

# Golden West College

## INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

**Program Name:** Cosmetology

**Division Name:** Career and Technical Education

### **Program Contact Information:**

<i>Division Manager</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
<b>Dr. David Gatewood</b>			

<i>Division Coordinator</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
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<i>Department Chair</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
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## INSTRUCTIONAL PROGRAM REVIEW PROMPT

### PROGRAM INFORMATION:

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of [Golden West College's mission and goals](#). **This description will likely be used on your department's website.**

GWC will leverage technology resources to facilitate student learning, campus communication, and institutional effectiveness.

**College's mission (check all that apply)**

- Basic Skills
- Career Technical Education
- Transfer
- Offer Degrees/Certificates

**Program Contributions:** Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

The Golden West College Cosmetology and Esthetics department participate in campus and community outreach programs and aid in campus and student body club activities. Departments offer hair, facial, and nail services on the campus and the community. Completion of the Cosmetology course will result in Certification the Golden West College. The Cosmetology department offers transferable unit credit for higher education. The Cosmetology department encourages campus courses to aid in industry field. Students may obtain courses to obtain an AA degree.

### College goals(check all that apply):

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations

☒ Business, Industry, Governmental Partnerships

**External Requirements:** Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

The California Board of Barbering and Cosmetology mandates the program curriculum, approved texts, required operations and hours for completion of the program. Completion of the course allows for student licensing for the California licensing for industry and trade. California Licensing applicants must have California Tax ID (Social Security Number) to take exam.

### **REVIEW OF LAST CYCLE PROGRAM REVIEW**

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

#### Summary of Program Review from 2013-2016

The Cosmetology/Esthetics Department was able to update and implement curriculum changes to meet the required needs with 2014-2015 California State Board Requirements and the implementation of Instructional technology for classroom instruction. Pivot Point International is the provider of this new technology which gives learning resources to instructors and students. Pivot Point International is a major core source to our Student learning Outcomes (SLOs) and student success.

A new curriculum for a Barber Course was produced by faculty member, Joan Christie. Presently, the Barber Course was approved in 2015 and is ready for implementation for Fall 2016. The Golden West College Barber Course will be one of only 3 Jr. Colleges to offer this program in Orange and Los Angeles County.

The Golden West College Cosmetology/Esthetics Department has been able to partner with SuperCuts and Pivot Point International for Instructor Classes and Student Hair Competition. This event offers Pivot Point educational and instructional hands-on classes to instructors. Instructors are to receive Continuous Education Unit (CEU) Credit attending this event. The event also offers local Beauty Colleges for students to participate in student hair competition with a theme for cutting and styling. The Golden West College Cosmetology Department is proud to announce that the students were able to place in the top 3 categories and in overall school participation for which the Department was rewarded with trophies and money!

The Golden West College Cosmetology and Esthetics Department maintains a licensure passing rate of 91-100% for both disciplines.

The Golden West College Cosmetology department is in process with moving forward with new building and location on campus.

The Golden West College Cosmetology Department was able to hire 5 Part-Time instructors. The department is in process to hire more Part-time instructors to fulfill the need in class instruction for the new Barber Course.

## **FOR CTE PROGRAMS ONLY**

**Labor Market Demand:** How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

- Labor Market Demand:
- The GWC Cosmetology program is not meeting the demand for certificated cosmetologists. California Labor Market data shows that there should be a 20% growth in jobs through 2022. The Marinello Schools of Beauty ( a for profit school) were shut down in February of 2016 by the US Department of Education due to allegations of improper use of Federal Financial aid. We expect demand for our program to increase due to this school closure. There are several for profit and community college programs in the area that have similar programs to GWC.

**VTEA Core Indicators:** When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success? Why is this occurring?

- Employment: Many students become 1099 employees. Common Cosmetology license holders are known as independent contractors. Currently, there is no tracking system provided in the College Core Indicator.
- Nontraditional Participation: In alignment of high percentage compared to GWC College performance
- Nontraditional Completions: Challenge for men due to the demographics of male population in the Cosmetology Course.

**Advisory Council Input:** What type of inputs have your program received from your industry advisory council in the last three years?

