

DEPARTMENT OR PROGRAM: Cosmetology Program

DIVISION:

I. DESCRIPTION OF PROGRAM

The Cosmetology Program is a 13-month certificate program leading to licensure by The State of California Board of Barbering and Cosmetology. The training begins with two ten-unit courses, COSM 712 and COSM 722 in which students enroll concurrently. Upon successful completion of COSM 712 and COSM 722, students progress to COSM 732 and COSM 742 enrolling in one AX section, one summer section, and one A1 section of these courses until they accrue 1600 clock hours, obtain mandated hours of instruction in theoretical subjects and practical operations, and pass the mock board exam (75% correct). The completion of this course work qualifies students to sit for the state exam and earn a Cosmetology License.

II. STUDENT LEARNING OUTCOMES (SLOs)

- a. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

Capstone courses, COSM 732, COSM 742, and the Cosmetology Certificate SLO #1 are identical; Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Bureau of Barbering and Cosmetology licensing exam. SLO #2 is shared by courses and certificate mentioned previously and that is: Demonstrate the ability to obtain 75% correct (passing grade) on the written portion of the state-licensing exam.

Both these SLOs are assessed in the following way: Department faculty review and analyze data from quarterly reports issued by the State Board of Barbering and Cosmetology. These reports document exactly how many cosmetology students succeed in obtaining a passing grade in both the practical portion and the written portion of the state exam. During 08-09:

| | |
|--------------------------|-----|
| Practical Exam pass rate | 81% |
| Written Exam pass rate | 86% |

- b. Briefly evaluate the department's assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program

require to implement these changes? (Please itemize these resources in section VII of this document.)

Since 07/08 Program Review the pass rate for the state license in the practical segment of the exam has dropped 2.75%. In the written segment of the exam there has been an increase in those students that pass the exam by 18%.

The practical segment of the exam will be our focus for improvement. Closer supervision and more individualized help during lab classes would improve the pass rate for the practical section of the exam. This can only be accomplished with the addition of an Instructional Aide. Currently we have 2 instructional aides and facilities for 86 students department wide. In our new location we will have facilities for 130 students, that's 44 more students than we currently instruct. We need an additional Instructional Aide for the continued success of our program.

- c. Below please update the program's SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

If this *Program Review and Planning* report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

Program SLOs and Institutional SLOs Alignment Matrix

The Program SLOs in the Cosmetology Department address the following institutional SLOs:

| Institutional SLOs | <u>Department/ SLOs that address ISLO:</u> |
|--|---|
| ISLO 1: Effective Communication | Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results |
| ISLO 2: Quantitative Skills | N/A |
| ISLO 3: Critical Thinking | Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results. |
| ISLO 4: Social Awareness and Diversity | Demonstrate the ability to cooperate and work as a team member. |
| ISLO 5: Ethical Responsibility | Practice work habits necessary to become and remain employed. |

III. DATA EVALUATION

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

During the 2006-07 to 2008-09 period there has been very slight decline in enrollments, less than 1% (.07% to be exact). The same trend is illustrated in the WSCH data for the same period, a decline of less than 1 % (.95%). Accordingly the projections through 2011-12 show a decline. This projection will not hold true.

The Cosmetology Department will move to our new facility in NB5 and hold summer session 2010. Our enrollments will grow not decline in future years. The new facility has 44 more workstations than we previously had. Currently the Cosmetology Department has 86 workstations. The new facility has 130 workstations. This is a 51% increase. The increase in the size of the facility should be factored into future projections. We have been restricted as to how many students we could accept into the Program by the size of our facility. There are always more students that apply to the Cosmetology Program than we have been able to accept. Cosmetology is an impacted program.

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

No projections for FTEF. The current ratio of 3.4 Full-time FTEF to .57 Adjunct FTEF is less than optimal. Historically the Cosmetology Department has had 4 Full-time faculty, one for each core class of the Program. This has proven to be the best practice due to the intensity of the Program and resulting behavioral issues of the students. Students are together 8 hours a day, 5 days a week, With Part-time instructors, many student behavioral issues are not addressed effectively leading to a less productive learning environment. Also impacting the learning environment in a negative way is the sub-standard level of communication that results when instructors are only in the department on a part time basis. Additionally, Part-time faculty are also less effective during lab classes with client/student interactions leading to less successful outcomes, less clientele, less revenue generated from services rendered (and then deposited to the College's general fund).

Considering current economic conditions and the larger student population that can be expected in the new facility, it seems more challenging times are ahead.

An alternative to hiring an additional Full-time faculty would be to hire an additional full-time aide. This economical measure will ensure better support for the senior lab, reducing the risk involved with the use of caustic chemicals on clients (and the college's liability).

- c. Referring to the Productivity [LOAD] data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

For Academic years 2006-07, 2007-8, and 2008-9 the LOAD was 1032, 952, and 978 respectively which is significantly greater than both the college-wide average and the ideal target number of 635. These LOAD statistics are detailed as follows:

| College wide average LOAD | | Cosmetology Dept. LOAD | % greater than college wide |
|---------------------------|-----|------------------------|-----------------------------|
| 2006-07 | 492 | 1032 | 110% |
| 2007-08 | 512 | 952 | 86% |
| 2008-09 | 563 | 978 | 74% |

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)

The Cosmetology Program "Success" and "Retention" data are greater than the college wide average in each category during each academic year for which data was provided (2006-07 through 2008-09). These good statistics are due to faculty's referral of students to appropriate support services. Cosmetology students frequently gain support through the services of Financial Aid, DSPS, Psychological Services, and EOPS,

- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

We have a wide range of diversity in our program. We employ as many teaching Tools as possible to accommodate all the students in our department.

A large number of our students use English as their second language; many of which are Spanish speaking. We change verbiage to simply instruction when we are able. We work with them one on one and strive to better their understanding. The pass rate for the practical portion of the State Board exam among these students is always higher than the written portion. Some students while receiving passing scores on the practical have failed the written. We would be able to improve these scores if we had more Spanish media in the department

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

| | INTERNAL FACTORS | EXTERNAL FACTORS |
|----------------------|--|---|
| Strengths | 1. Strong Trade Advisory Board 2. Larger facilities to accommodate 51% more students 3. Impacted Program | 1. Surge in salon owners requesting employees from our licensed graduates; 2. Provide work force for one of the industries least vulnerable to recessions; |
| Weaknesses | 1. Need for faculty unfunded 2. Need for classified instructional aide position unfunded | 1. Financial crisis causing college's budget constraints |
| Opportunities | 1. New, modern facility 2. Larger facial room allowing esthetic licensing program—weekday and Saturday classes not competing with Skyline's evening program | 1. Accessibility for career change to esthetics specialty; 2. Saturday program |
| Threats | 1. Lack of staff: not enough supervision of students with the current (3) Full-time faculty and two aides for 130 students. | Budget constraints |

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)

VI. Goals, Action Steps, and Outcomes

- a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Institutional Priorities 2008-2011, Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.

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|---|
| <p>1. Implement a full esthetician program in the new facility B5. The program would open with an enrollment of 30 students. We have many requests from prospective students interested in an esthetician program.</p> <p>2. Improve the academic success of students. Our course completion rate is high but the students who are not native speakers are at a disadvantage, as reflected by the reports</p> |
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from State Board.

- b. Identify the action steps your program will undertake to meet the goals you have identified.

1. Hire an additional instructional aide
2. Hire a part-time esthetics instructor

- c. Briefly explain, specifically, how the program's goals and their action steps relate to the educational master plan

1. Expand accessibility of instructional materials for all students and continue to expand the use of technology-mediated instruction throughout the curriculum as appropriate.
2. Develop and offer innovative programs and services that address emerging community needs.

- d. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.

1. The measurable "mileposts" that indicate our goal being met starts with the improvement of exam scores. They will be shown again when the student takes his/her Mock Board Exam and then finally the successful attainment of their esthetics' license.
2. The measurable "mileposts" that indicate our goal being met starts with the improvement of exam scores. They will be shown again when the student takes his/her Mock Board Exam and then finally the successful attainment of their cosmetology license.

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

* Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

| Full-Time Faculty Positions Requested | Expected Outcomes if Granted and Expected Impact if Not Granted | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|---------------------------------------|---|---|
| Part-time Esthetics' instructor | Optimize usage of the new and larger facial room | 1. Part-time Esthetics Instructor will lead the team to offer an esthetics licensing program 2. Possible esthetics major for AA Degree, as offered at San Jose City College. |

| Classified Positions Requested | Expected Outcomes if Granted and Expected Impact if Not Granted | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|--------------------------------|--|--|
| Instructional Aide | Pass rate as measured by State Board licensing exam will increase as indicated in section two. Student behavioral issues will receive more immediate attention. Client safety will be improved with the additional of an instructional aide. | Because of NB5's interior architectural features and larger lab sizes, working without an additional instructional aide will be problematic. We should be prepared for a decline in students' pass rate at the state licensing exam, a surge in student behavioral issues, and more accidents happening on clients to whom we provide chemical services during lab classes |

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

| Resources Requested | Expected Outcomes if Granted and Expected Impact if Not Granted | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving |
|---------------------|---|---|
|---------------------|---|---|

| | | department action steps based on SLO assessment. |
|---|--|---|
| Item: Option 18 Instructor's Technology Bundle Number: ISBN 1-4283-0194-1 ISBN 13-978-1-4283-0194-8 Vendor: Milad'y Unit price: \$1204.00 Total Cost: Input text here. Status*: Input text here. | Students whose native language is Spanish would have support material in their native language in addition to the textbooks and syllabus of the department. Students will be able to use the additional materials to further their understanding of the subjects. If not granted, the student has fewer opportunities to achieve success. | The requested resource material will support the action step by raising the academic success of the students, leading to a higher percentage passing their State Board exam |

*Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. Course Outlines

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

| Course Number | Last Update Date | Six-year Update Due Date |
|----------------------|-------------------------|---------------------------------|
| Cosm 712 | 11-03-2008 | 11-03-2014 |
| Cosm 722 | 11-03-2008 | 11-03-2014 |
| Cosm 732 | 07-09-2008 | 07-09-2014 |
| Cosm 742 | 05-10-2008 | 05-10-2014 |
| Cosm 750 | 02-18-2008 | 02-18-2014 |

IX. Advisory and Consultation Team (ACT)

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here:

Terry DeMarco, Salon business owner, Trade Advisory Board Member

Attach or paste ACT report here.

As an Advisory team member, and an owner of a large hair salon that has hired a number of

CSM graduates over the years, I have depended on CSM Cosmetology Department as a reliable resource for my present and future employees. The plans of action implemented by the department are well thought out solutions to a difficult situation.

After reviewing this program my recommendations are as follows:

1. "Increasing staff will help alleviate some of the pressures and challenges presented" However, **only** increasing with an aide and a part time instructor may not completely improve the problems of an impacted program.

2. During our last trade advisory meeting we discussed the advantages to the community if CSM Cosmetology Dept. could carry a local apprenticeship program.

I have noticed this goal has been abandoned, and it needs to be revisited.

Since the demand is greater than the capacity I suggest, rather than having to turn students away, to consider becoming a local education agency willing to sponsor an apprenticeship program.

My salon has hired apprentices and I believe there is a large enough demand for a local education agency, and that many salon owners would then participate in this program. This would be a huge benefit since the closest agency available is on the east bay, and is not convenient to the peninsula based apprenticeship program.

Additionally, having instruction from CSM would help ensure the passing of the state board requirements.

I have found this program to be a viable resource for the employer, and a work-based learning program as an "earn and learn" educational experience for the apprentice. For many it may be the only way they might afford to become trained in a county that has such a high cost of living.

Most of my employees have been CSM Cosmetology graduates, and I have found them to be well trained and well equipped, with the skills necessary to begin a career in this industry.

Terry DeMarco
Barberia Salon
Foster City, CA

b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

1. Given the current financial crisis, hiring additional faculty might be challenging. An economically viable alternative might be hiring a part-time aide to assist the senior lab area during client service days. This solution would be a "bare bones" measure to ensure the **safety** of the lab area, the clients, and the students.

2. We will explore the viability of integrating the 240 hours of classroom training

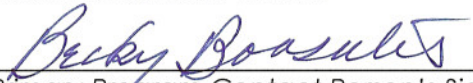
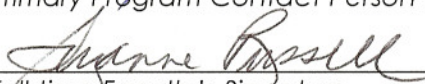
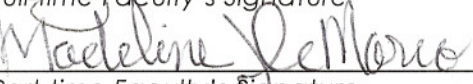
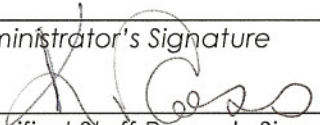
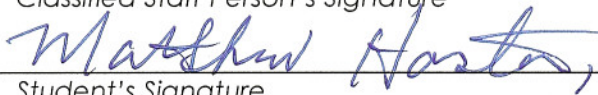
into our existing curriculum. The 39-hour pre-apprenticeship component could be accomplished through distance learning, and funded through a grant. A full proposal for the Apprenticeship Training Program is available for review. The apprenticeship training would also bring an additional funding stream to the college.

X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

Please list the department's Program Review and Planning report team:

Primary program contact person: Maribeck Boosalis
Phone and email address: X6616 Boosalisoler@smccd.edu
Full-time faculty: Suzanne Russell
Part-time faculty: Madeline DeMarco
Administrators: Kathleen Ross
Classified staff: Cynthia James
Students: Matthew Haston

| | |
|--|------------------|
|  | <u>3/17/2010</u> |
| Primary Program Contact Person's Signature | Date |
|  | <u>3/17/2010</u> |
| Full-time Faculty's Signature | Date |
|  | <u>3/17/2010</u> |
| Part-time Faculty's Signature | Date |
| _____ Administrator's Signature | Date |
|  | <u>3/23/10</u> |
| Classified Staff Person's Signature | Date |
|  <i>Cosm Club President</i> | <u>3/17/2010</u> |
| Student's Signature | Date |
| _____ Dean's Signature | Date |