

Annual
Institutional
Effectiveness
Report

2013-2014

Report prepared by the Office for Institutional Effectiveness and
Strategic Planning

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Annual Institutional Effectiveness Report

The Assessment Cycle at the College of Charleston

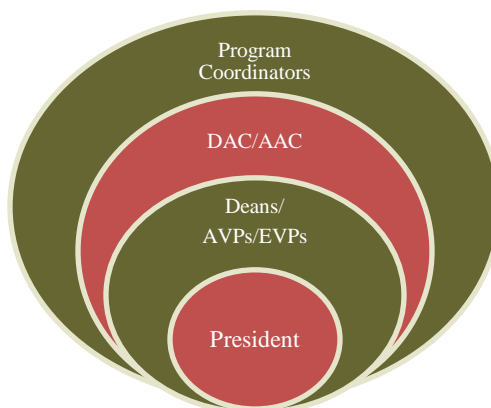
Beginning in the 2011-2012 academic year, an annual assessment cycle was developed for the systematic submission and review of program assessment plans that include outcome statements and performance expectations. Plans are reviewed by the Deans' offices/AVPs in the fall. In the spring semester, reports that include assessments, use of results, and impact on budget are submitted to the Deans' office/AVPs for initial review. Reports are then submitted to the EVP for review and response. This year, a new item was added to the assessment reports, the Program Improvement Summary and Impact Report, a brief summary statement of assessment results and use of results that will be shared publicly. The President's Office is given the final review. For the Graduate School, the assessment process also includes program review.

Assessment Activity	Deadline
▶ Academic Assessment Plans due	September 30
▶ Administrative Assessment Plans due	October 31
▶ Academic Assessment Reports due	May 15
▶ Dean/Administrative Unit Reports due	June 15
▶ Provost/EVP review	July
▶ President review	August

Roles and Responsibilities

For academic units, program assessment begins with faculty members in the discipline or field articulating measurable student learning outcomes and program goals that are aligned with College Strategic Initiatives. Each unit then develops and implements assessment initiatives designed to measure those learning outcomes and goals, and finally, analyzes and uses assessment results to improve learning and programs. In the same way, staff and administrators in academic support and administrative units are responsible for developing program goals and learning outcomes aligned with College Strategic Initiatives, designing and implementing assessment strategies to measure attainment of those goals and outcomes, and documenting how assessment results are used to improve programs and learning.

Assessment Leadership



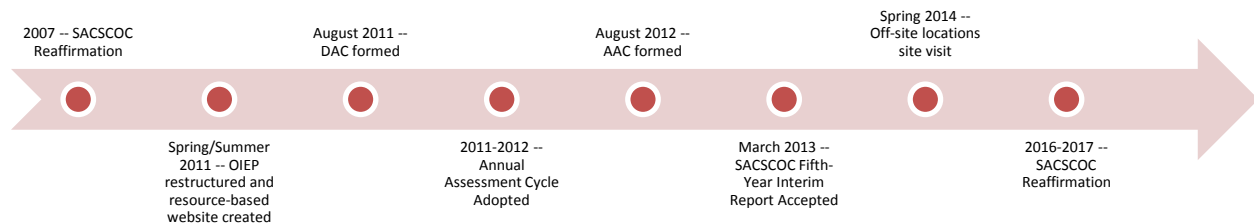
The College has two key committees that collaborate with OIEP in promoting best assessment practices and ensuring the College's compliance with SACSCOC Core Requirement 2.5 and Comprehensive Standard 3.3.1. For academic units, the Deans' Assessment Committee (DAC) members are responsible for coordinating the submission of assessment plans/reports to the academic dean. The Administrative Assessment Committee (AAC) members serve as assessment liaisons among the administrative programs within their division. Committee rosters and minutes are archived on the [OIEP website](#).

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Other responsibilities of the Assessment Liaisons include:

- helping to create and maintain a culture of assessment in each school/major/program at the College of Charleston;
- motivating faculty and staff participation in all steps of the assessment process;
- involving students in the assessment process to ensure their awareness of major/program goals and their important role in the process;
- working with the program directors to coordinate assessment efforts; and
- generating ways to involve external stakeholders in meaningful assessment activities.

