

CTE Program Review

Program Name: **Cosmetology**

Program Contact: **James, Cynthia**

Academic Year: **2016-2017**

Status: **Submitted for review**

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1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

Stratified learning leads a cohort of students through the fifteen-month cosmetology state licensing program. Licensees may pursue a myriad of career opportunities, including but not limited to: independent salon stylists, estheticians, nail technicians, salon and spa owners/managers, product inventors/educators, movie/television/runway/platform and print work artists, beauty bloggers, writers, and school educators. Emerging and experienced cosmetologists enjoy worldwide opportunities with licensing reciprocity and equivalency accepted in most states and countries. Program students may earn an AA, Associate in Arts Degree with a concentration in Cosmetology (81 units) or a CA, Certificate of Achievement (57 units).

A diverse student population is concurrently enrolled in two 10 unit classes per semester which are designed to build sequentially upon theory and practical (hands on) operations. Application learning is assessed along a continuum of criteria from fundamental to advanced level. The program is continuously reviewed for curriculum currency, the utilization and reinforcement of discipline specific basic skills, and necessary improvements related to student success indicators. These assessments guarantee the integrity of our program by facilitating responsiveness to industry trends, including the recent revision to state licensing requirements. (Mission and Diversity Statement, Strategic Goals #1, #2, #3; Five in Five Strategies: CTE #4 and Transfer #4).

A culturally diverse faculty and staff consistently work to merge discipline talents with demonstrated attitudes, behaviors, structures and policies that enable effective cross-cultural work. We engage a diverse student population group in multi-faceted CTE learning opportunities that celebrate our commonalities and our differences. Faculty and staff take advantage of internal and external professional development offerings, especially those that mirror the RESPECT initiative. Students thrive within a culture that embraces a student-centered approach to collaborative team teaching, where faculty and staff embrace an evolving awareness and understanding of equity, parity, and equal opportunity. (Mission and Diversity Statement, Strategic Goals #1, #3, #4, #5, #6 Five in Five Strategies: CTE #3).

Three Year Plan

For Sustaining and Improving Student Learning and Success

The course outlines for the eight classes that comprise the 57 unit requirement for a certificate of achievement or work towards an AA degree, were submitted to the Committee on Instruction (COI) for revision approval in September of 2016; with a proposed start date of spring 2017. As a body, the course outlines were lacking in curriculum currency which is always a consideration in CTE programs where changes to state/federal regulations and licensing requirements are continuous, and instruction on new equipment and products are industry trends we must assess each semester. With consideration to updating program curriculum, and program/course objectives and outcomes, assessment strategies were identified with plans for implementation. Additionally, mapping out a clear curriculum arc with distinct skill levels by course, will enable faculty to create appropriate benchmarks to identify students in early warning status, thus facilitating meaningful communication and collaborative action plans.

Extensive SLO assessment revealed minor structural issues in gathering data relating to application learning and evaluation of skills

goals. Although adequate and assessable, current SLO's needed a slight revision in order to correlate with updated rubrics that assess stratified application learning from fundamental to advanced level. We anticipate that the updated course outlines and SLO's will give us the ability to extrapolate more meaningful data for course assessments. Disaggregated data relating to individual student learning outcomes will allow for better data interpretation with faster response time to program inadequacies and/or successes.

Student learning and success are deeply tied to a department's collaborative awareness and purposeful discussion and remediation surrounding educational equity. Cultural competency, equity, equal access for underrepresented populations, and the integration of basic skills into discipline-specific core competencies will relate curriculum to social/cultural structures and personal identifiers, providing educational value within equitable learning environments. Faculty and staff are committed to a cultural praxis approach utilizing relevant immersive learning techniques that reflect cultural competency, equity, parity, and respect.

As of August 2016, the department has four full-time faculty, with the addition of one new instructor. A fully staffed program promises varied instructional approaches that will benefit multiple student learning styles.

One tenure track instructor is in the final semester of review. This instructor has brought innovative learning strategies to the students, with unique assignments that encourage students to contemplate and conquer fears relating to real world scenarios. The salon management curriculum has never been more effective at preparing students for employment. Alumni have returned for the express purpose of thanking this instructor for asking them to flex their critical thinking skills and build their business acumen.

Established instructors and staff maintain their skillsets by taking discipline specific 'hands on' specialty classes to maintain currency and stay on trend with industry expectations for emerging cosmetologists.

The department actively engages in internal and external soft skill professional development activities, product knowledge classes, and continuing education events. It is our intention to encourage and support these activities within the framework of our individual schedules.

Department meetings have hosted robust discussions on ways to incorporate technology into the classroom. We are investigating e-portfolio options for our students, and are hoping to find ways to ensure that each student has access to an iPad or laptop, a printer, and internet connectivity.

Online learning is an unexplored avenue that has the potential to benefit cosmetologists' state wide. An online preparation class for state licensing has been mapped out with options for blended learning opportunities including hybrid, online, and/or traditional courses. An 'Introduction to Cosmetology' class may provide articulation opportunities to adult and high school students and is currently in the discussion stage. Specialty classes are in high demand after licensing and this is a niche market we would like to provide offerings for.

There is a clear demand for quality CTE programs which will require teacher recruitment and the need for professional development opportunities for instructors and instructional aids that relate to all phases of their careers. A course for instructor preparation has also been casually discussed, and we would like to see a course of this nature launched in the next three to five years. Courses of this type also offer the opportunity for online learning opportunities.

