [for all outcomes]

III. Implementation

1. Each comprehensive exam administered will be evaluated by the student's committee and a Report on Examination form submitted to the Graduate School. The Interdisciplinary Graduate Programs Steering Committee will review these evaluations annually.
2. The student's advisory committee will assess research competence and written communication skills by reviewing progress of study, research and the writing of the thesis or completion of the project annually, and an "Annual Progress Report of Advisory Committee" form will be submitted to the Graduate School. The Dean of the Graduate School will review these annual reports.
3. The student's advisory committee will prepare a written evaluation of each student's communication skills and the disciplinary content of the oral thesis or project defense. The Interdisciplinary Graduate Programs Steering Committee and/or Graduate Dean will review these evaluations annually.
4. The Graduate School will compile information on graduates' first employment. Every three years, the Interdisciplinary Graduate Programs Steering Committee will examine the data.
5. One and three years after graduation, the Graduate School will ask graduates to complete a questionnaire, addressing their job search, employment, and satisfaction with the education received through their interdisciplinary program. The Interdisciplinary Graduate Programs Steering Committee will review completed questionnaires.

Fiscal Report for Graduate School				Definitions for the compiling staff	Definitions for the programs and reviewing committees
	FY2020	FY2021	FY2022		
Total Student Credit Hours (SCH)				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				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	4	3.9	3.87	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	0	0	0		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	0	0	0		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	13	13	13	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	4	3.9	3.87	From total row in FTE table 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	3.25	3.33	3.36		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 Liaison	
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 Liaison	
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	0 Department faculty's workload units assigned to teaching	
Workload allocation: Service Units	0	0	0	0 Department faculty's workload units assigned to service	
Workload allocation: Research Units	0	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).
Executive FTEs		0.9	0.87	
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	4	3	3	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	4	3.9	3.87	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)