Assessment Timeline and Key Milestones



Summary of Participation Rates in the 2013-2014 Assessment Cycle

As a part of the assessment process, each of the academic schools/divisions reviews programmatic plans and reports continuously within the cycle. The reports for the academic schools may include a synthesis of the academic goals, but they may also include administrative goals during the same cycle. Each school/division demonstrates connections between assessment activities and strategic goals/initiatives from the College's Strategic Plan.

Participation Rates in the Assessment Process for Academic Areas						
Academic Schools/Areas	2011-2012		2012-2013		2013-2014*	
	Programs	Participation Rate	Programs	Participation Rate	Programs	Participation Rate
Arts**	8	100%	9	100%	10***	90%
Business**	8	100%	8	100%	13***	92%
Education, Health and Human Performance**	18	100%	17	94%	23	100%
Humanities and Social Sciences**	16	100%	18	94%	21***	86%
Languages, Cultures and World Affairs**	8	100%	7	86%	24***	88%
Sciences and Mathematics**	22	100%	24	100%	31	100%
Interdisciplinary Programs**	4	100%	4	100%	8	100%
Graduate School	1	100%	1	100%	1	100%
North Campus/BPS**	--	--	1	100%	2***	0%
Honors College	1	100%	1	100%	1	100%
First-Year Experience	--	--	--	--	1	100%
General Education	--	--	--	--	7	100%
Total	86	100%	90	97%	142	93%

Source: ComplianceAssist

* As of 8/1/14

** See Appendix B for a complete listing of academic programs included.

*** African American Studies Minor; Asian Studies Minor; BPS; Communications BA; Creative Writing Minor; German Studies Minor; Leadership, Change, and Social Responsibility Minor; North Campus; Public Health BA; Studio Art BA did not report assessment data.

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Participation Rates in the Assessment Process for Administrative Areas						
Administrative Units**	2011-2012		2012-2013		2013-2014*	
	Programs	Participation Rate	Programs	Participation Rate	Programs	Participation Rate
Academic Affairs – Administrative Units	25	100%	25	100%	27***	89%
Business Affairs	1	100%	1	100%	1	100%
Institutional Advancement	1	100%	1	100%	1	100%
Marketing and Communications	1	100%	1	100%	1	100%
Office of the President	--	--	--	--	1	100%
Student Affairs	16	100%	19	90%	23***	96%
Total	44	100%	47	97%	54	93%

Source: ComplianceAssist

* As of 8/11/14

** Participation rates reflect programs selected by division heads for assessment.

*** ORGA, Library, Retention and Fire and EMS are missing.

Review Process for Assessment Reports

In an effort to provide constructive feedback to program coordinators, a rubric for assessment plans/reports is used. In the 2011-2012 assessment cycle, the rubric was applied by OIEP staff. To build capacity for assessment among faculty and staff, this task was transferred to the members of the Deans' Assessment Committee for application within each academic school for the 2012-2013 assessment cycle. In the spring of 2013, workshops were held within schools for assessing alignment and consistency of program assessment reports. These workshops were attended by representatives from each academic school, the graduate school, and the honors college. See Appendix C for results by program.

Summary of Review for Continuous Improvement in the 2013-2014 Assessment Cycle												
Academic Schools	Goals/Learning Outcomes			Assessment Methods/Performance Expectations			Assessment Results			Use of Results		
	Arts (N=10)	30%	60%	10%	60%	20%	20%	40%	40%	20%	50%	30%
Business (N=13)	100%	0%	0%	69%	31%	0%	77%	15%	8%	84%	8%	8%
Education, Health and Human Performance (N=23)*	--	--	--	--	--	--	--	--	--	--	--	--
Humanities and Social Sciences (N=21)	100%	0%	0%	87%	13%	0%	80%	20%	0%	93%	7%	0%
Languages, Cultures and World Affairs (N=24)	75%	0%	25%	65%	10%	25%	75%	0%	25%	75%	0%	25%
Sciences and Mathematics (N=31)	89%	11%	0%	85%	15%	0%	42%	35%	23%	46%	31%	23%
Interdisciplinary Programs (N=8)	40%	60%	0%	100%	0%	0%	60%	40%	0%	80%	0%	20%

Key:	Compliant	Needs work	Missing element
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* The School of Education, Health, and Human Performance's assessment committee will complete assessment rubrics in the Fall of 2014.

