

Justice - Bachelor of Arts - Full Review & SLOA

Current Compliance Year: 2023-2024

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):

Not Applicable

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 and recommendations may not appear until after your first full or mid-cycle review.

Developing

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

1. Submitted By:
2. [REDACTED]
3. Educate Students: The student data table is attached, noting student totals for this area. The totals are as follows: Just. 110: 641, Just. 125: 493, Just. 251: 396, Just. 310: 191, Just. 358: 194. During the Pandemic period, the number of students was decreased, but was offset a bit by the Department's strong online presence.
4. Prepare Students: A total of (51) students registered and completed Internship (Just. 475) during the review period. It is important to note that the majority of Criminal Justice Agencies in which students would normally be placed were not willing to have students present during the pandemic. This resulted in an overall lower number of students completing an Internship experience.
5. Connect theoretical practices to Rural Alaska Justice functions: During the review period, a total of 238 students registered and completed Just. 340, Rural Justice in Alaska.
6. Engage students/faculty in Justice related current issues. A total of (10) students completed Internship with the Fairbanks Community Restorative Justice Project. The Project serviced 400 clients during the review period, providing them with a restorative justice avenue to resolve their legal issues. Three (3) students completed Internship with the UAF Office of Student Rights and Responsibilities.
7. We believe in coming out of the pandemic, we will see an increase in student program enrollment, along with students graduating.

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:

As seen in the SLOA update, increased emphasis on providing students with the opportunity to complete the Capstone requirement through either Just. 475, Just. 490, or Just. 498. As we move out of

the Pandemic, CJ (Criminal Justice) agencies will be more willing to accept Justice students for Internship, Engagement has occurred with the State of Alaska Division of Juvenile Justice, along with Adult Probation/Parole to pave the way for students to become re-involved with opportunities there. Just. 490 (Capstone Course) has been revised and offered yearly. The course provides another opportunity to satisfy the Capstone requirement, along with providing students a final overview of current Justice topics. Just. 498 (Research) is another Capstone opportunity. Although the Dept. will continue to explore student opportunities through URSA, the Fairbanks Community Restorative Justice Project can also provide an excellent opportunity for students to explore research in the Restorative Justice arena. This is particularly true in that the Department will be making efforts to ascertain the effectiveness of our Restorative Program in examining the recidivism ((re-offending rate) of participants in the Program. Although not the only measure of effectiveness, recidivism rates are a key aspect in measuring program effectiveness. Students continue to play a major role in the success of the FCRJ, affording them a "hands-on" experience in the Criminal Justice field, along with also engaging them in networking with many agencies within the system. Ultimately, this provides not only for a quality educational experience for students, but also exploring a career in Justice.

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 and recommendations may not appear until after your first full or mid-cycle review.

Student Success Data Trends:

Decline in majors, Decline in degrees awarded, Decline in SCH

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.

Optional Data Explanation

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

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 and recommendations may not appear until after your first 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:

Capstone Courses and Projects, Internships, Undergraduate Research, Writing-Intensive Courses, "Service Learning, Community-based Learning"

Collaborative Assignments & Projects

Undergraduate Research

Students have completed Undergraduate Research through URSA, focusing mainly on Restorative Justice. In the future, the Fairbanks Community Restorative Justice (FCRJ) Project will provide avenues for student research , especially as it pertains to recidivism rates of participants in the Program. This research will assist in long-term program sustainability, especially as the program seeks alternate funding sources.

Diversity/Global Learning

ePortfolios

First Year-Seminars & Experiences

The Justice Program provides students with an opportunity each semester of the Academic Year to network with Criminal Justice agency representatives, through a social meeting/get-together with those representatives. This networking often paves the way for Internship opportunities in those agencies, leading to employment.

Writing-Intensive Courses

Just. 340, Justice 352 and Just. 354 provide the main avenue to ascertain students writing competencies. Students typically complete a written Research Project, and/or learn the competencies involved in legal writing and applying legal principles to hypot

Service-Learning and/or Community-based Learning

Students participate through Internship (Just. 475) with the Fairbanks Community Restorative Justice Project, a community-based program in which the UAF Justice Dept. has collaborated with the Alaska Court System to service lower-level offenders seeking a restorative solution to their legal involvement.

