



Academic Program Review

Program Name: Journalism: Science and the Environment –
Bachelor of Art

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

There was limited feedback and few recommendations in our last review as it took place the year the Science and Environmental Journalism program began and there was virtually no data or even anecdotal information. The previous review mentioned that SLOAs are missing a "direct measure" and "curricular connection," both of which have been addressed in this review. Our previous feedback also included mention of how little information was provided on HIPs, and that examples and their fit in the program were not discussed. This has also been addressed. The most recent (and only) review also mentions that the review process is "intended to be collaborative" and "additional faculty members will be essential to a robust process." Unfortunately, until very recently, the SEJ department had just 1.5 faculty (a visiting professor joined us in the Spring 2025 semester). As such, the vast majority of this report was completed by [REDACTED], with some assistance from [REDACTED]. In the future we hope to have more collaborators! Finally, in the SLOA feedback section, the committee indicated that the program "needs to consider using outcomes that include more 'action' words..." and provided a link to Bloom's Taxonomy. This feedback was confusing as Bloom's was used in compiling the program's SLOs, and each of them currently includes at least one active verb (Interpret, Demonstrate, Collect, Create, Revise, Edit, etc.). Any additional elucidation on this feedback is welcome.

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

We have only been able to do limited assessment of our SLOs as much of the assessment comes from faculty review of a student's capstone portfolio (which evaluates accomplishments in writing, AP Style – journalism's standard "format," like Chicago Style or APA – translation of complicated information for the lay reader/viewer/listener, storytelling, etc.) No student has completed the capstone course or graduated from the program at this time. However, evaluation from individual courses indicates that majors are doing well in meeting SLOs as a whole. It's simply too soon to determine if any changes are needed, etc.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

No. Again, as our program has just entered its third year, we've not yet had a graduate OR a student who's completed our Capstone (a primary SLOA tool), so it's too early to assess whether curricular changes are needed.

As of 2017, all Baccalaureate programs are required to embed communication outcomes within their SLOA Plans. This is optional for non-Baccalaureate programs.

Communication outcomes in the SLOA plan are: **Embedded**

Check the checkbox to certify completion of the following tasks:

☒ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.

☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? **Yes**

If so, please summarize what changes were made.

Response:

Addition of rubric for one SLO, expansion of assessment methods for all SLOs

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|--|---|
| ☒ Capstone Courses & Projects | ☐ Graduate Level Research |
| ☒ Collaborative Assignments & Projects | ☒ Writing-Intensive Courses |
| ☐ Diversity/Global Learning | ☒ Publications |
| ☒ ePortfolios | ☐ Communications |
| ☐ First-Year Seminars and Experiences | ☐ Scholarly Activities |
| ☒ Internships | ☐ Studios |
| ☐ Service or Community-Based Learning | ☒ Practicum |
| ☐ Undergraduate Research | ☐ Other |
| ☐ Labs | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

The Science and Environmental Journalism program's HIP of a Capstone Course (JOUR F490) is integral to assessment of all SLOs. For that course, students assemble an ePortfolio of multimedia content that is reviewed by all faculty. The BA also requires the HIP of an internship (JOUR F400). Conferences with a student's internship supervisor are important in assessing student learning for each of our listed outcomes. The HIP of collaborative assignments assist in evaluating the SLO "Revise and edit their own work as well as the work of others." It also helps in the evaluation of whether students "create compelling stories." (SLO #3) The majority of JOUR courses are considered writing intensive, as students in more than half of our offerings are producing news and feature stories, all of which speak to all of our SLOs. Finally, Science and Environmental Journalism has an "unofficial" relationship with the student newspaper/website, The Sun Star. Students are encouraged (and usually offered extra credit) for engaging in the HIP of getting published on either the website or the printed paper. Other UAF and local/regional publications also aid in assessment. The SEJ faculty maintains relationships with most Alaska media outlets and often suggest student work to editors. Some of that work is published or aired (in the case of video or audio). The publication of student work in any outlet pairs with two of our four SLOs (#1 and 3) and aids in assessment.