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For administrative areas, AVP/EVPs are responsible for the review process; using the elements presented in the rubric as a guide, they coordinate appropriately with their staff to provide feedback for improvements.

Summary of Review for Continuous Improvement in the 2013-2014 Assessment Cycle	
Division	Feedback Method
Academic Affairs – Administrative Units	<ul style="list-style-type: none"> • Academic Experience Assessment Committee completed rubric • Enrollment Planning Division completed rubric • SVP for Academic Affairs completed rubric • EVP/Provost notified by OIEP reports were complete and provided guiding feedback for consideration during review
Business Affairs	<ul style="list-style-type: none"> • TLT Director reviewed with staff
Institutional Advancement	<ul style="list-style-type: none"> • EVP reviewed divisional report before marked as complete within Compliance Assist
Marketing and Communications	<ul style="list-style-type: none"> • EVP entered finalized divisional report in Compliance Assist
Student Affairs	<ul style="list-style-type: none"> • Assessment Committee utilized rubric as resource for feedback • EVP and Assessment Committee completed review and created an annual assessment report

The table below summarizes the percent compliant within each of the academic schools for the past two assessment cycles based on the review process. OIEP consults with DAC members and offers a series of workshops that reinforces the importance of using results for improvement and how assessment evidence is used in responding to SACSCOC standards.

Summary of Review for Continuous Improvement Over Time: 2012-2013 and 2013-2014* (Compliance Rates)								
	Goals/Learning Outcomes		Assessment Methods/Performance Expectations		Assessment Results		Use of Results	
	'12-'13	'13-'14	'12-'13	'13-'14	'12-'13	'13-'14	'12-'13	'13-'14
Academic Schools								
Arts	38%	30%	62%	60%	25%	40%	62%	50%
Business	100%	100%	57%	69%	72%	77%	86%	84%
Education, Health and Human Performance	94%	--	69%	--	63%	--	31%	--
Humanities and Social Sciences	--	100%	--	87%	--	80%	--	93%
Languages, Cultures and World Affairs	86%	75%	100%	65%	57%	75%	57%	75%
Sciences and Mathematics	76%	89%	52%	85%	33%	42%	19%	46%
Interdisciplinary Programs	100%	40%	25%	100%	100%	60%	100%	80%

Source: DAC Members

* The School of Education, Health, and Human Performance's assessment committee will complete assessment rubrics in the Fall of 2014.

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The table below summarizes documented evidence of maturation based on best practices which include the use of: 1) a curriculum map to align courses to program learning outcomes; 2) grading rubrics; 3) standardized tests; and 4) portfolios (including the use of e-portfolios).

Evidence of Maturation in the Assessment Process, 2013-2014				
Academic Schools	Curriculum Map	Grading Rubrics	Standardized Tests	Portfolios
Arts	0	2	0	0
Business	0	7	2	0
Education, Health, and Human Performance	4	21	6	2
Humanities and Social Sciences	2	15	0	1
Languages, Cultures, and World Affairs	16	9	3	2
Sciences and Mathematics	15	6	6	0
Interdisciplinary	1	6	0	0
Bachelor of Professional Studies	0	1	0	0
Total	38	67	17	5