Internships

Students participate in Internship experiences with a variety of CJ agencies, which included Adult and Juvenile Probation, UAF Office of student rights and responsibilities, UAF Police Dept., State Troopers, Public Defender Agency, and Fairbanks Community

Capstone Courses & Projects

The Capstone Requirement can be satisfied by either completion of Just. 475 (Internship), Just. 490 (Capstone Course) or Just. 498. (Research). As indicated in the revised SLOA (Nov., 2023) the Capstone experience is designed to prepare students for the w

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 and recommendations may not appear until after your first full or mid-cycle review.

Cost Effectiveness

How does your department/program approach being cost effective?

The Program currently operates, and has for some time, with (3) full-time Faculty and (2) Adjunct Faculty to manage both the B.A and M.A. Programs. Although student credit hour production dropped during the period of the pandemic, the Department continues to bring in a fair share of tuition revenue, along with having one of the largest number of Majors within the College of Liberal Arts. (140) The number of Program Majors per FTE did increase from FY22 (25) to FY 23, (28) despite a drop from 5.94 to 4.96 during the same period.. Teaching Units also increased from 69 to 79 during the same time frame. (FY 22--23). Total Annual Program costs went from [REDACTED] (FY 21) to [REDACTED] (FY23). Looking forward, the Department has plans to bring aboard at least (1) FTE Faculty for the AY 24--25 year, and supplement with Adjunct faculty as the class demand warrants.

Program's Value to Mission

The Justice Program Educates, Prepares, Connects and Engages students for Careers in Criminal Justice. This Workforce Development aspect has been a long-standing foundation of the program, enabling students to obtain and prosper in the CJ career field.

Duplicative Programs

None within UAF

Community or Other Partnerships

The Program has on-going partnerships with the State of Alaska Court System, State Troopers, UAF Police, Public Defender Agency, District Attorney's Office, Division of Juvenile Justice, and the Alaska Dept. of Corrections.

Value of Service Courses (Optional)

The Program has on-going partnerships with the State of Alaska Court System, State Troopers, UAF Police, Public Defender Agency, District Attorney's Office, Division of Juvenile Justice, and the Alaska Dept. of Corrections.

Post-Graduate Success

The Justice Department strives to provide a curriculum and opportunities for students to graduate and find employment in a variety of Criminal Justice agencies. To this end, students are employed in a plethora of CJ agencies throughout Alaska and the U.S. Many of these students go on to management positions within those agencies.

Submission

Submitter & Collaborator Names

Michael J. Daku
Chair, Justice

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, Increase graduates, Increase retention/persistence

Explanation of Recommendations

Our committee recommendations are consistent with the program's self-reported findings. Recently, students had difficulty securing viable internships since stakeholder agencies were restricted during the Covid-19 pandemic. Enrollment and graduation rates have also fallen post-pandemic and have the opportunity to rebound. While the department has robust online course offerings, they could possibly offer more hybrid and in-person courses to increase enrollment; however, the faculty teaching load already seems to be at capacity.

Despite the offsets due to the challenges of the pandemic, the Justice BA program continues to be highly productive in its course offerings, number of majors enrolled, and service to students in and outside the Justice BA major, all while operating with three full-time faculty and two adjunct faculty. The committee supports the Justice Department's intention to hire additional full-time and adjunct faculty members.

The Student Success Dashboard suggests a significant decline in the number of majors and graduates beginning in 2021. Although the department didn't address this decline in its Justice BA report, the related Justice Administration MA report suggests programmatic challenges including a faculty illness and the consequences of the Covid-19 pandemic. We as a committee infer a relationship between these challenges and the decline in the student success measures. We believe the Justice BA program provides a great value to the region and would benefit with more investment and greater resources. In the meantime, the program might best focus on maintaining / refining its curriculum and serving its current students.

