

Program Overview	
Program:	Cosmetology
Does this program have a CTE component?	Yes
Academic Year:	2018/2019
Review Period:	6 Year

A. Description and Goals

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

Cosmetology is the study and practice of professional care of the hair, skin and nails. The Santa Monica cosmetology program offers theoretical and practical training; in hair styling, haircutting, chemical services in permanent waving, chemical hair relaxing, and hair coloring; skin care, make-up techniques, and nail care for men, women and children.

The cosmetology program uses Milady’s educational textbooks and materials. Milady’s provides an all-inclusive cosmetology technical and practical curriculum that consists of a step-by-step; hands-on learning approach. The educational provisions include workbooks, Power Point instructor slides, DVD systems for classroom instructions, test review and test generators to evaluate course material.

The cosmetology profession is regulated by state laws that stipulate that all students complete 1600 clocked hours for cosmetology; 600 clocked hours for esthetics; and 400 clocked hours for nail care. SMC’s cosmetology programs are strategically designed to prepare students to pass a state board examination and do so by offering courses that help students familiarize themselves with the practical and written examination content and procedures.

Students may earn an AS degree in Cosmetology, a Certificate of Achievement in Cosmetology (25.5 units), Department Certificates in Esthetics (12-15 units), Nail Care (9units), and Salon Business (11 units). The programs are geared to getting the students through the program at their own pace, therefore we offer the Salon Experience classes that vary in unit value according to student attendance. Students must attend the salon Experience class in order to complete the Cosmetology, Nail Care or Esthetics programs. The Salon Experience unit value ranges from one to four units per sixteen week semester.

Upon program completion, students will have the essential knowledge and technical skills necessary to compete successfully in the beauty industry. SMC’s cosmetology programs also prepare students for entry-level positions that include but are not limited to hairstylists, salon managers, educators, make-up artists, product representatives and sales, skin care specialists, nail technicians, nail artist, entrepreneurship, and business owners.

Our programs offer a variety of services for SMC’s faculty; the general public; and it also provides support to community-based organizations. Our program coordinates with other departments such as, counseling, disabled student services, EOPS, ASO, Cal Works,

Matriculation, Fashion, Film, Music, Business, and Theater Arts, Photography, including the Corsair Newspaper.

We also participate in off-campus activities, as well as, provide curriculum information during program orientation regarding textbook materials, program equipment, program costs, course offerings and services. In addition to instructors attending teaching seminars that demonstrate new and innovative approaches to student education they also attend regular hair shows. The learned information is incorporated in the classroom lesson plans and all activities are communicated to the students. We vigorously encourage students to participate in community service projects, contests, as well as, attend professional hair shows.

The cosmetology department conducts an annual advisory board meeting for the purpose of discussing pertinent industry adjustments, as well as, new trending innovations in relevant areas relating to technology, science, and the economy. The invitees are industry professional dealers, educational lecturers, including departmental faculty, who disseminate essential information in an effort to support and foster student success. The meeting discussions include program improvements, advancements related to practical techniques, product lines, and state-of-the-art equipment. Program suggestions and equipment demonstrations are welcomed and implemented for program improvements; also areas of discussion involve safety regulations and program compliance. All programs that require faculty certification and training are incorporated to advance staff and professional development in addition to meeting the required Faculty Flex hours.

Lastly, cosmetology's mission statement is in alignment with SMC's mission statement, which challenges students and supports them in achieving their educational goals by offering high-quality technical education in an experiential learning environment

The department promotes an environment of lifetime learning by training students for successful pass rates for licensure in the field of cosmetology.

Equipment & Facilities The cosmetology department is located on the west corner of the Business Building. It consists of 5 classrooms (including hair salon), 2 esthetician salons, 4 faculty offices, 1 faculty locker room/break-room, 1 back-office, and a reception area. We offer classes from 8:00 am to 11:00pm or 12:00 pm and 12:30 pm to 3:30pm or 4:30 pm.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

Program Goals & Objectives

- Prepare students for the California State Board exam that are in pursuit of a Cosmetology, Esthetician or Manicure licensure.

• Prepare students to obtain a cosmetology Certificate of Achievement that requires the completion of 25.5 units, 38 courses with a minimum of a “C” and earn the state required 1600 clocked hours and operations.

Prepare students to obtain an Esthetic certificate that requires the completion of 15 classes, 12+ units with a "C" minimum and earning the state required 600 clocked hours.

Prepare students to obtain a Nail Care certificate that requires the completion of 10 classes, 9+ units with a "C" minimum and earning the state required 400 clocked hours.

Prepare students to obtain a Salon Business certificate that requires the completion of 5 classes, 11 units with a "C" minimum.

• Cultivate more communication with Counseling, Cal Works, Financial Aid and student orientations to improve matriculation services and opportunities for students to earn an associate’s degree.

• Prepare students on new testing material that reflects the National state examination for the State Board of Barbering and Cosmetology.

• Develop student competencies that result in student retaining more competitive skills that prepares them for immediate employment in all disciplines.

• Develop a faculty program that trains staff in specialized techniques that support the new certificate program for Micro-dermabrasion and professional cosmetologists.

• Further develop our global networking through social media programs for students seeking employment and tracking industry success; create new marketing materials for each discipline; and improve student retention.

Develop a barbering program as well as an AS in Barbering and crossover options to attract more male students. Duties may include curriculum and program development, create course syllabus and time cards according to the State Board of Barbering and Cosmetology, and manage state mandated equipment necessary for the program.

Develop an Esthetic Certificate of Achievement.

Develop a Nail Care Certificate of Achievement.

Develop a Salon Business Certificate of Achievement.

Develop a consistent schedule of classes that best meets student demand to aid in enrollment and retention rates.

Overarching Goals:

- The reduction in the California State Budget is the causation of our 4-hour evening program being discontinued. This has created a significant challenge for our working students, single mothers, and other special populations to complete our programs; thus interfering with their ability to receive licensure. Also, it fails to accommodate students who cannot commit to a full-time day program; preventing opportunities for many of our students to complete their programs or achieve educational goals. This result in an increase in student transfers; thus contributing to the decline in student retention.
- The reduction in state funded specialty programs also cause students to alter, delay, or discontinue their educational goals. As a consequence, students find themselves in a state of crisis; finding it challenging to afford to stay in college.
- Material mark-up costs for supplies have become an additional burden on students due to the number of frequent handbook editions and workbook updates. This forces our students to purchase new materials in order to stay current with classroom assignments; in lieu of our cost reducing efforts to arrange kits in the bookstore that enable students to attend classes with the required equipment for the current courses they are enrolled.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

- Cosmetology faculties developed SLO's for each course, all of which have been approved by the department and submitted for and approved by the Curriculum Committee.
- All assessments remain in compliance with the California State BBC guidelines.
- BBC pass average rates show consistent pass rates above 89% for the written portion and 82% for the practical portion for three consecutive years. Our faculty have developed new testing materials to expand course content and terminology, which now appears on the National Interstate exam.
- Department syllabi follow a specific format that includes intended SLO's for each course. At the start of each semester instructors submit a revised syllabi to the Chair to ensure there is proper alignment with course outlines of record.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

N/A

B. Populations Served

All Disciplines (answered once)

1. Describe your students in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last six-year program review and the possible reasons for the changes.

Ethnicity/Race	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	College Wide 2017
Asian/PI	40	40	44	50	44	46	4366
African Am	90	83	63	65	62	70	2676
Hispanic	3179	162	152	158	178	185	12051
Am Indian	3	1	1	3	2	2	54
Unknown	155	20	19	11	12	10	1406
White	125	109	110	113	124	120	7989
Two or more	23	26	26	34	33	32	1326
Total	475	441	415	434	455	465	29868

Our population approximates the ethnicity makeup of SMC's college community provided by the Office of Institutional Research. This report shows that 25.8% of the cosmetology population is White, which nearly parallels SMC's 26.7% college-wide 2017 statistics; however it is 2.5% increase compared to the prior year. Hispanics represent 39.8% nearly paralleling the 2017 college-wide levels of 40.3%. This can be attributed to improved coordination between DPSS, Cal Works/Gain, Financial Aid, and detailed responses to students who call for tuition rates or program information and an increase of information in the student orientation. The remaining population is made-up of 15.1 % African Americans slightly higher compared to the 2017 college-wide totals of 9.0%, also illustrating an increase over the last two years department wide, with Asian/PI's representing 9.9% compared to 14.6% of the 2017 college-wide totals, which remain comparable to the prior year. The Chancellor's Office introduced the two or more category, eliminating the "other" category. The unknown category has consistently decreased annually, which can be direct related to improved data accuracy taken during initial enrollment.

Gender & Course Completion	Fall 2012	Course Success	Fall 2013	Course Success	Fall 2014	Course Success	Fall 2015	Course Success	Fall 2016	Course Success	Fall 2017	Course Success
Female	423	74.0%	408	70.4%	386	72.5%	395	71.7	419	76.8%	431	78.8%
Male	52	56.3%	33	63.7%	29	54.3%	39	68.8%	36	68.0%	31	59.1%
Department	475	72.4%	441	70.4%	415	71.6%	434	71.3%	455	76.1%	465	77.4%
College-Wide												
Other											3	

Total	475		441		415		434		455		465
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Gender distribution is always higher for female students throughout each discipline; because cosmetology historically attracts more women than men. However, instituting a barbering program will help increase the male population as it historically attracts male students. Institutional Research show male enrollment consistently lower than the female population ranging from 10.9% in 2012-13 to the lowest in 2017-18 at 6.7%. This is a decrease from the last program review in the male population.

Success rates range from 70.4% to 78.8% for females and 54.3.3% to 68.8% for males compared to prior years data. Success rates are trending upward and are an improvement from the last program review especially for women. Cosmetology success rates remain consistent with the general college-wide success with the male population slightly higher.

Age Groups	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	College Wide 2017
19 or younger	98	87	78	107	99	75	9014
20-24	149	149	131	137	121	142	11797
25-29	82	79	78	72	84	96	4257
30-39	78	66	60	61	88	89	2696
40-49	42	38	41	28	36	45	1125
50 or older	26	24	27	29	27	18	979
Total	475	441	415	434	455	465	29868

Institutional Research shows that students who are 19 or younger have made up of 18.8-20.6% of the population in the department since fall 2012, and in fall 2017, 16.1%, that is 14.0% below the college wide data. The data also shows a 7% fluctuation in student age group 20 -24, yet 9% less than 2017 college-wide totals since fall 2017. Age group 30-39 also appears to fluctuate, averaging 5%, since fall 2012, but extends 10% above 2017 college-wide data. The age group between 40-49 increased in fall 2016 and 2017 after the dip in fall 2015; ranging between 5.9% above college-wide totals in 2017. In the 50 or older age group the department was slightly higher, 0.6%, compared to campus wide in fall 2017. Over all the cosmetology student population is older compared to the college except it parallels the 50 or older population.

Residence	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	College Wide 2017
California	431	408	371	386	418	414	24336
Out of State	28	17	26	30	24	28	2289

Foreign Country	16	16	18	18	13	23	3243
Total	475	441	415	434	455	465	29868

The majority of cosmetology students are California residents, representing 89% compared to 81.5% of college-wide figures in 2017; and a 2.9% increase compared to 2016. Out-of-state and foreign students represent 6.0% and 4.9%; respectively compared to 7.7% and 10.9% college-wide; respectively. The overall cosmetology population increased in the last four years by 12.05%.

Enrollment Status	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	College Wide 2017
First Time	87	70	81	80	82	50	5312
First Time Transfer	63	68	62	77	70	80	3658
Returning	55	40	51	52	59	52	3279
Continuing	270	263	221	225	243	283	16914
Special Admit (K12)	0	0	0	0	0	1	705
Total	475	441	415	434	455	465	29868

Institutional Research show continuing students represent 60.9% of the 2017 attendees in the department, compared to the 2017 college-wide statistics of 56.9%, but an increase of 7.5% from 2016. First-time students were 10.8% in 2017, a decrease of 7.2 % compared to the previous year and 17.8% college wide. This outcome could be related to current economic instability, resulting in previously employed students seeking alternative or supplemental careers and/or incomes. The increase in student transfers is 3.9% since 2012.

Part/Full Time	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	College Wide 2017
Part-Time	296	265	274	288	283	364	18678
Full-Time	100	90	80	87	66	22	11,110
Non-Credit	79	86	61	59	106	76	80
Total	475	441	415	434	455	465	29868

Enrollment patterns show 78.3% of cosmetology students enrolled as part-time, 16.3% more than 2017 college-wide totals. The full time enrollment dramatically dropped 16.4% since 2012, 21.1% to 4.7% compared to the 2017 college wide data of 37.2%. This is due to how cosmetology units are earned and calculated, which is unique compared to SMC's academic curriculums. Cosmetology units do not parallel unit hours earned compared to academic coursework. (See Cosmetology Classes & Unit Values); which shows units earned per class.). The lower unit value of each course and the time spent in class effect the amount of units students can take especially if the work or have family obligations. This eliminates many students from receive the full financial aid that full time students are qualified for.

Educational Status	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	College Wide 2017
Not HS Graduate	11	6	12	16	15	10	1037
HS Graduate/ Equivalent	394	370	335	354	356	367	24831
Associate Degree	18	21	21	21	28	27	747
Bachelor's Degree/Higher	52	44	47	45	56	61	3213
Total	475	441	415	434	455	465	29868

Institutional Research reports shows cosmetology has experienced a reduction in the number of enrollees who have not graduated from high school by 1.3% compared to the college wide data of 3.6%. It should be noted that cosmetology does not require any prerequisites to enroll in the program. The rate of students with Associate degrees has increased by 2.2% since 2012 and in 2017 was 5.8%, higher than 2017 college-wide totals of 2.5%. However, students with a Bachelor's degree registration has increased almost every year since 2012 and are more than the overall college-wide data of 10.8%.

Educational Goals	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	College Wide 2017
Transfer	169	176	149	158	145	141	21610
Associates	30	27	20	19	29	35	833
Certificate	92	78	85	96	114	97	464
Career Objective	143	133	133	62	56	80	1797
4-Yr Student	9	5	2	7	3	2	908
Unreported/Undecided	18	16	16	86	100	96	2664
Total	475	441	415	434	455	465	29868

Institutional Research report states student transfer population is 72.4% of enrollees pursuing educational goals college wide, compared to 30.3% for the cosmetology department. This is the lowest amount of students wanting to transfer since 2012 with a percent range of 9.6%. This fluctuation is greater than what is happening college wide. This can be directly related to the impact budget restrictions has on the cosmetology program, resulting in class offering reductions and scheduling issues; thus reducing enrollment. These outcomes create the need for students to seek alternative solutions to finish their educational goals. Cosmetology experienced an increase totaling 7.5% of students earning Associate Degrees in 2017. We attribute this to improvements in communication between cosmetology and Matriculation Services and counseling, Cal Works/Gain, Financial Aid and student orientations. However, this report also shows a slight decrease in certificates awarded. This is due to the difficulty in students' ability to get financial aid because of the low unit value of the classes and the requirements of financial aid and highlights the challenges our non-traditional students face in order to complete required hours. Moreover, the 8.9% decrease in unreported students compared to prior years is attributed to improved data accuracy during initial enrollment.

2. Compare your student population with the college demographic. Are your students different from the college population?

Course Section	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total	88	73	71	71	75	79

The number of sections offered by discipline decreased by 22 sections compared to fall 2012, however the number have increased in 2016 and 2017. This significant reduction is the result of reduced enrollment. Currently, there are no on-line courses available in future semesters; however we have shown consistent interest in offering additional theory and business courses to students on-line. These classes consist of four related science courses and one salon business course. Curriculum for the business course has been converted to on-line. However, the four other related science classes and the state board written testing classes are being considered by faculty as an option. The other classes can be developed and presented upon request.

Our population approximates the ethnicity makeup of SMC's college community provided by the Office of Institutional Research. This report shows that 25.8% of the cosmetology population is White, which parallels SMC's 26.7% college-wide 2017 statistics. However it is 2.5% below prior year. Hispanics represent 39.8% compared to the 2017 college-wide levels of 40.3%, demonstrating a slight increase since 2012. This can be attributed to improved coordination between DPSS, Cal Works/Gain, Financial Aid, and detailed responses to students who call for tuition rates or program information. The remaining population is made-up of 15.1 % African Americans compared to the 2017 college-wide totals of 9.0%, also illustrating a 1.5% decrease from the previous year. Asian/PI's representing 9.9% compared to 14.6% of the 2017 college-wide totals. The 2 or more represents 6.9% of the department population compared to 4.4%

college wide. The unknown category is trending downward to 2.2% in 2017 compared to 4.4% college wide.

3. What percentage of students in your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum.

n/a

C. Program Evaluation

All Disciplines (answered once)

1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.

SLOs are specific, measurable statements of 'what a student should know, be able to do, or value when they complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

SLO for Cosm 50N:

1. Analyze and follow all State Board mandated procedures, inclusive of all forms of manicuring, in the written form.
2. Demonstrate and utilize techniques that lessen anxiety that are commonly associated with test taking.
3. Understand the theory of and demonstrate the proper procedures for disinfecting and sanitizing all manicuring equipment and tools.
4. Exhibit strong academic behavior consistent with the SMC Code of Conduct on all assignments and written tests.

SLO for 50E:

1. Analyze and follow all State Board mandated procedures in its written forms
2. Demonstrate and utilize techniques that lessen anxiety commonly associated with test taking
3. Compare and contrast correct and incorrect written procedures
4. Given the NIC test, demonstrate and understand the theory of the proper procedures to: Disinfect and sanitize; Administer facials (plain, scrub, dermal light); Demonstrate hair removal (tweezers and wax); Demonstrate the application of Makeup
5. Exhibit strong academic behavior consistent with the College Honor Code of Conduct on all assignments and tests both written and practical

SLO for 50C

1. Analyze and follow all State board procedures mandate by California in its written forms
2. Demonstrate and utilize techniques that lessen anxiety that are commonly associated with test taking

3. Compare and contrast the distinction between the correct and incorrect writing the procedures
4. Given a student the California State Board test the student will be able to demonstrate and understand the theory of the proper procedures to: Disinfectant and sanitize Apply the Predisposition Test (P.D.) Apply the 9 different hair color applications (virgin tint light and dark, dye back, virgin bleach, toner on pre lightened hair, toner retouch, retouch light and dark, bleach retouch). Demonstrate a soft perm (ammonium thioglycolate) Create a Haircut Demonstrate hair straightening (sodium hydroxide) Apply a cold wave (permanent Waving) Demonstrate thermal hair styling (soft and hard press and Marcel iron) Create a wet hair styling Administer facials (plain, scrub, dermal light) Demonstrate hair removal (tweezers and wax) Demonstrate a manicure and pedicure Create nail tips Administer Nail repair (silk and paper) Design acrylic nails (sculpture nails)
5. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical

2. Describe how the program assesses SLOs and uses the results for program improvement including:

- how outcomes are assessed and how often
- how and when the program or discipline reviews the results and engages program/discipline faculty in the process

Our efforts continue to increase the effectiveness of our state board preparation classes, we have created Cosm 50E and 50N for esthetic students and manicuring students respectively. Both courses provide esthetics and manicuring students an opportunity to prepare for the written portion of their state board exams with a focus of review of previously learned materials. This was modeled after the 50C testing classes that help increase student's success on the state board exam. After careful examination of the SLO's and state board testing results the faculty have updated the course material. The Health and Safety booklet and state mandated test is now also included in 50C,E and N. Students must complete and pass the Health and Safety test with 100%. The instructor documents the grade and the paperwork is then added to the students file before the Proof of Training document is given to the student. Additionally, the class has currently being offered to students every fall, spring and intersession. Students are encouraged to take the class during their last semester of their program so that the information is fresh in their minds. Access to the testing site has been set up so that students may practice the written portion of the exam even though the classes has ended and up until their state board exam date.

3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.

Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.

The cosmetology department offers students the following degrees and certificates:

Cosmetology Associate Degree (25.5 units to total 1,600 hours)

ASSOCIATE DEGREE REQUIREMENTS An Associate degree is granted upon successful completion of a program of study with a minimum overall grade point average (GPA) of 2.0 (C) and a minimum of 60 degree applicable semester units, including: Completion of the area of emphasis with a grade of C or higher in each course, or with a P if the course was taken on a Pass/No Pass basis, and the P is equal to a C or higher; Completion of at least 50% of area of emphasis units at Santa Monica College; Completion of one of the following general education patterns: SMC GE, CSU GE, or IGETC; Completion of the SMC Global Citizenship graduation requirement.

Cosmetology Certificate of Achievement (25.5 units to total 1,600 hours)

CERTIFICATE OF ACHIEVEMENT REQUIREMENTS A Certificate of Achievement is granted upon successful completion of a program of study with a minimum overall grade point average (GPA) of 2.0 (C) and a designated minimum number of units, including: Completion of the area of emphasis with a grade of C or higher in each course, or with a P if the course was taken on a Pass/No Pass basis, and the P is equal to a C or higher; Completion of at least 50% of area of emphasis units at Santa Monica College.

Esthetician (formerly Skin Care) Department Certificate (12 units to total 600 hours)

Core competencies: Upon completion of the Esthetician program, students will demonstrate professional level skill in client consultation, skin analysis, manual, chemical, and electrical facials as well as eyebrow shaping, waxing, the application of strip and individual eyelashes, and makeup application. Additionally, the student will be proficient in health and safety procedures in common use in salons and spas.

Nail Care Department Certificate (9 units to total 400 hours) **Core competencies:** Upon completion of the Nail Care program, students will demonstrate professional level skill in manicures, pedicures, nail tips, acrylics, gel nails, and 3-D nail art. Additionally, the student will be proficient in health and safety procedures in common use in salons and spas.

Salon Business Department Certificate (11 units), A Department Certificate in Salon Business will aid cosmetologists, estheticians and manicurists in establishing and running their own business/salon.

DEPARTMENT CERTIFICATE REQUIREMENTS A Department Certificate is granted upon successful completion of a program of study with a designated minimum number of units, including: Completion of the area of emphasis with a grade of C or higher in each course, or with a P if the course was taken on a Pass/No Pass basis, and the P is equal to a C or higher. See Exhibit A for a list of all classes taught in the department for all disciplines and their unit value.

4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

The program examines very closely the enrollment patters for each disciple using the Enrollment Tally Reports. This has aided in creating the class schedule that best suits student needs. The college has instated a Wait List Report that will inform us if there are students wanting to get into a class. This helps but the Wait List Report is limited as to how many students are allowed on the list and is not available very far in advance for the students' access. Request a Class Report is an option for students struggling to obtain entrance into a class that is full. This aids the making of the schedule and in the last few years we have been able to increase several sections of the beginning level classes due to the report. This has help increase the retention rate in subsequent level classes. Course Fill rates are another tool that help in the scheduling process especially as it indicates the amount of students in each class over time.

The department plans on working with the Institutional Research department to gather more data and information from students by implementing a Student Exit Survey.

In addition the department keeps track of all completers per disciple in the department. The Certificates of Achievement are transcribed and now are automatically awarded. The Department Certificates are tallied each semester. The department plans on increasing the number of Certificates of Achievement in the department by converting the Esthetics, Nail Care and Salon Business Department Certificates to a Certificate of Achievement. As noted by the chart below there have been an overall increase of completers in all disciplines especial in skin care.

Total Completers per Year

2014-17

Cosm	Skin care	Nail Care	Teacher Training	Salon Business
2014				
24	10	4	0	0
2015				
37	19	3	0	4
2016				
29	29	7	0	0
2017				
41	58	5	0	0

5. If applicable, discuss achievement rates on state licensure exams.

The average passing rates for state board practical examinations for all quarters in each discipline since 2013 remain above the 82% with the highest percent of 92%. The average

passing rates per quarter for the written portion of the exam for each disciple since 2013 is above 82% in 2014 but increase to 93% the following year. Averaging the practical and written exams the program has achieved passing rates of 83.5\$ to 89%. There has been a steady increase in student participation of 76 students in 2013 to 102 students in 2017. The BBC has changed the some of the practical testing procedures and the written content to reflect changes in curriculum and the industry. The faculty has gotten together and updated the program to reflect such changes with 50E,C, N state board testing classes. During department meeting the faculty has discussed how to update the Health and Safety material. This effort has been reflected by the strong test score even with the increase of student participation.

See attached Cosmetology State Board Passing Rates.

6. Career Technical Education (CTE) programs are required to have active industry advisory boards which meet at least once a year. (Attach minutes from each meeting since the last program review report). List advisory board membership, how often it meets, and indicate involvement with the program.

The cosmetology department conducts an annual advisory board meeting for the purpose of discussing pertinent industry adjustments, as well as, new trending innovations in relevant areas relating to technology, science, and the economy. The invitees are industry professional dealers, educational lecturers, including departmental staff, who disseminate essential information in an effort to support and foster student success. The meeting discussions include program improvements, advancements related to practical techniques, product lines, and state-of-the-art equipment. Program suggestions and equipment demonstrations are welcomed and implemented for program improvements; also areas of discussion involve safety regulations and program compliance. All programs that require faculty certification and training are incorporated to advance staff and professional development in addition to meeting the required Career Technical Educational hours.

Our department collaborate industry ideas and implements many of the suggestions discussed with industry professionals on subject matters such as, advanced techniques, product lines, and state-of-the-art equipment. See the Advisory Board Minutes from 2017 and the list of attendees.

Advisory Board Meeting

May 2, 2017 8:30-11:00

Agenda

The purpose of this meeting is to interface with members of the beauty industry, students, faculty and staff to gain a better understanding of what is needed out there in the industry.

- Produce highly skilled cosmetologist, esthetician, manicurist, and cosmetology teachers.
- We want to look at ways to expand our curriculum to meet your needs, industry needs.
- Make students ready to get a job.
- Strengthen our community outreach to promote our salon serves.

- Better prepare students for the State Board exam.
- Explore different certificate programs.
- Increase enrollment.

v **Introductions:** Everybody introduced themselves and what position they hold.

v **Helen LeDonne:** Helen gave a Prezi presentation giving an overview of our Cosmetology department. The Cosmetology Department encompasses 3 programs: Cosmetology, Esthetician, and Manicuring. Students who successfully complete the required hours/operations for the program of their choice are then eligible to take the State Board exam for licensure. Our goal is for each program to provide a comprehensive education for our students that not only meets and exceeds State Board requirements but also makes them valuable assets to employers and their communities.

v **Panel Questions:**

- How can we best prepare the students at Santa Monica College to be successful in the workforce? We can teach the students to be more social (friendly) with different types of customers, they have to be able to communicate with people. Remind the students the importance of professionalism on and off the salon floor. Also, maybe have two social media accounts, one for fun and one for work.
- If you have employed some of our students what are some of the skills that can be improved from our education? Selling items the salon carries really matters to students who were in the meeting, they don't know how to sell. Because retail is such an important facet of this industry, students need an opportunity to learn the essentials of how to sell product to their clients. Also, keeping up with today's trends, eye lash extensions, hair extensions, new hairstyles, etc. Paul expressed that hair extensions is expensive, he may be able to set up companies to come out and do demonstrations for our students. Hair Extension is a huge business, maybe look into providing classes in the near future or possible designated training days for experienced Cosmetologists.
- Is there an increase in the demand for barbers or men's grooming in the area? Everyone agreed that there is a high demand for barbers nowadays. Especially since barber shops now offer facial treatments included with shaves and haircuts and more men are taking care of their skin.
- Would the Santa Monica Cosmetology program benefit from adding a barbering cross over program to the list of programs we offer? Paul thinks by adding a barbering program, we would increase the number of enrolling students. We are working on the "Crossover" barbering program where licensed Cosmetologists will have to only complete an extra 200 hours and take the State Board exam. Currently, we only have one staff member that is a licensed Barber.
- We have added two skin care classes recently 38B and 38C focusing on microdermabrasion and chemical peels. What other classes can we offer and implement

for our Esthetic students that will help them have the necessary skills for a successful career? Most esthetician students stated we need more esthetician teachers teaching on the salon floor, because there is no one there to assist them when they need help. Maybe teach students different eyebrow shaping techniques, microblading, microshading, threading, etc.

- Do you think that it would help the students if the Nail Care, Salon Business and the Esthetics Department Certificate were made into a Certificate of Achievement? Yes, because it would appear on the students' transcripts and employers would know where they graduated from.

- We are trying to teach students to act and dress professionally. In salons today what is considered professional dress and behavior? Everyone agreed that it all depends on where the salon is located and what the atmosphere is like. But all students should be respectful and have discipline and treat everyone with respect. Maybe do a mock role play in certain classes to show students.

- Do you think that fancy hair color is here to stay? Is this a necessary skill for our students to know and if so, what is the best product currently on the market to avoid fadage? Everyone in the meeting agreed that hair color is a trend that comes and goes and is not for everyone (customer). Some students in meeting said maybe teach more about technique and how to mix and apply color to reach the desired look. There are numerous hair color products currently on the market, most salons carry their own brand.

There has been some verbiage in the last BBC meeting regarding deregulation of the barbering license and the removal of make-up application in the skin care program.

What are your thoughts? What can schools do to prevent this from happening?

• Maybe get all Cosmetology schools and/or students together to voice their opinions so that the BBC will listen. Also, maybe convince your congressman to not write bill in the first place, because once the bill is written, it is much harder to change rule.

1) Do you think graduates are adequately prepared for:

1. Client greeting- We have fantastic students who greet all clients who walk into our salon when they cover front desk. They show respect to all clients.
2. Client record cards- Our students fill out their own salon timecards, recording their hours and operations for each day. Also, our business class goes over record keeping.
3. Rebooking/retail sales- Some of our students have returning clients but most need training on how to rebook and how to sell products (they are not confident on selling products).

2) Do you feel that the graduates understand and respect boundaries with:

1. Client – Our graduates fully understand their roles and respect all clients.

2. Fellow colleagues – Our graduates interacted with other students on a daily basis, we never had a problem.
3. Owner/manager – Graduates had to speak with teachers, department chair and back office, this experience prepares them to work with people with authority.

3) Do you feel that the graduates are adequately prepared for salon entry basic services, mainly massage techniques? Some students are more than prepared for salon entry basic services, because some have or are currently working in a salon or spa so they know what to expect.

4) On specialty services, what is the latest trend; Lash extensions, bikini/Brazilian, micro-derm, chemical exfoliation? The latest trends consist of different eyebrow shaping techniques, microblading, microshading, threading, etc. most students have shown interest in these services. The art of blow drying, Paul believes this class is very important for cosmetology students. He may be able to get someone to come out one day and hold a workshop for students.

v **Attendees:**

Debbie Perret

John Rogers

Helen LeDonne

Paul Berry

Brandon Ceballos

Maria Semere

Vicky Vargas

Alinne Mora

Keani Southichack

Izabel Santos

Vanessa Cervantes

Giovanna Valente-Innes

Ray Valdiviezo

7. Describe any program response to advisory board recommendations. Give specific examples.

During the 2017 the advisory board recommend starting a barbering program or at least a cross over barber program for already licensed professionals willing to update their skill set. Barbering has been an increasing popular field where students are getting jobs in a short amount of time. The board advises the faculty as to some of the new and upcoming trends and how to improve the students' entry level skills into the beauty industry. Examples re in skin care, lash extensions, wiggery and hair extension.

D1. Objectives

Increase enrollment and retention.

Status: In Progress

Comments:

Status: In progress
Increasing enrollment and retention is an on-going project. We continue to work with the campus at large as far as increasing our profile in the community and we have increased our presence in high schools. Marketing efforts are being made by update the department website.

Up grade and replace equipment.

Status: Completed

Comments:

Our goal was create a multi-functional and technologically relevant learning environment that is attractive to both current and prospective students. In 2013-14 the department got 5 iPads for faculty to use while teaching, a white board, wall mount and projector with Perkins funds. In 2014-15 the department received Double sided stainless steel stations, manicuring tables, styling chairs and a quiet curtain to help with the noise from a neighboring classroom. In 2015-16 the department received an L-shaped reception desk to update the reception area and make it more esthetically pleasing. Also that year the department received the flip top stations for classroom Bus 134B and more stainless steel stations for the salon floor. In 2017-18 the department received 10 multi-functional facial steam machines for the skin care classroom 143D. Other materials that were received were a wig dryer, Lisa massage doll heads and airbrush machines all to improve the learning experience of students.

Start a barbering and barber cross over program

Status: In Progress

Comments:

n/a

Evening classes to support the esthetic students.

Status: In Progress

Comments:

n/a

D1. Looking Back

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

We have increased the number of off-campus events students participate in for practical work based learning opportunities. We have worked with several charities and organizations providing cosmetology services to women's shelter's family organizations, etc. Students have also had the opportunity to work with the Music and Theater Arts departments on several productions allowing students the opportunity to experience the rigor of applying learned techniques in a professional high-intensity setting. The Photo department has partnered with the Cosm 48B class exposing students to a professional photo shoot while exploring lighting and makeup. The film department regularly utilized our students' talent in assisting the actors and actresses with their hair and makeup. The Fashion department is also a partner in the LaMode fashion show. Students have participated in the Culver City High School Prom project event in the last two years and well as the Santa Monica High School and Culver City High school Career Day.

Together with work Force and Economics, and Dermalogica's social impact initiative, Financial Independence Through Entrepreneurship (FITE), we developed an online, seven-week curriculum covering topics such as financing and capability analysis, salon operations, taxes, leases, insurance, marketing and communications, building a clientele, merchandising and inventory, human resources, management style and business ethics. Those already working in the salon industry can take the course at their leisure; classes for them typically run about two weeks. This effort was to empower more salon workers with the skills to open and better manage their own business.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

The cosmetology department explored ways to put courses on line by attending other college's advisory board meeting and discussing the topic with faculty during department meetings. The state board written testing classes, 50 C,E,N and Related Science 4, Cosm 40 have been revised and are on line class friendly ready. The department got together and passed through the Curriculum Committee Cosm 64, Salon Business approval for offering it on line to students at SMC.

50C,E and N now have been updated to be compliant with the California Board of Cosmetology and Barbering. The Health and Safety document has been added to the class and the students must take a state mandated test. If the students passes the test at 100% they are issued a certificate that is added to the student file. This is a requirement of the BBC. This must be in the student file before and Proof of Training paperwork is issued to the student at the end of the program.

The cosmetology department has been working with a marketing team to update and modernize their brand. The website is currently under works to improve the look and deliver a more modern message to potential students. The hope is to create a clear simple organized look where students can gain information about the program, such as orientation times, cost, class schedule and a list of faculty and other resources relevant to new and prospective students. The department has

been working with the marketing team funded by the CTE committee to make a video about alumina and interview current students. More monies would be helpful so that we could get some current photographs of student work and current happening in the department. This would be good materials for the updated website. Also, through the CTE committee the department received a pop up banner, table cloth and banner. This helped modernize our look while we participate in community events such as career days at the local high schools. More outreach is needed by the department and campus wide.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

none

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

none

5. Describe departmental efforts to improve the teaching and learning environment.

By expanding our educational program to include current practical and technical techniques and materials presents an opportunity to further develop our professional staff; in addition to, preparing students to pass the newly revised National Interstate exam. This also ensures that non-traditional, displaced or economically disadvantaged students are capable of economically sustaining themselves. This can be achievable by gaining competitive advantages and competencies needed to enter the global marketplace. Maintaining cohesive training throughout all course levels remains a yearly objective. These objectives will not require additional space to operate. It can also be achieved with the existing faculty. This includes aligning updated course curriculums to textbooks, DVD's and study guides. SLO's and PLO's will be assessed during the mid-point of every 8-week session. Outcomes will determine if basic technical, practical and critical thinking skills are applied. BBC exam rates will measure overall outcomes of updated testing materials and course curriculums. Course updates for all classes were done in fall 2018. New timecards were updated fall 2018 to become BBC compliant.

Improving state board pass-rates is a value-added benefit for students pursuing licensures; furthermore it makes certain that students who complete our program can earn a certificate and/or a degree. Moreover, it will improve our overall local negotiated level; as we continue to strive to reach state level percentages in the areas of non-traditional student participation and completion. See attach data for College Indicator Information 2016-17.

6. If there is a tutoring component or other learning support service associated with the program, describe the relationship between the service(s) and the instructional program. If

applicable, discuss any data you have compiled regarding student participation and the impact on student success.

n/a

7. Describe any grants, VTEA, or other funding received since the last review [in the past year] and how it was used to improve the program.

In 2017-18 the cosmetology department applied for Perkins funds and was awarded 10 multifunctional facial machines. According to our industry advisory board, the cosmetology program at Santa Monica College provides an enriching environment for students to learn a valued trade. The goals of the department are to be in compliance with the State Board of Cosmetology, provide a rich environment while preparing the students not only for the State Board exam but acceptance into the job market.

It is imperative for students to be exposed to industry standard equipment to keep the positive trend on employment. Learning esthetic skills on industry standard facial machines by experiencing the different modalities of practice is an expected skill for students' entering the work force at entry level positions. By receiving updated facial machines, cosmetology and esthetic students will be able to perform the necessary functions of a machine facial. During the facial, the students will be able to utilize the brush machine, vacuum, steam with or without ozone, wood lamp, high frequency and galvanic currents. Facial machines previously in used and in the department were broken and beyond repair. We are experiencing an increase of esthetic students in the Salon Experience class and there are not enough machines to accommodate the population of students.

2016-17 Core Indicator 2, Completions is below This data may be explained by the across college reductions in classes being offered and closed classes that do not meet the minimum enrolment college requirements. Santa Monica College has a unique Cosmetology program in that it has a large student population of part time students, approximately 78.3% in fall 2017. Therefore, many of the students take longer to complete the program compared with the more typical cohort model cosmetology program. 2016-17 Core Indicator 3, Persistence and Transfer is below - This downward trend may be explained by the decline of classes offered in the cosmetology program due to campus wide cutbacks, canceled classes and class repeatability regulations. 2016-17 Core Indicator 5, Nontraditional Completions, is below - Traditionally, cosmetology had been a female dominated field, although some men have been very successful.

Core Indicator 3, Persistence and Transfer- Many of the Cosmetology students are enrolled on a part time basis. They come to school with many obstacles that may include work and family responsibilities, lack of financial aid, and many are not prepared for the rigors of the program. All these challenges can lead to lack of perseverance. Core Indicator 5, Nontraditional Participation- The recent strategies for increasing nontraditional participation are as follows; Our student advisor has added financial aid information to the mandatory student orientation presentation. This will inform all students of how, when, and where to get financial help while attending SMC as well as how to navigate through the cosmetology program. An increase alumni contact and support. *The Cool Careers workshop will have speakers who would be

considered nontraditional in the beauty industry. Lastly, we are researching and considering a barbering program which may lead to an increase in the male population.

8. Describe faculty engagement in activities, training, or professional development to remain current with industry trends.

Professional development is an ongoing effort on the part of the faculty to be current and relevant in the industry, Faculty members attend technical workshops and local hair shows and industry events.

D2: Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

Since cosmetology has historically attracted more women than men we explored ways to expand our program offering to include a barbering curriculum, which also simultaneously addresses the uneven gender distribution. Currently, we have faculty that hold a Barbering license, they also have years of work experience, and presently work as a Barber in our local community. It would dramatically enhance our existing cosmetology program. Developing a barber program needs approval on a local and state level. The goal of the department is to develop the complete barber program as well as a barber crossover option. Duties will include curriculum and program development, attend and present programs to the Curriculum committee at the Academic Senate, hold advisory board meeting with industry, create course syllabus and time cards according to the State Board of Barbering and Cosmetology, manage state mandated equipment necessary for the program. Manage and develop the application to the State Board of Barbering and Cosmetology, and survey student interest.

We have seen a rise in enrolment and students who have completed the esthetic program steadily increase since 2012. The number of students achieving a department certificate have nearly doubled from 2016 to 2017. Through personal observation of the class schedule and enrollment patters, especially in how fast some of the skin care classes close, and dialog with esthetic students the faculty have concluded that evening classes will help enrollment and retention rates. Evening skin care classes will help those students who find it difficult to get to campus during the day. Transportation Parking and traffic are a particular challenge for our students, staff and faculty as is campus wide. The department will be offering the multiple listed esthetic classes that were offered during the day now, from 5:30 pm - 9:30 pm for fall of 2019. All required classes will be offered at night over the 2019-20 school year providing the department acquires enough weekly teaching hours. In addition, the faculty have discussed and plan to implement Cosm 40 to the classes required for the esthetic students. This will help with the state board

written exam. Also, the department plans to create a Certificate of Achievement for the current department certificate in esthetics so that this is transcribed for the students.

The department is looking into creating on line classes specifically, the four related science classes and the written state board classes. This will help with retention and enrollment issues because students can take the class and avoid coming to class thus helping with transportation and parking issues for the student and campus wide. The department need s clarity in how the BBC regulates clocked hours with on line classes.

Other areas program development needed is to work with MIS to develop an exit survey for students. This way we can measure student satisfaction and start and alumni list. This will help target specific issues with the programs and help with class scheduling to increase retention and enrollment.

D2: Objectives

Objective #1

Objective:
Increase enrollment and retention.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
Institutional Research Data

External Factors:

Timeline and activities to accomplish the objective: Ongoing effort is being made to make the program easier for students to enroll and make it through the program including scheduling classes in a consistent and predictable manner.

Describe how objective will be assessed/measured: Enrollment tally reports and the list of students whom complete the program in each discipline.

Comments: This is also campus wide effort.

Objective #2

Objective:
Start a barbering and barber cross over program

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
Other data or observed trends

External Factors:
Advisory Board Recommendation (for CTE only)

Timeline and activities to accomplish the objective: 2 years
Describe how objective will be assessed/measured: Curriculum passes through the committee and application and approval from the state.
Comments: n/a
Objective #3 Objective: Evening classes to support the esthetic students.
Area/ Discipline/ Function Responsible: All
Assessment Data and Other Observations: Institutional Research Data
External Factors: Other Factors Classes enrollment offering during the day are full and impacted.
Timeline and activities to accomplish the objective: 1 year
Describe how objective will be assessed/measured: Class schedule and an increase of teaching hours delegated to the department.
Comments: n/a
E. Curriculum Review
1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information: <ul style="list-style-type: none"> • The process by which department members participate in the review and revision of curriculum. • How program goals and SLOS are integrated into course design and curriculum planning. • The relationship of program courses to other college programs (cross-listing, overlapping content) • The rationale for any changes to pre-requisites, co-requisites and advisories. • How the department ensures course syllabi are aligned with the course outline of record.
The department collaborate industry ideas and implements many suggestions from faculty, advisory board meeting and industry professionals. The curriculum was recently update to reflect the non-substantial changes such as the updated version of the textbook.
2. Discuss the role of the advisory board and other industry bodies or input in updating curriculum to meet industry standards and the needs of students.

The advisory board are a vital part of the success of the cosmetology department. Membership consists of industry professionals, educators, alumni and students who provide invaluable input regarding industry trends, standards and practices. The board typically meets annually during the spring semester to both review topics from previous years while making recommendations for future objectives.

F. Community Engagement

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

The Department Chair attends the CTE committee and senate meetings along with the required chair meetings. Helen LeDonne participates in the Emergency Preparedness committee.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Cosmetology has also collaborated with SMC's Business Department, who launched a Career Closet project in spring of 2013, offering free professional apparel for Business students. Cosmetology and skin care students provide all the hair and make-up services for models being showcased during a campus presentation, demonstrating proper dress attire during the interviewing process.

Moreover, our department continues to volunteer time and services at the Miriam House, providing free haircuts to women and children. The Salon Experience class continues to provide free haircuts to those with a voucher from Ocean Park Community Center, St. Joseph Center, and Chrysalis Center. Faculty and staff from Santa Monica College are also provided with free haircuts. Faculty continue to lead students and donate their time and skills as they collaborate with the annual Fashion Show LaMode and annual Opera with the music department. In 2013, 14 and 15 part time faculty organized a Pinning and Fashion Show for the department. 2014 along with 10 other disciplines the department participated in the Locals Only Project. Other collaboration are with the photo and film departments on an ongoing basis as needed to give students work based experience whenever possible.

3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.

In 2016 the full time faculty voted in a new department chair. One full time faculty retired and 4 part time faculty have left the program. This leaves us with three full time faculty members and 13 part time faculty. (See Cosmetology Department Organizational Chart Full & Part Time). A request for a new full time tenure track faculty was submitted and approved by administration in 2018. The hiring process will in 2019 and the new hire will start fall of 2019. This is a need addition to help with the work load and help the department to be more visible campus wide. 2018 a new part time faculty was hired to help teach the skin care classes.

The department seems to be a cohesive unit and many part time and a full time faculty attend department meetings. This is when ideas for program improvement and problem solving happen. The part time faculty regularly support student success by volunteering their time to lead students in work based student experiences with the community. Part time faculty have organized and led students to attend events and trade shows outside of the school day. The Long Beach Hair Show and the Makeup Show in downtown Los Angeles being just to name a few.

Many part time faculty have suggestions on how to improve the quality of the education and curriculum. Their ideas are discussed and are helpful. All faculty member strive to give the students the best education possible and help students pass their state board exam and become industry ready.

G1: Current Planning and Recommendations

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

n/a

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Currently the Cosmetology program serves approximately 600 students. Due to the hands-on nature of both the technical and practical aspects of education, the program is in need of full-time instructional assistant to maintain the supply and distribution of instructional materials and provide assistance to both instructors and students on the salon floor.

We have previously employed an IA in the department, however, the position was eliminated due to budgetary constraint. That being said, after nearly a decade without someone to fill that positions, the program (and our students) has been impacted in such a way that instructors are spreading themselves thin trying to fulfill the duties that would normally be assigned to any instructional assistant of any program on campus.

G2: Future Planning and Recommendations

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

We intend to develop a barbering curriculum and submit it to the CTE committee, Curriculum Committee, Academic Senate, Board of Trustees, LOWDL, Chancellor’s Office and the BBC

for consideration and the BBC. The barbering curriculum can function during some day and evening hours in our existing facility without any additional space and minimum equipment requirements. Additionally, cosmetology is also need of a Lab Technician or a teacher's aide to better support students and instructors during salon hours. Cosmetology has a need to expand its certificate programs to attract prospective students who already have a license, and for existing students who are interested in advanced techniques. By offering an additional Certificates of Achievements in Esthetics, Nail Care and Salon Business our students will gain up-to-date education and techniques trending in today's service industry. We plan to continue to optimize the class schedule so that it is efficient for students and that includes offering evening classes. Also, we plan to work with MIS to develop a student satisfaction survey so that we can assess student's needs and improve the retention and enrollment rates.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

With the implementation of the barbering program and subsequent hiring of faculty for instruction, we feel it would also be necessary to hire an Instructional Assistant to support this program for the same reasons listed in G1.

Additionally, the reduction of our Student Help funds in 2018 has resulted in a significant decrease in productivity with regard to the copious amounts of data entry necessary to maintain an accurate accounting of students' daily hours and operations--an accounting that is vital in determining eligibility for State Board examination. With the implementation of the barbering program as well as evening esthetics courses which will begin in fall 2019, this decrease in productivity will only be exacerbated. Moreover, student workers can also be utilized to provide clerical support to our Front Desk in such instances where permanent staff are either absent or unavailable.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

N/A

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

In summary, as the department's enrollment and retention rates improve from the barbering program and the evening offerings to esthetic students, more full time faculty and support staff will be needed to sustain the department in all discipline areas. Currently, the department has 3 full time and 13 part time faculty, one receptionist, one administrative assistant and one student worker. The ratio of full time to part time faculty should reflect the college wide 75/25% standard set by the college administration, as well as the Board of Trustees. The load factor for teaching most classes is set at a .75 for practical, technical and theoretical coursework. This is consistent for all related science courses, leaving Cosm 64 Business Management with a load factor of 1. These result in full-time faculty teaching 20 hours per week and part-time (adjunct) faculty teaching up to 12 hours per week, compared to full-time academic faculty teaching 15 hours per week and part-time academic faculty teaching 9 hours per week. Additional help is going to be required for the department and this would help with student success in terms of giving the students consistency in the department, wider variety of sections offered, more vested interest in the students by full time faculty, and lighten the load of college wide governance. In addition, improvements stability. Additional faculty could help with curriculum writing, program development preparing grant proposals, developing course curriculums, class scheduling, serving on hiring committees for full and part-time employees, hiring temporary and student workers, evaluating student coursework, supervising full and part-time staff; participating in department chair, academic senate, curriculum committee, and career technology meetings, and outreach.

6. Please use this field to share any information the program feels is not covered under any other questions.

N/A

H. Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

I. Executive Summary

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support