# Academic Program Review Plan

**2024-2025**

# Gulf Coast State College
# Academic Program Review Plan

## Introduction

Academic program review is a periodic process that evaluates the currency, effectiveness and viability of programs at Gulf Coast State College.  It evaluates programs using related criteria:

- Program Profile
- Analysis of Strengths and Weaknesses
- Recommendations for Improvement,
- Program Level Outcomes, and
- Forecast of Future Issues

The areas covered by the program review process are the Bachelor of Science (BS) and Bachelor of Applied Science (BAS) programs, Associate in Science (AS) programs, and all college credit certificate programs.

General Education student learning outcomes are reviewed separately for the Associate in Arts (AA) programs on a five-year cycle.  General education assessment documents how well students are performing within the context of the institution's mission.  The results of general education assessment inform strategic planning, program development, and budgeting decisions.  Level I Program Review data results are analyzed annually to compare the performance of state college transfer students in upper-division programs to the performance of students in the State University System in those same upper-division programs (GPA, graduation rates, average course loads, credits earned for degree, etc.

When new BAS, AS or certificate programs are developed, those programs should be added to the schedule and initially be reviewed five years after they are first offered.

If an accreditation agency requires reviews at more frequent intervals, the program reviews conducted for those programs will be required to do only the Strengths and Weaknesses and Recommendations portion of this program review process.  Program review teams are encouraged to utilize findings and data generated by accreditation review processes whenever possible, so as to avoid duplication of effort in this review.

The program review will be accomplished by a team appointed by the Vice President of Academic Affairs and the Vice President of Institutional Effectiveness & Student Affairs, and consist of faculty, program coordinators, and division chairs.  As well, external evaluators with expertise in the discipline or program will review the recommendations resulting from the internal review, and make their own, further recommendations.  The review team should whenever possible include students in or recent graduates of the

programs and individuals from the community who are involved in associated career areas.

**Timeline**

Academic program review will be accomplished on a five-year cycle unless required at lesser intervals by a program's accreditation agency, or necessitated by concerns regarding viability of current programs. The program review schedule will be maintained by the Vice President of Institutional Effectiveness & Student Affairs. The schedule of programs slated for program review and the cycle years in which these will be completed are found in Attachment 1.

Each program review will be accomplished on a one-year timetable. The programs to be reviewed will be identified by May 1 of the calendar year. The data for the Program Profile will be requested from Institutional Effectiveness & Student Affairs by the chair of the academic division in which the program is located (a template data request form is found in Attachment 2 below.) The program review team will be identified by June 1, and will begin its meetings and analysis of the data. By October 1, program strengths and weaknesses will be identified. An analysis of program efficiency should be completed by that date. Recommendations for correcting weaknesses will be completed by the date of the review presentation, and in no case later than the end of the fall term to coincide with SACSCOC substantive change policy deadlines.

Recommendations stemming from the program review process will be reviewed by the Vice Presidents of Academic Affairs and Institutional Effectiveness, the President and the Board of Trustees. The Board should have the program review available for their February meeting. Copies of the program review, after final approval, will be retained by the division/department and Institutional Effectiveness & Student Affairs. Action plans on review recommendations will be incorporated into program / divisional strategic planning initiatives for the following year. A copy of the approving document will be retained in the office of Institutional Effectiveness & Student Affairs.

**Program Profile**

The program review process begins with the Program Profile, which provides a collection and analysis of data for the previous five years that will allow the team to see trends that have developed during that period. Common data sets to be employed in this profile include but are not limited to the following: student enrollment trends, student demographic information, completion/success rates, attrition rates, graduate placement data, student/faculty ratios, and full-time/part-time faculty ratios.

Common reporting formats will be available from the Office of institutional Effectiveness & Student Affairs. Program review teams can expect to analyze the last five years of available data, with special concentration on the last three years.

The Program Profile should include a consideration of the program's alignment with the college's mission, and its contribution to the goals and objectives of the current institutional Strategic Plan. As well, analysis of the assessment of Student Learning Outcomes (SLOs) for the program should be included in the Program Profile to verify

that the learning outcomes support the mission of the college and are measured to ensure student learning.  An analysis of resources needed for the program--including faculty, facilities, library resources, equipment, technology, administration and training--must be conducted to insure that these are adequate.  The student population for each program and the faculty teaching in each program must be analyzed by campus location and method of delivery to insure a quality program in these areas and to determine the need for modifications to the program.  The program profile also addresses the advertising and recruiting efforts for the program.