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan, Compelling learning story, "Clear, concise presentation of findings", Missing a direct measure, Missing active verbs

Student Learning Outcomes Assessment Feedback (narrative)

The Justice BA SLOA Plan provides clearly stated assessment and implementation measures for objectives 1-3 (Educate, Prepare, Connect), which are realized through the courses listed in each category. Objective 2 (Prepare) offers three distinct assessment/implementation options through 400-level courses (an internship course, capstone, and research course). Objective 3 (Connect) places emphasis on the priority of the Justice BA graduate to serve rural Alaska and offers a single assessment/implementation option through a 300-level course with the rural Alaska focus. Objective 4 (Engage) lists "demonstrated investment" with criminal justice stakeholders as its assessment criteria and "engagement" with stakeholders as its implementation measures but does not clarify what constitutes investment and engagement.

The committee recommends that the Justice BA program updates its SLOA plan for Objectives 3 and 4. For Objective 3 (Connect) the program may want to consider additional assessment and implementation measures beyond JUST 340: Rural Justice Alaska. Relatedly, the program may want to expand the Objectives section of its SLOA Plan to include goals beyond contributing to the professional workforce to serve rural Alaska (thereby reflecting the overall mission of the program).

The language in the assessment and implementation section for Objective 4 (Engage) should be revised to clarify what students and faculty are expected to do to help the program evaluate the success of the student “investment” and “engagement” with the listed agencies.

Profile Feedback

Program is mission-centric to UAF or college/school, Program is unique in the state, Providing job placement for graduates, Strong post-graduation success for students, Strong ties to the community or industry

Financial Feedback

High Tuition Revenues, Operates at Low Cost, Productive Faculty

Student Success & Equity Feedback

The program report does not identify or discuss equity gaps. The committee did not have concerns over equity gaps in the BA Justice program.

High-Impact Practices Feedback

The committee finds the high-impact practices to be an especially strong part of the report for the current review period and the Justice BA program overall. The description provided shows the Justice BA to be a highly applied practice-oriented degree, where professional networking and exposure—facilitated through collaboration with agency representatives, internships, and community-based learning—are part of the student experience at all stages of their degree progress.

The program includes several components that are highly integrated with the Fairbanks-area criminal justice system, including collaboration with Alaska Court System and Fairbanks Community Restorative Justice Project. The report provides a robust list of law enforcement and criminal justice agencies where students have worked as interns while completing the Internship course (JUST 475) and states that a total of 51 students have completed agency-based internship during the review period.

Dean's Review Feedback

I concur with the committee's thoughtful review. The Justice BA program is a robust and continually growing program, with strong partnerships and internship. The Justice Department is extremely productive. The need for new hires is absolutely dire - and searches are underway. Thank you very much!!!

Vice Provost Feedback

SLOAs – Your report shows strong alignment between the plan, the results, and the analysis done by the program. Provided 4 SLOs; SLO #4 is a program outcome and not a SLO; for SLOs #2 and 3; what is the knowledge and/or skills that a student would be expected to acquire upon completion of the capstone and JUST 340?; the program might consider revising the SLOs to be more fleshed out and to include more “action” words (<https://tips.uark.edu/blooms-taxonomy-verb-chart/>). Need to address closing the loop and continuous improvement.

HI's - Provided overview of the practice; could have used more details for each practice with specific examples. Not clear if the evaluation required for all students or if students can choose from a group of options. Frequency of the opportunities? Required or optional? What proportion of students involved?

Justice B.A. Program

Intended Objectives/Outcome	Assessment Criteria and Procedures	Implementation
1. Educate Students	Students will demonstrate an understanding of the origins of criminal behavior, society's response to crime, and the consequences of crime in our society.	Admit students to the program. All students to enroll in JUST 110, 125, 251, 310, 358, 340. Continue through program curriculum.
2. Prepare students for the workforce.	Students will successfully complete a Capstone experience designed to prepare for the workforce through completion of either Justice 475, (Internship) Justice 490, (Capstone Course) or Justice 498. (Research)	Eligible students register and complete Capstone experience.
3. Connect theoretical Justice practices to Justice functions in Rural Alaska	All students enroll and complete JUST 340, Rural Justice in Alaska	Eligible students register and complete JUST 340 as a core course.
4. Engage students and/or faculty and community in Justice-related current issues.	Demonstrated investments with Community and Criminal Justice stakeholders through professional engagements and contacts.	Engagement with elements of Alaskan Law Enforcement, Dept. of Corrections, Courts, support agencies and activities.