We will be working with our campus marketing department to best utilize CTE grant funds as they relate to outreach activities geared towards underrepresented population groups. Usage execution of grant money will include a thoughtfully linked series of activities undertaken over time to foster relationships in underrepresented community populations, leading to a more equitable demographic of enrolled students.

The Program Assistant has established a relationship with the ACCEL (Adult Education College and Career Educational Leadership) consortia to further the career goals of:

- Adult School Program Learners:
 - ESL, Pre-GED, GED
- College Readiness Students:
 - Careers Exploration & Readiness classes,
 - CSM Learning Center workshops,
 - CSM Experience class & a Priority Enrollment Program
- CTE Pathways
 - CTE Certificates
 - Internships
 - Pre-apprenticeships

Our department will consistently be participating in Project Change panels fielding questions on career options for emerging juvenile

offenders. The Program Assistant has been a Project Change mentor and the department will continue supporting this important program.

We currently enjoy solid relationships with campus support services including EOPS, DSP, Computer Center, Library, Health Center, Psychological Services, Financial Aid, and Counseling. Students accepted into our program participate in an orientation session which includes a visit to the computer center where a financial aid representative walks students through the financial aid enrollment process.

DSP, Health Center, and counseling staff visit the fundamental classes to explain the types of support and services that are offered. The Psychological Services team facilitate workshops that focus on soft skills, professional communication, and anxiety related to working with the public.

The library hosts the incoming classes with an informative session on available resources. A dedicated counselor regularly visits all classes to assist students with academic plans and answer questions related to degree achievement and transfer options. Our intention is to maintain and grow these campus connections while fostering new relationships as they become available.

Our vision for the next three years includes sustaining the 'best practices' and collaborative teaching we currently have in place. With the update to our program curriculum and course outlines we anticipate improved and measureable results will be gained.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Specify how SLO assessment informs curriculum development and changes to curriculum.

The SLO's reflected in this program review were in place prior to our recent update, and are a clear indicator of a successful and robust program. This SLO assessment cycle underlined the importance of our proactive approach towards recognizing positive and negative trends, licensing and regulatory changes, maintaining curriculum currency, and developing new classes to fill workforce skills gaps.

COSM 712 Fundamentals of Cosmetology I

Four (4) SLO's assessed:

Fall 2015: 31 students, average student success rate of 94.5%.

Spring 2016: 15 students, average student success rate of 98.25%

The net average falls well within our minimum set standard for the class.

COSM 722 Fundamentals of Cosmetology II

Four (4) SLO's assessed:

Fall 2015: 31 students, average student success rate of 94.5%.

Spring 2016: 15 students, average student success rate of 96.5%

The net average falls well within our minimum set standard for the class.

COSM 732 Advanced Cosmetology I

Four (4) SLO's assessed:

Fall 2015: 23 students, average student success rate of 90.5%.

Spring 2016: 26 students, average student success rate of 94%

The net average falls well within our minimum set standard for the class.

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COSM 742 Advanced Cosmetology II

Four (4) SLO's assessed:

Fall 2015: 19 students, average student success rate of 88.25%.

Spring 2016: 27 students, average student success rate of 82.25%

The net average falls well within our minimum set standard for the class.

COSM 746 Advanced Cosmetology III

Four (4) SLO's assessed:

Fall 2015: 22 students, average student success rate of 96.5%.

Spring 2016: 19 students, average student success rate of 97.25%

The net average falls well within our minimum set standard for the class.

COSM 749 Advanced Cosmetology IV

Four (4) SLO's assessed:

Fall 2015: 22 students, average student success rate of 95.5%.

Spring 2016: 19 students, average student success rate of 94.75%

The net average falls well within our minimum set standard for the class.

COSM 757 Salon Management & Technique

Four (4) SLO's assessed:

Summer 2015: 43 students, average student success rate of 96.5%.

The net average falls well within our minimum set standard for the class.

PROGRAM SUMMARY 2015 – 2016

The average SLO student success rate for the seven courses listed for 2015-2016 is 93.8%. Our program continues to perform self-assessments and monitor outcomes that may indicate positive or negative trends related to curriculum currency and relevance. We thoughtfully practice strategies that enable us to recognize and prioritize curriculum revisions, course updates, and assessment strengths and weaknesses.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See [course-to-program SLO alignment mapping](#).

Program SLO's while appropriate and assessable, required updating due to evolving regulatory and industry changes, and will be updated to reflect specific educational values and expectations as well as maintain alignment with the updated course outlines, SLO's and course objectives.

Our proactive updates to the program and course SLO's, course objectives and content, are the only foreseeable improvements, and have already been addressed. Additional improvements include the creation of two new summer classes and we expect to launch our updated fall and spring courses in spring of 2017.

Program SLO's for 2015-2016 Assessment Cycle (which are scheduled to be revised) are as follows:

1. Work effectively as a member of a team.
2. Pass the practical section of the State of California Board of Barbering and Cosmetology licensing Exam.
3. Pass the written section of the State of California Board of Barbering and Cosmetology licensing exam.
4. Evaluate client needs and select appropriate techniques and products to achieve desired result.

The average course 2015-2016 SLO achievement rate, for the seven courses listed below is 93.8%. Program SLO's are linked to Course SLO's and data is indicative of an extremely successful program. Program SLO's are linked to course SLO's as follows:

Program/Course SLO Alignment:

COSM 712 Fundamentals of Cosmetology I

Four (4) Course SLO's assessed:

1. Communicate and cooperate effectively in a simulated work place. (Laboratory class).

Aligned with Program SLO's 1, 4

2. Demonstrate beginning competency in all disinfection and sanitation techniques as mandated by the State Bureau of barbering and Cosmetology.

