

UNIVERSITY OF GUAM
College of Liberal Arts & Social Sciences
Rubric for Analysis of Major Programs *Interdisciplinary Arts and Sciences*

Types of Data				Comments
1 External recognition and measures of quality of the program (list)	Statement/list adequately addresses data request	Statement/list somewhat addresses data request; requires clarification	Statement/list not provided or does not address data request	
2 All course outlines have been revised to reflect both program and course Student Learning Outcomes and assessment plan (copy of assessment plan and program SLOs)	Statement adequately addresses data request	Statement somewhat addresses data request; requires clarification	Statement does not address data request or no statement provided	
3 Centrality to mission	Statement adequately describes program's centrality to mission	Statement somewhat describes program's centrality to mission; requires clarification	Statement does not describe program's centrality to mission or no statement provided	
4 Support of strategic initiatives (which ones and how)	Statement adequately identifies and describes strategic initiatives	Statement somewhat identifies and describes strategic initiatives; requires clarification	Statement does not identify or describe strategic initiatives or no statement provided	
5 Meeting student and regional needs (evidence to support this)	Statement adequately addresses requested data with evidence	Statement somewhat addresses requested data with some evidence	Statement does not address requested data; statement lacks evidence; or no statement provided	
6 Completed program reviews with recommendations acted upon (last review and actions taken)	Statement adequately addresses data request	Statement somewhat addresses data request; requires clarification	Statement not provided or does not address data request	
Six page limit	6 pages	less than 6 pages	exceeds 6 page limit	



**Interdisciplinary Arts and Sciences Program
Division of Social and Behavioral Sciences
College of Liberal Arts and Social Sciences**

Data for Analysis of Undergraduate Programs

Qualitative Data

1. *External recognition and measures of quality of the program.*
 - Core Faculty is the recipient of a **CLASS Research Grant for 2007**
 - **Faculty research presented at International Conferences and published in International Journals and Presses.** Examples of **Conferences** include: The International Conference on the Social Sciences – Hawaii; Pacific Science Congress, Okinawa; Center for Development of Teaching and Learning Annual Symposium at National University of Singapore; ASEAN Inter-University Seminar on Social Development, Kuala Lumpur; World Congress of the International Sociological Association, Brisbane; RC 19 Conference of the International Sociological Association, Oviedo; and the International Padang Symposium, ASEAN Conference, Indonesia.
 - **Examples of Presses and Journals include:** Marcel Dekker Inc., New York; Times Academic Press, Singapore; Journal of Anthropologi Indonesia, United Nations Office of Public Services, Jakarta; The Link, Singapore; Micronesian Educator, Guam.
 - Core Faculty was the Recipient of the James Weiss Award for Outstanding Graduate Research

2. *Standards and Assessment*

IAS Course Curriculum – Status

		SLOs reflected in course outline?			Outline on Web	
IAS 101	Gateway to Interdisciplinary Arts and Sciences	Y			Y	
IAS 497	Capstone to Interdisciplinary Arts and Sciences	Y			Y	

List of Measurable Program Student Learning Outcomes:

1. Critical reading skills: Comprehension, analysis, application, synthesis and evaluation of a range of scholarly and non-scholarly writing.
2. General written communication skills: Clarity of prose, identification of audience and appropriate rhetorical style, and paragraph construction and organization.
3. Argumentative writing process skills: Prewriting, writing, peer review and revision to improve writing style, thesis creation and argument development, use of evidence, and meaningful conclusion.
4. Information literacy and research skills: Critical use of databases, identification and assessment of scholarly debates: identification of problems within the scholarship to be engaged critically.
5. Cooperative learning skills: Taking responsibility; listening attentively, initiating discussion, and integrating others' ideas; completing tasks on time and in the manner prescribed.
6. Speaking/synchronous communication skills: In-class communication, group presentation. Assessment: Self- assessment, group project assessment.
7. Asynchronous communication skills: Discussion strategies, peer review of writing.
8. Multimedia presentation skills: Combining speaking/communication skills with multimedia software.
9. Portfolio and assessment skills: Understanding of portfolio process; uses of formative and summative assessment in collaborative relationship with instructor; self-assessment skills.

3. Centrality to UOG Mission – Inina, Diskubre, Setbisio

In the past 20 years, this interdisciplinary field of scholarly endeavor has grown exponentially, from educational theorists to cognitive scientists to the explorations of instructors themselves (known as “the scholarship of teaching and learning”). At the same time, their findings have been making their way into the classrooms fairly slowly, due to what reformers see as the institutional conservatism of higher education.