Revised: November, 2023

Justice Department Communications Plan

Purpose

UAF has replaced the old UAF core requirements with new General Education Requirements (GER) in 2016. As part of the changes, the University has replaced the requirement that students take designated upper division Oral (O) and Written (W) requirements with the understanding and requirement that each baccalaureate degree program implement their own degree program level Communications Learning Outcomes.

General Communication Outcomes for all UAF Students

- Explain disciplinary content using a variety of communication mode, including oral and written communication.
- Communicate to audiences in the discipline using appropriate disciplinary conventions.
- Translate disciplinary content to those outside the discipline as appropriate, making the disciplinary knowledge relevant to broader communities.
- Integrate feedback from others to enhance or revise communication.

Justice Department Communications Plan

With the new GER, all Justice Department students are required to participate in a senior year capstone experience. This presents the opportune time for the Department to ensure students learn and exercise the above-mentioned communication outcomes before departing the program. Under the capstone requirement all Justice students must take one of the following courses:

- Justice 475 Internship (3-9 credits)
- Justice 490 Capstone Seminar in Critical Issues in Criminal Justice (3 credits)
- Justice 498 Research Project (3 credits)

Within each of these capstone experiences, students are required to submit a formal graded paper that has been subjected to the review and revision process with the course instructor and/or fellow classroom peers. This review and revision process will emphasize the requirement that students use the vocabulary, style, citation, and other conventions commonly expected at disciplinary conferences, in journals, and other forms of publication/presentation. The specific conventions to be followed (MLA, APA, Blue Book Legal Citation, etc.) in any one class will be determined by the instructor of that course. The percentage of the overall grade attributed to these formal written assignments will be determined by the course instructor.

In the Justice 475 Internship the focus of the paper will be on the student's internship experience. In the Justice 490 Seminar course the paper will focused on a selected critical issue in criminal justice system. In Justice 498 students will self-select a research topic relevant to the discipline.

In each of these capstone courses, the students will also have a minimum of one oral presentation (either group or individual) wherein they will engage in a review and revision process similar to that experienced in the formal writing assignment. Grading will evaluate relevance and depth of content, clear and effective delivery, and ability to address questions. The percentage of the overall grade attributed to these oral presentation assignments will be determined by the course instructor.

By making communications outcomes a component of each capstone course, the Justice Department ensures that all students leave the program with these important skills.

Other Opportunities to Develop Communication Outcomes

Students are exposed to a variety of assignments and projects that teach and emphasize effective written and oral communication skills throughout their coursework. Below are examples of such projects currently utilized in Justice Courses.

Justice 110 – Introduction to Justice (Required Course)

Students write a minimum of three formal writing assignments relevant to the major areas of the criminal justice system (Police, Courts, and Corrections). While there is not a review and revision process for each of these papers before final submission, each student has the benefit of a thorough review and suggestions for improvement when each paper is graded. Thus written communication skills are honed with each submission.

Justice 125 – Addictive Processes (Required Course)

Students complete several short writing assignments of variable length during the course of the semester. Each written assignment is graded, with suggestions for improvement. One mid-length (5 pages) Book Review paper is required as well, which is also reviewed and edited with suggestions for improvement.

Justice 222 – Research Methods (Required Course)

Students write 5 essays on assigned topics relevant to the research process. There is a Final Project Paper approximately 10 pages in length. Each assignment is graded by the instructor on content, grammar, spelling, and organization. Feedback is provided on each written assignment. A major theme of the course is how to effectively communicate research results by clear and concise writing with a standard scientific report format.

Justice 251 – Criminology (Required Course)

Students write a minimum of three formal writing assignments relevant to research data sources and methods, theories of crime causations, and typologies of crime. While there is not a review and revision process for each of these papers before final submission, each student has the

benefit of a thorough review and suggestions for improvement when each paper is graded. Thus written communication skills are honed with each submission.

