

Interdisciplinary Studies – Associates of Applied Science

Current Compliance Year: 2024-2025

Mid-Cycle review

Resources

Before completing this form:

- Review the resources available to assist you.
- The link in WorkZone directs you to your program's folder for this year's review, which includes:
 - A full copy of your previous report with the SLOA of record attached.
 - A folder with previous SLOAs as individual documents.
- The [Resources folder](#) contains:
 - Templates for creating or updating SLOAs.
 - Training materials from the SLOA and Program Review Training held in August.
- Additional tools and information can be found on the [Academic Program Review Website](#).

If you have questions or concerns during this process, please reach out to uaf-accreditation@alaska.edu

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.

Increase enrollment, Increase graduates

Increase awareness of Interdisciplinary Studies degree program across the student body and other departments within UAF so students may take advantage of the individualized character of this program as applicable to their needs.

Response to Previous Recommendations (if any):

As part of the program review for all Interdisciplinary Studies degrees, it is important to highlight a significant structural change that occurred in July 2024. Previously, the program, its director, and its advisors were housed under the Office of the Vice Provost. However, in July 2024, the Core Cabinet made the decision to separate the advising duties of UIS from its academic home. While UIS remains academically housed in the Office of the Vice Provost, with the Associate Vice Provost now serving as the program chair, the director position was eliminated, and the individual holding that role transitioned to another position. Advising duties for UIS were moved under the Vice Chancellor for Enrollment Management, with First Year Advisors within the Academic Advising Center now providing advising support. The advising positions previously specific to UIS were not refilled, resulting in the loss of institutional and advising knowledge due to personnel transitions and departures. While this

reorganization was part of a larger restructuring effort that was stressful for employees, it also presents a unique opportunity to re-envision the UIS program and align it more closely with institutional goals, student needs, and the theoretical framework of interdisciplinary studies.

The Associate of Applied Science (AAS) in Interdisciplinary Studies has experienced low enrollment and completion rates throughout the program's short history, with only one graduate recorded between 2020 and 2023. In previous years, the program maintained 1 or 2 declared majors annually, reflecting limited engagement. However, PAIR data shows a modest increase in enrollment, with four majors in 2023 and five in 2024. While this growth indicates some progress, it underscores the need for targeted efforts to improve program visibility, attract more students, and support their successful completion. Additionally, the program seeks to collaborate with the Community and Technical College (CTC) to better understand the population of students to whom this pathway might appeal and to refine marketing strategies to effectively reach and attract those students.

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:

Missing a direct measure

Interdisciplinary degrees are very individualized to the student's needs and desired. It is difficult to develop specific student learning outcomes which can be generalized to the broad student population.

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

Since the last review period, significant changes were made to UIS, including the addition of a SLOA plan. The findings for the UIS program at large are included as part of this review; however, as noted in this document, the SLOA plan must be improved to be effective. Many of the current SLOs are not measurable and the organization of artifacts is problematic. In the coming year, the program will work to develop student learning outcomes that are direct and measurable.

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:

While a SLOA plan exists for AAS UIS students, no students in this degree program are known to have taken the classes in which artifacts are collected. Therefore, it was not possible to conduct an assessment of student learning. Future work to improve this includes better tracking of AAS UIS students. The previous director utilized FileMaker Pro, an outdated UAF file system that did not receive live updates from Banner. Current incoming students served by UIS advisors are being tracked by degree program in Nanook Navigator; this change was instituted in July 2024.

Supporting Documents

Please ensure that all relevant supporting documents, such as artifacts, rubrics, and student data, are uploaded to your designated Google folder in WorkZone or directly into Google Drive. *Note: Do not include any information that may identify students in your data.*

Updated SLOA?

If you are updating your SLOA document, please include it with your report and other supporting documents in your designated folder. It does not need to be filed separately in the "SLOA" folder.

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. Please mark the appropriate box below.

Embedded:	X
Not 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

Trends are difficult to identify due to the low number of majors and because interdisciplinary studies data is aggregated with AA General Program data. Recommendation for PAIR would be to separate these two program to better evaluate them.

Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence		X (slight)	
Pass Rates	X		
Student Credit Hours	X		
Majors	X		
Degrees Awarded			X
Other Trends (Explain in narrative below)			

Equity Gaps

Please discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

Across all UIS degree programs, [REDACTED], [REDACTED], and [REDACTED] students pass courses at lower rates than [REDACTED] or [REDACTED] students. In 2024, those equity gaps narrowed significantly in course pass rates. Additionally, across all UIS programs, historically [REDACTED] and [REDACTED] students also passed classes at lower rates. Again, this equity gap has closed significantly in FY23 and FY24. The program's goal is to continue to maintain gains and continue to close this equity gap.

