



Academic Program Review

Program Name: Justice - Bachelor of Arts

Academic Year 2025/2026

Recent Recommendations

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

Response:

College or School Review Committee Recommendations: The first recommendation of the College or School Review Committee was to supplement our numerous online course options with more hybrid and in-person offerings as a strategy to increase enrollment. The suggestion presupposes that diversity of course modality will lead to increased enrollment, something that has not always happened in past years. Historically our online sections attract far more students than do the in-person sections, and with a limited number of instructors, we have moved towards the option with the most interest leading to highly enrolled sections. This has also allowed our program to enroll nonresident students and accommodate military families who frequently transfer to new locations in the middle of their academic pursuits. Yet, we are experimenting with the link between enrollments and diverse modality as well as trying to accommodate varied learning preferences by ensuring we have sufficient in person coursework. We have decided to offer each of our Justice courses that satisfy GER requirements (JUST 110X, 125X, 251 X, 300X) every semester in both online and in-person sections. PAIR data show that our student face-to-face credit hour production is up from 220 hours in 2024 to 336 in 2025. Additionally, a growing number of our distance online courses now utilize a weekly virtual class meeting where students can associate with each other and their instructors in real time. This form of hybrid instruction is getting good student review and appears to draw upon strengths of both modalities. The second Committee recommendation was to hire an additional full-time professor and additional adjunct professors to cover more classes and give ourselves more class options. Gratefully, we were able to successfully hire a fourth full-time faculty member who started in fall 2025, and we are onboarding three additional adjuncts in spring 2026 to help in content specific courses or where enrollments support multiple sections. The third recommendation was to increase or enrollment by refining our curriculum and increasing our focus on retention of our existing students. I can surmise this recommendation stems from the reflection in PAIR data that our number of BA majors dropped from an all-time high of 166 in 2021 to 119 in 2024. That downward trend is alarming, and we believe it to be the product of several factors: (1) reduced students during the COVID-19 Pandemic; (2) a reduction in emphasize on the importance of college education both within families and the criminal justice workforce (the workforce has experienced similar staffing declines and the response has been to lower hiring standards and the need for college education); (3) turnover in Justice Department faculty (we have lost 3 of the 4 full-time faculty to death, resignation, or retirement); and (4) a lack of focus on recruitment and retention due largely to overtaxed reduced faculty just trying to survive and manage courseloads. We are now again in a strong position to address recruitment and retention. We are back to four full-time faculty and are securing high quality adjuncts to accommodate the need for additional courses. We have also assigned a faculty member to undergraduate retention. Adverstising of our student lounge, monthly lunch-and-learn sessions with department faculty, and highlighting student success are all initiatives underway in 2025. We not exactly sure what the Committee meant by "refinement" of the curriculum, but we are expanding our curriculum by adding some courses that we hope will attract many students. The first is a course recently added focuses on crime victims' experience (JUST 333 - Crime Victimization and Justice). The second is a course for those interested in policing careers (JUST 492: Seminar in Police Investigations). The Committee also recommended changes to our SLOA. Specifically, we were invited to clarify objectives #3 and #4. Objective #4 uses vague language (e.g. "demonstrated investments") and objective #3 was believed to be too rural Alaska centric. In response, we have reviewed and and revised our Justice BA SLOA and will seek to implement adjustments immediately. Feedback from the Vice Provost centered on the SLOA and our listed high impact programs. Like the Review Committee, the Vice-Provost recommended changes to student learning outcome #4, stating that it is a program outcome rather than a student learning outcome. That assessment seems true and we revised it to focus on student engagement with the community and relevant criminal justice agencies and service providers through professional contact in coursework and partnership on collaborative projects. The Vice Provost also urged student learning outcomes #2 and #3 be more specific as to the acquired student knowledge. Our response is to make both the assessment criteria and the mode of implementation for these objectives more descriptive and clear. As for Vice Provost's concern about the program's High Impact Practices, the request was to be more specific, provide specific examples, and clarify whether these outcomes are optional and to whom they apply. As noted above, we have responded by reviewing and revising our BA program SLOA.

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:

Considering the recommendations made, our faculty have reviewed and revised our current SLOA. Notably, the majority of our current faculty were not part of the creation of the 2023 version. Here we describe our findings, changes, and anticipated results of these changes.