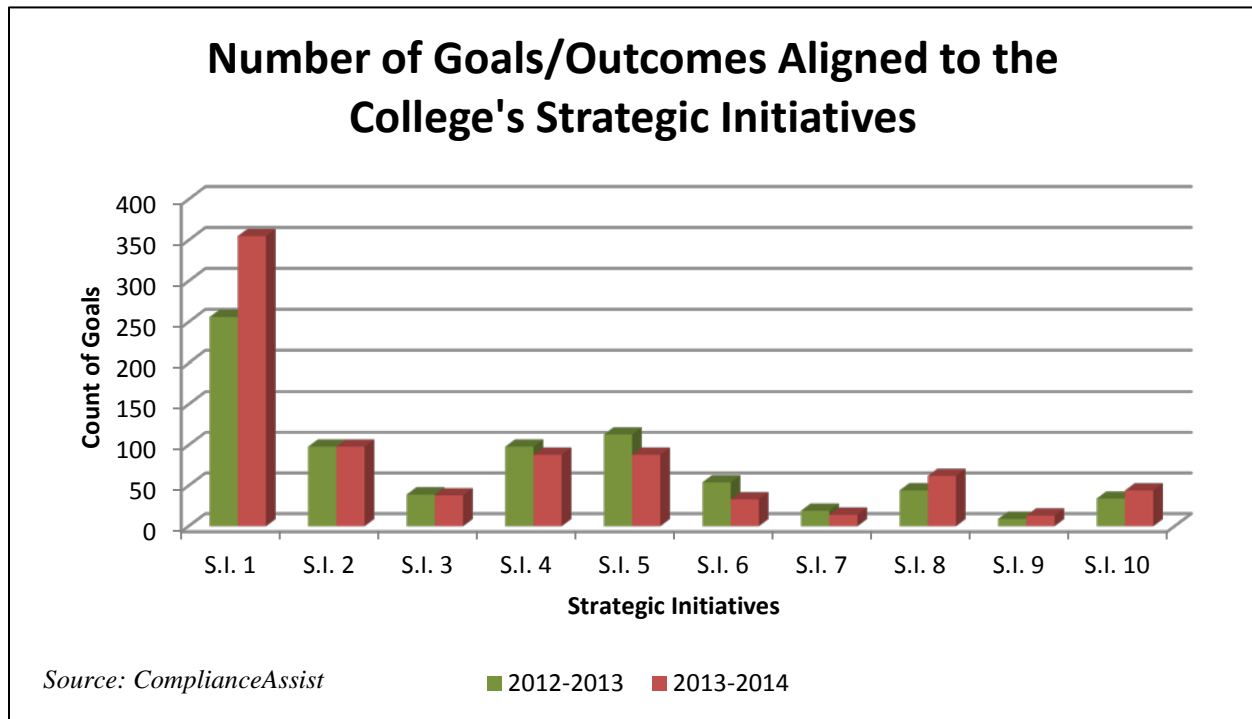
Source: ComplianceAssist

Unit/program goals are aligned with the College's Strategic Plan by demonstrating the strategic initiative(s) that they support. The table below summarizes the number of goals supporting each strategic initiative for the last two academic years.

Strategic Initiatives being supported by Academic/Administrative units' Assessment Reports				
Strategic Initiative	2012-2013		2013-2014	
	Acad	Admin	Acad	Admin
1: Enhance the undergraduate academic core.	234	22	333	22
2: Develop nationally recognized academic programs at the graduate level.	93	5	89	9
3: Develop and support a highly qualified, diverse and stable base of faculty and staff.	25	14	18	20
4: Identify, attract, recruit, enroll and retain academically distinguished, well-prepared, diverse students.	43	55	33	55
5: Enhance and support co-curricular and extracurricular programs and facilities to promote and sustain an integrated, campus-wide approach to holistic education of students.	45	68	26	62
6: Align all aspects of the administrative and academic policies, procedures and practices to support the College's purpose and achieve its envisioned future.	2	52	1	31
7: Provide appropriate, up-to-date facilities and infrastructure to support and enhance academic programs and co-curricular opportunities for students.	3	16	0	14
8: Engage with local, national and international constituents to leverage higher education for a stronger South Carolina.	30	14	42	20
9: Establish campus wide policies and practices aimed at creating enhanced non-state resources and promoting greater fiscal responsibility and self-sufficiency.	0	9	0	13
10: Brand the College of Charleston so that it is nationally and internationally recognized for a personalized liberal arts education with specific areas of distinction at the undergraduate and graduate level.	16	18	30	14