Optional Data Explanation

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

Note that there has been only 1 degree awarded in this program; that degree was awarded in 2020. There is an increase of majors in this program in the past two years (up to 5); however, this is still low enrollment. As stated previously, the program plans to strategize ways to best utilize this AAS credential.

The GIP rate is 100%, but note that the student count is low (3).

Currently, the UIS program uses the term "concentrations" to distinguish between pathways within the program. For example, the Interdisciplinary Studies major with a General Studies concentration is known as UAF's degree completion option. The use of concentrations is problematic because they are not tracked by the university and, therefore, not available to PAIR. The program must rely upon advising records to identify which concentration a student is in. Such records have hitherto been incomplete and/or inaccessible to or viewable by others. Creating a General Studies major and an Interdisciplinary major (without using concentrations) will create more clarity for students, for advisors, and for those collecting and reviewing programmatic data.

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

The degrees are individualized to the students' needs and therefore, high impact practices have to be determined on a case by case basis.

High-Impact Practices Used in this Program

Please select all high-impact practices your program is currently using from the list below. For any practices you select, provide details in the corresponding narrative section. In the narrative, discuss how your program is implementing these practices, including any successes, known issues, and solutions. If you are considering incorporating any of these practices in the future, share your plans. If your program is not using any of the listed high-impact practices, please use the 'Other or None of These' field to explain how your program supports student success.

Capstone Courses & Projects	X	Research (Graduate Level)	
Collaborative Assignments & Projects		Writing-Intensive Courses	
Diversity/Global Learning		Publications	
ePortfolios	X	Communications	
First-Year Seminars & Experiences		Publications	
Internships		Scholarly Activities	
Service or Community-based Learning		Other (Please describe in box below)	
Undergraduate Research			

Collaborative Assignments & Projects

(250 Word Limit)

Undergraduate Research

(250 Word Limit)

Diversity/Global Learning

(250 Word Limit)

ePortfolios

This program requires a 1-credit capstone course with a digital portfolio project.

First Year-Seminars & Experiences

(250 Word Limit)

Writing-Intensive Courses

(250 Word Limit)

Service-Learning and/or Community-based Learning

(250 Word Limit)

Internships

(250 Word Limit)

Capstone Courses & Projects

Students are required to take a 1-credit capstone class.

Other or None of these (explain)

(250 Word Limit)

Program Profile and Financial Data

The following feedback was received during your last full program review. **You are not required to respond to this feedback, but we encourage you to review it as it may provide valuable insights.**

This feedback will also be available when your program undergoes its next full review in two years.

Previous Financial Feedback

Operates at Low Cost

This program continues to operate at a low cost.

Previous Profile Feedback

Program is mission-centric to UAF or college/school, Collaborative with other UA programs

Submission

Submitter & Collaborator Names

Jen Tilbury

Submitter Email

jtilbury@alaska.edu

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Paralegal Studies—A.A.S. Degree
 UAF Community & Technical College
 August 28, 2017

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The purpose of the CTC paralegal program is to train graduates to qualify for employment as paralegals in law and law-related offices. The program also seeks to provide continuing education and upgrading of existing skills for paralegals already gainfully employed. GOAL STATEMENT: 1. Make program graduates the most attractive candidates for job openings and promotions within the legal job market. 2. Provide a learning environment where students can obtain high quality classroom education and hands-on training. 3. Be responsive to the needs of the job market, both in Alaska and nationwide, for well-prepared paralegals to work as support staff in private and government law offices.	1. Perform legal research using both traditional research methods and computer-assisted methods.	a. Assigned research and writing projects in PLS 102 (introductory), PLS 280 (intermediate) and PLS 285 (advanced). b. Student internship report and supervisor documentation of research and writing tasks performed. c. End of semester course evaluations. d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	a. Course instructors and the paralegal advisory board assessment committee will review student research and writing projects annually to evaluate student knowledge, analyze the data and implement changes to curriculum as needed. b. Each semester, Program Coordinator will review student's internship report and discuss student research and writing skills with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.
	2. Produce professional quality documents, including letters, fact memoranda, pleadings, contracts, wills and similar documents.	a. Assigned drafting projects from PLS 102 Introduction to Paralegal Studies, PLS 201 Paralegal Skills, PLS 203 Torts, PLS 210 Civil Procedure, PLS 240 Family Law, PLS 250 Probate Law, PLS 280 Legal Research & Writing, and PLS 285 Advanced Legal Writing. b. Student internship report and supervisor documentation of legal document drafting tasks performed. c. End of semester course evaluations. d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	a. Course instructors and the paralegal advisory board assessment committee will review student projects annually to evaluate student proficiency in legal document drafting, analyze the data and implement changes to curriculum as needed. b. Each semester, Program Coordinator will review student's internship report and discuss student's legal document drafting skills with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.