Aligned with Program SLO's 2, 3

3. Demonstrate beginning competency in all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology.

Aligned with Program SLO's 2, 3

4. Practice work habits as learned during laboratory class.

Aligned with Program SLO's 1, 4

COSM 722 Fundamentals of Cosmetology II

Four (4) Course SLO's assessed:

1. Communicate and cooperate effectively in a simulated work place. (Laboratory class).

Aligned with Program SLO's 1, 4

2. Demonstrate beginning competency in all disinfection and sanitation techniques as mandated by the State Bureau of barbering and Cosmetology.

Aligned with Program SLO's 2, 3

3. Demonstrate beginning competency in all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology.

Aligned with Program SLO's 2, 3

4. Practice work habits as learned during laboratory class.

Aligned with Program SLO's 1, 4

COSM 732 Advanced Cosmetology I

Four (4) Course SLO's assessed:

1. Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.

Aligned with Program SLO's 2, 3

2. Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.

Aligned with Program SLO 2

3. Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.

Aligned with Program SLO 3

4. Practice work habits necessary to become and remain employed.

Aligned with Program SLO's 1, 4

COSM 742 Advanced Cosmetology II

Four (4) Course SLO's assessed:

1. Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.

Aligned with Program SLO's 2, 3

2. Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.

Aligned with Program SLO 2

3. Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.

Aligned with Program SLO 3

4. Practice work habits necessary to become and remain employed.

Aligned with Program SLO's 1, 4

COSM 746 Advanced Cosmetology III

Four (4) Course SLO's assessed:

1. Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.

Aligned with Program SLO's 2, 3

2. Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.

Aligned with Program SLO 2

3. Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.

Aligned with Program SLO 3

4. Practice work habits necessary to become and remain employed.

Aligned with Program SLO's 1, 4

COSM 749 Advanced Cosmetology IV

Four (4) Course SLO's assessed:

1. Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.

Aligned with Program SLO's 2, 3

2. Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.

Aligned with Program SLO 2

3. Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.

Aligned with Program SLO 3

4. Practice work habits necessary to become and remain employed.

Aligned with Program SLO's 1, 4

COSM 757Salon Management & Technique

Four (4) Course SLO's assessed:

1. Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.

Aligned with Program SLO's 2, 3

2. Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.

Aligned with Program SLO 2

3. Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.

Aligned with Program SLO 3

4. Practice work habits necessary to become and remain employed.

Aligned with Program SLO's 1, 4

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Additional Methods Used to Assess Program SLO's:

Data obtained from the California State Board of Barbering and Cosmetology is an accurate indicator of student success, when it is available. The information posted, gives us a window on individual students with semi-disaggregated data and cumulative school pass/fail percentages for each quarter. While we are not privy to individual student results in specific areas, we do have access to a total score for the written portion and the practical portion of the exam. Using this data, we know how many of our students have taken the exam within a certain time period and passed successfully.

Quarter	Total Exams	Practical Passed	Written Passed	Average Score Practical/Written
Jul-Sep 2015	6	100%	100%	81/86
Oct-Dec 2015	6	100%	100%	87/91
Jan-Mar 2016	14	100%	71%	86/82
Apr-Jun 2016	9 (P)	100%		87(P)
Apr-Jun 2016	12 (W)		83%	84(W)

P = Practical

W = Written

From July 2015 to June 2016, 47 students tested. During that same time period, the program successfully graduated 37 students. The additional 10 students can be attributed to students that waited to test, initially failed and had to retake the test, and graduating students experiencing long wait times for their appointment to test.



Anecdotally, we understand that undocumented students may choose to never take the test. Students may wait up to five years to test, and others lag in submitting paperwork, thus testing further out from graduation. Successful student graduation does not equal immediately assessable state board licensing data, thus making state board licensing data best used for broad program assessment purposes versus individual assessment for each graduating student.

SUMMARY:

Existing Course SLO's are consistently represented in the standing Program SLO's. Core program indicators provide factual data confirming informative and appropriate relationships between the two. Three year averages show a success rate of 84.5% and a withdrawal rate of 8.4% which corresponds to a retention rate of 91.6%. This data is reflective of a successful program with a cohesive structure connecting Program and Course SLO's.

No current SLO Survey of Certificate Applicants, Cosmetology Certificate of Achievement data was available. Last reported data is from Spring 2013 – Spring 2014.

No current SLO Survey of Degree Applicants, Cosmetology AA Degree data was available. Last reported data is from Summer 2012 – Spring 2014.

3. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs (and for the GE SLOs, if available) reveal about student attainment of the GE SLOs? See [GE SLO Alignment Summary Report](#)  or [All Courses GE SLO Alignment Data](#) .

There are currently no courses that satisfy a GE requirement. We are working with the colleges Articulation Officer, the COI, and the Dean of Counseling, Advising and Matriculation to define an Associate in Arts with Cosmetology as the major. The degree would maintain all Title 5 GE requirements, while not requiring:

1. PE requirement
2. American History and Institutions
3. Area E5d

B. Student Success Indicators

1. Review [Student Success and Core Program Indicators](#) and discuss any differences in student success indicators across demographic variables. Also refer to the [College Index](#) and other relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

Overall, our students had an exemplary program completion rate of 86.8% as identified by 2015-2016 student success and core program indicators. This is negligibly down from the 2014-2015 success rate of 87.5%; however, when compared to the 2013-2014 success rate of 79.1%, it is obvious that significant program improvement has occurred and has been sustained over the past three years. Student retention is currently at 90.5% which is 5.2% higher than the college student success indicator total of 85.3%.