## Strengths and Weaknesses

Strengths and Weaknesses of the program may become apparent from the data analyzed in the Program Profile.  Identifying program strengths provides positive feedback for the program and may be easy to identify.  Identifying weaknesses indicates that the purpose of the program is not being accomplished and that changes need to be made.  Identifying weaknesses, however, is necessary to correct sub-par performance and to insure that the program is meeting the needs of the students and the community.  Weaknesses must not be seen as a failure on the part of individuals, departments or divisions, but as opportunities to improve the program.

## Recommendations for Improvement

Recommendations for improvement must address any weaknesses that are identified.  These recommendations should establish an action plan to resolve the weaknesses, and should include a specific timeline for completion and identify the individual(s) responsible for taking corrective action.  If necessary, the action plan should require a review of the corrective action in order to insure that the modification was effective and corrected the weakness.

## Future Issues

While the program review may determine that a program is currently viable, future issues affecting the program must be explored and identified.  The program may require curriculum changes or elimination in the future based on what items are identified in this portion of the review.  The changes may be identified as weaknesses that may occur in the future and an action plan should be developed to address these issues, so that when the change is needed, it will have been addressed and changes prepared in advance.

Finally, the efficiency of the program should also be evaluated.  While some programs may not be required by many students, if the program is cost effective and meets the needs of students, it may be necessary to retain the program.  The college needs to remain fiscally responsible with its programs but the needs of the community must also be met.

Template forms for use in conducting the review are found below, in the appendices.

**Approval Process:** When the program review is completed, the program coordinator will write a summary of the results of the review. The summary will include the dates of the review, the team members who conducted the review, the strengths and weaknesses as noted by the team, a summary of the action plans to resolve weaknesses and future issues that may impact the program. A template review summary form appears below in the appendices.

The program review and summary report will be forwarded to the Vice Presidents for Academic Affairs and to Institutional Effectiveness for their review and recommendation to the President. The program reviews for the year will be presented to the District Board of Trustees at their February meeting. Action plans regarding review recommendations will be incorporated into subsequent program and divisional strategic planning efforts.

A copy of the program review summary and the approval documentation will be retained by the offices of Institutional Effectiveness and Academic Affairs for ten years. The complete program review will be retained for ten years by the division in which the program is located. The completed Program Review will be available for use by subsequent program review teams. When a decision is made to discontinue a program, the program review will be stored in a program archive in Institutional Effectiveness & Student Affairs. If the need for the program or a similar program arises in the future, the information should be available for developers of the new or revitalized program to review.

Program review allows the faculty and administration of Gulf Coast State College to assess the value of programs to the institution's mission and establish strategic and short term plans to enhance the college's support to the students and the community.

# PROGRAM REVIEW TEMPLATE

# Program Profile

**College Mission**

Gulf Coast State College holds students and community of central importance. The college provides many opportunities for learning and offers a range of programs and services to help students become well-educated, productive citizens. The college is equally dedicated to collaborating with the community to help create or improve economic well-being and to offer the space of the college for social dialog, events of art and culture, and other moments that enhance our quality of life.

**Program Mission, Goals and Objectives**

This block would include the catalog description of the program, explain how that program supports the mission of the college and give the expected outcome of the program (AS, certificate, etc.). In addition, this section should examine the current mission, goals and objectives of the program, and discuss their relation to the current institutional strategic plan.

**Assessment of program goals (i.e., enrollment, retention, completion, placement)**

| PROGRAM GOALS AND OBJECTIVES | CRITERIA FOR SUCCESS (Benchmark) and METHOD OF ASSESSMENT (tools) | RESULTS OF DATA COLLECTION | ANALYSIS AND EVALUATION OF RESULTS | ACTION PLAN (USE OF RESULTS) |
|---|---|---|---|---|
|  |  |  |  |  |
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**Curriculum**

This block will include the curriculum (from the catalog). Program prerequisites should be compared to the FLDOE Common Prerequisite Manual or certifying agency requirements to be sure those requirements are met. A notation that the review was completed and the document or agency that established the requirements must be included. The review should be compared with the previous program review and any changes in the curriculum explained. The program accrediting agency and frequency of accreditation should be listed.

**Program Learning Outcomes**

Program level outcomes are not just an accumulation of course objectives.  Rather, they reflect a synthesis, or a holistic picture, of what is expected of students completing a defined program or course of study.