	3. Conduct client and witness interviews.	a. Demonstration of student preparation and skills in mock interviews performed in PLS 201 b. Student internship report and supervisor documentation of student's interviewing skills. c. End of semester course evaluations. d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	a. Each semester, course instructors will observe student performance in mock interviews. b. Each semester, Program Coordinator will review student's internship report and discuss student's interviewing skills with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.
	4. Engage in basic fact finding and investigation.	a. Assigned projects in PLS 201, PLS 203, PLS 210, and PLS 250 that focus on fact gathering and investigation. b. Student internship report and supervisor documentation of student's fact gathering and investigation skills. c. End of semester course evaluations d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	a. Course instructors and the paralegal advisory board assessment committee will review student projects annually to evaluate student proficiency in fact gathering and investigation, analyze the data and implement changes to curriculum as needed. b. Each semester, Program Coordinator will review student's internship report and discuss student's fact gathering and investigation skills with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.
	5. Assist in case management, discovery, and trial preparation.	a. Assigned projects in PLS 201, PLS 210, PLS 213, PLS 240 and PLS 260 Computers in the Law Office that provide hands-on experience in case	a. Course instructors and the paralegal advisory board assessment committee will review student projects annually to evaluate student proficiency in case management, discovery and trial preparation, analyze the data and

	management, discovery and trial preparation. b. Student internship report and supervisor documentation of student's fact gathering and investigation skills. c. End of semester course evaluations d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	implement changes to curriculum as needed. b. Each semester, Program Coordinator will review student's internship report and discuss student's case management, discovery and trial preparation skills with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory committee curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.
6. Apply substantive and procedural law to a reasoned analysis of the matter.	a. Assigned projects in PLS 102, PLS 203, PLS 210, PLS 213, PLS 240, PLS 250, PLS 270, PLS 280 and PLS 285 focused on legal analysis. b. Student internship report and supervisor documentation of student's fact gathering and investigation skills. c. End of semester course evaluations d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	a. Course instructors and the paralegal advisory board assessment committee will review student projects annually to evaluate student proficiency in legal analysis, analyze the data and implement changes to curriculum as needed. b. Each semester, Program Coordinator will review student's internship report and discuss student's legal analysis skills with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory committee curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.
7. Recognize the ethical obligations of a paralegal and conduct oneself accordingly.	a. Assigned projects in PLS 105 Paralegal Ethics, including presentation of ethical dilemma with	a. Course instructor and the paralegal advisory board assessment committee will review student projects annually to evaluate student proficiency regarding

		applicable rules and potential solutions to resolve dilemma. b. Student internship report and supervisor documentation of student's compliance with applicable Rules of Professional Conduct. c. End of semester course evaluations d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	legal ethics, analyze the data and implement changes to curriculum as needed. b. Each semester, Program Coordinator will review student's internship report and discuss student's compliance with applicable Rules of Professional Conduct with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory committee curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.
	8. Demonstrate proficiency in use of legal technology, including electronic filing, case management and billing software.	a. Assigned projects in PLS 201 and 260, focusing on use of legal specific software, electronic case management and electronic case filing. b. Student internship report and supervisor documentation of student's proficiency with legal technology. c. End of semester course evaluations d. 75% of graduates will obtain gainful and continuing employment as a paralegal. e. 75% of employers will be satisfied with CTC paralegal graduates.	a. Course instructors and the paralegal advisory board assessment committee will review student projects annually to evaluate student proficiency with legal technology, analyze the data and implement changes to curriculum as needed. b. Each semester, Program Coordinator will review student's internship report and discuss student's proficiency with legal technology with internship supervisor. c. Each semester, Program coordinator will review course evaluations to determine if individual courses are meeting learning objectives and make appropriate recommendations to paralegal advisory committee curriculum committee. d. Annually, the Program Coordinator will evaluate graduate employment rates. e. Annually, the Program Coordinator and/or the paralegal advisory committee will evaluate employer satisfaction with paralegal graduates.