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: **Increase**

Pass Rates: **Decrease**

Student Credit Hours: **Increase**

Majors: **Increase**

Degrees Awarded: **No Change**

Other Trends (if applicable):

For most student success data trends, Science and Environmental Journalism has just two years of data, and will graduate its first student in the major in May 2026. One clear trend is that majors are growing at a significant rate (17 in the year prior to program launch, 19 in the program's first year, 23 in the program's second year).

Anecdotal evidence indicates this trend will continue. There has been a nearly 10% reduction in course pass rate, perhaps because of the increased rigor of the new program. After the first year of the program, there was a 79% GIP rate, higher than any year in which PAIR data is available for any iteration of journalism.

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

Again, with just two years of data, achievement disparities are difficult to identify. Of note: There is virtually no difference in the number of majors by gender. [REDACTED] students have a greater average SCH load than [REDACTED] students. The disparity (19.27 vs. 13.4) between students with [REDACTED] and those with [REDACTED] mirrors the [REDACTED] numbers. There are also significantly more [REDACTED] majors (65.2%) than [REDACTED] majors (34.8%), indicating that the department should likely do more outreach to high schools and rural areas. The program currently has no [REDACTED] majors. The percentage of [REDACTED] majors has declined by a statistically insignificant amount. The number of [REDACTED] majors has increased from 10.5% to 13%.

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

Each of our HIPs is directly related to our SLOs (impacts on assessment are noted above). Internships, for example, speak directly to each of the four SLOs as students working for an established media entity are required to utilize all of the outcomes in their work. Internships/practicum also provide students with the sort of "real world" experience that informs their future elective choices and work in their final semesters (internships are usually completed in a student's junior or senior year). Another HIP with a direct connection to SLOs is our practice of emphasizing publication of student work. In order to be published in a newspaper/website (even the campus paper) or broadcast on a local or national radio or television station, a student's story or package must meet SLOs such as "interpreting complicated information..." and creating "compelling stories" -- not to mention adhering to AP Style and basic news writing principles. Writing intensive courses reflect our SLOs in that building skills is essential to journalism training. And while no student has yet completed the Capstone course (JOUR 490), anecdotal evidence suggests that when a student sees their work compiled in one place, it inspires them to strive for better outcomes. Our high GIP rate is another indication that our HIPs are effective. When a student continually achieves desired SLOs, it improves confidence, inspires them to excel and, indeed, persist in their journalism education. Our steady increase in majors in a program still in its infancy -- despite no organized recruitment or promotional efforts (due to lack of funding) -- suggests SEJ is on trend and appealing to undergraduates, whether a student who wants to work on the national stage covering climate or a biology major looking for a minor that will help them disseminate information about their scientific work to the general public. It's also worth mentioning that courses such as Science Writing for Popular Media appeal to non-degree-seeking students in public information roles and other communication positions, as well as students from departments such as engineering, fisheries and ocean sciences, atmospheric science, and others. These students are drawn to such courses because of their writing intensive nature and emphasis on creating publishable work. This speaks to student success, even though the aforementioned students don't show up in PAIR data.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

The Science and Environmental Journalism program, by virtue of its geographic location alone, emphasizes the circumpolar North and Alaska in particular, as most journalistic product is produced in the area in which the "news" occurs. Our prioritization of clear and factual information dissemination creates effective communicators prepared to translate complicated subject matter into layperson's terms. It is also a field in which its participants never stop learning. Journalists are among the state and country's more "active citizens," strengthening democracy, holding the powerful accountable, giving a voice to marginalized communities, and providing context for local, national and world events. All journalists perform a public service in their practice of engaging, educating and entertaining the public. Our required internship provides an introduction to this work. In addition, department programs such as the Snedden Lecture Series bring distinguished science/environmental journalists to campus to give public lectures on their work on environmental and Arctic issues. Finally, the program is more career-focused than many, preparing students for the workforce in journalism and journalism adjacent careers (media, public relations, public information) rather than additional study or vaguely defined fields.

How is your program related to others in the UA system?