 The Program Learning Outcomes should be identified and the rubric or other evaluation system used for assessing the outcomes should be detailed in this section.

The results of any assessments conducted on the program since the last program review should be included in this section of the review.  If no assessment has been conducted, an assessment should be scheduled and the results should be analyzed before the review is considered complete.

Analysis of the assessment results must be included.    Weaknesses and strengths identified as a result of the assessment should be included in the appropriate portion of the review and corrections to the weaknesses must be addressed.

The following table may prove useful in reporting the assessment of learning outcomes.

| PROGRAM LEVEL OUTCOMES (Course level) | CRITERIA FOR SUCCESS (Benchmark) and METHOD OF ASSESSMENT (tools) | RESULTS OF DATA COLLECTION | ANALYSIS AND EVALUATION OF RESULTS | ACTION PLAN (USE OF RESULTS) | ONE-YEAR FOLLOW UP |
|---|---|---|---|---|---|
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## Workforce Needs

Minutes of the advisory board should be included in the program review as attachments.  The minutes should reflect curriculum review of the program by the board. Program reviews should explain how the program is meeting the needs of the community.  Any analysis of employment trends in the area for the program should be addressed in this section.

## Instructional Resources

This section should include results of a review of the library resources required to support the program.  Adequate classroom technology to support the program should be addressed.  Instructors should have adequate technological support to develop materials to be used in delivering the courses in the program.  Resources and assistance for faculty and students should be addressed.  The methods of delivery of the course over the past five years should be shown and reviewed.

## Student Data

The type of student enrolled in the program and trends over five years should be displayed.  The data should include race, gender, age and ethnicity.  Full-time versus part-time data should be included.  Data should be established based on campus location (GCSC, North Bay, GFC, TAFB, e-Learning, dual enrolled).  Student success rates in the program courses should be analyzed.  A narrative that describes the trends and determines if the program is meeting the needs of the targeted population must be included.

## Faculty

The number of classes taught by full time versus adjunct faculty needs to be included and the ratio of full-time versus adjunct faculty evaluated.  Training for all faculty in support functions and technology should be examined.

## Facilities and Equipment

Offices for faculty (including adjuncts) and support staff must be adequate to support the program.  If additional testing areas or counseling areas are required, they must be adequate.  There must be enough classrooms with any required technology available.  Student support facilities such as restroom, drinking fountains, etc. must be adequate to support the student population.   AS, certificate and workforce programs must have equipment that meets the current industry standards.  Any deficiencies in these areas must be addressed.  This section should also include the availability of grants to support program needs.

**Marketing and Recruitment**

> Methods of marketing and recruiting for the program should be identified and discussed.  The success of the recruiting effort should be measured.

**Labor Market Relevance**

> Programs must take into consideration the current employment opportunities in the area, the needs of industries and business, current equipment used and the wages.  Advisory committees have the knowledge that will make the programs more valuable to them and enable students to be more qualified employees.  Recommendations made by these advisory groups must be given much weight in program review.
>
> The composition of the advisory committee should be reviewed on a regular basis to insure that as the employment climate changes or as industries move into or leave the area, the committee reflects the current business community.

**Student | Employer Feedback**

> In order to recognize strengths and weaknesses, input is needed from internal and external sources. Past and present students serve as internal sources and employer of graduates serve as external sources. Please provide input from surveys, focus groups, advisory committees and interviews.

**Responses to Previous Program Review Recommendations**

# Strengths and Weaknesses

**Identification**

The sources used to identify each of the strengths and weaknesses of the program must be identified. Sources such as minutes of advisory boards, reports of articulation meetings, results of student or employer surveys or results of focus groups should be attached to the program review.

**Verification of use**

This block should list strengths and weaknesses and the source used to identify them.

| Program Summary |
|---|
| **Strengths:** |
| **Areas for Improvement:** |
| **Opportunities:** |
| **Threats:** |
| **Future issues:** |

# Recommendations for Improvement

## Action Plan

Recommendations should be based on the strengths and weaknesses identified in the program review and should address areas such as curriculum, support staff, faculty, facilities, equipment or other funding.  The recommendations are the vehicle for improving the program.