SLO #1 (Educate students) is a core mission of our Department and an appropriate outcome. However, we recognize the need to make clear and specific what exactly we hope is learned and how we assess the learning. To that end, this learning objective now lists specifically the concepts and skills each student should master before leaving the program. This educational outcome now states: "Students demonstrate an understanding of the origins of criminal behavior, society's response to crime, and the consequences of crime in our society. More specifically, graduates are able to:

Assess and critique the structure, operation, and administration of the criminal and juvenile justice systems.

Explain essential principles of social science research methods.

Assess and critique different theories about criminal behavior.

Evaluate crime control and prevention strategies.

Explain and critique criminal justice administration in Alaska and its history.

Analyze historical and contemporary philosophies of criminal justice, including those of varied countries and cultures.

Explain the impacts of criminal behavior on individuals and communities and demonstrate an understanding of ethical dilemmas, frameworks for addressing them, and consequences of such decisions." The methodology of assessment is more clearly stated. Implementation of this outcome will be accomplished by having students successfully complete the core courses and course electives within the Justice BA and additional Justice elective courses. The anticipated result of these changes is that faculty teaching Justice courses will focus more attention to ensuring these core knowledge objectives are adequately taught and emphasized.

SLO #2 (Workforce preparation) is currently assessed and implemented by having all students successfully complete a capstone experience that can be satisfied by either completing an internship (JUST 475), a survey course of the entire program (JUST 490), or a semester of research project (JUST 498). We find this is an appropriate SLOA we wish to retain, but note the Vice Provost's recommendation to be more specific as to the acquired student knowledge that will come from these experiences. To accomplish this we revised this SLO significantly. The objective now reads: Students are prepared for the workforce. More specifically, graduates are able to:

Connect their academic interests to viable professional careers and/or further educational and training pursuits.

Communicate orally and in writing with clarity and brevity.

Collaborate with peers.

Make professional decisions within ethical frameworks of conduct.

Assessment will be through exams, quizzes, oral and written projects, and classroom discussion, and specifically projects and activities done through their Capstone experience and the Rural Justice in Alaska course. The Rural Justice course specifically provides information needed for successful justice careers in Alaska and the Capstone courses are designed for workforce preparation and success through projects that include, but are not limited to:

Create a resume and personal reference list suitable for future employment. Tasks, duties, and projects that require written and oral communication skills. Collaborative assignments and projects aimed to teach important group skills.

We anticipate this increased clarity in our SLOA will ensure that capstone courses continue to focus on developing the knowledge, skills, and abilities that translate into successful career performance.

SLO #3 (Connection with contemporary issues and practices important to our communities) remains a core objective for students. But, we significantly revised this objective, its assessment, and our implementation plan. Student understanding of contemporary criminal justice concerns, responses, and reform efforts is assessed by successful completion of each required core Justice course and those courses will be required to:

Familiarize students with contemporary initiatives and justice system practices relevant to the course topic.

Contain at least one oral or written assignment that requires identification and explanation of a contemporary concern, initiative, or reform effort and its impact on the community. Allow for student interaction with community and agency representatives (e.g. field trips, guest speakers, interview projects, hosted seminars, etc.).

Students are given an opportunity to engage in internships with a justice agency or otherwise participate in local initiatives through internship experience.

We anticipate this change will help ensure that core courses continue to foster engagement and interaction with our community and the justice personnel working within local and regional agencies. This exposes students to the contemporary issues of the day and active programs and reforms they can be involved in.

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.

Response:

Yes. We have added a course focused on understanding the crime experience through the perspective of a victim and better understanding victim needs and rights (JUST 333 - Crime Victimization and Justice). We are also creating an additional police focused course on criminal investigations we believe will be very attractive to students (JUST 4XX - Police Investigations). Both courses will impart knowledge and skills relevant to each of our SLOs.

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: **Not 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:

The changes to our SLOA are extensive. We felt the stated objectives and outcomes were programmatic goals with no real detail, and the assessment of implementation of each needed clarification and to reflect actual programmatic practice. Intended objectives and outcomes retain the goal of well-educated graduates, but we have listed specifically the areas and topics of what knowledge and skills the students will master. Our implementation of this SLO rests on ensuring our required Justice courses incorporate those topics and skills. This will require careful review of course learning objectives to ensure that collectively we have covered everything. We retained workforce preparation but now clarify the connection between activities in our Capstone courses and needed workforce skills. We also specifically prepare our students for criminal justice jobs in Alaska (an outcome important to the Legislature and the University) by requiring all students to learn about Alaska's history and the evolution of justice responses within our state. Finally, connecting students with contemporary local and regional issues and initiatives remains important and the revised SLOA clarifies how this is to be accomplished.

