

# Academic Program Assessment Report

**Assessment** is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

**Be sure to SAVE your progress as you work!**

**Academic Program**  
Fitness and Wellness, B.S.

**Submission Year**  
2024-2025

**Assessment Coordinator Name**  
Diego Ferreira

**Enter Assessment Coordinator Email**  
dferreira@lander.edu

## Program Goal

### Goal

#### Goal 1

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

#### Program Goal

Students will demonstrate an understanding of important health-related fitness concepts related to: 1) anatomy and physiology; 2) exercise physiology; 3) nutrition; and, 4) strength and conditioning.

#### Pillar of Success Supported

High-Demand, Market-Driven Programs

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Percent of Fitness and Wellness students who are "first-time" test takers and achieved a score of 70% or higher on the anatomy and exercise physiology subtest on the Professional Knowledge Inventory (PKI).

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

At least 80% of "first-time" test takers achieve a score of 70% or higher on the anatomy/physiology and exercise physiology subtest of the PKI.

**Performance Target for "Partially Met"**

70-79% (or all but one student) of "first-time" test takers achieve a score of 70% or higher on the anatomy/physiology and exercise physiology subtest of the PKI.

**Performance Target for "Not Met"**

<70% of "first-time" test takers achieve a score of 70% or higher on the anatomy/physiology and exercise physiology subtest of the PKI.

**Assessment Measure Used**

PKI subtest (anatomy/physiology and exercise physiology conceptual knowledge), comprised of multiple choice questions written at various levels of understanding (according to Bloom's taxonomy).

**Frequency of Assessment**

Every Fall and Spring semester in PEES 499 to graduating seniors.

**Data Collected for this Timeframe (Results)**

Of the 5 students there is data for, only 2 met this criteria (40%).

**Score (Met=3, Partially Met=2, Not Met=1)**

1

**Comments/Narrative**

This degree is relatively new. This is the first cohort we have data for. We are currently discussing how the PKI can be improved to evaluate our students more effectively. There have been some issues with the administration of the PKI due to changes in major (from Exercise Science or Physical Education to Fitness and Wellness) in the last year/semester which resulted in incorrect versions of the PKI being delivered to students. We hope to rectify this issue by reorganizing the PKI (based on major) and re-evaluating the outcomes used to evaluate program goals. Under the current PKI format, only 10 questions are provided for this outcome, which may not provide a fair assessment of the program goal. We will be trying a new format for the PKI in the upcoming academic year, which uses domains identified from accreditation organizations in our field. This will increase the number of questions that students are evaluated on, which would provide a more accurate assessment of this goal.

**Resources Needed to Meet/Sustain Results****Explanation of How Resources Will Be Used****Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Percent of Fitness and Wellness students who are "first-time" test takers and achieved a score of 70% or higher on the nutrition subtest on the Professional Knowledge Inventory (PKI).

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

At least 80% of "first-time" test takers achieve a score of 70% or higher on the nutrition subtest of the PKI.

**Performance Target for "Partially Met"**

70-79% (or all but one student) of "first-time" test takers achieve a score of 70% or higher on the nutrition subtest of the PKI.

**Performance Target for "Not Met"**

<70% of "first-time" test takers achieve a score of 70% or higher on the nutrition subtest of the PKI.

**Assessment Measure Used**

PKI subtest (nutrition conceptual knowledge), comprised of multiple choice questions written at various levels of understanding (according to Bloom's taxonomy).

**Frequency of Assessment**

Every Fall and Spring semester in PEES 499 to graduating seniors.

**Data Collected for this Timeframe (Results)**

Of the 5 students there is data for, only 1 met this criteria (20%).

**Score (Met=3, Partially Met=2, Not Met=1)**

1

**Comments/Narrative**

This degree is relatively new. This is the first cohort we have data for. We are currently discussing how the PKI can be improved to evaluate our students more effectively. There have been some issues with the administration of the PKI due to changes in major (from Exercise Science or Physical Education to Fitness and Wellness) in the last year/semester which resulted in incorrect versions of the PKI being delivered to students. We hope to rectify this issue by reorganizing the PKI (based on major) and re-evaluating the outcomes used to evaluate program goals. Under the current PKI format, only 10 questions are provided for this outcome, which may not provide a fair assessment of the program goal. We will be trying a new format for the PKI in the upcoming academic year, which uses domains identified from accreditation organizations in our field. This will increase the number of questions that students are evaluated on, which would provide a more accurate assessment of this goal.