Each recommendation should have an action plan to address the issues identified.  The action plan must include all agencies that have a part in completing the change.  The plan must be specific in its goals and required actions should have a specific completion date.  One responsible individual should be designated to oversee each of the action plans.

| RECOMMENDATIONS FROM PROGRAM REVIEW | FACULTY RESPONSE (ACTION PLAN) | TIMELINE for COMPLETION | ADMINISTRATIVE RESPONSE |
|---|---|---|---|
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## Follow-up and Assessment

Once completed and implemented, each action plan should be assessed to determine if the action taken was adequate.  Student surveys, employer surveys, articulation meetings, focus groups, faculty surveys and input from other affected agencies should be used to insure successful implementation.

# Future Issues

## Curriculum

To insure that the college meets the needs of the future, program curricula must be reviewed to address the impact of changes in technology or information. Future changes in the area employment market must also be taken into consideration.

## Market Trends

Advisory groups and other agencies such as the Chamber of Commerce and Economic Development Committees should be consulted to determine whether program changes will be needed.

When examining trends, the program review should also assess the long-term viability of the program. Questions such as whether salaries in the field will be adequate to attract applicants, whether increased costs of the program justify keeping the program, and what can the college do to insure that the program meets the needs of the community in the long term must be addressed.

If a new program is determined to be needed in the course of program review, procedures for new program development should be used in order to expedite approval of the new program.

## Facility and Equipment Needs

If changes to the program are necessary, any equipment or facility changes must be addressed. The cost of these changes and the impact on other programs, departments and agencies should be determined and measured. When applicable, the possibility of receiving grants to fund program changes should be a part of this review.

# Program Review

# Timeline

# and

# Checklists

# Timeline for Academic Program Review

# 2024-25 review cycle

April 15:              Organizational meeting to review process

July 15:               Director of Institutional Research sends program data to division chairs/program coordinators.

August 1:           Division chairs identify team composition and issue invitations.

August 15:         Program review teams begins analysis for program profile and SWOT analysis.

October 1:         Team finishes data/artifacts analysis and strengths and weaknesses assessment.

October 15:        Program advisory board meets to discuss strengths and weaknesses, research future issues, make recommendations and confirm exit interview scheduling.

November 1-15*:   Program review team conducts presentation with President, Vice President of Academic Affairs and Vice President of Institutional Effectiveness.  Recommendations are incorporated into final report. *important deadline for substantive change

December 1:       Program review team sends two completed copies, along with an electronic copy, to Academic Affairs and Institutional Effectiveness.

February 15:      Vice President of Academic Affairs presents an executive summary of program review recommendations to the District Board of Trustees.

April 30:           Division chairs and program coordinators incorporate program review recommendations into action plans as part of the strategic planning process.

Checklist for

# PROGRAM PROFILE

| | |
|---|---|
| ☐ | Catalog description of the program, how it supports the college mission, expected outcome |
| ☐ | Program Curriculum, statement that it agrees with the prerequisite manual or state framework |
| ☐ | Accrediting agency and frequency of accreditation |
| ☐ | List of PLOs and rubrics used to determine success |
| ☐ | Results of assessments and analysis of results |
| ☐ | Report should include minutes of the advisory board.  Explanation of how program is meeting needs of the community.  Any analysis of employment trends should be included. |
| ☐ | Library resources adequate to support the program |
| ☐ | Adequate classrooms, adequate technology in classrooms, adequate technical support for faculty and students |
| ☐ | Course delivery methods used in program |
| ☐ | Student demographics and trends over five years |
| ☐ | Classes adequate to meet the needs of students for time and locations |
| ☐ | Success rate for students |
| ☐ | List of full time and adjunct faculty used in the program and ratio of full time to adjunct faculty[1] |
| ☐ | Faculty professional development opportunities |
| ☐ | Adequate support facilities |
| ☐ | Equipment used in training supports current industry standards |
| ☐ | Availability of grants to support the program |
| ☐ | Marketing and recruiting efforts and success |
| ☐ | Current market relevance for the program.  Advisory board recommendations should figure heavily in this evaluation |
| ☐ | Advisory board composition changes to reflect the current business community.  Explain. |

[1.] Overload classes taught by full time faculty are considered taught by full time faculty if the courses are normally taught by that faculty member in the same division as regular load classes.  If they are taught in a division other than where the faculty member normally teaches, they are considered taught by an adjunct.