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 Labs | ☐ Other |
| | ☐ 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:

Upon reflection, it seems some of these high impact practices are clearly identified in our SLOA and others are not. The following are clearly identified in the 2023 SLOA: Capstones Courses & Projects - this is part of the assessment and implementation of SLO #2, #3, and #4; Internships - completing an internship is reflected in the assessment of SLO #2, #3, and #4; and Undergraduate Research - is reflected in the assessment and implementation of SLO #3 and #4. The following are not clearly identified in our 2023 SLOA and require some amended language so as to include: Collaborative assignments and projects, Writing-intensive courses, Service or Community-based learning, and Undergraduate research. As stated above, we have significantly revised our BA SLOA as part of this review process. Now we feel the SLOA do a better job of reflecting the high impact practices we focus on. Specifically, Capstone Courses and Projects is emphasized as a means of accomplishing SLO #2 which is focused on work force preparation; Internships are clearly reflected and used as a tool to accomplish SLO #2 (work force preparation) as well as SLO #3 (community and justice system engagement); Undergraduate research is a means of accomplishing SLO #1 (educating students) and SLO #2 (work force preparation); Writing Intensive Courses is not expressly mentioned in the SLOA but are part of our Communications Plan; Diversity/Global Learning is reflected in SLO #1 (education); and Collaborative Assignments and Projects is also clearly stated as way to accomplish SLO #2 (work force preparation).

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: **Increase**

Other Trends (if applicable):

Looking at PAIR data for 2021-2025 it is clear that significant declines in enrollment correspond with COVID-19 declining sharply post-2021. However, we appear to be rebounding but are not back to pre-COVID enrollment numbers in terms of declared majors (up from 119 in 2024 to 131 in 2025) and degrees awarded (up from 14 in 2024 to 19 in 2025). Credit hour production has also significantly this past year (up from 972 in 2024 to 1179 in 2025). This is most likely the product of getting back to a stable faculty base which allows us to offer more student engagement and offer more courses. Measurements such as pass rates, graduation-informed persistence, and annual credit hours earned have some small fluctuations but remain fairly consistent over this time period.

Achievement Disparities

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

Response:

Reviewing PAIR data from 2021-25 regarding course pass rates we see a fairly consistent number of females and males successfully passing courses. Our [redacted] students consistently pass classes at lower rates than our [redacted] students (approximately 10% less). We also see that [redacted] students pass courses at slightly lower rates than [redacted] students (typically 3-6% less). This data reveals the need to stay focused on offering support services to our students so those who might be either underprepared for coursework, have less familiarity with the rigors of college study, or who are just struggling to get used to a new environment are aware of support options in place. Additionally, these numbers help us as faculty know that we may need to inquire more frequently whether challenges are present so we know how to help navigate a plan for success.

Closing the Loop

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

Response:

SLO #1 focuses on our efforts for graduating students to be well versed in criminal justice theory, practice, and with the ability to make wise data-driven decisions regarding contemporary justice practice and policy. To accomplish this, our program offers writing intensive courses, research methods, a capstone experience designed to give deeper experience with present-day justice concerns (e.g. independent research projects, internships, and study). Our high impact practices such as capstone courses and collaborative group exercises are all part of each SLO. Specifically, students understand and critique the structure, operations and administration of the adult and juvenile justice systems as well as the ability to evaluate the cost and effectiveness of crime control prevention strategies. The collaborative work in student groups and field work in internships gives students first hand experience in workforce preparation by learning group dynamics, delegation of duties, and collaborative engagement. Internships and exposure to relevant professionals through guest lectures and hosting training seminars builds workforce preparation and builds networks connecting students to their future careers. Undergraduate research opportunities and writing intensive courses help students apply theory to practice and evaluate and consider ethical challenges in the justice system. Our student success data reflect that nearly all of our students are successfully passing their courses. That pass rate has varied from a low of 85.7% in 2023 to a high of 100% in 2024. Graduation-informed persistence ratings range from 65-82%. The data piece missing in the PAIR reports is the number of students employed within their 1st year of graduation. I believe that is an important program and student success metric as one of our stated objectives is workforce preparation. Anecdotally, we believe most of our student who seek and desire jobs within the justice system find them.