Source: ComplianceAssist

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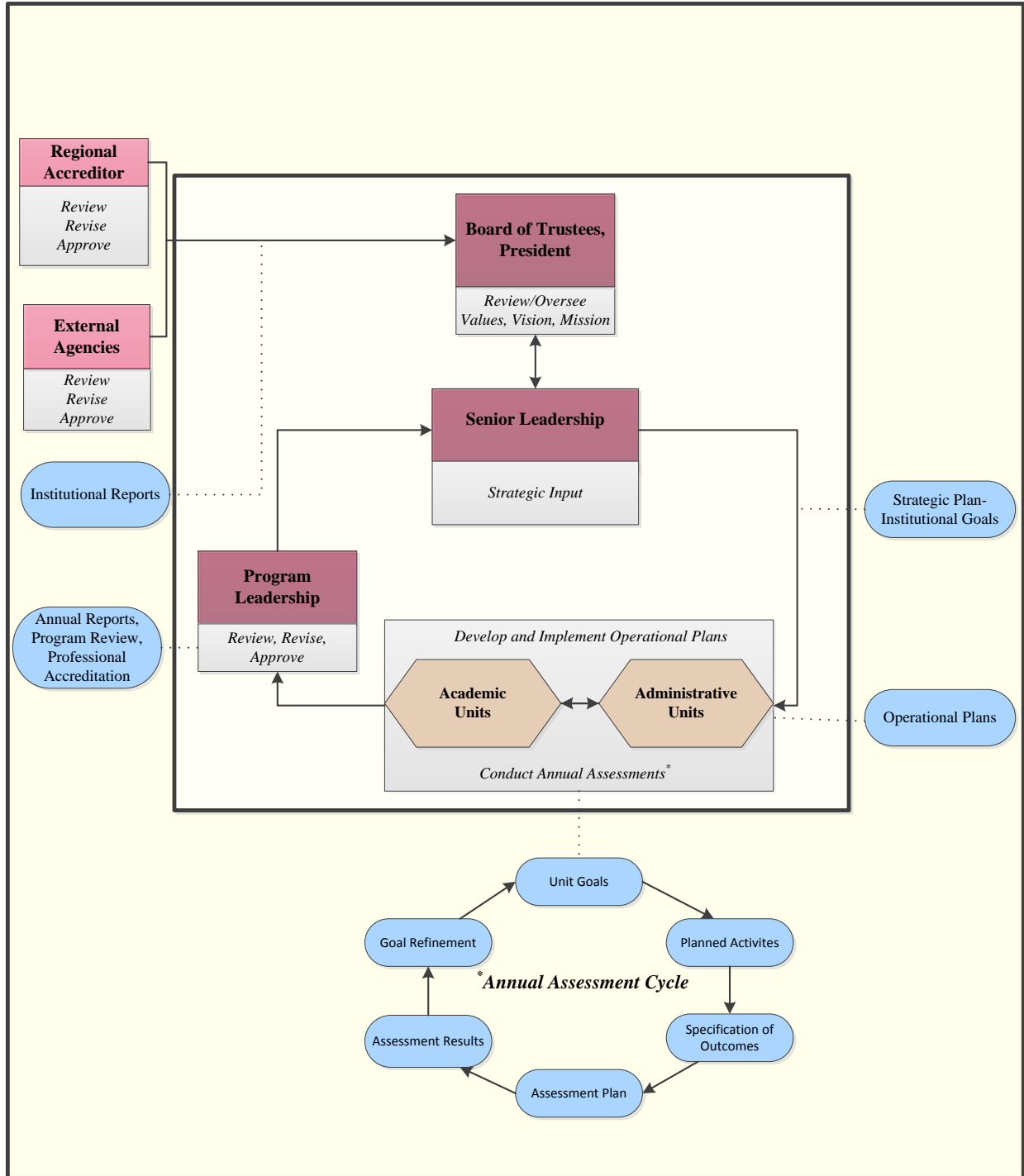


College Strategic Initiatives

1. Enhance the undergraduate academic core.
2. Develop nationally recognized graduate programs.
3. Develop and retain a highly qualified and diverse faculty and staff.
4. Recruit, enroll and retain an academically distinguished, well-prepared and diverse student body.
5. Enhance co-curricular and extracurricular programs for the holistic education of students.
6. Align administrative and academic policies and procedures to support the College's purpose and achieve its envisioned future.
7. Provide up-to-date facilities and infrastructure to enhance academic, co-curricular and extra-curricular programs.
8. Collaborate with local, national and international institutions to leverage higher education for a stronger South Carolina.
9. Establish campus wide policies and practices to generate new resources and foster greater self-sufficiency.
10. Pursue national recognition for the College of Charleston's personalized liberal arts and sciences education and for distinctive features of its undergraduate and graduate programs.