Response:

Science and Environmental Journalism complements many other programs at UAF and in the UA system. For example, we often work with UAA's Journalism and Public Communication program, allowing their students to use our classes to complete their degrees -- and vice versa. We have also worked with UAA to facilitate Snedden lectures in which our distinguished guests also visit the Anchorage campus. At UAF, as a program with a very small faculty and limited resources, we have cross-listed courses with several departments in order to offer a wider selection of electives to our students.

Who are your key community or external partners?

Response:

We partner with media entities across Alaska and some in the Lower 48 both to provide internships and places for student work to be published. We have also worked with on-campus entities (EpScor, KUAC, the GI) to place students in internships and publish/broadcast their work in associated outlets. We have visited several local high schools to speak about the major and attended associate college and career fairs. SEJ also partners with the Alaska Press Club, facilitating student travel to the organization's annual conference as well as providing speakers for said conference. We've also supported the Press Club financially through conference sponsorships (as funding allows). These last two items give UAF and SEJ valuable visibility, which translates into internships and jobs for our students and graduates.

What role do your services courses play, if any?

Response:

n/a

How do your graduates succeed after leaving the program?

Response:

Again, we have had no graduates from the Science and Environmental Journalism program. Thus far, we have had several students complete internships successfully with near-universal praise for their skills from supervisors. Graduates succeed by getting jobs in the journalism/media field or the adjacent area of public relations/public information. From UAF's prior iterations as Journalism and Digital journalism, graduates are currently working in media both in Alaska and across the country. In state, students who have attended UAF are currently employed at the Fairbanks Daily News-Miner, the Anchorage Daily News, Alaska Public Media (radio), the Alaska Beacon, and other outlets.

Submitter and Collaborator Names:

Lynne Snifka, Charles Mason

Submitter Email:

lmsnifka@alaska.edu

Committee Review

Program Name: Journalism: Science and the Environment – Bachelor of Art
Academic Year 2025/2026

Overall Recommendations

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

- | | |
|--|--|
| ☐ Insufficient Narratives | ☐ Report Incomplete |
| ☐ Address Achievement Gap | ☐ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☒ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☐ May be asked to share Effective Practices | ☐ Recommendation to University-Wide Committee |

Explanation of Overall Recommendations

Response:

HIPs and SLOs are integrated to create measures to consider how to evaluate data. In addition, this program offers a multidisciplinary approach to integrate the strengths of the various science disciplines with journalism. This program is fairly new (so it is difficult to evaluate the level of improvements that have been made), but it demonstrates attention to student success and opportunities to identify areas of student improvement. The narrative is responsive to student needs and considers the strength of building student portfolios and providing students with “real world” opportunities.

Student Learning Outcomes Feedback

- | | |
|---|--|
| ☐ Strong | ☐ Developing |
| ☒ Requires Minor Revision | ☐ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

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

SLOA Feedback Narrative:

The SLOs are not identified in the review, but they are identified in the supporting documents. For clarity, stating the SLOs in the review to clarify what they are. For some of the outcomes, they seem to state processes instead of measurable outcomes. For example, the outcome "Collect information using a variety of methods" and "Revise and edit work" seem to be processes that are difficult to measure. A little rewording, such as: "Create compelling stories that demonstrate multiple collection methods and media literacy." A separate outcome could be "demonstrate the ability to publish stories in all forms of media." In addition, you might consider thinking about identifying the criteria from the rubric, which includes grounding in journalistic ethics and mastery of news writing as part of the SLOs, especially since you provide an assessment to measure them so well. The student learning assessment plan appears to align with the assessments identified within the courses. However, the rubric does not comport with the SLOs which are identified, other than providing a measurement for AP style and grammar. The program explains that this is a developing program, and students have not had the opportunity to matriculate through the entirety of the curriculum. However, the assessment plan and rubric provide a means to directly measure students' progress. Departmental collaboration was not apparent, but reviewers were not asked to identify departmental collaboration, so it could certainly be occurring. From the narrative, it appears that the program has implemented changes, but time is necessary to see how students progress through the curriculum in order to inform future changes.