Justice 300X - Ethics and Justice (Required Course)

Students write a minimum of three formal writing assignments relevant to philosophy of ethics and application of deontology, utilitarian, and peacemaking ethics through application of relevant issues regarding law enforcement, courts, and corrections. There is also a 15-20 minute presentation in the class covering related topics using the three ethical models. While there is not a review and revision process for each of these papers or oral assignments, each student has the benefit of a thorough review and suggestions for each paper and during discussions in class. Thus written communication skills are honed with each submission.

Justice 335--Gender and Crime

Students complete a 10-page research paper that is submitted for review on three occasions during the semester. Students also prepare a 10-minute presentation on a research topic related to the course.

Justice 340 – Rural Justice (Required Course)

Students submit a 10 page book review or research paper on a topic relevant to justice delivery in rural Alaska. The assignment is 15% of the overall grade and requires submission under APA citation and formatting protocols. Students are also required to do an oral presentation on their book review or research paper to the rest of the class.

Justice 345--Police Problems

Students complete a 10-page research paper that is submitted for review on three occasions during the semester. Students also prepare a 10-minute presentation on a research topic related to the course. This course was designated as a writing intensive course.

Justice 352 – Criminal Law

Students submit three formal written assignments which require them to find, apply, and conclude how legal rules would govern several hypothetical factual scenarios. Two of these assignments allow opportunity for peer-review by classmates prior to submission for grade. Each assignment gets a thorough opportunity for comments and instruction on future assignments at the time of grading. Assignments require correct legal citation.

Justice 354 – Procedural Law

Students submit three formal written assignments which require them to find, apply, and conclude how legal rules would govern several hypothetical factual scenarios. Two of these assignments allow opportunity for peer-review by classmates prior to submission for grade.

Each assignment gets a thorough opportunity for comments and instruction on future assignments at the time of grading. Assignments require correct legal citation.

Justice 453--Comparative Criminology

Students prepare two oral presentations of 10 minutes in length. Face-to-face courses have a choice of doing a 15-minute presentation on a research topic related to the course, or doing a group debate of 20-30 minutes.

Justice 454 - Advanced Procedural Law

This course focuses on written advocacy. This course was designated as a writing intensive course. Students engaged in a legal brief writing project where they have multiple reviews and revisions as they work through the various sections of their legal brief which is approximately 8 pages in length and must use correct legal citation.

Fiscal Report for CLA Justice Department				
	FY2021	FY2022	FY2023	Definitions for the compiling staff
Total Student Credit Hours (SCH)	3,028	2,376	1,833	Provided in SCH tab in the student success data provided by PAIR.
Service SCH	1,575	1,320	1,131	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	5.11	5.94	4.96	FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total from row 31 here.
Total SCH per Department FTE	593	400	370	
Service SCH per Department FTE	309	222	228	
Majors in Programs	187	148	140	Sum for all programs from the Majors Total tab in the data provided by PAIR.
Department FTEs	5.11	5.94	4.96	From row 31 below or row 5 above
Majors per Department FTE	37	25	28	

Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liasion
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 Liasion
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.
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)
Restricted/Sponsored Project Revenue				Revenue from external sponsors, includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)
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

Workload allocation: Teaching Units	78	69	79	Department faculty's workload units assigned to teaching
Workload allocation: Service Units	35	33	18	Department faculty's workload units assigned to service
Workload allocation: Research Units	5	0	4	Department faculty's workload units assigned to research

Full-time Equivalent Worksheet**	FY2021	FY2022	FY2023	
Faculty FTEs	3.72	5.07	4.09	Split appointments are multiplied by the % of effort assigned to this
Adjunct FTEs	0.98	0.45	0.45	by adjuncts in a year divided by 40 = the FTE of adjuncts in that year
Staff FTEs	0.41	0.41	0.41	Split appointments are multiplied by the % of effort assigned to this
Graduate TA/RA FTEs	0.00	0.00	0.00	0.75 FTE.
Total Departmental FTEs	5.11	5.94	4.96	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)

HF Working Area				
Cost/SCH:	FY21	FY22	FY23	
Annual Prog Cost				