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Appendix A The Planning Cycle at the College of Charleston



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Appendix B Academic Programs Included for 2013-2014 Academic Year

School of the Arts			
Undergraduate Programs		Graduate Programs	
Art History	BA	Arts Management	Cert
Arts Management	BA	Historic Preservation	MS
Dance	BA		
Historic Preservation & Community Planning	BA		
Music	BA		
Studio Arts	BA		
Theatre	BA		
School of Business			
Undergraduate Programs		Stand-alone Minors	
Accounting	BS	Global Logistics and Transportation	Minor
Business Administration	BS	Leadership, Change, and Social Responsibility	Minor
Economics	BS	Real Estate	Minor
Finance	BS	Graduate Programs	
Hospitality and Tourism Management	BS	Accountancy	MS
International Business	BS	Business Administration	MBA
Marketing	BS		
School of Education, Health and Human Performance			
Undergraduate Programs		Stand-alone Minors	
Athletic Training	BS	Coaching	Minor
Early Childhood Education	BS	Health	Minor
Elementary Education	BS	Graduate Programs	
Exercise Science	BS	Early Childhood	MAT
Middle Grades Education	BS	Elementary Education	MAT
Physical Education	BS	Middle Grades Education	MAT
Public Health	BS	Special Education	MAT
Secondary Education Cognate*	BS	Teaching, Learning, and Advocacy	MEd
Special Education	BS	English as a Second Language	Cert
		Gifted and Talented	Cert
		Special Education	Cert
School of Humanities and Social Sciences			
Undergraduate		Stand-alone Minors	
Anthropology	BS	Creative Writing	Minor
Communication	BA	Geography	Minor
English	BA	Graduate	
History	BA	Communication	MA
Philosophy	BA	English	MA
Political Science	BA	History	MA
Psychology	BA, BS	Public Administration	MPA
Public Health	BA	Urban and Regional Planning	Cert
Religious Studies	BA		
Sociology	BS		
Urban Studies	BA		
Women's and Gender Studies	BA		

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School of Languages, Cultures and World Affairs			
Undergraduate		Stand-alone Minors	
Archaeology	BA	African American Studies	Minor
Classics	BA	African Studies	Minor
Foreign Language Education Cognate	BS	Asian Studies	Minor
French & Francophone	BA	British Studies	Minor
German	BA	Business Language in French	Minor
International Studies	BA	Business Language in Spanish	Minor
Jewish Studies	BA	Comparative Literature	Minor
Latin American and Caribbean Studies	BA	European Studies	Minor
Spanish	BA	German Studies	Minor
		Italian Studies	Minor
		Japanese Studies	Minor
		Linguistics	Minor
		Russian Studies	Minor
School of Sciences and Mathematics			
Undergraduate		Stand-alone Minors	
Astronomy	BA	Biomedical Physics	Minor
Astrophysics	BS	Computational Thinking	Minor
Biochemistry	BS	Meteorology	Minor
Biology	BA, BS	Graduate	
Chemistry	BA, BS	Computer and Information Sciences	MS
Computer Information Systems	BS	Marine Biology	MS
Computer Science	BA, BS	Mathematics	MS
Computing in the Arts	BA	Operations Research	Cert
Data Science	BS	Statistics	Cert
Geology	BA, BS		
Marine Biology	BS		
Mathematics	BA, BS		
Physics	BA, BS		
Interdisciplinary Programs			
Stand-alone Minors		Graduate	
Crime, Law, and Society	Minor	Environmental Studies	MS
Environmental Studies	Minor	Languages	MEd
Film Studies	Minor	Performing Arts	MAT
Neuroscience	Minor	Science and Math for Teachers	MEd
Pre-actuarial Studies	Minor		
North Campus			
Undergraduate Programs			
Bachelor of Professional Studies	BPS		

* Assessed by the following subject areas: English, Mathematics, Science, Social Studies.