The following courses are identified by the Paralegal Advisory Committee as “practical skills” intensive: PLS 102 Introduction to Paralegal Studies (legal writing and analysis), PLS 201 Practical Paralegal Skills (interviewing, investigation, fact finding, case management, electronic filing, legal analysis and legal writing), PLS 203 Torts (interviewing, investigation, fact finding, legal analysis and legal writing), PLS 210 Civil Procedure (interviewing, investigation, fact finding, legal analysis, legal writing and trial preparation), PLS 240 Family Law (fact finding, legal analysis, legal writing and trial preparation), PLS 250 Probate Law (legal writing and legal analysis), PLS 260 Computers in the Law Office (legal technology, case management, electronic filing, and trial preparation), PLS 280 Legal Research & Writing (legal writing, research and analysis), and PLS 285 Advanced Legal Writing (legal writing and analysis).

Mid-Cycle Review Committee

The Mid-Cycle Review committee plays a crucial role in supporting each program as they prepare for their Full Review. Our goal is to help programs feel recognized and supported throughout this process. To guide your feedback, we've included strength-based feedback tags; please select all that apply to this program.

Overall Recommendations (tags)

Address Equity Gap		Consider Curricular Revisions	
Develop Online Offerings/Options		Improve Time to Degree	
Increase Enrollment	x	Increase Graduates	x
Increase retention/persistence	x	Strengthen Advising Practices	
May be asked to share Effective Practices		Recommendation to University-Wide Committee	x

Explanation of Overall Recommendations (narrative)

Please see the section below on Student Success and Equity Feedback for additional details. Discussed with the INDS Program Chair the need to eliminate this program due to low enrollment and need.
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Student Learning Outcomes Feedback (tags)

Strong		Developing	
Requires Minor Revision		Requires Major Revision	x

Student Learning Outcomes Assessment Feedback (tags)

Strong Alignment with SLOA Plan		Clear, Concise Presentation of Findings	
Compelling Learning Story		Missing a Direct Measure	x
Missing Active Verbs		Missing Curricular Connection	x
Missing Collaboration within Department			

Student Learning Outcomes Assessment Feedback (narrative)

Provided a response to recommendations to address the previous concern. This response addressed the concerns regarding enrollment trends and student success data and explained the structural changes within the Interdisciplinary Studies program that will ultimately lead to stronger program outcomes. Provided 3 SLOs, which were adequate. However, there likely is a need to rethink the SLOs as the program is reimagined. In its current state, there is a lack of a clear and well-defined set of criteria and procedures for assessment, implementation plan (that includes when the SLO must be completed and assessed [including how will be assessed] in the program), and data reporting process. There is a need to provide artifacts and to demonstrate continuous improvement and closing the loop. Both the SLOA findings and curricular changes described as best as possible. It was noted that the structural change will lead to a stronger SLOA and better-defined curricular needs, so it is anticipated that there will be a more thorough description and curricular changes for the full program review in two years. It should be noted that there will be a need to demonstrate closing the loop and continuous improvement in future program reviews. What assistance can the Accreditation Office provide to assist with SLOA revisions?

Student Success & Equity Feedback (narrative)

Please contact the CTC data liaison or make an appointment with Julia Manfredini from PAIR to learn more about analyzing the program's data. Similarly, if the data points do not fully capture the program's nuances, consider what additional metrics might be necessary for a comprehensive understanding. What assistance can the Accreditation Office provide to better address this need?

Not sure if persistence rates should be called a slight decrease. It is an interesting data piece because before, there was 1 student with a 100% persistence rate, now there are 2 students with a 50% PR. Explaining this more clearly might be more effective. There is also a decrease from 15 to 10 in student credit hours. It also looks like degrees awarded went up from 2 to 3.

Because the program is small, it is important to express the data in terms that reflect this. Is there other data that you can get that would benefit the program?

High-Impact Practices Feedback (narrative)

Identified two HIPS (capstone courses and projects, ePortfolios). Provided no description of the former and only a one sentence description of the latter. Need more details for each practice with specific examples (e.g., what are the students doing specifically for each HIP?). In short, a stronger narrative is needed.