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:

Built into UAF's mission is the desire to: (1) produce a skilled workforce who will be engaged citizens and serve their fellow mankind; (2) successfully help students attain their desired degrees and graduate; (3) produce research beneficial to society; and (4) establish an environment of support and belonging. The UAF Justice BA degree is dedicated to each of these missions and goals. Our department ensures students graduate prepared to enter the workforce armed with the knowledge and skills needed for their successful progression in their chosen justice-related career. Coursework focuses on a blend of theoretical foundation (e.g. understand causes of criminal behavior and theories for responding) and practical application. Students learn the structure of modern day courts, law enforcement agencies, and correctional institutions. Students learn social science research skills, critical thinking and evaluation skills, and the importance of ethics and professionalism all while learning about justice system operation and practice. Career preparation is at the heart of what we do, and we do it very well. We take pride in the fact that our graduates can be found in nearly every justice system agency within Alaska and many others across the Pacific Northwest. With our online degree options we now find our graduates working anywhere in the country. We have graduates currently serving as Alaska state court judges, tribal government leaders, attorneys, juvenile justice officers, correctional officers, and working within nearly every police agency in Alaska. Graduates leave with a deep understanding of criminal behavior and response strategies. Our curriculum steers students to public service careers, allows them to engage in community partnerships (e.g. our Fairbanks Community Restorative Justice program internships) while a student, and teaches them the importance of sound critical analysis, research, and informed response. Graduates go on to work in a wide array of occupations such as prosecutors, defense attorneys, court staff, probation officers, and law enforcement officers at the tribal, state, and federal levels. Often our students graduate with job offers in place, and our graduates often quickly ascend to supervisory positions within their organizations. Our curriculum and experiential learning opportunities, such as internships, uniquely prepare our students for justice professions in the circumpolar North. Many classes teach Alaska-specific information, such as how the Alaska courts operate and familiarity with Alaska criminal laws and procedures. All majors are required to complete JUST 340 - a course focused on understanding Alaska history, the impacts of colonization on indigenous populations, events that impacted tribal sovereignty and social stability, and the need for cultural sensitivity when working with diverse populations. Our PAIR data on student success and attainment show that from 2021-2025 83-95% of our students pass their coursework.

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

Response:

The Justice degree program is a nice compliment to several other similar fields of study such as Psychology, Social Work, Political Science, and Homeland Security and Emergency Management, but it has distinct differences. The degree specifically provides an in depth understanding of the internal working of the adult and juvenile justice systems and opportunity to engage with career professionals through field trips, guest visits to class, collaborative projects, or internships within justice agencies. The program fills a niche in the larger study of Sociology, which this University no longer offers as a degree program. None of the above listed programs specifically focus on theory and operations of police work, the intricacies of correctional strategy, nor do they teach legal courses (with the exception of Constitutional Law) designed to prepare students for specific careers in policing, courts, and corrections. Homeland Security and Emergency Management is dedicated to preparing students for other first responder careers and larger scale disaster and emergency response - something we do not attempt. The Justice BA program also provides an attractive pipeline for CTC Paralegal Studies students who find that they wish to pursue a bachelor's degree and want it to be focused towards a career in the justice system. Finally, our program provides an attractive minor to students in Political Science, Social Work, and Psychology.

Who are your key community or external partners?

Response:

Key external partners include: The Alaska State Troopers, Fairbanks Police Department, Tanana Chiefs Conference, The Alaska Court System, District Attorney Office, Public Defender Agency, Alaska Department of Corrections; Alaska Council on Domestic Violence and Sexual Assault, and the Division of Juvenile Justice.

What role do your services courses play, if any?

Response:

I am not sure if I understand this question, but I would consider our justice internship as our "service course." We encourage our students to complete an internship prior to graduation, and that course satisfies their required Capstone experience. Internships offer a unique opportunity to get first-hand experience working in a justice agency and see the inner workings of that agency. Internships building networks and associations that often equate with job offers after school. These internships also get our students out in the community and broadcast the quality of education and preparation they are receiving.

How do your graduates succeed after leaving the program?

Response:

We are building life-long learners who understand the functions and goals of the United States justice system. One measure of student success is workforce preparation. Though not all students choose employment within the justice system (although many do), our graduates succeed by taking the critical thinking, strong written and oral communication skills, ability to do independent research, and other skills with them into their chosen professions. Some students choose to pursue additional education and these same skills benefit them there. Ultimately, our students also succeed by having strong basis to be informed citizens about justice system issues and concerns which impact community safety and economics.

