



ADVISORY BOARD MEETING

MINUTES

APRIL 21, 2014

7:00 – 8:15 PM

RM 5-290

TYPE OF MEETING	Advisory Board Meeting
FACILITATOR	Becky Boosalis
NOTE TAKER	Cindy James
ATTENDEES	Kathy Ross, Becky Boosalis, Aurora Medrano, Kim Morgan, George Ferrer - XL Salon, Madeline DeMarco- Barberia, Stephanie Ramirez -

AGENDA TOPICS

1:15 MINUTES ALLOTTED

INTRODUCTIONS & AGENDA

PRESENTER: BECKY BOOSALIS

BRIEFING	<ul style="list-style-type: none"> • Attendees introduced themselves and briefly touched on their job and background. • AGENDA ITEMS: • What can we do to enforce good work ethics for our students? <ul style="list-style-type: none"> * Customer Service * Productivity * Motivation • How can we attract clients to our program and increasing enrollment? • How can we better prepare students to be more comfortable with retail sales when they enter the work force? • General discussion and comments by our Advisors.
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ITEM 1: WORK ETHICS, CUSTOMER SERVICE, PRODUCTIVITY & MOTIVATION

GROUP DISCUSSION	The group jumped from topic to topic, so this will be written in a linear dialogue timeline, following the conversation as it occurred. There was no other way to cohesively create these notes.
KATHY	A good work ethic is directly related to a student's maturity.
MADELINE	She suggested that we set standards and when students 'miss the mark' let them go. If we make an example of one student, it will show that there are consequences.
STEPHANIE	What are our standards?
BECKY	Students are given a verbal warning, then a written warning, and then they are sent to the Dean.
STEPHANIE	She cited the nursing program that has a limited number of chances to remain. Testing written and hands on requires students to pass to move on. She recommended that we have a mentor for the day and have that mentor focus on customer service skills.
KATHY	She explained that we are governed by the CA Education Code which dictates what community colleges can and can't do. Being a community college we offer open access to everyone. It is difficult to remove students and the school has a strenuous process for doing so. The Cosmetology program attracts many different types of students, and frequently they have been unsuccessful in traditional educational settings/programs.

STEPHANIE	Cited a report she had read that stated that 30% of cosmetology students have success working in the business three years out.
AURORA	Many students are illegal and have no intention of going to State Board to test. Also there are always some students that come because their parents are requiring them to do something. They may not have the aptitude or desire to be here, but they are forced to come. She recommends more high school outreach that advises students of the academic requirements in our program. Most students are not expecting to do college level work.
MADELINE	Most students coming out of the cosmetology schools do not have enough training to work on their own, and there are not enough apprenticeship programs that take on new stylists and train them so that they can make a living in this profession. She suggested restarting the 'Model Salon' program at CSM, or matching students up with externships while they are in school so that they know what to focus their study on.
AURORA	We need to set up clearly defined benchmarks for Freshman, Juniors, and Seniors. Taking clients should be a privilege.
GEORGE	How much time do students spend doing clients?
BECKY	600 hours on dolls and each other. 1000 hours on the senior side taking clients and working on other students, and their dolls.
GEORGE	Suggested that there could be some sort of system where students need to do so many operations on clients? He also mentioned that his new stylists that he is helping to train are so nervous and intimidated by him watching them that he has to watch from 'around the corner' or they start crying!
BECKY	Benchmarks could include something like 'minimum 50 colors on a client'.
KATHY	Students avoid taking clients. They are afraid of being criticized and being judged by their peers. Also, we can't deny them an accurate reporting of what they have done theory and operations wise.
MADELINE	Skyline is piloting an externship program; it might be something to look in to.
STEPHANIE	I recently participated in a job fair at Skyline that could be a good place for students to start finding out what prospective employers expect of them.
AURORA	The CSM Cosmetology Club used to host a job fair, but then the club voted not to do it one year, and we have not done it since.
MADELINE	How many students can actually graduate and get jobs?
KATHY	Approximately what percentage of students enroll because their parents made them?
AURORA	Maybe about 25% were told they must do something, 35% think it's just going to be fun 'doing hair', 15% know what they want and are here to learn.
BECKY	Mentioned that we have the smallest class we have ever had (17) and that other schools are struggling to fill their classes. We use Facebook to stay in contact with our students and to post jobs.
KATHY	Noted that unemployment benefits have not been renewed and parents are struggling. She said the Silicon Valley Business Journal recently had an article that stated to live in this area a person needed to make \$31.92 per hour to afford a two bedroom one bathroom apartment.
BECKY	Becky quoted Pati, one of our Advisory Board members (not present). She said "Young people have no customer service skills because they feel more comfortable texting than talking face to face". Becky noted that we swap stations frequently and have them work with different classmates constantly. She also said we may need to emphasize a consultation class and have more role playing.
AURORA	Mentioned that she tried to do role playing and students would not participate and that their listening skills were sub-par.
GEORGE	Asked if a lot of our students have learning disabilities or even mental illness. Do they have access to assistance and accommodations? To testing to find out if they have problems?
KATHY	Responded that students must be certified to be classified as special needs. CSM does not do the testing. Most students bring their test results from earlier testing. A lot of students with learning disabilities are never tested. Some of these students have never academically achieved and have been labeled either by the system or their peers and family. A high number of them have opted out of general education studies and want a quick education so they can go out and work immediately. We also have psychological services which we can direct people to, but it is a delicate conversation that typically must be initiated by them. Also, the amount of theory given on the Freshman side is immense. It may be necessary to shift some of it to the senior side and allow the freshman instructors to focus on foundational theory and operations only.
MADELINE	Suggested cutting down on the amount of theory taught and have students cram just before their State Board test.
CINDY	Explained that our State Board test results show that our students are passing the practical but doing poorly on the written testing. More emphasis needs to be placed on theory so that students actually understand the chemicals and the anatomy and physiology of the body so that they are safe and don't hurt themselves or their clients.
KATHY	Getting a passing rate of 80% on the written would be a good goal to strive for.
AURORA	Has been using a Jeopardy type game to engage the students in theory. They seem to be responding positively.

CINDY	Suggested we look into the 'clickers' for the classroom, as they have proven to enhance classroom learning.
KATHY	Suggested a less intimidating way to approach students when Instructors need to correct their work. She said ask, "May I make a suggestion?" This gives them permission to say no, as well as lets them feel a part of the learning process in a non-embarrassing way. They are incredibly fearful of being judged or criticized in front of their peers and their clients.
BECKY	Thanked the Advisory Board members for participating and refreshments were served.

**REMARKS FROM RECENTLY GRADUATED
STUDENTS OF OUR PROGRAM**

MADLINE PRESENTED 1ST STUDENTS REMARKS	<ul style="list-style-type: none"> • Teach students more color formulation & hi-light application • Consultation skills • Product knowledge • Styling • Hair Cutting • Prepare students better for the salon world • Give students more time working with clients
2ND STUDENTS REMARKS	<ul style="list-style-type: none"> • They are not strict enough • Certain teachers have favorites and they favor their favorites too much, those students can pretty much get away with anything • I wish they gave us more product knowledge because I feel like they only focus on passing State Board and nothing else • They allow students too many breaks • They don't care when students are having drama so mostly all of the time it escalates to a bigger problem • They need to invite more guest speakers to educate us • Certain lessons are finished way too fast like hi-lights, make-up theory, and hand on portion/segments were done too fast • Find better candidates for teachers and teachers' aides • More exposure with clients • Product knowledge sucks