

Journalism: Science and the Environment - Bachelor of Arts

Current Compliance Year: 2023-2024

Mid-Cycle 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 Department of Science and Environmental Journalism is a new program, and thus cannot fully complete a mid-cycle Program Review at this time. This fall semester of 2023 is the first semester that students may now become majors in our exciting new program. Previously, the program was the Department of Digital Journalism. That program was directed by our dean in its last Program Review cycle, in the spring of 2020, to re-invent itself in order to again grow majors and, frankly, to survive. And that is what we have done, and have now in place as of this semester.

Because we are a new department, and have only one fulltime faculty (our Snedden Chair faculty member), and one fifty percent faculty (our chair, who is also fifty percent Art), we are thinly staffed to initiate all the necessary processes for data collection that Program Review requires, though we are actively working on this. We do attach the preliminary SLOA plan from our new program proposal, approved along with our entirely new curriculum last year. Next year we hope to have two fulltime faculty, plus our halftime chair, as well as to have a better formed cadre of majors (whose numbers are now growing again) with whom to work. We will not graduate a Science and Environmental journalism major for at least four years, so the Program Review process will have to be flexible with us as we fully enact our new major.

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:

As we say, our new plan is in the process of implementation now. It is attached.

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 have our entirely new curriculum for our new journalism program approved last year. It was a complete revision of our program.

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.

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

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

Student Success Data Trends: (please indicate the trends that apply to your program)

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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.

Again, we are just now gathering our new majors, so there is no data yet.

Optional Data Explanation

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

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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," filed to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

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Collaborative Assignments & Projects

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Undergraduate Research

We encourage our majors to see URSA sponsored projects.

Diversity/Global Learning

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ePortfolios

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First-Year Seminars & Experiences

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Writing-Intensive Courses

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Service-Learning and/or Community-based Learning

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Internships

I will note that we require a professional internship for our students in our new program.
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Capstone Courses & Projects

We will require a capstone project of our majors when we get to that level in our new program.
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Other or None of these (explain)

None apply yet as we are a brand new program. We will address all relevant areas in later reports.
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Submission**Submitter & Collaborator Names**

Charles Mason Lynne Snifka

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

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Explanation of Recommendations

The BA in Science and Environmental Journalism is a new program (established in 2023) and is working towards establishing SLOs and a SLOA plan. The review panel acknowledges the time and effort that went into preparing the mid-cycle program review for the Science & Environmental Journalism BA program. Completing this process and starting to collect data will be essential for the full program review in 2 years.

Learning Outcomes Feedback

Developing

Student Learning Outcomes Assessment Feedback (tags)

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

The program listed 4 intended objectives/outcomes. The program needs to work on phrasing these as measurable SLOs. In developing/revising the SLOs, the program needs to consider using outcomes that include more “action” words. It is difficult to assess things like “understand” or “recognize.” “Identify”, “explain”, or “analyze” are clearer outcomes to assess. https://tips.uark.edu/blooms-taxonomy-verb-chart/.

The document that was uploaded under artifact/rubric/student data lists 4 SLOs. However, it is unclear how these SLOs are related to the objectives listed in the document uploaded under the SLOA plan.

The assessment criteria and implementation columns of the SLOA plan need to be revised. The data document lists courses for each of the listed SLOs. The program needs to continue the process to link specific assignments or artifacts to the SLOs and how to evaluate those collaboratively in the program. Now that the curriculum has been established, the program needs to engage in evaluating to what extent that curriculum meets the needs of the students and leads to the intended learning outcomes. The review panel recommends collecting 1-2 years of assessment data and including the analysis of those data in the full program review in two years.

The program review process is intended to be collaborative; as a result, additional faculty members will be essential to a robust process.

Following NWCCU guidance, SLOA plans must emphasize "closing the loop" and continuous improvement, ensuring each SLO within the plan is assessed individually to verify alignment with program objectives. If a SLO fails to produce the expected assessment outcome, adjustments to SLO language, substantial changes to the SLO, or revisions to data collection rubrics are necessary to ensure alignment and facilitate program improvement.

Student Success & Equity Feedback

No data were provided, since this is a new program. This will be an important area to focus on for the full review.

High-Impact Practices Feedback

The program did not identify any HIPs to be implemented in their program, but indicated that undergraduate research is encouraged and internships and capstone courses/projects will be required. For future reviews, the program is encouraged to consider additional HIPs and also to provide descriptions/narratives of each HIP and include examples of each HIP and explain how they fit into the program.

Student Learning Outcomes

Students graduating with a degree in Science and Environmental Journalism will be able to:

- Interpret complicated science and environmental issues and for news consumers. Assessed through:
 - JOUR F211 If Einstein Were a Photographer: Science Through the Camera
 - JOUR F301 Reporting Science
 - JOUR F439 Science Writing for Popular Media
 - JOUR F490 Capstone: Portfolio
- Demonstrate a deep understanding of AP Style, journalistic ethics, and news writing principles and practices. Assessed through:
 - JOUR F201 News Writing for the Media
 - JOUR F301 Reporting Science
 - JOUR F303 Copy Editing
 - JOUR F439 Science Writing for Popular Media
- Collect information using a variety of methods and use it to create compelling stories for all forms of media. Assessed through:
 - JOUR F207 Audio Production
 - JOUR F211 If Einstein Were a Photographer: Science Through the Camera
 - JOUR F307 Video Production
 - JOUR F429 Public Information and Public Relations in the Sciences
 - JOUR F439 Science Writing for Popular Media
 - JOUR F490 Capstone: Portfolio
- Revise and edit their own work as well as the work of others. Assessed through:
 - JOUR F201 News Writing for the Media
 - JOUR F303 Copy Editing
 - JOUR F490 Capstone: Portfolio