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Appendix C
Detailed Summary of Rubric Review for Continuous Improvement in the 2013-2014 Assessment Cycle

Academic School	Goals/Learning Outcomes			Assessment Methods and Performance Expectations			Assessment Results			Use of Results		
Arts (N=9)*	x			x			x			x		
Art History BA		x		x			x				x	
Arts Management BA		x			x			x			x	
Arts Management Certificate	x				x			x		x		
Dance BA		x		x				x		x		
Historic Preservation MS		x		x				x			x	
Historic Preservation and Community Planning BA		x				x			x			x
Music BA	x			x			x			x		
Studio Arts BA			x			x			x			x
Theatre BA		x		x			x			x		
Summary	30%	60%	10%	60%	20%	20%	40%	40%	20%	50%	30%	20%
Business (N=12)*		x			x			x		x		
Accountancy MS	x			x			x			x		
Accounting BS	x			x			x			x		
Business Administration BS	x			x			x				x	
Business Administration MBA	x				x			x		x		
Economics BS	x			x			x			x		
Finance BS	x			x			x			x		
Global Logistics and Transportation Minor	x			x			x			x		
Hospitality and Tourism Management BS	x			x			x			x		
International Business BS	x			x			x			x		
Leadership , Change, and Social Responsibility Minor	x				x				x			x
Marketing BS	x				x		x			x		
Real Estate Minor	x			x			x			x		
Summary	100%	0%	0%	69%	31%	0%	77%	15%	8%	84%	8%	8%

* Self-evaluation of school report completed.

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Academic School	Goals/Learning Outcomes			Assessment Methods and Performance Expectations			Assessment Results			Use of Results		
Education, Health and Human Performance (N=22)*												
Health and Human Performance												
Athletic Training BS	--	--	--	--	--	--	--	--	--	--	--	--
Coaching Minor	--	--	--	--	--	--	--	--	--	--	--	--
Exercise Science BS	--	--	--	--	--	--	--	--	--	--	--	--
Health Minor	--	--	--	--	--	--	--	--	--	--	--	--
Physical Education BS	--	--	--	--	--	--	--	--	--	--	--	--
Public Health BS	--	--	--	--	--	--	--	--	--	--	--	--
Teacher Education												
Early Childhood Education BS	--	--	--	--	--	--	--	--	--	--	--	--
Early Childhood Education MAT	--	--	--	--	--	--	--	--	--	--	--	--
Elementary Education BS	--	--	--	--	--	--	--	--	--	--	--	--
Elementary Education MAT	--	--	--	--	--	--	--	--	--	--	--	--
ESOL 1 Certificate	--	--	--	--	--	--	--	--	--	--	--	--
Gifted and Talented Certificate	--	--	--	--	--	--	--	--	--	--	--	--
Middle Grades Education BS	--	--	--	--	--	--	--	--	--	--	--	--
Middle Grades MAT	--	--	--	--	--	--	--	--	--	--	--	--
Secondary English BS	--	--	--	--	--	--	--	--	--	--	--	--
Secondary Mathematics BS	--	--	--	--	--	--	--	--	--	--	--	--
Secondary Science BS	--	--	--	--	--	--	--	--	--	--	--	--
Secondary Social Studies BS	--	--	--	--	--	--	--	--	--	--	--	--
Special Education BS	--	--	--	--	--	--	--	--	--	--	--	--
Special Education Certificate	--	--	--	--	--	--	--	--	--	--	--	--
Special Education MAT	--	--	--	--	--	--	--	--	--	--	--	--
Teaching, Learning, and Advocacy MED	--	--	--	--	--	--	--	--	--	--	--	--
Summary												

* The School of Education, Health, and Human Performance's assessment committee will complete assessment rubrics in the Fall of 2014.

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Academic School	Goals/Learning Outcomes			Assessment Methods and Performance Expectations			Assessment Results			Use of Results		
Humanities and Social Sciences (N=20)*												
Anthropology BS	x			x			x			x		
Communication BA	x				x			x		x		
Communication MA	--	--	--	--	--	--	--	--	--	--	--	--
Creative Writing Minor	x			x				x			x	
English BA	x			x			x			x		
English MA	--	--	--	--	--	--	--	--	--	--	--	--
Geography Minor	x			x			x			x		
History BA	x				x		x			x		
History MA	--	--	--	--	--	--	--	--	--	--	--	--
Philosophy BA	x			x			x			x		
Political Science BA	x			x			x			x		
Psychology BA	x			x			x			x		
Psychology BS	x			x			x			x		
Public Administration MPA	--	--	--	--	--	--	--	--	--	--	--	--
Public Health BA	x			x				x		x		
Religious Studies BA	x			x			x			x		
Sociology BS	x			x			x			x		
Urban and Regional Planning Certificate	--	--	--	--	--	--	--	--	--	--	--	--
Urban Studies BA	x			x			x			x		
Women's and Gender Studies BA	x			x			x			x		
Summary	100%	0%	0%	87%	13%	0%	80%	20%	0%	93%	7%	0%