Gender is the most noticeable demographic variable in student success indicators, per 'Student Success and Core Program Indicators academic years 2013/14 to 2015/16. The report shows a three-year average cosmetology student population total of 309; 300 female and 7 male students with 3 unrecorded. This data equates to 97% of our student population (over three years) being female and 2% being male with less than 1% unrecorded.

CSM in total shows a three year average of 21749 female and 23858 male students with 1329 unrecorded; or 46% female, 51% male, and 3% unrecorded (three year average).

The Cosmetology Occupation Overview, Emsi Q2 2016 Data Set Report from July 2016 combines data for Alameda, Contra Costa, San Francisco, Santa Clara, and San Mateo County. Cosmetology by occupational gender breakdown shows that 1864 jobs are held by males or 14.5% and 10,988 jobs are held by females or 85.5%.

We may infer that these statistics are related to cosmetology being perceived as a female career choice or simply the fact that more females find it an appealing career. Conjecture aside, outreach and program information does not discriminate against males, and marketing materials going forward will be thoughtfully created with the assurance that all student population groups will be featured.

Age is a department demographic variable that remains consistent, with most students falling into the 20-24 age group, followed by the 19 or less group. Our numbers in this area are not in alignment with college averages which are more widely spread among differing age groups.

New student intake includes an informational form that asks why cosmetology is their career choice. Responses indicate that the youngest population group (19 or less) of students have decided on this career path while in high school, and the largest pool of students (20-24) have tried other educational avenues or started working before pursuing a career in cosmetology. Students in the (30-40) and (35-39) groups largely state they have had a change in personal circumstances and are now 'returning to work', 'always wanted to do this' or 'needed a career change'. Our program is primarily focused on students seeking professional licensing and is not designed for those seeking personal enrichment, however; we welcome all students and hold them to all grading standards equally.

The demographic variable relating to ethnicity is in alignment with CSM statistics in total (see chart below), the outlier being a higher than average number of Hispanic students; 35% of cosmetology students identify as Hispanic versus 18% of CSM students in total. We find this statistic a notable and actionable item, as the U.S. Census Bureau lists San Mateo County's Hispanic population at 25.5% in 2015, with the California Community College Chancellor's Office stating that in 2015-2016, 42.48% of community college students identify as Hispanic within the state of California.

The average success indicators over three years as they relate to an average of 309 Cosmetology students versus 46,935 CSM students show (without zeros in the averaging):

Ethnicity	Avg. Headcount		% Population		% Success		% Withdraw	
	COSM	CSM	COSM	CSM	COSM	CSM	COSM	CSM
Asian	15	8432	5	18	86	77	18	12
Black	4	1638	1	4	25	63	50	18
Filipino	6	3309	2	7.	100	69	100	17
Hispanic	108	8981	35	19	86	64	6	19
Native Am	0	91	0	>1	0	69	0	15
Pac Island	3	1159	1	3	73	64	0	16
White	9	13214	31	28	85	75	9	14
Other	77	8604	25	18	84	69	10	16
Unrecorded	5	1515	2	3	100	76	0	13

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery Mode Course Comparison](#).

All modes of delivery are offered on-campus.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the [Student Success and Core Program Indicators](#) (LOAD, Full-time and Part-time FTEF, etc.)

For the reporting years assessed, we had three full-time faculty, with two faculty working overload for the COSM 712 Fundamentals of Cosmetology I and COSM 722 Fundamentals of Cosmetology II classes, average department full-time FTEF over the past three years is 7.7. During this same time period, we experienced a slight decline in productivity, minimally higher than CSM's total three-year productivity decline.

The Cosmetology Department LOAD dropped from 777.5 (2013-14) to 705.1 (2014-15) and currently is 689.1 (2015-16). Although our department LOAD has declined slightly more than the college average, over the last three years it has remained well above the state productivity and efficiency measure of 525, and the colleges 2015-16 indicator of 498.7.

Diminishing enrollment may partially be due to socio-economic factors (initial program materials cost approximately \$2000 - \$2500) and anecdotal information indicates most students apply for and require financial aid to enter the program. Many other students are unable to take a full-time program that runs from 8:10 am to 4:30 pm, Monday through Friday, and must work and attend school within a framework that allows them to attend part-time.

The program accepted less students in years 2012-14 and 2014-15 due to two full-time faculty managing strenuous overload hours and requesting smaller class sizes.

Fall of 2016 started with four full-time faculty, and an initial fundamental class of 40 students. Although the spring class has historically been the hardest to fill, the department plans to maintain momentum through outreach in order to fill our spring 2017 class with 35-45 students.

3. Career Technical Education

A. Career Technical Education Data (This information is required by California Ed. Code 78016.)

1. Review the program's available labor market data, as applicable. Here are two relevant links:

- [State Of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information)
- [Employment data](#) (by Program Top Code) from the State Chancellor's Office

Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area.

The Cosmetology Occupation Overview, Emsi Q2 Data Set, 2016 comprises accumulative data from a region encompassing five counties: Alameda, Contra Costa, San Francisco, San Mateo, and Santa Clara. The data is promising with 12,852 current regional jobs, which is 10% above the national average.

By 2021, the report forecasts a +24.2% change in the number of regional jobs, with a predicted national average of +10.2%.