Student Success and Equity Feedback

Narrative:

The BA in Science and Environmental Journalism is new and has only two years of data. However the program has clearly examined the Student Success Dashboard and noted e.g. student gender equity, and the racial make-up for its students, as well as [REDACTED] vs [REDACTED] students. There is evidence of inclusive practices: the program notes that outreach to high-school students/students in rural areas would be beneficial in increasing enrollment in [REDACTED], and [REDACTED] students. The program addresses the nearly 10% decrease in course pass rate by noting that it is likely a result of the rigor of the new program; steps to resolve the drop in course pass rate are not addressed in terms of additional academic or other support that could be provided.

High Impact Practices Feedback

Narrative:

HIPs are aligned with SLOA (usefully, the narrative links HIP to specific SLOs). However, it was unclear how the HIP of collaborative assignments helps in the evaluation of SLO #3 “create compelling stories.” The HIPs discussed create experiences meaningful to students’ training and development as journalists (e.g. internships, publications, collaborative work that likely mirrors a professional working environment) and the program encourages students to submit work e.g. to UAF’s The Sun Star through extra credit. The capstone portfolio has not yet been assessed since the BA is only in its third year and no student has yet taken the capstone course. The HIPs are strong with regards journalism; what is less clear is the “science and environment” element of the program, and how that specialty is specifically supported and addressed through HIPs.

Profile Feedback

- | | |
|---|---|
| ☒ Mission-Centric to College and/or UAF | ☐ Unique within UA |
| ☒ Collaborative with other UA Programs | ☐ Provides Job Placement for Graduates |
| ☐ Strong Post-Grad Success for Students | ☐ Strong Service Teaching Component |
| ☐ Strong Ties to Community or Industry | |

Financial Feedback

- | | |
|---|--|
| ☐ High Tuition Revenues | ☐ High Grant Revenues |
| ☒ Operates at Low Cost | ☒ Productive Faculty |
| ☒ Opportunities to Increase Revenue | ☒ Low Enrollment |

Reviewer Names:

Gerri Brightwell, Mary Ludwig, Brad Moran

Dean Review

Program Name: Journalism: Science and the Environment - Bachelor of Art
Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

I agree with the committee's careful and thoughtful review of the Science & Environmental Journalism BA program. I commend the faculty effort that has gone into curricular revisions and program rebuilding following the decoupling with Communication. The program has low faculty numbers (1.5 full-time) and should consider increased use of adjunct faculty for well-enrolled courses where possible. The Department of Science & Environmental Journalism has seen some modest increase in BA major numbers (23 total currently: 15 under the new major and 8 under the old Digital Journalism major), but low major numbers continue to be an ongoing concern for this program. Faculty should increase recruitment efforts towards further growing majors in the BA program. I recommend department faculty work closely with our PIO team to facilitate advertising and recruitment for the program, specific courses, and outreach activities. Journalism faculty should consider raising caps on their General Education courses to increase departmental enrollment and revenue where possible and where educational quality can be maintained. Continuing to update course fees to reflect the changed curriculum and the growing cost of materials, software licenses, and equipment is important. Overall, cost of the Journalism program is high, given how low enrollment numbers are, so faculty should continue their efforts to increase departmental revenue through enrollment and tuition.

Recommendation to University-Wide Committee **No**

Vice Provost Review

Program Name: Journalism: Science and the Environment - Bachelor of Art
Academic Year 2025/2026

Vice Provost Feedback

Overall feedback narrative:

The program followed the guidance from the 2023 mid-cycle review and revised the SLOA and SLOs, which are very strong and clearly assess the knowledge, skills, and abilities of graduates—well done. Four SLOs were provided, each with clear assessment procedures and an implementation plan specifying where in the curriculum they are assessed. However, rubrics and artifacts for collecting assessment data were not included; these should be added in future reviews along with the data used to evaluate SLOs. The overview of SLO assessments was limited, so this component should be strengthened for the 2027 review to document outcomes for each SLO and whether they are being achieved. The program noted no curricular changes but should discuss curriculum strengths based on SLO assessments and consider whether changes are needed. For the next review, include assessment tools, artifacts, and direct evidence in the supplementary documents folder to show how data informs decisions. The brief discussion on how SLOs connect to HIPs and student success was good, but future reviews should provide evidence for each SLO to demonstrate continuous improvement and meaningful, evidence-based changes that enhance program quality and student learning.

