

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
Graphic Design, B.Des.

Submission Due Date
2023-2024

Assessment Coordinator Name
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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 demonstrate skills to communicate critical thinking in visual art

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?

Student Learning Outcome

Enter Outcome

Students in capstone course ART 499 score 6 on Critical Thinking Prompt.

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

80.0% or more score 6 on Critical Thinking Prompt

Performance Target for "Partially Met"

Between 60.0% and 79.9% score 6 on Critical Thinking Prompt
59.9% or less score 6 on Critical Thinking Prompt

Performance Target for "Not Met"

59.9% or less score 6 on Critical Thinking Prompt

Assessment Measure Used

The Critical Thinking prompt asks students to compare and contrast two works of art (one 2D and one 3D) using the elements and principles of design and to identify the artistic styles of each work.

Frequency of Assessment

Twice annually in DES 499 capstone course

Data Collected for this Timeframe (Results)

90%
N=7

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

3

Comments/Narrative

In Academic Year 2022-2023, capstone course student scores were at 90%. This indicates the changes the art+design department has made in curriculum over the last few years are helping students be better prepared for success in their degree. A 5-year plan was created to ensure that students are on track towards earning their degree. These changes have been made to strengthen all levels of course work and the result has been that students consistently meet assessment levels. Changes in curriculum have included reworking courses at the foundation level, both of which have given students experience needed to critically assess works of art. Students gain practice in critical assessment of artwork through regular critiques in all studio courses. Students learn to use objective language and the elements and principles of design to describe the visual elements of artwork in each 100, 200, 300, and 400 level studio courses. In addition, changes were made to the art history curriculum in 2015-2016 which required art history survey classes at the freshmen level, and three upper level art history courses during sophomore, junior or senior academic years. All of these courses provide content to strengthen understanding and critical assessment skills. This assessment measure demonstrates mastery of critical assessment of visual artworks, a skill necessary to prepare for graduate studies or a career in the industry.

Resources Needed to Meet/Sustain Results

A full time Graphic Design professor will need to be hired for the Fall of 2024, as that position is currently vacant.

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

Freshman art majors scores improve by 3 points between start of freshman year (in ART 105) and end of freshman year (in ART 106) after completing all foundations courses.

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Average score on Critical Thinking Prompt improves from initial foundations (ART 105) to advanced foundations (ART 106) by 3 points.

Performance Target for "Partially Met"

Average score on Critical Thinking Prompt improves from ART 105 to ART 106 by less than 3 points.

Performance Target for "Not Met"

Average score on Critical Thinking Prompt does not improve from ART 105 to ART 106.

Assessment Measure Used

The Critical Thinking prompt asks students to compare and contrast two works of art (one 2D and one 3D) using the elements and principles of design and to identify the artistic styles of each work.

Frequency of Assessment

Twice annually. Once at beginning of ART 105, once at end of ART 106.

Data Collected for this Timeframe (Results)

+3.3 Points

N=3

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

3

Comments/Narrative

There has been overall improvement in critical assessment techniques using the elements and principles of design across all of the degree programs. This improvement does not necessarily have a numeric value on an assessment chart (other than meeting the measure) but has been witnessed by art studio faculty in 200, 300 and 400 level studio courses. This can be contributed to the new hire of a full time foundations faculty member in Fall 2020, who has incorporated regular writing assignments in all foundations courses. In addition, each year students have assimilated all foundations course content and created a bound book as a final project in the spring semester. Successful completion of this assignment demonstrates that students understand objective critical assessment content. During both semesters of the freshmen year, students are required to take two art history survey courses, a

curriculum change made in 2015-2016. These classes include a broad range of art historical content and a focus on critical analysis of works of art, and this in combination with changes in foundation curriculum has had a direct effect on student performance in the “historical content”, an area where lower scores were noted in previous years. As freshmen students have entered our department as better prepared students with a stronger background in art for the last three years, initial scores in ART 105 were slightly higher than previous years. This allowed ART 105 and ART 106 to focus more on critical thinking during class critiques and raise expectations during critiques and written assignments. This change has improved student’s scores on the Critical Comparison

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

After some success in raising scores in these indicators of success, data for academic year 2021-2022 suggests that recent curriculum changes have made a positive impact. Since 2020, the freshmen foundation curriculum has provided a more holistic approach to the development of critical assessment skills using the elements and principles of design, and requires that students demonstrate comprehension. This in combination with changes made to the art history curriculum in 2015-2016 which allows for a more thorough coverage of art history for our incoming freshmen and requires a upper level art history courses for all studio art majors, our students have scored better on these indicators of success. Improvement in the percentages of ART 499 students' scores indicates that 200, 300 and 400 level studio art courses are also increasing standards and helping to improve critical analysis skills. Even though the art department is now attracting a more experienced and knowledgeable incoming freshman class and scores on the initial ART 105 critical thinking prompt have been higher, we continue to see improvement in assessment measures.

Changes Made/Proposed Related to Goal

Continued updates to the freshmen foundation curriculum have increased student performance for these assessment points.

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

Students demonstrate engagement in professional practices (community/professional/organizational art events and exhibitions of art) outside of the university classroom.

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?

Student Learning Outcome

Enter Outcome

Average number of approved community or professional art events participated in by students upon completion of DES 499.

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Average number of approved community or professional art events participated in by students upon completion of DES 499 is 6.1 or more

Performance Target for "Partially Met"

Average number of approved community or professional art events participated in by students upon completion of DES 499 is 2.5 - 6.0

Performance Target for "Not Met"

Average number of approved community or professional art events participated in by students upon completion of DES 499 is less than 2.4

Assessment Measure Used

Community or professional organization events documented by students and approved by DES 499 instructor

Frequency of Assessment

Twice annually in DES 499 capstone course.

Data Collected for this Timeframe (Results)

5.12
N=14

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

3

Comments/Narrative

This goal was originally added as a focus in 2009-2010 and students were required to participate in three juried art events (PICA) that happened outside the classroom. In 2016-2017, the number of required juried events was increased to six because students were consistently meeting the assessment measure. At the same time that this number of required events was increased, the level of rigor in accepted events was also increased. Students are consistently meeting this assessment measure. In 2020-2021, The department began a renewed focus on professional development and entrepreneurship which has increased student awareness and engagement in these activities. The art+design faculty have strengthened their relationship with the Arts Center of Greenwood and have worked with them to bring more cooperative exhibits and opportunities for students to engage in

professional practices such as exhibition, artist talks and workshops. Curriculum for for 400 level studio courses commonly include public presentation of art. Examples continue to be public art works created in ART 402 (advanced sculpture) are exhibited on campus or in the community, and ART 407 (Advanced Ceramics) creates bowls for the annual Empty Bowls campaign, and ART 405 (Advanced Painting) hosts visiting artists and displays large canvases on campus. During the academic year 2013-14 the art department took a more academically linked approach to the Lander Art Gallery on campus. Each year there the department hosts student juried exhibitions and invited professional artists in the Lander Art Gallery. Students are encouraged to participate in the Juried Student Exhibition, and have the opportunity to attend exhibitions and verbal presentations of 4-6 professional artists on campus and at the Art Center of Greenwood. Added focus to this learning outcome since 2009-10 has increased student awareness of community opportunities and has increased student participation in these events and allowed students to meet and even surpass this goal when they reach ART or DES 499. The large number of students surpassing this goal during 2016-17 has demonstrated that our goal was too low. For academic year 2016-17 the goal was raised to 6.0 for all art majors. The average number of PICA events is above the expected outcome and is an indicator of the success of these endeavors.

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

Percentage of capstone course students presenting a body of work to the public by staging an exhibition.

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

90% or greater present a body of work to the public

Performance Target for "Partially Met"

80 to 90 percent present a body of work to the public

Performance Target for "Not Met"

less than 80 percent present a body of work to the public

Assessment Measure Used

Senior Exhibit documents body of work in public exhibition

Frequency of Assessment

Twice annually in ART 499 capstone course.

Data Collected for this Timeframe (Results)

100%

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

3

Comments/Narrative

In 2009-10 this goal was added. For 2021-2022, this goal was met with 100%. The quality of the Senior Exhibition of BS artwork drastically increased in 2019 when art faculty developed a jury process for work to be exhibited. In the last three years the number of BDes students has increased. In the Spring 2021, the senior Exhibit was split between the Jackson Library on campus and an exhibition space in the community. It was part of a community wide event, The Art Walk, which also included other venues and exhibitions. Student outcomes indicate that since increased focus on this goal in 2010-11, students are staging exhibitions of a body of work more often, creating a routine of exhibiting artwork that will continue after graduation.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Students are made aware during their first semester of the department expectation that they participate in community or professional events and that they have an exhibition of their work during ART/DES 499, the capstone course. The current art faculty members are extremely active in their own community and professional events. This activity demonstrates to our students what it looks like to be an engaged artist in the community and or profession. Our faculty involvement also makes the dissemination of information about these events readily available to our students. Our strong relationship with local businesses and the Art Center of Greenwood helps to provide more opportunities for students to exhibit artwork and attend art events. The curriculum for 400 level studio courses includes a focus on professional opportunities for participation and exhibiton in the community and on campus. The curriculum for ART 499 has been changed to ensure that students have the experience of planning, preparing, advertising, and executing their own exhibit (Senior Exhibition). Maintaining focus on the goal of "students engage in professional practices outside of the university classroom" requires attention. Students are reminded of the professional practices goal in our annual Majors Meeting and kept aware of opportunities for exhibits and opportunities in the community by email, our social media accounts, class announcements, and posters. Students and professors will keep records of participation and results are tracked by the ART/DES 499 professors. The syllabus for ART 499 has been revised to include a statement about the requirement for participation in the Senior Show with grade consequence. Our art+design faculty have provided exhibition experiences outside the classroom and have provided positive press releases about student engagement in these experiences. This year, once again, many of our students earned awards in juried exhibits in regional venues. These exhibits and successes have generated much excitement and have impacted student attitudes toward professional practices. It also has improved the reputation of Lander's degree programs, many of which are new in our department. Continuing the public display of student work on campus and in local public venues supports this goal. Public sculpture installation sites on campus have helped to support this goal. The current, energetic art faculty continues to contribute to the vitality of these program improvements. The overwhelming success of the art+design department in

this area has allowed us to raise our standards for the upcoming academic year

Changes Made/Proposed Related to Goal

The department continues to focus on instilling professional practices into as many areas of our curriculum as possible. During the 2021-2022 academic year, since we have multiple types of degrees that require slightly different exhibition types, we collaborated with the city to create a new annual event, The Art Walk that includes venues for senior exhibition that can be experienced by students, faculty and community members. The revision of the capstone course to include professional practices specific to studio art in 2021-2022 promises to have a positive effect on this assessment measure in the future.

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

Students demonstrate college-level competencies in the field of art+design.

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?

Student Learning Outcome

Enter Outcome

Maintain NASAD program accreditation

Timeframe for this Outcome

Academic Year 2020-2021

Performance Target for "Met"

Fully accredited

Performance Target for "Partially Met"

provisional accreditation

Performance Target for "Not Met"

not accredited

Assessment Measure Used

National Association of Schools of Art and Design (NASAD) program accreditation

Frequency of Assessment

Accreditation visits are on a variable cycle from 2-10 years. Our most recent visit was spring 2012. With full accreditation, our next visit will occur 2022.

Data Collected for this Timeframe (Results)Yes
Full Accreditation**Score (Met=3, Partially Met=2, Not Met=1)**

3

Comments/Narrative

Lander's Art+Design Department continues to be fully accredited by NASAD. With the recent addition of new BFA degrees offered in 2D and 3D and a BFA/MAT degree along with our new MFA degree, and BDes degree, the Art+Design Department worked closely with NASAD to ensure that all degrees meet standards. We are awaiting on news about our reaccreditation, now that we have submitted the optional responses on the 15th of September, 2023.

Resources Needed to Meet/Sustain Results

\$90,000.00

Explanation of How Resources Will Be Used

The Department of Art + Design desires to maintain our NASAD accreditation. We submitted the selfstudy and had a successful site visit in the Spring of 2023. On September 15th, 2023, we submitted the optional responses. We had support from our provost, VP of Finance, and Dean to help construct those responses. There were four main points to address, most of which had to do with safety issues and space limitations in some of our studios. The other issue was with the chair position. This is due to the fact that as current chair, I have not had course releases. This and other matters were addressed and responded to in the documents that were sent to NASAD. We anticipate reaccreditation for the next 10 years.

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

Student competencies in concept development, craftsmanship and aesthetic decisions demonstrated in production of process or thematic portfolio in 400-level courses

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

90.0% or more of 400 level student process-folios demonstrate progression of ideas related to formal and conceptual development, media skillfully applied to support the concept, and aesthetic decisions are supportive to concept, justified with reasons.

Performance Target for "Partially Met"

80.0% to 89.9% of 400 level student process-folios demonstrate progression of ideas related to formal and conceptual development, media skillfully applied to support the concept, and aesthetic decisions are supportive to concept, justified with reasons

Performance Target for "Not Met"

Less than 80.0% of 400 level student process-folios demonstrate progression of ideas related to formal and conceptual development, media skillfully applied to support the concept, and aesthetic decisions are supportive to concept, justified with reasons

Assessment Measure Used

Portfolio rubric reviewed by one upper level and one foundations level faculty member. Student must score 6 or higher.

Frequency of Assessment

Each semester in all 400 level studio courses

Data Collected for this Timeframe (Results)

100%
9/9

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

3

Comments/Narrative

In the 2022-2023 academic year, Students met this assessment measure. Processfolios are required in every 400-level studio course and are assessed with a common rubric. Students now assemble images and a statement in the format designated by each professor in each 400 level studio art course. The assessment measure demonstrates that current 400 level studio course curricula are effective and students are producing strong creative work and are demonstrating high levels of critical thinking about their work.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Our NASAD reaccreditation is pending upon approval of the optional responses that were recently submitted. In our last site visit in Spring 2012, we were approved for full accreditation. Of particular note was the positive feedback the department received on the high quality of student art visible on campus and the high quality, high energy, and collegiality of our art faculty. We continue to address the concerns noted by NASAD evaluators including overcrowding and poor ventilation in some of our studios. We have had several improvements and additions to help alleviate some of these issues, thanks to the work of our provost, VP of Finance and Dean, amongst others involved. The OSHA report from the summer was also helpful in determining best practices for safety within our classrooms.

All 400 level studio art and design courses require the creation of a portfolio which indicates that students

are producing strong creative work and are demonstrating high levels of critical thinking about their work.

Changes Made/Proposed Related to Goal

In 2021-2022, two replacement faculty were hired, a graphic design professor and an art educator to better serve student needs. Prior to 2021-2022, we have hired a replacement art historian and a foundations lecturer. The recent graphic design hire left Lander after two years of teaching. There was a failed search for a replacement this summer. Former chair and full professor, Jim Slagle, has stepped in as visiting lecturer to teach our DES classes for one year. We will be posting the job ad very soon in the hopes of finding a good fit, who will be a long-term hire to join our faculty. The chair load continues to be an issue because there are no course releases in sight. Having to stack classes can also be problematic when they are completely different subjects. A part time faculty member was found by the chair on Prof360, located in LA. She will be teaching History of Graphic Design in the Spring of 24, to assist both current Graphic Design professors loads in the Spring. This course wasn't offered in two years, when typically it was offered every year. Our BDes students need this course to graduate.

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 and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

85.4

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

3

Comments/Narrative

Student enrollment in all majors continues to be strong though as more students choose to pursue a BDes BFA, MFA and MAT degrees. The BS (Currently the BA) degree program is shrinking in size for incoming freshmen but is ideal for transfer students who require degree flexibility. Art+Design faculty are actively recruiting new students during scheduled Open House events, student visits and tours and by maintaining professional relationships with SC schools. In addition the department has developed bridge programs with two area technical schools to bring transfer students which support the BA degree. We have rebranded our department and changed the name in 2021-2022 from Visual Arts to Art + Design to demonstrate our student focused priority. In Fall 2022, we unveiled our new logo and we have updated recruitment materials to reflect the new logo to continue to recruit students. The Artrageous event also continues to be a success. Student tours and portfolio reviews were conducted over the summer.

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

Academic Year 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 and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

17.2

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

3

Comments/Narrative

Number of degrees conferred continues to meet the assessment measurement point. Art+Design faculty advisors work closely with students to advance them in the direction of timely graduation.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

With 129 majors, overall enrollment in the department continues to grow. Our advisors and faculty are working to increase the visibility of the Art + Design program at Lander University and to maintain the positive reputation of our program. We have a new freshmen advisor, who is an alum and graduate from our program. We have ongoing recruitment plans to increase the number of degrees conferred and the number of majors over the next 5 years with strategic planning.

Changes Made/Proposed Related to Goal

In 2021-2022, the department changed the name of the department to Art + Design to be more representative and created pipelines into our programs through dual enrollment and bridge programs. We have created new promotional materials that showcase our programs and new branding.

Upload Rubrics/Other Files

Dean's Email Address
smcmillan@lander.edu

Approved by Dean?

Signature of Dean

Comments from Dean's Review