UOG was established as a teaching institution, and is engaging many of these new findings. At the same time, we share many features of more traditional institutions. Thus the UOG campus and this program, Interdisciplinary Arts & Sciences are both trying to recast themselves into places where “learning” rather than “teaching” takes place. Through this approach the IAS Program in cooperation with UOG endeavor to “Enlighten” students about new approaches to teaching and learning, to assist students

“To Discover” and develop their own abilities and to “Serve” both students and the community by actively and critically engaging students.

To these ends, the intent of the IAS Program is to instill in students the following broad goals:

1. To become a better critical reader, thinker and writer, one who is capable of posing, answering, and reposing a variety of complex questions.
2. Become better researchers, able to use the resources at UOG and elsewhere in order to identify existing and complementary scholarly work while producing original knowledge through data gathering and interpretation.
3. To become a better speaker or synchronous communicator, one who is able to communicate clearly and engagingly about complicated topics, arguments and issues.
4. To learn how to work well collaboratively, as both a learner and a researcher.
5. To become a more effective user of educational technology.
6. To take ownership of your education in an active and critically engaged way.

4. Support of Strategic Initiatives:

Academic Quality:

This stands out as the primary strength of the program with its focus on rigorous course work and an emphasis on the Liberal Tradition of Higher Education and its role in the IAS Program. Originating in the 14th century a liberal education is “an education directed to general intellectual enlargement and refinement, not the narrow restriction to the requirements of technical or professional training (Oxford English Dictionary). Because of this breadth, a liberal education has long been recognized as providing excellent preparation for life-long career and intellectual development. Even in today’s high tech service economy, the same abilities that were valued in the 14th century-- to think analytically, to communicate persuasively, and to work with others to solve complex problems-- continue to be in demand.

Student Success, Enrollment Growth, and Institutional Visibility:

The design of the interdisciplinary program draws from a variety of disciplines and real world experiences allowing the student to develop into a whole person, intellectually, emotionally, culturally and spiritually. The areas of concentration within such a program include Global Studies; Culture, Literature and the Arts; Society, Ethics and Human Behavior; Science Technology and the Environment. This broad based design is envisioned as responding to students from across the region with a variety of needs and interests. Ongoing reflection of regional student needs and interests has recently opened up a possible avenue for those wishing to pursue an area of concentration in Chamorro language studies.

Land Grant Mission:

The program's preparation of students for a life-long career and ongoing intellectual growth through the development of the abilities to think analytically, to communicate persuasively, and to work with others to solve complex problems is one response to the University of Guam's mission. Combined with the capstone course involving intensive independent research in the community is further evidence of a sustained response to the Land Grant Mission of the University.

Community Engagement:

The intent of this IAS approach is to make the student experience, through their work, assignments and exercises meaningful, rich, and enjoyable, so that students will complete the IAS Program with a better understanding of their place as a student, a scholar, and a citizen, but also with an interdisciplinary understanding of the complex topic of education and how it relates to the student, to our society, and to our world on a daily basis.

Institutional Efficiency and Effectiveness:

The strength of the academic program is reflected in student success, student interest, student output and the involvement of related faculty and staff at the UOG campus. One approach so as to ensure institutional effectiveness is to strive to make the students' work more meaningful and interesting.

Toward this end, the IAS Program introduces students to instructional representatives from the Library, Information Technology Center, and engages students with key representatives of many of the academic disciplines represented within the IAS program.

5. Meeting Student and Regional Needs:

- Currently in the United States, a number of public universities have recognized the increasing need for an interdisciplinary degree program in the liberal arts and sciences. With recent demands for such a program, also now arising on Guam and across Micronesia and the recent Pohnpei Accord a new program called the Interdisciplinary Arts and Sciences Program or IAS was launched in 2006 at the University of Guam.
- This program was designed to work collaboratively within the Micronesian region and specifically with the Colleges of the GCC, COM and NMC.
- Faculty engage in research that is regionally based including projects based on Saipan, Yap and Chuuk.

6. Program Review:

The Program was only initiated in Spring of 2006. There has not been a program review yet, however the first graduating major was asked to take part in an exit interview/assessment to gauge her experience in the IAS Program. In general, students in the Gateway and Capstone course take part in ongoing formal assessment exercises.