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Academic School	Goals/Learning Outcomes			Assessment Methods and Performance Expectations			Assessment Results			Use of Results		
Languages, Cultures and World Affairs (N=22)												
African American Studies Minor			X			X			X			X
African Studies Minor	X			X			X			X		
Archaeology BA	X			X			X			X		
Asian Studies Minor			X			X			X			X
British Studies Minor	X			X			X			X		
Business Language in French Minor			X			X			X			X
Business Language in Spanish Minor			X			X			X			X
Classics BA	X			X			X			X		
Comparative Literature Minor	X				X		X			X		
European Studies Minor	X			X			X			X		
Foreign Language Education Cognate BS	X			X			X			X		
French and Francophone BA	X			X			X			X		
German BA	X			X			X			X		
German Studies Minor			X			X			X			X
International Studies BA	X			X			X			X		
Italian Studies Minor	X				X		X			X		
Japanese Studies Minor	--	--	--	--	--	--	--	--	--	--	--	--
Jewish Studies BA	X			X			X			X		
Latin American and Caribbean Studies BA	--	--	--	--	--	--	--	--	--	--	--	--
Linguistics Minor	X			X			X			X		
Russian Studies Minor	X			X			X			X		
Spanish BA	X			X			X			X		
Summary	75%	0%	25%	65%	10%	25%	75%	0%	25%	75%	0%	25%

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Academic School	Goals/Learning Outcomes			Assessment Methods and Performance Expectations			Assessment Results			Use of Results		
Sciences and Mathematics (N=27)												
Astronomy BA	x			x			x					x
Astrophysics BS	x			x			x					x
Biochemistry BS	x			x			x			x		
Biology BA	x			x				x			x	
Biology BS	x			x				x			x	
Biomedical Physics Minor	x			x			x			x		
Chemistry BA	x			x			x			x		
Chemistry BS	x			x			x			x		
Computational Thinking Minor	x			x					x			x
Computer Information Systems BS	x			x					x		x	
Computer and Information Sciences MS	x			x					x			x
Computer Science BA	x			x					x		x	
Computer Science BS	x			x					x		x	
Computing in the Arts BA		x		x				x		x		
Data Science BS		x			x				x		x	
Geology BA	x				x			x		x		
Geology BS	x				x			x		x		
Marine Biology BS	x			x				x			x	
Marine Biology MS	x			x			x			x		
Mathematics BA	x			x				x		x		
Mathematics BS	x			x				x		x		
Mathematics MS	x			x				x		x		
Meteorology Minor		x			x		x				x	
Operations Research Certificate	x			x			x			x		
Physics BA	x			x			x					x
Physics BS	x			x			x					x
Statistics Certificate	--	--	--	--	--	--	--	--	--	--	--	--
Summary	89%	11%	0%	85%	15%	0%	42%	35%	23%	46%	31%	23%

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Academic School	Goals/Learning Outcomes			Assessment Methods and Performance Expectations			Assessment Results			Use of Results		
Interdisciplinary Programs (N=8)												
Crime, Law, and Society Minor		x		x			x			x		
Environmental Studies Minor	x			x				x		x		
Environmental Studies MS	--	--	--	--	--	--	--	--	--	--	--	--
Film Studies Minor		x		x			x			x		
Languages MED	x			x			x			x		
Neuroscience Minor		x		x				x				x
Performing Arts MAT	--	--	--	--	--	--	--	--	--	--	--	--
Pre-actuarial Studies Minor*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Sciences and Mathematics MED	--	--	--	--	--	--	--	--	--	--	--	--
Summary	40%	60%	0%	100%	0%	0%	60%	40%	0%	80%	0%	20%
Key		= compliant				= needs work				=missing		

* No students currently enrolled.