Checklist for

# STRENGTHS and WEAKNESSES

| | |
|---|---|
| ☐ | Identify the resources used to evaluate the program<br>    • Advisory Board Minutes<br>    • Articulation reports<br>    • Student surveys<br>    • Employer surveys<br>    • Focus groups |
| ☐ | Identify the strengths of the program and the source(s) that identified those strengths |
| ☐ | Identify the weaknesses of the program and the source(s) that identified the weaknesses |

Checklist for

# RECOMMENDATIONS for IMPROVEMENT

| | |
|---|---|
| ☐ | Identify recommendations to address each weakness identified by the program review |
| ☐ | Recommendations are specific and address each weakness |
| ☐ | Each recommendation identifies an individual responsible for the corrective action |
| ☐ | Each recommendation has a specific completion date |
| ☐ | A follow up process is included for each recommendation |

Checklist for

# FUTURE ISSUES

| | |
|---|---|
| ☐ | Identify changes in technology that might affect the program |
| ☐ | Identify changes in the employment market that might affect the program<br>• Advisory groups<br>• Chamber of Commerce<br>• Economic Development Committees<br>• State job projections |
| ☐ | Evaluate long term viability of programs |
| ☐ | Evaluate estimated cost of program changes/development |
| ☐ | Evaluate alternate methods of providing training (continuing education, certificate program, etc.) |
| ☐ | Address changes required to meet future issues<br>• Faculty<br>• Classrooms<br>• Equipment |
| ☐ | Impact of changes on other divisions/departments/agencies |
| ☐ | Possible grants to fund changes/new program |

# Attachment 1
# Schedule for Academic Program Review

**Year 1 – 2024-25**

- Criminal Justice Technology (CST-AS); Correctional Officer (CORO-VC); Law Enforcement Officer (LEOF-VC); Crossover from Correctional Officer to Law Enforcement Officer (COR1-VC)
- Dental Assisting Certificate (DENTA-VC)
- Dental Hygiene (DENTH-AS)
- Nursing (RN-AS); Certified Nursing Assistant (CNA-VC)
- Registered Nurse First Assistant (RNFA-ATC)

**Year 2 – 2025-26**

- Culinary Management (CHEF-AS); Chef's Apprentice (CAPP-CCC); Culinary Arts (CLNA-CCC)
- Digital Media/Multimedia Technology (DIG-AS); Digital Media/Multimedia Production (DIG-CCC); Digital Media (DIMA-BAS/DGIM-BAS); Web Design and Production (WDP-CCC)
- Fire Science Technology (FIRE-AS); Firefighting (FIRE-VC)
- Nursing (RNBA-BSN)
- Respiratory Therapist (RT-AS)
- Technology Management (TM-BAS)

**Year 3 – 2026-27**

- Accounting Technology (ACTG-AS); Accounting Applications (ACTG-CT)
- Hospitality and Tourism Management (HOSP-AS)
- Practical Nurse (PN-VC)
- Surgical First Assisting (SFA-ATC, SFA2-AS) (accreditation in 2025-26); Surgical First Assistant (SFA-CCC)
- Surgical Services (HS1-AS)

**Year 4 – 2027-28**

- Architectural Design & Construction Technology (ADCT-AS)
- Business Administration and Management (BUS-AS);
- Early Childhood Education (EEC-AS); Florida Child Care Professional Credential (FCCP-CT)
- Organizational Management (ORGA-BAS/ORGM-BAS)
- Software and Database Developer (SDD-AS)
- Sonography, Diagnostic Medical (DMST-AS)
- Radiography (RAD-AS)

**Year 5 – 2028-29**

- Emergency Medical Services (EMS-AS); Emergency Medical Technician (EMT-ATD); Paramedic (PARM-CT)
- Network Systems Technology (NET-AS); Network Server Administration (NESA-CCC)
- Cybersecurity (CYSE-AS)
- Engineering Technology (ENGT-AS) (Options: Alt Energy/Automation/Digital Manufacturing); CNC Machinist (CNC-CCC); Engineering Technology Support Specialist (ETSS-CCC); Rapid Prototyping Specialist (RAPD-CCC); Composite Fabrication & Testing (CFT-CCC); Alternative Energy Systems Specialist (AESS-CCC)
- Physical Therapist Assistant (PTA-AS)
- Theatre and Entertainment Technology (ENTR-AS); Audio Technology Certificate (AT-CCC); Multimedia Video Production (MVP-CCC); Stage Technology (STGE-CCC)
- Unmanned Vehicle Systems (UVS-AS)