Through 2024, the average national growth rate for all occupations is estimated at +7%. (Bureau of Labor Statistics Summary, 2016-2017) *

The data suggests that there will be approximately 14,625 cosmetology jobs in the region by 2021. From 2014's total of 11,776 we can surmise there will be approximately 2,849 new jobs open for licensed cosmetologists by 2021. Our program can graduate a maximum of 90 students per year, but attrition rates and lower enrollment numbers for our program; factors which likely impact all eight programs in the region, indicate that we will most likely graduate 40-60 students per year if current trends remain steady. Anecdotal evidence suggests that other regional programs accept fewer students per year than our program, thus ensuring an ample prospective student pool for all regional cosmetology programs, eliminating unnecessary duplication of programs.

In the table below, regional earnings averages appear low, due to the lack of inclusion of 'tip' money that is a significant factor in actual wages earned per hour. This table does not disaggregate data as it relates to hourly wage plus tips, retail sales commissions, and salaried employees versus cosmetologists that rent chairs within salons.

Established cosmetologists with repeat clientele can earn much higher personal incomes than those listed below, and income typically increases with time in the field, networking/marketing, and consistent hours worked.

Occupations	25 th Percentile Earnings	Median Earnings	75 th Percentile Earnings
Cosmetologists, Hairdressers	\$10.15	\$13.27	\$17.82
Makeup Artists/Theatre	\$10.68	\$12.82	\$15.65
Manicurists/Pedicurists	\$9.50	\$10.22	\$11.61
Shampooers	\$9.91	\$11.20	\$12.97
Skincare Specialists	\$11.58	\$15.12	\$21.70

*Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Barbers, Hairdressers, and Cosmetologists, on the Internet at <http://www.bls.gov/oooh/personal-care-and-service/barbers-hairdressers-and-cosmetologists.htm> (visited October 07, 2016).

2. Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishment and areas of concern. collegeofsanmateo.edu/institutionalresearch/degcert.asp

Students in our program achieve a Certificate of Achievement in Cosmetology and may go on to pursue an AA in Arts degree with a concentration in Cosmetology. Our three-year average success rate is indicative of 85% of our students applying for and receiving a Certificate of Achievement. We have no data indicating how many of our students achieve AA degrees or transfer to university programs.

We are putting into place data collection measures to capture alumni job placement data, but currently have no statistics to present.

Areas of accomplishment encompass several areas. Our recent course addition within the Entrepreneur Certificate, COSM 766 Salon Business Entrepreneur, will enable licensed cosmetologists in all career stages to improve business acumen, marketing skills, and professional soft skills.

Two new summer courses launched in 2016 contain specialized curriculum in advanced techniques that prepare students for a job market that expects these skills in more seasoned cosmetologists. This preparation has given our students an edge when competing for jobs in mid to high end salons. The Program Assistant has created and maintained relationships with regional employers to aid students with job placement.

Areas of concern include quality continuing education offerings for emerging and established stylists, and providing adequate financial preparation for independent and contract employment success.

3. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

Our last Advisory Committee meeting was November 17, 2015.

The next meeting is scheduled for November 7, 2016.

Current Committee Members:

Name	Business
Pati Geraghty	Eva's Esthetics
Brittany Paz	Drybar
Brigitte Pouchet	Drybar
Aaron Gluck	Drybar Union Square
Jackie Kirk	Great Clips
Maria Polakis	ONYX Salon

Maureen Sterling Blake	Art – Chi – Tech Salon
Jira	Wowpretty Makeup & Hair Agency
George Ferrer	X.L. Salon
Madeline DeMarco	Barberia Salon
Terry DeMarco	Barberia Salon
Karla Barrick	Salon Kavi
Victoria Pelaez	Salon Kavi
Rhea San Diego - Chin	La Reve Salon
Julie Eagher	La Reve Salon
Elizabeth Stenstrom	L-Salon
Lindsay Loomis	European Wax Center
Lisa Loufas	Strands Salon
Joyce Poon	Noir Lash Lounge
Lisa Rolle	DBE CosmoProf, Div. of Beauty Systems Group LLC
Tiffany Montalbano	Alexander's Aesthetics Inc
Kathie Morales	Goldwell

4. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

The most troubling factor that impacts the program is the financial readiness of our students to enroll and start classes. Most, if not all, are on financial aid and disbursements can come as late as six to eight weeks into the semester. Not having the necessary tools and equipment compromises the education of many students that are struggling to stay in the program in order to make positive personal change.

In order to be in compliance with Title 5 (equal access to course materials and equipment), we moved all kit buying to the college bookstore versus allowing students to buy kits directly from vendors. As is normal and expected, the bookstore adds a 30% mark up to all kits. The unfortunate ripple effect is clearly impacting our LOAD as we typically have five to ten students per semester that report they must put off enrolling due to a lack of funding and high kit prices.

We instituted an equipment kit change by creating a 'starter Kit A' and 'completer Kit B'. Our intention was to give students an inexpensive 'starter' kit to enable them to participate in class work and allow them to purchase the completer kit when their financial aid disbursement came through. It is unfortunate that with escalating equipment prices, sales tax, and the bookstore 30% overhead fee, our 'starter Kit A' has gone up from approximately \$250 to nearly \$500.

An informal poll of incoming students showed that they could manage the \$250 kit out of pocket until they received their financial aid. Serious thought and consideration is being given to reducing the starter kit and having the department acquire and store loaner equipment for any student requesting this type of assistance. The problem with this solution is storage, as the department has inadequate storage as it stands.

A September 2016 change in California State Board of Barbering and Cosmetology requirements for disinfecting work stations requires that cleaning agents must be a virucide, bactericide, tuberculocide, fungicide, and kill HIV and MRSA. This change is new and a cost analysis can't be completed until we have at least six months of data to determine what the increased spending costs will be as new products have different usage and mixing guidelines incongruent to what we have been using.

At first glance (see chart below), it seems the change in price point will be negligible, but we will be documenting usage as the Oxivir products have gallon concentrate refills, and the new cleaning procedures indicate more wipes and spray will be used per service.

Current Products	Required New Products
Clorox Disinfecting Wipes \$5.79 each (75 wipes) \$0.08 per wipe	Oxivir Tb Wipes \$18.87 each (160 wipes) \$0.12 per wipe
Clorox Sanitizing Spray \$5.56 each	Oxivir Tb Spray \$5.51 each

5. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Appropriate and timely updates to our core courses, plus the addition of two new summer courses has been our most extensive program improvement project to date. Measurable outcomes will not be deliverable for assessment until we have cycled through all the revised courses at least once.

Past Advisory Committee members have insisted on the need for our students to experience and practice retail sales. We have attempted various strategies with the incredibly supportive bookstore manager in order to facilitate this important function within the career field; however, no idea or plan has led to a successful outcome in this area. The initial planning stages of building 5 included a cosmetology kiosk for the purpose of student retail sales skills building, but we have yet to see one materialize. The loss of the kiosk equates to a loss in learning opportunities, disabling instruction and practice in retail sales.

NIC (National Interstate Council) new testing requirements were implemented by the California State Board of Barbering and Cosmetology in September 2016. This caused a forced change in senior curriculum as graduating seniors had not been exposed to new testing procedures that will be in place by the time they will be scheduled to test. Senior instructors updated and reviewed new testing procedures, and successfully managed to graduate a well prepared class.

A new full-time faculty member started fall 2016 and the department has also gained a Program Assistant and the full-time storekeeper job was filled by a PT Storekeeper. The Program Assistant job has relieved faculty of administrative tasks and provided them a support system that manages all department functions not related to classroom instruction or faculty domains. Instructors and staff have voiced their appreciation of the department achieving better communication, organization, and a cohesiveness that was lacking when one full-time instructor was tasked with managing department administration on top off teaching 20+ hours a week; a daunting task for any one person.

New video cameras (via unlocked iPhone 6's) have enabled instructors to take learning demonstrations to a whole new level. Instructors can move around the classroom and lab floor unhindered by cords or distance. We have used the spring, summer, and fall classes to become accustomed to the video capabilities of the phones and have used them to facilitate classroom lessons in self-promotion and marketing. Our next project will be to video all instructor demonstrations, specialty classes, and NIC procedures and load them to Canvas enabled courses for current student availability. Online courses (we hope to offer in the future), will also benefit from video lectures and demonstrations.

New facial equipment has facilitated better learning during the facial portion of the curriculum. Students are improving in their facial skills and understanding of electric modes of therapy. A direct correlation to increasing client facial appointments can be related to better facial performance. Students are also testing better on facial practical (hands on) and written benchmarks.

Airbrush makeup compressors have given students the opportunity to learn advanced techniques that most schools don't teach. The department has used the machines to facilitate successful outreach events, the most recent being for the Library's Family Science and Astronomy Festival and Makerspace, where students did airbrush tattoos with an astronomy, Halloween, and bulldog theme. The airbrush tattoos were well received by the public and one of the most popular attractions. Students learned how to manage a small venue, keep high volume work areas clean, be aware of cross contamination, use soft skills, and market and represent themselves and the department.

New air movers have helped with air quality issues that impact faculty, staff, and students who suffer from allergy, asthma, and reactions to over exposure to salon chemicals. Although we had to cease doing permanent waves on the public, we have noticed

better air quality when the blowers are used.

We recently purchased new instructor support materials. Instructors are reporting better test preparation and test creation as well as a more modern textbook, DVD's, and supporting PowerPoint presentations for the students.

Staff radios have improved staff communication over the expanse of a large department and created a safety net for faculty and staff enabling an immediate response to a call for assistance. Instructors can remain in classrooms with students while requesting additional equipment or IT support and/or expressing other immediate needs/concerns. Faculty and staff have reported multiple times how the radios have improved the flow of work and facilitated timely instructor support.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM Strategic Goals 2013/14 to 2015/16](#). For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

1. Educational Equity is a subject that deserves the highest priority; thus the repetition of our direct statement from 'Program vision for the next three years, paragraph 3':

"Student learning and success are deeply tied to a department's collaborative awareness and purposeful discussion and remediation surrounding educational equity. Cultural competency, equity, equal access for underrepresented populations, and the integration of basic skills into discipline-specific core competencies will relate curriculum to social/cultural structures and personal identifiers, providing educational value within equitable learning environments. Faculty and staff are committed to a cultural praxis approach utilizing relevant immersive learning techniques that reflect cultural competency, equity, parity, and respect."

Any program practicing mindful awareness will see results that may not be expressed in hard numbers, but in the reformation of program pedagogies into inclusive systems that promote more equitable educational outcomes among all students, especially minoritized students.

Strategic Goal(s): #1, #2, #3, #4, #6

2. Our program has a higher number than average of students that identify as Hispanic (as compared to CSM in total). Having Spanish textbooks and supporting course materials available within the department would be an invaluable resource to students with English as a second language. We will request that the bookstore carry Spanish edition textbook bundles as well as program review funds to provide loaner copies that will remain in the department for immediate student support. Data assessment over at least a two year period will show if this strategy is effective, as the program takes 15 months to complete.

Strategic Goal(s): #1, #2, #3, #5

3. The downturn in productivity (LOADS) is concerning, and although the college experienced the same trend, we are working towards increasing our numbers by participating in all offered marketing and outreach opportunities. Partnering with ACCEL, Project Change, and local high school career day events, will expand our presence in the community. We are continuously researching other avenues of outreach, including social media entities.

Strategic Goal(s): #3, #5, #6

4. Appropriate and timely course updates to ensure regulatory agency compliance are in progress, and implementation of refined data collection strategies will allow us to be responsive to data assessment encompassing broad and specific program/course successes and failures. Curriculum currency is a requirement in ever evolving CTE vocations, and our updated program offerings ensure we are preparing students effectively for successful employment. We expect timely data evaluation to maintain our responsive approach to improving and sustaining student success.

Strategic Goal(s): #1, #2, #3, #5

5. The fundamental classes that range from 35-40 students require the addition of a 48% PT Instructional Aide. Foundational application learning features the instructor demonstrating a practical (hands on) procedure, then assigning students to practice the same. The instructor and full-time instructional aide then move from student to student, frequently spending 5-10 minutes with each student. Students needing help must wait, creating frustration and anxiety, and stalling the learning process. One-on-one instruction is required throughout all fundamental courses. As curriculum becomes more layered (complicated), wait time increases. The senior instructors have asked for additional assistance for Monday classes, when students are split into a group doing facials 20-30 and a group working in the lab 10-20. An additional PT IA would support senior instructors as needed during those classes. Implementation of this strategy would have immediate, positive results and likely equate to greater retention and a higher success percentage within core program indicators.

Strategic Goal(s): #1, #2, #3, #5

6. Growing the program via online strategies and other blended learning opportunities requires staff and resources. The first step is expanding the PT 48% Storekeeper position to a full-time role, thus allowing the Program Assistant, (currently covering certain PT Storekeeper duties), to work towards these goals, which include:

- State Licensing Preparation courses (blended learning opportunities for student's state wide).
- Introduction to Cosmetology courses (articulation opportunities with adult/high school students).
- Quality discipline specific specialty classes are always in demand to maintain skill, product, and equipment knowledge currency (blended learning opportunities for licensed emerging and established cosmetologists).
- Cosmetology Instructor Preparation courses (also develop in-service strategies for new instructors).
- A fully supported Program Assistant will have the time to connect with industries and businesses to offer internships, apprenticeships and work-based learning opportunities and research appropriate strategies in alignment with CA State Board of Barbering and Cosmetology regulations.

Increased staffing will be requested via the program review process. Creating more CTE opportunities is also in alignment with the CTE Pathways Initiative Goal(s): #1, #2, #5, #6.

Strategic Goal(s): #1, #2, #3, #4, #5

7. In this digital age, it is imperative to engage 'digital natives & novices' with multiple curriculum delivery systems that support the use of technology within classroom and lab learning experiences. Research, discussion, and student surveys will be used to determine how to create technological equity by ensuring all students have access to iPads, tablets, laptops, computers, internet connections, and support in the effective use of these devices. Students will be taught how to create e-portfolios and learn basic

online marketing techniques.

Strategic Goal(s): #1, #2, #3, #4

8. We will be working with our campus marketing department to best utilize CTE grant funds as they relate to outreach activities geared towards underrepresented population groups. Usage execution of grant money will include a thoughtfully linked series of activities undertaken over time to foster relationships in underrepresented community populations, leading to a more equitable demographic of enrolled students. CTE Pathways Initiative Goal(s): #2, #3

Strategic Goal(s): #3, #4, #5

9. We currently enjoy solid relationships with Project Change, EOPS, DSP, Computer Center, Library, Health Center, Psychological Services, Financial Aid, Counseling, and we are investigating the 'Reading Readiness' Program. Our intention is to maintain and grow these campus connections while fostering new relationships as they become available. We will continue to grow our relationship with the ACCEL (Adult Education College and Career Educational Leadership) consortia to further the career goals of:

- Adult School Program Learners:
 - ESL, Pre-GED, GED
- College Readiness Students:
 - Careers Exploration & Readiness classes,
 - CSM Learning Center workshops,
 - CSM Experience class & a Priority Enrollment Program
- CTE Pathways
 - CTE Certificates
 - Internships
 - Pre-apprenticeships

CTE Pathways Initiative Goal(s): #2, #4

Strategic Goal(s): #1, #2, #3, #6

10. The Program Assistant has launched an alumni and current student newsletter aimed at job placement opportunities, marketing strategies, continuing education, and product updates. It is circulated to approximately 350 students. The newsletter is produced twice a year, but we would like to ramp up offerings and send it out quarterly. The Cosmetology Facebook page is also a primary posting spot for the same information and allows for the immediate sharing of industry related information, especially jobs. Establishing relationships with northern California spas and salons creates a job source pipeline that ensures CSM student's timely access to new opportunities.

Strategic Goal(s): #1, #3

11. The department actively engages in internal and external soft skill professional development activities, product knowledge classes, and continuing education events, especially discipline specific professional development activities. It is our intention to encourage and support these activities within the framework of our individual schedules.

Strategic Goal(s): #1, #2, #3, #4, #5

12. The compilation of a comprehensive video library will be initiated, starting with NIC (National Interstate Council) testing procedures. Instructors would also like to video lectures and demonstrations and load them into the online CANVAS environment for students to study and review. As staff are frequently multi-tasking on other projects during many instructor lectures and demonstrations, we will have to calendar and plan how best to accommodate this strategy. The benefit for the students is obvious, with the caveat that all students must have equal access to electronic devices.

Strategic Goal(s): #1, #2, #3, #4

13. The initial planning stages for building 5, included a cosmetology kiosk for the purpose of student retail sales skills building, but we have yet to see one materialize. The loss of the kiosk equates to a loss in learning opportunities, disabling instruction and practice in retail sales. Advisory Board committee members are shocked to learn we have no method in place that resembles actual retail sales other than role playing exercises and project scenarios that represent mock salons. The department will ask for the kiosk within the program review resource request form.

Strategic Goal(s): #1, #2, #3,

6. Program Maintenance

A. Course Outline Updates

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction](#) website for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. **Career and Technical Education courses must be updated every two years.**

Courses to be updated	Faculty contact	Submission month
COSM 712	Cynthia James, Program Asst. Becky Boosalis, Faculty	September 2016
COSM 722	Cynthia James, Program Asst. Aurora Medrano, Faculty	September 2016
COSM 732	Cynthia James, Program Asst. Andria Nalls, Faculty	September 2016
COSM 742	Cynthia James, Program Asst. Toni Coleman, Faculty	September 2016
COSM 746	Cynthia James, Program Asst. Andria Nalls, Faculty	September 2016
COSM 749	Cynthia James, Program Asst. Toni Coleman, Faculty	September 2016
COSM 757	Cynthia James, Program Asst. Andria Nalls, Faculty	September 2016

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Cynthia James, Program Assistant	Update in progress, completion by January 2017
Andria Nalls, Aurora Medrano, Faculty	Next review will be: January 2018

C. SLO Assessment Contacts

Support: Cynthia James, Program Assistant

Faculty contact(s)	Date of next review/update
Andria Nalls	Fall 2018
Becky Boosalis	Fall 2018
Aurora Medrano	Fall 2018
Toni Coleman	Fall 2018

7. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points)

acceptable).

- Educational equity is a preeminent subject in the cosmetology department, with all faculty and staff committed to a cultural praxis approach utilizing relevant immersive learning techniques that reflect cultural competency, equity, parity, and respect.
- Appropriate and timely course updates to ensure regulatory agency compliance, are in progress with the expectation that revised SLO's and objectives will provide more refined disaggregated data relating to individual student learning outcomes, ensuring better data interpretation with faster response time to program inadequacies and/or successes.
- Program LOAD (productivity) has declined slightly more than the college average and rests at 689.1. This is well above the state productivity and efficiency measure of 525, and the colleges 2015-2016 indicator of 498.7.
- Financial aid is applied for by the majority of our students. Student fees and rising kit prices inhibit many students from being able to start the program. Innovative strategies are no longer working and the cost of a 'starter kit' which enabled financial aid dependent students to start the program has escalated from approximately \$250 to nearly \$500. This is not an out-of-pocket expense that most students can absorb. Financial aid frequently disburses five to eight weeks into the program, which does not equate to student success. This situation impacts our LOAD which has dropped over the last three years by an average of 5.68%; not a trend we wish to see continue and one not likely to stabilize under the current conditions.
- Gainful employment disclosure data forecasts a +24.2% change in the number of regional cosmetology jobs by 2021. The national average for cosmetology is +10.2%, and for all occupations is +7% by 2024. This equates to approximately 2, 849 job openings for cosmetologists in the region by 2021.
- Two new highly successful summer courses have launched, focused on advanced techniques and group work as part of a professional photo shoot experience. A concentration class within the new *Entrepreneurship – from Idea to Business* certificate program has been created and has been submitted to the COI for approval: COSM 766 Salon Business Entrepreneur.
- The department welcomed one new full-time faculty member, fall 2016. A fully staffed program promises varied instructional approaches that will benefit multiple student learning styles.
- The faculty, staff, and students are linked to all college resources and support services and are open to establishing new relationships when they arise. Program students anecdotally report feeling cared for, supported, and feeling that faculty and staff are genuinely invested in their success. This is mirrored in our student retention rate percentage of 91.6% (three year average) and success rate which is an average of 84.5%.
- New California Board of Barbering and Cosmetology health and safety requirements for disinfecting work stations has created the need for the department to purchase a higher level cleaning product, effective against: viruses, bacteria, TB, fungus, HIV, and MRSA. A cost analysis of at least six months will determine the impact to the program budget.
- The Program Assistant will continue partnering with ACCEL, Project Change, local high school career days, CSM

PR & Marketing to create and participate in outreach opportunities, including those focused towards underrepresented population groups (supported by Perkins grant funds).

- Growing the program via online strategies and other blended learning opportunities requires staff and resources. The first step is expanding the PT 48% Storekeeper position to a full-time role, thus allowing the Program Assistant, (currently covering certain PT Storekeeper duties), to work towards these goals.
- The fundamental classes that range from 35-40 students require the addition of a 48% PT Instructional Aide. Foundational application learning features the instructor demonstrating a practical (hands on) procedure, then assigning students to practice the same. One-on-one instruction is required throughout all fundamental courses. As curriculum becomes more advanced, wait time increases with only two people assisting/supporting students. An additional part-time IA would help to diminish student frustration, anxiety, and reduce repetition of unproductive class time.
- We intend to sustain 'best practices' and the collaborative teaching environment we have in place. With the restructuring of program curriculum and comprehensive course outline updates we expect significant learning to occur, which will become measurable as practical, creative, and critical thinking, course level and program learning outcomes move into alignment with desired department and institutional learning goals.