The program provided a narrative using two years of PAIR data, noting increases in persistence, SCH, and majors, a decrease in pass rates, and no change in degrees awarded. GIP is high at 79% after year one, and HIPs such as internships, writing-intensive courses, and the capstone portfolio are cited as supporting persistence and engagement. However, the decrease in pass rates is noted without analysis or proposed interventions, and there is no tracking of time to degree or graduation trends. Disparities were identified for [REDACTED] vs. [REDACTED] students, [REDACTED] vs. [REDACTED], and a lack of [REDACTED] majors, while [REDACTED] majors increased. Outreach to high schools and rural areas is suggested, but a formal strategy and timeline would strengthen this effort. Measurable goals for equity, persistence, and success, along with targeted retention strategies and support for academically challenged students, would be beneficial. Alumni success is anecdotal, and systematic tracking of outcomes is not in place.

The HIP review was thorough and well aligned with the SLOA, with a clear narrative linking HIPs to specific SLOs. The practices described—internships, publications, collaborative work, and extra credit opportunities—create meaningful experiences that mirror professional environments. The capstone portfolio will be important to assess as part of the SLOA plan, though it has not yet been evaluated since the BA is only in its third year. For future reviews, consider providing more detail on how each HIP supports specific learning outcomes, particularly collaborative assignments and their role in evaluating SLO #3, “create compelling stories.”



Department Profile and Financial Data

Department Name: Journalism

Last updated: 2025/2026

Department Profile and Financial Data

This section aligns with Board of Regents Policy 10.06 and supports systemwide consistency in academic program review. Responses are maintained across review cycles and may not need to be updated annually. Please review your previous answers and update only if necessary.

When answering the following questions, refer exclusively to the standardized Financial Data Template provided by UAF. Work with your data liaison to interpret the template accurately. Do not include any additional or alternative data — consistency across programs is essential. To maintain integrity and standardization across all of UAF it is very important that you do not provide any additional or alternative data from this template.

Confirmation of Review

Have you reviewed the information in this section and made any necessary updates? ☒ Yes

Financial Data Spreadsheet

☒ I have reviewed the Financial Template for updates and accuracy.

Cost Effectiveness

Please describe strategies such as instructional efficiency, shared resources, cross-listed courses, or other ways your department uses resources thoughtfully.

Response:

The SEJ department, as a program with a very small faculty and limited resources, is always looking for cost effective strategies. We do this through use of adjuncts for some of our lower-level courses (thereby freeing up full-time faculty to teach upper division and more specialized offerings). We also have cross-listed courses with several departments in order to offer a wider selection of electives to our students. We offer courses from other departments (not cross-listed) as well to expand elective choices. We share lab facilities with the Art Department. And, of course, the funding for one of our full-time faculty members comes from an endowment, so UAF tuition revenue or state appropriation funds per se are not used.

Associated Programs

Program Name	Degree Type
n/a	

Collaborator Name(s):

Lynne Snifka

Collaborator Email(s):

lmsnifka@alaska.edu



Financial Data

Department Name: Journalism

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	3995	499	450	Provided in SCH tab in the student success data provided by PAIR.	
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.	
Department FTEs	3.625	1.9	2.0875	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	1102.07	262.63	215.57		
Service SCH per Department FTE	0.00	0.00	0.00		

Majors in Programs				Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	3.625	1.9	2.0875	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	0.00	0.00	0.00		

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	
Total Expenditures					

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.	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				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
Fees				Course Fees (9159)	
Other UA Receipts/Revenue				e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE	
Total Revenue					

Workload Allocation	FY2023	FY2024	FY2025	
Teaching Units	39	44	48	Department faculty's workload units assigned to teaching
Service Units	7	6	22	Department faculty's workload units assigned to service
Research Units	17	10	23	Department faculty's workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs	2.625	1.125	1.6125	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	0.75	0.525	0.225	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	0.25	0.25	0.25	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 Department FTEs	3.625	1.9	2.0875	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)

Information last updated by: (Contributor Name Here)

Date: