

Instructional Program Review Report
Sierra College, 2018-19

Department/Program Name: Fashion Industries

Date Submitted: 3/01/2019

Submitted By: Diana Higashi

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your planning report with your Program Review.

1) **Relevancy: This section assesses the program's significance to its students, the college, and the community.**

1a) To provide context for the information that follows, describe the basic functions of your program.

Fashion Industries is a program that provides opportunities for students to transfer, get a degree, certificate of completion, and gain skills to enter the workforce through two skill certificates. Our program went through program vitality in 2012. In 2013, the program was redesigned to have more of a Merchandising focus which reflected the needs of the local job market. A full-time instructor was hired for Fall 2014. Since then we have continued to strengthen the program and partnerships with our industry partners. We have developed a partnership with fashion Instructors at Whitney and Rocklin High and looking into Dual Enrollment opportunities. We also have a strong relationship with Fashion Institute of Design and Merchandising. They hosted our students last year to visit their campus and we also have a working transfer agreement with them as well. We have participated with campus events such as participating in Makers Fair and Dino Days.

1b) How does your program support the district mission, as quoted below?

“Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college's programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be

fully engaged and contributing members of the global community. Sierra prepares students by offering Associate's and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment." [update]

Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship? [we could make this a separate question]

Fashion Industries is a CTE program and participates in the CTE committee, in-reach and out-reach activities, and conducts two yearly advisory meetings to stay current in the industry. We offer an AA degree, two certificates, and two mini certificates. The program is also a transfer program with most students transferring to California State Long Beach and San Francisco State. Fashion Institute of Design and Merchandising now accepts our AA degree so we have students transferring there as well.

Fashion Industries Department: Program Student Learning Outcomes

- **Demonstrate theoretical and practical knowledge of fashion design and merchandising**
- **Creativity: Create elements of fashion merchandising and design that reflect creative expression**
- **Design Principles: Critique elements and principles of design in Fashion design and merchandising.**
- **Teamwork: Develop skills in teamwork through group projects.**
- **Technology: Use computer skills to work with fashion industry software.**

The department is current on assessing all SLO's. Please see attached spreadsheet for SLO assessment schedule.

The faculty in the Fashion department are focused on equity and inclusion in our classrooms and for our department as a whole. The department chair is part of the EEO Advisory Committee, New Legacy Committee, and serves on the Equity Task force. With all these roles, she is able to communicate directly her part timers to discuss equity as it relates directly to the fashion department and campus as a whole.

1c) Program offerings align with which of the following mission categories; check all that apply:

- Transfer Career Technical Education Lifelong Learning
 Basic Skills Personal Development/Enrichment

1d) Please analyze your department's performance in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation; relevant data includes the equity and diversity goals of the department and College.

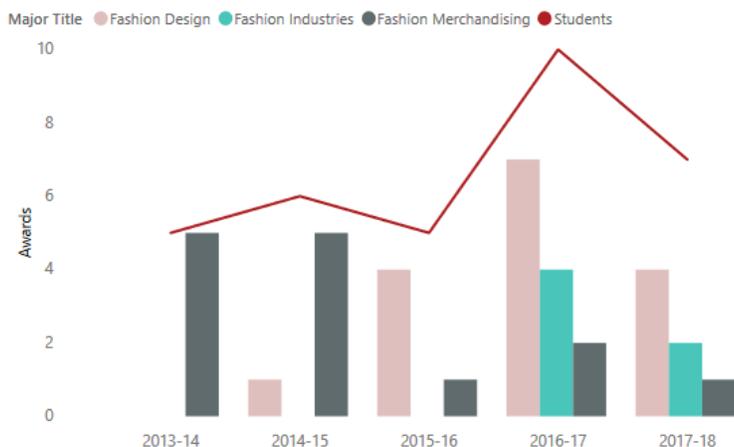
If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:
 - The alignment of these awards with the district's mission and/or strategic goals. (See the district "Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program's awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

Our program has a variety of degrees and certificates and through the help of our counseling liaison, we are looking at building our numbers.

Being that we are located near Sacramento, and The Golden Triangle (Fountains/Roseville Galleria) there is a need for the careers that we are preparing our students for. Our location also gives great opportunities for internships. We currently have ongoing internships with Vali's Tailoring, Buckle, Nordstrom, and Kate Spade.

Degrees & Certs by Year





Our numbers for length of time to complete our program are consistent with that of the college. For degrees and certificates, we are aware that our numbers are a bit all over the place. In 2016 the Fashion Industries degree started and the separate degrees of Design and Merchandising, were phased out. At that time, two mini certificates were created. Although we tried to communicate all the changes, there looks to be confusion from students on what their options are. With interest areas developing now, there will also be a creation of an onboarding process within our interest area and department along with ways of tracking and supporting our students through there time at Sierra. With these new initiatives, we are looking forward to helping students choose the right paths for them and complete their educational goals in a timely manner.

EDD Labor Market Information as of 2/25/2019

Occupation	Median Hourly Wage	California Est. Employment	Ave Annual Openings
Marketing Managers	80.67	34,900	3,670
Retail salespersons	15.04	452,300	65,170
Retail Buyers	31.00	20,900	2,350
Merchandise Displayers	15.93	10,400	1,280
Sales Managers	64.33	73,200	7,100
Sales Reps	32.44	138,700	4,730
Media Specialists	32.16	26,500	29,800

As a CTE program, we are required to look at and use labor market information to make sure we are preparing students to make a livable wage. The chart above is the latest job numbers for the variety of jobs that our degrees and certificates prepare students for. The numbers of annual openings for media specialists is especially encouraging as we have just had our Fashion Media Certificate approved.

- 1e) **Optional Additional Data:** Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

We have a Fashion Club which helps to bring students into our program and ties the department into campus activities. We also take students to New York and L.A. to explore college and career opportunities. The department has also partnered with the Hacker Lab. This partnership gives students an opportunity to use the Hacker Lab as an extension of the classroom to complete projects as well as create projects not related to coursework.

- 2) **Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.**

- 2a) **Curriculum:** Comment on the currency of your program's curricula, including discussion of any recent or projected changes. Please describe your process and the criteria, including state and/or professional mandates, for evaluating and revising curriculum, including the use of SLOs.

As relevant, please address the impact of the development of MAPs, Interest Areas, and Guided pathways on curriculum and program planning and assessment

As we are finishing up the 6th year of SLO's, the department has reviewed every single course at least once and many have been evaluated twice. The program successfully went through curriculum review in 2016. All MAP's have been completed. We are also working on Dual Enrollment with Rocklin High and Whitney High. Our department chair is the Interest Area Liaison for the Interest Area Task Force and is focused on making sure that we set an example of leadership as we work with our IA partners to better serve our students.

- 2b) **Student Learning Outcomes Assessment:** Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

All courses have been assessed at least once in the past 6 years and most have been done 2 or 3 times. The main area of opportunity found was finding ways to better link the courses to industry experiences and more hands-on assessments. Through our SLO assessment meetings, we determined that the advanced sewing class would benefit from having a serger project. We are currently asking for CTE funds to purchase enough sergers for each student to use. Please see chart below for the themes that we focused on during each SLO meeting.

Dates	What does the department think it can do to improve teaching and learning?	Goals met, changes made or evidence of improvement.
8/16/2016	We are also in the year of curriculum review so we looked at our SLO's and will make small changes to submit through that process.	The discussions of Spring 2016 have now made their way to implementation through curriculum review.
1/17/2017	We are completing our curriculum review process this spring and will implement the changes that we discussed in our 2016 P&A meetings.	From 2016, we are incorporating the changes to 4A and 4B that we talked about in P&A meetings in 2016, into curriculum review.
8/15/2017	Our emphasis is to build excitement and enrollments in our program so we can keep offering our courses in a timely manner.	Curriculum review has been completed.
1/17/2018	The focus on this semester is success and retention.	The beginning process of creating the Fashion Media certificate has been started.
8/14/2018	We are continuing our discussion on success and retention and coming up with methods to use this semester to include higher touch with students in online classes.	The beginning process of creating the Fashion Media certificate is almost completed and Program Review is about to begin.
1/23/2019	Our conversations focused around Interest areas and how we can work with our IA partners to better help the students.	The process of creating the Fashion Media certificate is complete and Program Review is happening this semester.

I have also attached the SLO Assessment Spreadsheet for your reference to the timeline.

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

Please describe your staff development needs based on this analysis.

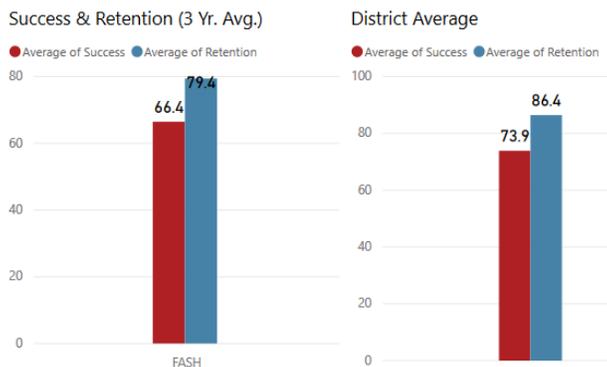
All instructors participate in the yearly flex offerings to include Assessment and Planning, Convocation, and department meetings. Through the fashion club, instructors are able to attend the New York Industry Trip over spring break. This trip gives instructors real world experiences to use in the classroom as well as offers a great opportunity for networking. All instructors are encouraged to attend the Equity Summit and other Equity and Diversity Training. The department chair is also planning on attending NCORE this summer. As a CTE department, we conduct 2 advisory committee meetings a year. These meetings give us an opportunity to hear directly from our local industry partners.

2d) Optional Additional Information: Please describe and explain any additional information that supports your evaluation of your program's success.

3) **Effectiveness:** This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success: Assess and evaluate the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Please include the results of any relevant outcomes assessments, as appropriate. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by your program; if you determine that you need to improve the program's performance, please describe how you plan to achieve this goal.

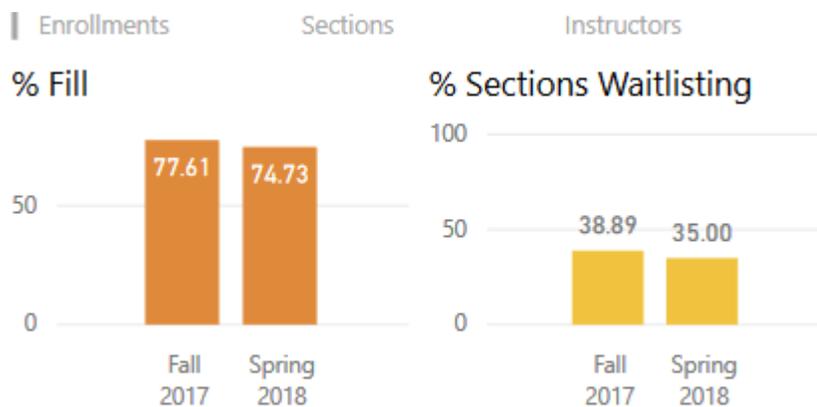
As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.



Fashion Industries has a lower average than the district. As a department, we have been looking at ways to increase these numbers. Last year, the entire department attended the success workshops and help to narrow down areas of focus to help improve our numbers. Much of the opportunities for our program were found in the online sections. We came up with a plan of reaching out to students starting week one to encourage their participation, communicating the resources available to them, and making sure we stay on top of cleaning up our rosters before census and W deadlines. Now that we have a Support Specialist, we have brought her into the conversation and she has become a great asset in helping our students get the resources they need to complete our courses.

3b) Enrollment Trends: Assess and evaluate the three-year enrollment trends in your program’s DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Include an analysis of fill rates, wait lists, course cancellations, program completion, and classroom use. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by the program; if you determine that you need to improve the program’s performance in any way, please describe how you plan to achieve this goal.

As relevant, please address your program’s role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.



From conversations at our Planning and Assessment and Department meetings, we started looking at how to increase our enrollments. The sequencing of our classes that we had in our MAPS worked well but the timing of the courses didn’t seem to be working. We surveyed our students and started to see a pattern of our students no longer wanting evening courses. 9-4 ended up being their preference. Starting last fall, the later classes were switched to afternoon classes and there has been an uptick in enrollment. We will continue to monitor the fill rates and see if further adjustments need to be made.

3c) Equity: Analyze and evaluate your program's performance in promoting and/or achieving equity for at risk students and equity in general. Based on this analysis, describe any plans you have to sustain or improve the program's contribution to student equity as a central component of student success.

This is a hard area to analyze as we haven't yet had a charge from the equity committee and have no current method of evaluation. As a department we have a 100% commitment to equity and understand its direct relationship to student success.

3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program's success.

3e) Analysis and Planning: Referring to the analysis in 3a-d, to your ongoing planning and assessment documents, and to any relevant information from section 2 above, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

Goal 1. Continue to refine department offerings and scheduling to maximize productivity while allowing students to complete degrees/certificates in a timely fashion. Bring department productivity to at least division average.

Goal 2: Develop a Fashion Media certificate.

Goal 3. Increase outreach to local high schools.

Goal 4. Ensure that department technology is up to industry standards.

Goal 5. Create a system to better track student transfer/placement/career paths after they graduate.

For Goal 1, Our program completed curriculum review last year and is current and aligned with transfer and industry standards. Goal 2 is in progress and is discussed in depth in 4a. Goal 3 is being done each semester by inviting high schools to our program and inviting them to events such as our Fashion show and including them in our advisory meetings. Goal 4 is an ongoing focus as a CTE program and we are currently complying with industry standards. Goal 5 tends to be the hardest and we are working with our CTE committee to determine the best way to capture this information. We are also hoping to complete this through the tracking that we hope to be able to do through our guided pathways and interest area work.

4) **Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.**

- 4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Include any relevant analysis of equity goals and the development of MAPs, interest areas, and guided pathways. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

As a CTE Program, we meet with our advisory groups to discuss the direction of the program. During the 2017 meeting, the members stressed the changes in industry which are focusing more on web based sales, social media input, and the importance of fashion blogging. At the same time, the Department was observing changes in the industry and having students asking for ways to get skills related to starting their own fashion businesses on sites like Etsy and creating their own blogs to get their point of view out to the public as it related to styling and fashion trends.

As the Fashion Program was exploring the idea of a Fashion Media certificate, we were presented the opportunity to partner with the Applied Art and Design and Photo Departments for a grant from Strong Workforce. The Fashion Media Certificate was then created with help from both departments. Two Business classes were also included to cover the topics of digital marketing and owning a small business. During the Strong workforce presentation, the Business Department representatives gave their support of having their courses included. I have included the advisory minutes for reference.

The new certificate has been approved by North Far North and was approved by the Curriculum Committee on February 25, 2019. Below are copies of the advisory meeting minutes where the conversations began surrounding the certificate. An outline of the new certificate is also included.

Fashion Industries

Annual Advisory Committee Meeting

October 21, 2016

9 a.m., Bldg F4

Agenda

- Welcome and Introductions:
-
- Approval of Minutes: Approved
- Updates - Diana Higashi
 - Preparing for Program Review - Review catalog sheet and courses.

- Enrollments – declined enrollment across campus. Trying to find ways to increase classroom enrollment. Class mapping, sequence of courses and timeline. building on-line offering. Only had to cancel one class this semester, Dianna stated it was timing issue. 9:30am has been identified as a good time. The department is getting creative in scheduling to meet student needs.
- Difference between degrees and certificates.
- Review skill certificates. Design cert. is great for students wanting to develop their own business. Skill certificated build upon one another. Transfer is also an option. Most students transfer to Long Beach and San Francisco. Long Beach has mandated that transfer students need to complete Chem 1A/B. This is an issue for our students. Long Beach has a great program, with many options, however, the chemistry requirement is hindering our students. Dianna plans to reach out to Long Beach and discuss how this requirement is impacting our students. Advisees agree that this requirement is not necessary for this degree path or career unless going into textile science.
- Labor Market Information from faculty and Input from Committee Members
 - SF- Starting wage \$15.00 per hour.
 - Dianna requests industry feedback on courses and certificates:
 - FIDM trends – social media in merchandising. Taught in marketing. Now have a four-yr. degree. Only two college on west coast offering 4 year degree in social media is FIDM and Stanford. Starting salary for social media is \$75,000 per year. Many employees are using their personal social media accounts to access clients. The student that likes fashion, writing and math, equals good career. A design focus is appropriate for this pathway.
 - Business department already offers a digital class. We may have to refer to students to that class instead of offering a separate class. We can make sure to add a social media component into existing classes.
 - What about a photo studio class? Dianna has discussed potential cross-listing of classes with photo. We would not be able to add an additional requirement to the degree pattern.
 - Fashion buying– course is too short, should be longer. Looking at expanding fashion buying and moving business into elective option.
 - Expanding elective options.
 - Menswear is growing faster than women's wear. FIDM is now offering a one year certificate in denim. Incorporating denim into constructions class. E-commerce continues to grow, always jobs that cannot fill employee need.
 - Dianna – Fashion is different because we have students that go straight to work and transfer. Partnering with AAD/photo because they are in the same situation. Could we all benefit by collaboration?
 - Don't have to get GE before taking degree classes.
 - Teri/Dianna – Certificates give students skills and show employers that student can achieve goals.

Nordstrom: Certificates help candidates stand out.

The Buckle: Applies more to corporate, helps student stand out.

FIDM - Getting more students from the Community College

Fashion Clubs- many high schools have fashions clubs. Throughout the country 900 fashion clubs. Locally 15 fashion clubs. Scholarships.

Sierra is the perfect pathway for a fashion career. Everything we do is fashion, retail, and business. We are seeing a change in high school counselor - educating high school counselors in fashion opportunities is key.

Dianna - met with SC counselors and educated them on the program.

Tanya - Harness fashion clubs. Host event on campus.

FIDM - Invite to Fashion Show. Get involved with Nordstrom Team. Invite student and new graduates to present

High school administration disregards the arts.

Dianna- More federal funding and focus on CTE.

- Spring Events and Community Partnerships for Internships

Trying to regenerate fashion club.

Create a mentor network using SC Students

Fashion Show -

Open House Event

Nordstrom internships are beginning

Sac Fashion Week- students can sign-up individually to participate in the event

Buckle - open to classroom event or fashion show, internships.

Zgallery - visual merchandising is important. Easy job to get into. Nice starting point.

Dianna - Is presenting for Women in Engineering Club.

Committee Announcements/Updates

- Adjournment

Fashion Industries

Fall Advisory Committee Meeting

October 20th, 2017

9:00 a.m., Bldg F4

Meeting Minutes

- Welcome and Introductions (a light breakfast will be served)
 - Nordstrom
 - The Buckle
 - The Wandering Wardrobe
 - Sierra College Fashion Club
 - Fashion Institute of Design & Merchandising
- Program Updates
 - Diana Higashi - Fashion Department went through curriculum review a year ago. This year the department made a few adjustments. Eliminated business classes to have a full fashion focus.
 - Fashion Club is up and running. New York trip is planned for spring break- 6 days, 12 industry tours based on student interest and needs. Information night next Monday.
- Review and finalization of new Social Media Certificate
 - Requested advisory for ideas on how to title certificate.
 - Certificate will not be over 30 units.
 - The certificate will be submitted for approval for the (fall 2017)
 - Diana asked the committee for suggestion on how this degree would benefit their company.
 - Styling Sales Assistant - promotions, fun and enticing experience for customer. To get them into the store, not just shopping on line.
 - Store level- Seattle, marketing positions with a social media background. No need to work from the bottom up if they have social media degree.
 - Buckle select team - social media presence. These stylist are generating an additional 15-20K per week. Straight commission to associated that push out promotional material.
 - FIDM- The store front is never going to go away although, on-line marketing reaching a whole new level. Students can take social media skills and use them in other business sectors, such as Toyota, etc. Small businesses begin with social media and may never move to a physical store front.
 - The Wandering Wardrobe - Photo blast every week huge decline in business- would not survive without social media, that is what drives their business. Interested in opening locations in Loomis and possibly Penn Valley.
 - FIDM - Fashion blogging is huge
 - Apricot Lane Boutique - Stores that utilized social media did much better in sales than those that did not. Understanding social media is the key.
 - Nordstrom - fine line between saturation and enticing. Resulting increasing spending.

Media and Society class may lend itself to the ethics of marketing and social media.
 Dianna – What class would you remove from the offering if we added Media and Society? FDIM, Nordstrom–remove illustration.

Influencers – this degree may help those going into higher marketing positions. Skill sets that influencers have.

Youth are following creators and bloggers on social media. Youth like obscure brands or very popular brands that famous people wear.

Every generation relates differently.

Diana – Do we need entrepreneur class? Should we offer an “or” options? Perhaps add portfolio class back in.

In the future the portfolio class will be team taught.

- Internships

Wandering Wardrobe (Colfax) Triple square footage from 500 sq ft to 1500 sq ft. in January.

Nordstrom six–eight week paid summer internship. Crash course in Nordstrom business model. Arden location. Possible four placements. Fast track to leadership position. Sierra College has placed three students in permanent positions based on their internship experience. Fashion Board – age 15–17. Weekend work.

Buckle – internships three times per year. June 1st next session. Project or department based. Phases – zone ownership, segment leading – how to inspire leadership. Snapshot interviewing/scheduling. Would offer social media internship.

- Labor Market Information from faculty and Input from Committee Members

Diana – Do you feel that skill sets are an accurate and relevant representation?

Buckle – confidence/leadership skills very important. Communication skills need to be increased. Well versed in life and experiences.

Soft skill attainment – examples, learning how to read people

Nordstrom – Judgement and decision making. Knowing how to be appropriate.

Style flexing.

- Adjournment

Certificate of Achievement: Fashion Media

Dept. Name/#	Course Name	Units	Sequence
Fash 01	Introduction to Fashion	3	Yr 1, Fall
Fash 02	Fashion Analysis	3	Yr 1, Fall
Fash 07	Promotion	3	Yr 1 Spring
Fash 08	Illustration	3	Yr 1, Spring

AAD/Photo 75	Into to Digital Imaging	3	Yr 2, Fall
AAD 12	Visual Communications	3	Yr 1, Fall
AAD 70	Intro to Digital Design	3	Yr 1, Spring
Photo 60A	Elementary Photo	3	Yr 1, Fall
Bus 122	Digital Marketing	3	Yr 1, Spring
Bus 140	Entrepreneur/Small Business	3	Yr 2, Fall

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to SLOs, student success, and equity.

Equipment/Technology:

Through the CTE Adopt-a-Program in 2015, we received computers and sewing machines needed to help expand our labs.

Currently, the advanced clothing course needs sergers to introduce new concepts associated with knits and finishes to the class. We are asking for 20 sergers so that each student can have a machine in class to learn how to use and effectively complete the project in a timely manner. I have included a copy of the PAR with this report.

Facilities: All of the fashion courses take place in F4. The room was renovated in summer 2015 to better accommodate 30 students for lecture and 21 students for the sewing lab. As the construction happens on campus, our room is going to be relocated to the new Art Center building. In the last Advisory meeting, we met with faculty, students, and educational and industry partners and created a list of our needs for our future building. I have attached the list below.

Advisory Notes for New Classroom

Room:

Sewing Lab and Smart Classroom
Computer lab

Doc Cam for Sewing
Outside display window with a platform and many plugs
Inside display window
Shadow boxes
Additional Sewing tables
Sewing tables along wall with cutting in the middle
Turning work spaces/modular seating
Storage for mannequins and visual supplies
2 dressing rooms with mirrors
Fabric storage
Lockers
Runway

Supplies:

Forecasting Books
Curtain for window display
Grid system in windows
Mannequins and props
Bulletin boards on walls for displaying sketches
Pipe and Drape for fashion show (will need storage)
File cabinets and book shelves

Inclusion of Men:

More male dress forms around the room
Male designers and stylists

Staff: We currently have 1 Full time instructor and 5 part time instructors. At this time, no additional staff is needed.

Summary/Closing

5a) Based on the analysis above, briefly summarize your program's strengths, weaknesses, opportunities, and challenges.

The strength of the program is that it is a relevant program that has student interest and offers a variety of options with transfer, certificates, and degrees. Having the Fashion club helps for campus exposure. We also have an active and engaging staff that is working hard to educate the students and engage the community through current curriculum and activities like the Fashion show, New York Industry Trips and advisory meetings.

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

To prepare for this report, students, faculty, advisory members and administrators were consulted to make sure that all voices were heard.