Submitter and Collaborator Names:

Jeff May, Justice Department Chair

Submitter Email:

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Committee Review

Program Name: Justice – Bachelor of Arts

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:

The program responded to recommendations from the 2023 full-program review with thoughtful point-by-point responses using data that addressed the concerns raised during the review. This also included a revision to the BA in Justice SLOA. I appreciate the efforts of the faculty in this revision as it demonstrates the role of assessment in continuous improvement in support of program, faculty, and student success. Good SLOs, refinement to the SLOA needs to occur per the guidance below (see SLOA Feedback Narrative) along with inclusion of artifacts and evidence for the 2027 full-program review. Additional evidence will also strengthen the section on continuous improvement and closing the loop. An area of recommendation, per feedback from faculty and staff, might be the targeted support for [REDACTED] students who pass at a lower rate (10%) than others.

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 a Direct Measure |
| ☐ Missing Active Verbs | ☐ Missing Curricular Connection |
| ☐ Missing Collaboration within Department | |

SLOA Feedback Narrative:

Provided 3 SLOs, two of which (#s 1 and 2) have clear and well-defined procedures for assessment and implementation plan (that includes where in the program the SLO must be completed and assessed in the program). SLOs #1 and 2 each also have a series of specific assessment areas that are addressed in the program. These are SLO revisions from the 2023 full-program review. Missing from the SLOA are the criteria by which SLOs will be evaluated; for example, are there specific questions or assignments that are evaluated and how are those assessed to determine that students have met the requirement? In short, more detail is needed on this part of the assessment. What artifacts/rubrics are used to standardize the assessment? These should be included in the supporting document folder along with evidence/data to document that students are (or are not) meeting the SLOs.

Provided an overview of curricular changes, as well as changes to the 2023 SLOA, that resulted from the last program review. These changes documented how the issue was resolved.

The program provided a nice discussion on how SLOs are reflected in the HIPs and student success data. Documenting continuous improvement and the closing of the loop are important components of the program review process, not just as an exercise, but to demonstrate that assessment results are used to make meaningful, evidence-based changes that enhance program quality and student learning. This process ensures accountability, fosters a culture of ongoing improvement, and provides clear evidence to accreditors and stakeholders that actions lead to measurable outcomes. For the full-program review in 2027, should include additional evidence in addition to course pass rates and persistence rates to document this outcome specifically for each SLO to support the narrative overviews.

Student Success and Equity Feedback

Narrative:

The program accurately reflects trends shown in the Student Success Dashboard, indicating that pass rates, GIP, and SCH have remained relatively consistent over time, with a decrease in degrees awarded in recent years compared to pre-COVID numbers. The program appropriately attributes this to the impacts of the COVID-19 pandemic, shifts in the Justice field that have increased employment opportunities not requiring a college degree, and a previously low faculty count. In more recent years, faculty numbers have increased, allowing for greater scheduling flexibility and course offerings, which in turn have contributed to a modest rise in graduation rates.

The program outlines multiple strategies for supporting student success, including capstone projects, strong SLOA alignment, fieldwork internships, writing workshops, guest lectures, and professional training seminars. It also reports a high employment rate among graduates, particularly within the first year post-graduation.

Additionally, the program demonstrates commitment to meeting diverse learning needs through the provision of multiple course modalities that accommodate non-traditional schedules and learning preferences.

Data shows that [REDACTED] students have pass rates approximately 10% lower than other students. For the 2027 full program review, it is recommended that the program develop targeted initiatives to support this student group, document their implementation, and evaluate their impact on student success.

The program has recently implemented several strategies to improve retention and graduation, including hiring additional faculty to expand course offerings, increasing the range of course modalities, designating a faculty member to focus on student retention, enhancing marketing for “lunch-and-learn” sessions, and highlighting student achievements. As these initiatives began in 2025, the 2027 review should include an assessment of their effectiveness and outcomes.

High Impact Practices Feedback

Narrative:

The high impact practices selection and descriptions, including the revisions and additions made since the previous SLOs, reflected the program's ability to make meaningful changes that support student learning. One area to close the loop on with high impact practices may be the disparities in the achievement data that was noted with [REDACTED] students passing class at lower rates (10% less); this can be an area of targeted growth that's already been identified and faculty and staff area aware of.

Reviewer Names: