



Cañada College

**COMPREHENSIVE
PROGRAM REVIEW
REPORT**

Fashion Design

Program Context

1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

Mission:

- Provide career technical training related to current trends and technologies in the fashion industry.
- Instruct basic fashion related skills for those interested in learning about the field.
- Support perspective transfer students for the California State University system or other four-year public or private institutions by providing lower division and elective coursework.
- Encourage and foster lifelong learners by offering a wide range of courses.
- Recruit and serve a diverse student population.

Our Vision:

The Cañada fashion program is evolving to equip students with the technical skills needed to thrive in a more sustainable and diverse fashion landscape. Our instruction is shifting toward fostering creative thinking and encouraging students to challenge traditional perspectives, with a strong focus on sustainability and inclusivity. By integrating eco-conscious practices and celebrating diverse cultural expressions, we aim to reshape how fashion is designed and produced. Students learn not only to create innovative garments, but also to consider the environmental and social impact of their work, preparing them to lead the industry toward a more responsible and inclusive future.

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

We are actively working with Jefferson Union high school and other Northern California High schools to initiate a dual enrollment fashion offering to meet the demand for Fashion related programs in their college prep-course work.

In the last two years, Northern California high schools and universities have made significant updates to their fashion design and merchandising programs, with a strong emphasis on sustainability, diversity, and the integration of modern technologies. Programs like those at California College of the Arts (CCA) now focus heavily on sustainability, offering students hands-on experiences with regenerative fibers, carbon-negative products, and collaborations with local sustainable initiatives such as Fibershed. These efforts help students explore sustainable material sourcing and develop eco-conscious design skills.

At a broader level, educational programs across the state have aligned with California's equity goals, aiming to create diverse and inclusive learning environments while expanding access to career technical education. The California Department of Education has supported creative industries, including fashion, through specialized programs and grants, particularly for arts and music education, which further reinforce the push for diversity and sustainability in the field.

Additionally, with the recent passage of SB-707, the Responsible Textile Recovery Act of 2024, which aims to reduce textile waste and promote responsible recycling, we are adapting our program to

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better align with these legislative and industry initiatives. This will help ensure that students are not only well-versed in sustainable practices but also prepared to contribute to the growing movement toward responsible fashion production and consumption.

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

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Changes and updates by area:

- **Employment Needs:** According to the Lightcast occupational review, merchandising, Adobe Illustrator, textiles and product designs are the top necessary skills demanded. Our current course work as well as plans for progression will support students with these necessary skills. We have started to integrate Adobe Illustrator in FASH 164 in the Fall 2024 semester, textiles continues to have a high enrollment and product design is covered in FASH 118 and 146.
- **Technology Needs:** Many technical design positions require the knowledge of Computer Aided Design programs such as Adobe Creative Suites. In the Fall 2024 semester, we introduced Adobe Illustrator in the coursework for FASH 164 *Fashion Illustration*. There is enthusiasm and excitement around this recent offering and it will be further incorporated into FASH 175 *Advanced Illustration*.

While attending the fashion conference MAGIC in August 2024, contact was made with Style3D which is an emerging company, specializing in the field of digital design, development and production. The company informed us that their software is free to college use and outreach has been made to gain access and incorporate this into future sessions of appropriate classes.

- **Licensing Needs:** The Garment Worker Protection Act (2022) in California requires higher labor standards, including minimum hourly wages and penalties for labor violations in garment production. This has imposed stricter licensing requirements for fashion companies to ensure fair worker treatment and compliance with these standards. On a global scale, international legislation such as the European Green Deal and Sustainable Products Initiative aim to promote circular textiles, extended producer responsibility (EPR), and environmental impact labeling for garments by 2024. These developments push brands to adapt their practices for better transparency and sustainability.

For us at the Cañada fashion program, these legal changes could significantly redesign our curriculum. Students must now be trained not only in garment design and construction, but also have a basic understanding of labor law compliance, ethical production practices, and sustainable design techniques.

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Courses might need to expand to include topics on labor rights, sustainability in the supply chain, and new global standards for licensing, preparing students to navigate the evolving landscape of fashion production. These updates would make our students more competitive in a market which is seemingly progressing toward higher ethical and environment standards.

- **Accreditation Needs:** In order to continue meeting Title 5 requirements as well as to meet the need for short courses (8-10 weeks) for students with scheduling complications, our course schedule offers a range of modalities, class durations and day/evening courses. The fashion lab which is open to all fashion students is equipped with the necessary fashion equipment, staffed with instructional aides and offers 30+ hours of day/evening options.
- CTE **Advisory Meeting** records:

Advisory board meetings have been recorded to be held during the following dates and there are minutes available to summarize each session.

Spring 2021: 01/12/21
Fall 2022: 12/16/22
Spring 2023: No Mtg. records on file
Fall 2023: 10/21/23
Spring 2024: 06/22/24

Looking Back

4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

One of the biggest changes has been the integration of different modalities as we returned to in-person instruction after the COVID-19 pandemic. Prior to the distance learning mandates, we taught most of the courses in-person. This mandatory shift to remote teaching, required that all instructors adapt their instruction materials to the online format. While this was a tremendous lift for the program, as it was with all others, it has created a new opportunity for our students. We now offer in-person, hybrid, synchronous and asynchronous courses. Student surveys have shown that this range in modality has made our program available to those who previously wouldn't be able to access it. Even the courses that have shifted back to in-person only, now feature recorded tutorials and instruction using platforms such as Panopto, Zoom, etc. This supports students in with a variety of teaching methods and also has created an opportunity for all faculty to use the technology efficiency that platforms such as Canvas offer for course administration and grading.

FASH 164 *Fashion Illustration* was taught in the hybrid modality this fall to allow the integration of computer aided design software, Adobe Illustrator. The new faculty, Jaleh Naasz has experience using this software in the design industry and found this to be a great opportunity to share that experience with the students. She was able to work with the BDW office to secure a computer teaching lab for the CAD portions of this class and the students have commented positively about this new addition.

5A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

5A) Recommendation: Why were the courses developed?

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Response: I am not sure since I was not teaching here at that time, but it seems as though there was encouragement for the dept. to offer this.

10) Recommendation: You described how students meet PLO's but more information on your PLO assessment plan process...i.e. Frequency, correlation with SLO's, etc.

Response: This material is currently under review and will be updated during the current 3-year SLO/PLO review cycle of 2023-2026.

No other recommendation or feedback was given as the program was rated as highly effective.

5B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review.

The goal of increasing certificate and degree completion rates was not met. Between 2015-2019 there were 94 students, and looking at 2019-2023, there was nearly half as many at a rate of 50. In analyzing the rates for those years, it is clear there was a decline in graduation and completion rates during and after the pandemic years 2020-2022. It does seem as though more of our students are enrolled in multiple classes in the program and are on the path to pursue a degree or certificate. Another goal was to have enough enrollment so courses would not be cancelled. There are a lot of course cancellations the academic year of 2020, but that was during the pandemic, so it would seem as though it may have been a major factor.

Of the 13 courses offered during Spring 2021, only 1 was cancelled and that was a second section of FASH 110. Therefore, none of the topics scheduled for SP21 were cancelled. There was no cancellations SU21 and the only class canceled in the Fall of 2021 was Internship. Given this data for the 2021 academic year, the goal of preventing course cancellations was met.

Fall 2022 had some cancellations, but mostly in second sections of courses that were being offered. This would imply that there wasn't sufficient demand to fill two sections of these topics. During the semesters past this, only FASH 110 has been offered in two sections and it has been seeing adequate enrollment.

The goal of providing one-on-one assistance in the labs who needs access to equipment and support has been accomplished with the hiring of two instructional aides.

6A. Impact of Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

Additional funding has allowed us to hire two instructional aides for the program, allowing for day and evening support for student in the fashion lab, which has been a valuable asset and one that sets our program apart from most others. Funding was secured to subscribe to digital pattern making software, which is another valuable resource for the fashion program, as it keeps our instruction relevant with industry standards.

6B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."

Since the last program review in 2019, we have shifted from having a full-time support staff to two part-time instructional aides. This allows for more scheduling options of day and evening labs and also gives students access to two different individuals, both skilled in unique ways.

Kathleen McCarney, a part-time instructor at Cañada since 1997 retired. Ronda Chaney, the full-time professor and program coordinator retired after 46 years at Cañada. Jaleh Naasz was hired to fill Ronda's position as FT tenure-track faculty and program coordinator. The retirement of these

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talented and experienced faculty created a void of instruction in both the creative, design aspect with Fashion Illustration as well as the technical side of intermediate and advanced garment construction and pattern-making. The Fall 2024 semester has been successful thus far with Jaleh Naasz filling in for the core classes previously offered by these instructors, as well as the placement of experienced adjunct in other areas needed.

Current State of the Program

7A. Enrollment Trends

Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

Productivity has increased with a load of 584 2019-2020, 630 for 2020-2021, 593 for 2021-2022, and 617 for 2022-2023 and 690 for 2023-2024. Sections have been increased from 33 in 2017-2018 to 36 in 2023-2024. The only course currently being offered in 2 sections is FASH 110 which seems to be adequately meeting the demand. Courses with consistent high loads were: FASH 113, 115, 118, 111, 110, 100, 116, 133, 140 & 150. This data shows that the program is strongest in foundational clothing structure courses and technical design.

7B. Significant Changes in Your Program

Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

FASH 100 has seen declining enrollment in recent years. This course has been offered on campus in the afternoon and evenings and seems to have started to decrease in demand during and after the pandemic. This course is being offered Spring 2025 in a synchronous modality, earlier in the day to create a range in time and modality offering.

FASH 110 saw a drop between SP21 and Fall22, primarily due to the hands-on requirement for this sewing class. It has since steadily filled two sections since Spring 2023, a third section of this course may be offered in a shorten format to widen the access for those with tricky work schedules. Additionally, if this course is to be used as a pre-requisite to intermediate sewing, that would increase demand for it.

FASH 115 has been increasing in enrollment and demand as well, and in order to support the influx of students taking FASH 110 and hoping to continue on with our program, it may benefit the program to add a second section of this course annually.

FASH 168, Fashion Draping has been increasing in enrollment as well. This is reasonable since this technique is one that would interest students progressing from the beginning sewing and pattern-making courses and looking to further their expertise. We may consider offering this course bi-annually.

FASH 173 has continued to decline in enrollment, this is something that is being monitored to reevaluate its relevance to the current industry and the needs of the students in the field.

7C. Planning for Your Program

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

The consistent high fill rate for FASH 110 and the well-enrolled FASH 118 would support the need to increase the offering of more intermediate and advanced sewing courses, such as FASH 115 and FASH 168. There are courses that have not been offered in a few semesters such as FASH 225 &

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FASH 175. Given the fill rates in foundational technical design classes and the more skilled nature of our students, these courses should experience higher fill rates once offered again. Currently the fashion program is offered in various modalities, includes day, evening and short block courses and aims to rotate course offerings in modality and day/time each semester. Given the skilled and motivated students enrolled in our program, it would be a good idea to introduce an upcycling and fashion sustainability related course in the future. Other topics such as fashion show production may also prove relevant if the program is to curate an annual show and event.

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

Success and withdraw rates have remained fairly consistent from 2019-2020 to 2023-2024.

8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

The fashion industry has traditionally been a female-centered industry; therefore, the equity gap of -26% male students is not surprising nor new to the fashion program at Cañada college. There are efforts being made to be more gender inclusive in courses. For example, the use of male dress forms and investing in male sloper patterns so students can have more choices when working on course projects. FASH 164 also allowed for students to design womenswear, menswear or unisex designs, as well as for various body types. The inclusion of different gender and body types in our upcoming social media posts, marketing efforts and shows will allow us to reach and recruit more male students.

For success by Ethnicity the highest group is Asians at 86%, and the lowest groups are Hispanic at 63% and Unknown at 54%.

The retention by Ethnicity shows Asians as the highest group and Unknown at the lowest group. Success & Retention by age: The highest is under 18 at 94%, however that refers to a small population of 16 students. When looking at a larger group of students, the 60+ age group has the next highest success rate at 85%, they are followed closely by the 40-49 age group at 82%. Students in the age ranges of 18-22 and 23-28 have the lowest success rate and those in the age group of 18-22 have the lowest retention rate.

This data proves there is an opportunity to progress the fashion program to relate better to the younger generation of students. This can be implemented by updating assignments and course projects, as well as adding topics they are interested in such as upcycling and using computer aided design software. Sewing is a very in-depth topic and the strictness and rigidity that the subject is oftentimes taught tends to detract those interested in dabbling in it and learning the basics. It is also a technical skill that many were trained in generations ago, so in the 60+ age group, it's much more common to have prior experience than in the younger generations. Adding more flexibility and diversity to the projects and course topics will help a younger audience feel less intimidated to enroll in the courses.

The pandemic really impacted young people, especially in fashion and sewing programs since those are programs that typically attract outgoing and social individuals. An aftermath of that and/or the popularity of social media and its implications among younger students has resulted in younger students who seem to be more self-critical, constantly comparing their work and skills to others. In

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some cases, students feel even more isolated when those who don't have the same work or financial pressures are a large part of the discussion or class focus. These students often have more time or resources, which can unintentionally make others feel like they don't measure up. That's why it's so important for instructors to use inclusive and diverse examples to create a welcoming environment where everyone feels valued, no matter their background or situation.

In terms of modality, synchronous and face-to-face instruction seem to have the highest success rates. While face-to-face caters more to the hands-on learner and those with technology challenges, synchronous courses make learning accessible to those who don't have as easy of access to the campus, those who have become accustomed to online learning and its flexibility benefits, or those who have complicated schedules and benefit from the reduced commute time. Asynchronous courses had the lowest enrollment, success and retention rates. There is only one course being offered in this modality in the Spring 2025 semester, as this is a modality we are most likely going to navigate away from.

Equity by instructional modality shows that the Hispanic subgroup, as well as those in the age range of 18-22 and low-income students had the most challenges with succeeding in the face-to-face modality. Since the in-person fashion courses can lean towards being casual and conversational at times, it may be harder for someone who is feeling under-represented feel comfortable or included. In-person instruction also complicates access to instruction for those balancing work schedules and commuting to campus.

8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

The necessary skills for students in the Fashion Program are best achieved with either face-to-face instruction, hybrid or synchronous instruction. Course topics, instructor training and comfort using technology will need to be considered when designating courses in different modalities. There is ongoing effort to vary course modality offerings between semesters. As demand for courses grow and in the case of a need for additional sections, different modalities can be offered as well.

Currently, the only class in the fashion program is appropriate for online study is FASH 151 Fashion Merchandising. The online class remains lower in success rate and retention. We continue to work with the online instructor to increase these numbers and will work towards offering this class in a different modality in 2025-2026.

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

Currently the fashion department addresses and reports SLO results for every course offered, every semester. Instructors follow up with assessing the resulting and making changes in the teaching as necessary.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

The lack of course pre-requisites has made it challenging for students who end up enrolling in courses they aren't skilled enough for yet, faculty needing to teach to different skill levels and instructional aides having to provide supplemental instruction during lab so students can catch up to topics. This gets in the way of some students being able to achieve the SLOs effectively and also prevents them from feeling encouraged and successful.

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10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The SLO connection to PLO is very outdated in the fashion program. There will be much more insight in these areas after the 2023-2026 SLO/PLO has been completed.

Looking Ahead

11. Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc. Please enter your response in the textbox below.

Goal #1) Update marketing material to better reflect the diversity represented in the fashion program. This effort has already begun with student photoshoot and connections with the marketing team to re-design and update print and digital material. We are also working towards a new logo which will be selected from original art submitted by Cañada students.

Goal #2) Community events: Plan and host community events that showcase student work, allow for opportunities for community outreach and bring excitement and exposure to the Fashion Program and the college as a whole.

Goal #3) Update the use of technology within the program as appropriate.

- A Canvas course was create Fall 2024 for current students and faculty in the fashion program. This will allow for timely and consistent communication throughout the program.
- Incorporate Adobe Creative Suites in fashion design and illustration topics as appropriate.
- Continue the use of and update digital pattern-making software to better align with industry standards.

Goal #4) Update equipment to better align with industry standards. The sewing machines currently being used are very outdated. They function satisfactorily for the beginning sewing courses, but it would benefit the more advanced students to gain experience using industrial sewing equipment.

Goal #5) Add pre-requisites to advanced courses to help guide incoming students better in their course scheduling.

Goal #6). Add elements of sustainability throughout course curriculum and work towards creating a course dedicated to fashion sustainability and repurposing of clothing.

Goal #7). Create opportunities for travel and industry experiences for students.

Next Step: If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there. Otherwise, this is the last prompt in the comprehensive program review form.

Supporting Information

Resource Requests

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Fashion Design & Merchandising

Item Requested

Industrial sewing machines and iron

Item Description

2 JUKI Single-needle Industrial sewing machines and 2 Gravity Feed Irons

Status

New Request - Active

Cost

3,063.35

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

This equipment is industry standard sewing equipment and providing access to this professional standard will train and prepare our students for professional placement. Having training on this type of equipment will elevate the products that our skilled student will sew. The fashion program offers a highly regarded technical design program that is known throughout the Bay Area. Giving our student training and access to this equipment will continue to set us apart from other choices they have in starting their fashion career.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This equipment upgrade will help Latinx and AANAPISI students by giving them access to top-rated and professional sewing equipment that will set them apart from others when applying for jobs in the industry. It will also motivate them to stay engaged with the program and become expert designers as they pursue their certificate or degree.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Support innovative teaching that creates more equitable and antiracist learning environments
Provide adequate access to technology
Manage resources effectively

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Requested Year

2023 - 2024

Hiring Division/Department:

Business, Design, & Workforce; Fashion Design & Merchandising

Resource Requests

Position Title:

Instructional Aide (two)

Is this position permanent?

Yes

Position Type

Part-time

If Part-Time, what percentage of Full-Time is this position?

0.5

Provide # of months.

10

Program Goals this Request Supports

Supports success and retention of fashion students

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.

The Instructional Aide will be knowledgeable of sewing construction skills, fitting garments to a variety of bodies, and how to adjust the corresponding patterns. The Instructional Aide will possess superior communication skills and be flexible in order to move between helping students from a variety of classes and class materials preparation.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

Within our program (and the college) there is a diverse population. Students are learning how to make garments for themselves. The Instructional Aide is someone who is skilled in communicating and fitting students from a variety of cultures and backgrounds and allows all students to feel comfortable with their clothing choices. Students are encouraged to make the clothes that they enjoy wearing.

3. Explain how adding this position will strengthen the department or division.

We are reinstating the Instructional Aide position. This will continue to strengthen the department by providing more success for and retention of fashion students.

4. Explain how this work will be accomplished if the position is not filled.

If this position is not filled, there will not be fashion labs and students will not have equal opportunities for success. Marginalized students will not have the chance for one-on-one help and may not experience the same success as students from more privileged backgrounds.

5. Critical Question: How does this resource request support closing the equity gap?

By filling the Instructional Aide position, all students would have the opportunity to come into the lab and get individualized help which supports closing the equity gap.

6. Critical Question: How does this resource request support Latinx and AANAPISI students?

One-on-one support will help Latinx and AANAPISI students gain understanding if they lack English proficiency.

Map Request to College Goals and Strategic Initiatives.

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture

Resource Requests

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Better share what Cañada offers

Ensure the physical campus is accessible

This position has been reviewed by the department or division and is recommended for hiring.

Dean/Director/Hiring Supervisor Name

Hyla Lacefield

Date

11/03/2023