# Attachment 2

# Program Review Data Form

# PROGRAM REVIEW DATA REPORT REQUEST FORM

**Areas/Programs Reviewed:**  Click here to enter text.

**Cost Center:**   Click here to enter text.          **Type of Program:** Choose an item.

**Start (year/term):**   Click here to enter text.          **End (year term):**   Click here to enter text.

- **Full time faculty by name, race, sex, highest degree, year employed, courses taught**
- **Adjunct faculty by name, race, sex, highest degree, year employed, courses taught**

**Courses included:**  Click here to enter text.

- **Number of sections of courses taught by full time versus adjunct faculty by year/term and location**
- **Number of students taught by full time versus adjunct faculty by year/term and location**
- **Number of dual enrolled sections taught by full time versus adjunct faculty by year/term and location.**
- **Number of dual enrolled students taught by full time versus adjunct faculty by year/term and location**
- **Total student letter grades by course by term with success rate:** Choose an item.

**Academic majors included:**  Click here to enter text.

- **Number of students by academic majors by sex, race, age, full time versus part time by year/term and location**

| Bullet items are reports provided by Institutional Research |
| --- |

# Attachment 3


# Program Review

# Format Guidelines

# Faculty

Full Time Faculty

| Name | Race | Sex | Highest Degree | Year Employed | Courses Taught |
|------|------|-----|---------|----------|----------------|
|      |      |     |         |          |                |
|      |      |     |         |          |                |
|      |      |     |         |          |                |
|      |      |     |         |          |                |
|      |      |     |         |          |                |
|      |      |     |         |          |                |
|      |      |     |         |          |                |
|      |      |     |         |          |                |
|      |      |     |         |          |                |
|      |      |     |         |          |                |

Adjunct Faculty

| Name | Race | Sex | Highest Degree | Year Employed | Courses Taught |
|------|------|-----|----------------|---------------|----------------|
|      |      |     |                |               |                |
|      |      |     |                |               |                |
|      |      |     |                |               |                |
|      |      |     |                |               |                |
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|      |      |     |                |               |                |
|      |      |     |                |               |                |
|      |      |     |                |               |                |

Full Time versus Adjunct Faculty by Sections

Course:

Academic Year:

| GCSC | | GFC | | TAFB | | NB | | e-Learning | | Dual Enllmnt | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Full Time | Adjunct | Full Time | Adjunct | Full Time | Adjunct | Full Time | Adjunct | Full Time | Adjunct | Full Time | Adjunct |
| | | | | | | | | | | | |

Student Data

| Year |
|---|
| |

| Male | Female |
|---|---|
| | |

| Cauc | Afri/Am | Hispanic | Orient | Native Am | Other |
|---|---|---|---|---|---|
| | | | | | |

| < 18 | 18-24 | 25-34 | 35-44 | 45-59 | 60 + |
|---|---|---|---|---|---|
| | | | | | |

**Course:**

| Term |  |  |  |  |  |  | Percent |
|---|---|---|---|---|---|---|---|
| Grade | A | B | C | D | F | W | Successful |
| Number |  |  |  |  |  |  |  |
| Percent |  |  |  |  |  |  |  |

| Term |  |  |  |  |  |  | Percent |
|---|---|---|---|---|---|---|---|
| Grade | A | B | C | D | F | W | Successful |
| Number |  |  |  |  |  |  |  |
| Percent |  |  |  |  |  |  |  |

| Term |  |  |  |  |  |  | Percent |
|---|---|---|---|---|---|---|---|
| Grade | A | B | C | D | F | W | Successful |
| Number |  |  |  |  |  |  |  |
| Percent |  |  |  |  |  |  |  |

| Term |  |  |  |  |  |  | Percent |
|---|---|---|---|---|---|---|---|
| Grade | A | B | C | D | F | W | Successful |
| Number |  |  |  |  |  |  |  |
| Percent |  |  |  |  |  |  |  |

| Term |  |  |  |  |  |  | Percent |
|---|---|---|---|---|---|---|---|
| Grade | A | B | C | D | F | W | Successful |
| Number |  |  |  |  |  |  |  |
| Percent |  |  |  |  |  |  |  |

| Term |  |  |  |  |  |  | Percent |
|---|---|---|---|---|---|---|---|
| Grade | A | B | C | D | F | W | Successful |
| Number |  |  |  |  |  |  |  |
| Percent |  |  |  |  |  |  |  |

| Term |  |  |  |  |  |  | Percent |
|---|---|---|---|---|---|---|---|
| Grade | A | B | C | D | F | W | Successful |
| Number |  |  |  |  |  |  |  |
| Percent |  |  |  |  |  |  |  |