## Resources Needed to Meet/Sustain Results

## Explanation of How Resources Will Be Used

### Outcome 3

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

#### What type of Outcome would you like to add?

Student Learning Outcome

#### Enter Outcome

Percent of Fitness and Wellness students who are "first-time" test takers and achieved a score of 70% or higher on the strength and conditioning subtest on the Professional Knowledge Inventory (PKI).

#### Timeframe for this Outcome

2022-2023

#### Performance Target for "Met"

At least 80% of "first-time" test takers achieve a score of 70% or higher on the strength and conditioning subtest of the PKI.

#### Performance Target for "Partially Met"

70-79% (or all but one student) of "first-time" test takers achieve a score of 70% or higher on the strength and conditioning subtest of the PKI.

#### Performance Target for "Not Met"

<70% of "first-time" test takers achieve a score of 70% or higher on the strength and conditioning subtest of the PKI

#### Assessment Measure Used

PKI subtest (strength and conditioning conceptual knowledge), comprised of multiple choice questions written at various levels of understanding (according to Bloom's taxonomy).

#### Frequency of Assessment

Every Fall and Spring semester in PEES 499 to graduating seniors.

#### Data Collected for this Timeframe (Results)

Of the 5 students there is data for, only 1 met this criteria (20%).

#### Score (Met=3, Partially Met=2, Not Met=1)

1

#### Comments/Narrative

This degree is relatively new. This is the first cohort we have data for. We are currently discussing how the PKI can be improved to evaluate our students more effectively. There have been some issues with the administration of the PKI due to changes in major (from Exercise Science or Physical Education to Fitness and Wellness) in the last year/semester which resulted in incorrect versions of the PKI being delivered to students. We hope to rectify this issue by reorganizing the PKI (based on major) and re-evaluating the outcomes used to evaluate program goals. Under the current PKI format, only 10 questions are provided for this outcome, which may not provide a fair assessment of the program goal. We will be trying a new format for the PKI in the upcoming academic year, which uses domains identified from accreditation organizations in our field. This will increase the number of questions that students are evaluated on, which would provide a more accurate assessment of this goal.

#### **Resources Needed to Meet/Sustain Results**

#### **Explanation of How Resources Will Be Used**

## **Goal Summary**

### **Goal Summary/Comments**

This degree is relatively new. This is the first cohort we have data for. We are currently discussing how the PKI can be improved to evaluate our students more effectively. There have been some issues with the administration of the PKI due to changes in major (from Exercise Science or Physical Education to Fitness and Wellness) in the last year/semester which resulted in incorrect versions of the PKI being delivered to students. We hope to rectify this issue by reorganizing the PKI (based on major) and re-evaluating the outcomes used to evaluate program goals. Under the current PKI format, only 10 questions are provided for this outcome, which may not provide a fair assessment of the program goal. We will be trying a new format for the PKI in the upcoming academic year, which uses domains identified from accreditation organizations in our field. This will increase the number of questions that students are evaluated on, which would provide a more accurate assessment of this goal.

### **Changes Made/Proposed Related to Goal**

NA

### **Upload Rubrics/Other Files**

## **Goal 2**

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

### **Program Goal**

Demonstrate professional knowledge and skills necessary for satisfactory performance in a health-related setting.

### **Pillar of Success Supported**

High-Demand, Market-Driven Programs

## **Outcomes**

### **Outcome 1**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Percent of Fitness and Wellness students who score a 4 or higher on the Internship Site Supervisor's Final Evaluation for professional knowledge and skills demonstrated in a health-related setting.

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

At least 80% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Professional Knowledge.

**Performance Target for "Partially Met"**

At least 70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Professional Knowledge.

**Performance Target for "Not Met"**

<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Professional Knowledge.

**Assessment Measure Used**

Site Supervisor Evaluation Scoring Rubric  
(Professional knowledge sub-section)

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490  
(Internship)

**Data Collected for this Timeframe (Results)**

Of the 3 students there is data for, all 3 met this criteria (100%).

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

NA

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

**Outcome 2**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Percent of Fitness and Wellness students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for the sub-section of Practical Skills demonstrated in a Health-Related Setting

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

At least 80% of students achieve a score of 4 or higher on the Site Supervisor's Final Evaluation for the sub-section of Practical Skills demonstrated in a Health-Related Setting.

**Performance Target for "Partially Met"**

70-79% of students achieve a score of 4 or higher on the Site Supervisor's Final Evaluation for the sub-section of Practical Skills demonstrated in a Health-Related Setting.

**Performance Target for "Not Met"**

<70% of students achieve a score of 4 or higher on the Site Supervisor's Final Evaluation for the sub-section of Practical Skills demonstrated in a Health-Related Setting.

**Assessment Measure Used**

Site Supervisor Evaluation Scoring Rubric (Practical Skills sub-section).

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490 (Internship)

**Data Collected for this Timeframe (Results)**

Of the 3 students there is data for, all 3 met this criteria (100%).

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

NA

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

**Outcome 3**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Percent of Fitness and Wellness students that score a 4 or higher on the Internship Site Supervisor's Final Evaluation for Work Ethic/Initiative subsection in a health-related setting.

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

At least 80% of students achieve a score of 4 or higher on the Site Supervisor's Final Evaluation for the sub-section of Work Ethic/Initiative

**Performance Target for "Partially Met"**

70-79% of students achieve a score of 4 or higher on the Site Supervisor's Final Evaluation for the sub-section of Work Ethic/Initiative

**Performance Target for "Not Met"**

<70% of students achieve a score of 4 or higher on the Site Supervisor's Final Evaluation for the sub-section of Work Ethic/Initiative

**Assessment Measure Used**

Site Supervisor Evaluation Scoring Rubric (Work Ethic/Initiative sub-section)

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490 (Internship)

**Data Collected for this Timeframe (Results)**

Of the 3 students there is data for, all 3 met this criteria (100%).

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

NA

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

**Outcome 4**



**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Percent of Fitness and Wellness students who score a 4 or higher on the Internship Site Supervisor's Final Evaluation for "Appropriate and Effective Verbal Communication" during internships

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

At least 80% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Appropriate and Effective Verbal Communication

**Performance Target for "Partially Met"**

70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Appropriate and Effective Verbal Communication

**Performance Target for "Not Met"**

<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of Appropriate and Effective Verbal Communication

**Assessment Measure Used**

Site Supervisor Evaluation Scoring Rubric (Appropriate and Effective Verbal Communication sub-section).

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490 (Internship)

**Data Collected for this Timeframe (Results)**

Of the 3 students there is data for, all 3 met this criteria (100%).

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

NA

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

**Outcome 5**

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Percent of Fitness and Wellness students who score a 4 or higher on the Internship Site Supervisor's Final Evaluation of "Accuracy of Written Skills" during internships

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

At least 80% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of "Accuracy of Written Skills"

**Performance Target for "Partially Met"**

70-79% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of "Accuracy of Written Skills"

**Performance Target for "Not Met"**

<70% of students achieve a score of 4 or higher on the Site Supervisor Final Evaluation for the sub-section of "Accuracy of Written Skills"

**Assessment Measure Used**

Site Supervisor Evaluation Scoring Rubric  
(Accuracy of Written Skills sub-section)

**Frequency of Assessment**

Every Fall and Spring semester in PEES 490  
(Internship)

**Data Collected for this Timeframe (Results)**

Of the 3 students there is data for, all 3 met this criteria (100%).

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

NA

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Goal Summary

### Goal Summary/Comments

Our students are prepared for internship (as indicated by site supervisor evaluations). The content that they are learning in the classroom is adequately preparing them for their hands-on experiences. Students are required to complete 2 internships for this program, which allows them to observe and learn during their first internship, and become more involved during their second internship. Students are also provided feedback/evaluated at the midpoint of each internship to ensure they understand where they can make improvements.

### Changes Made/Proposed Related to Goal

NA

### Upload Rubrics/Other Files

## Goal 3

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

### Program Goal

Determine the percentage of Fitness and Wellness who are employed within their field of study.

### Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

### What type of Outcome would you like to add?

Operational Outcome

### Enter Outcome

Percentage of Fitness and Wellness graduates who are employed within the field of study

### Timeframe for this Outcome

2022-2023

### Performance Target for "Met"

At least 80% of Fitness and Wellness graduates are employed within the field of study

### Performance Target for "Partially Met"

70-79% of Fitness and Wellness graduates are employed within the field of study

**Performance Target for "Not Met"**

<70% of Fitness and Wellness graduates are employed within the field of study

**Assessment Measure Used**

Graduate survey deployed by Internship coordinator approximately 1-year post graduation

**Frequency of Assessment**

and the end of every Spring semester

**Data Collected for this Timeframe (Results)**

This program has only had 3 graduates. We were not able to reach these 3 graduates to ask them what the current status of their employment , education, or military service status.

**Score (Met=3, Partially Met=2, Not Met=1)**

1

**Comments/Narrative**

As a department, we are currently discussing different strategies to obtain information from graduates relating to their plans following graduation. We are currently relying on students to follow-up using a survey. However, we have been relatively unsuccessful with students replying to emails or other communications following their graduation. Alternatively, we try to use social media to find out what our graduates are doing following graduation with little success.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Goal Summary

**Goal Summary/Comments**

NA

**Changes Made/Proposed Related to Goal**

NA

**Upload Rubrics/Other Files**

### Goal 4

**Program Goals** are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

**Program Goal**

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

**Pillar of Success Supported**

High-Demand, Market-Driven Programs

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Major Enrollment

**Timeframe for this Outcome**

Academic Year 2022-2023

**Performance Target for "Met"**

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.

**Performance Target for "Partially Met"**

Not Applicable

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5, (b) for Master's/First Professional is less than 6.

**Assessment Measure Used**

Enrollment & Graduate data from Academic Affairs office

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

Based on the Program Productivity Report for Program Assessment Reporting that was provided, the Fitness and Wellness program has 12 students who have declared as Fitness and Wellness majors.

**Score (Met=3, Partially Met=2, Not Met=1)**

1

**Comments/Narrative**

This degree is still relatively new. The number of students (12) is only 0.5 below the "rolling average". The enrollment of students in the Fitness and Wellness major will increase over the upcoming academic years as students learn about this degree. There will also be an increase in the enrollment of Fitness and Wellness when students who have declared as Exercise Science and Physical Education majors do not meet the program requirements (academic or otherwise).

**Resources Needed to Meet/Sustain Results**

## Explanation of How Resources Will Be Used

### Outcome 2

**Outcomes** are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Completions (Degrees Awarded)

**Timeframe for this Outcome**

2022-2023

**Performance Target for "Met"**

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.

**Performance Target for "Partially Met"**

Not Applicable

**Performance Target for "Not Met"**

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8, (b) for Master's/First Professional is less than 3.

**Assessment Measure Used**

Enrollment & Graduate data from Academic Affairs office.

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

There have only been 3 Fitness and Wellness graduates so far.

**Score (Met=3, Partially Met=2, Not Met=1)**

1

**Comments/Narrative**

This degree is new. The enrollment of Fitness and Wellness students has primarily been from students who were Exercise Science students that did not meet the program requirements and were this degree as an option to complete their bachelor's degree. As the program enrollment increases, there will be an increase in enrollment numbers.

**Resources Needed to Meet/Sustain Results**

## **Explanation of How Resources Will Be Used**

### **Goal Summary**

#### **Goal Summary/Comments**

NA

#### **Changes Made/Proposed Related to Goal**

NA

#### **Upload Rubrics/Other Files**

#### **Dean's Email Address**

shuntbarron@lander.edu

#### **Approved by Dean?**

Yes

#### **Signature of Dean**

Sarah Hunt-Barron

#### **Comments from Dean's Review**

Consider combining some of your goals - especially those from internships - to provide a more holistic view and also reduce redundancy in reporting student achievement in the internship. This is a new program - 2022-2023 was its first year in the catalog.

**Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.**