- Job retention needs – suggest improving information given to students. It’s not just about services, but retail knowledge and sales are important for their success.
- Students need more focus. Their communication skills are lacking. Students need the ability to interview a salon, and need “to be exposed to reality”. Students should have a professional appearance when presenting themselves to salons. They should do research on what and where they want to be. Continuing and on-going education is important for success.
- Dr. Gatewood led a discussion of our offering further education to those already licensed and working. There was interest, however many salons already offer education opportunities to employees and scheduling could be problematic.

## SWOT ANALYSIS

### Strengths:

What does your program do well?

- One year program with no prerequisites
- 91-100% passing rate of State Board Exam
- 50 years of Department Success
- Provides low cost services to community
- Promote Higher Education

What do you believe your students, potential employers, or transfer institutions see as your program’s strengths?

- Instructors give the students the needed skills and knowledge for student success for licensing and industry needs.
- Instructors encourage the students to get higher education to assist in acquiring jobs within industry and motivate for other higher positions such as ownership or management of business
- Potential Employment opportunities for students through partnerships of Advisory Committee Salon owners and stylists
- Students may achieve other licenses within the same discipline such as Esthetics or Barber-Crossover courses.

### Weaknesses:

- In what areas does your program need to improve?
  - Replacement of FT and PT faculty for new program and retiring faculty
  - Scheduling appropriately when new Barber course is implemented.
  - Adequate funding for upgrades of equipment. Current equipment is dated and in need of repair or replacement
  
- What are your program's immediate needs?
  - Increase 1 FT and 5 PT faculty for new Barber program
  - Increase PT faculty pool for future expansion of department courses
  - Need for better advertisement for department client services
  - Adequate mobile services to aid in clients to and from parking lot.
  
- What limitations or barriers is your program experiencing?
  - Instructional Budget
  - Need for new facility
  - Better parking spaces and locations for clients
  - Better location for clients

Institutional Mission & Effectiveness: Cosmetology and Esthetics Department are to complete in a prescribed time, take board exam and pass by licensure within 1 year. Implementations of Barber course within the department to meet the demands of industry

Instructional Programs: Promote classes outside of Cosmetology/Esthetics for industry needs such as Business, Financial Economics, Anatomy/Chemistry, and more.

Student Support Services: Participation in campus activities by offering services to promote GWC campus and their programs.

Student Engagement: Cosmetology/Esthetics are to complete hands-on operations mandated by California State Board which prepare students for industry. Departments offer services to the public and GWC students receive discounts with student ID

Facilities and Campus Environment: Cosmetology/Esthetics Departments have participated with the Digital Media, Career and Technology Education department, GWC Rustler's Newspaper and other departments to use our areas for filming, make-up applications, and hair design for campus and instructional classroom projects.

Community Relations: Cosmetology and Esthetics Departments offer services to the community as well as the campus. Certain community programs that need aid for disadvantage individuals (YWCA, Women's Health Crisis, and the Homeless) have had accommodations by our departments and on occasion our department has been used during our closed hours.

Business, Industry, Governmental Partnerships: We are honored to partner with Salon businesses, Cosmetic and State Inspectors for their support to our departments. Each entity described has had a positive impact and with respect for one another. GWC Cosmetology department continues to maintain ongoing communication for class instruction and their hiring process within the Cosmetology/Esthetics field.



## Opportunities

- -What opportunities exist for your program?
- 
- Creating a rotating Esthetics program with two cohorts per session
- Offer state Board Review Classes
- Growth with new Evening Barber/Barber-Crossover Course
- Advanced training in Spa Skin Care
- Massage Therapy Course

What trends are happening in the field or subject area that may allow your program to expand?

- 
- Evening Esthetics program designed for advanced training for Spa Skin Care Industry
- Massage Therapy Evening Course
- Advanced Instructor Training Program to create pipeline to train Instructors
- Certification of Advanced Hair Color Training
  
- What external funding opportunities are available for your program?
- 
- What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?
- Currently in partnership with Huntington Beach Unified High School District for Student Career Days and Regional Occupational Programs Event Days.
- In Partnership with KMS Hair Products, Goldwell Hair color, Pivot Point International,
- In partnerships with local Salon and Salon Educators from our Cosmetology and Esthetics Advisory Committee meetings.

**Click here to enter text.**

## Threats/Challenges

- What challenges exist for your program?
- 
- Hiring qualified instructors for GWC job description
- Advertising of Services in the community
- Funding for upgrades in the Cosmetology Building
- Not having adequate electrical and plumbing within the building
- What budgetary constraints is your program facing?

- Budget for more Hair Color lines
  - Budget for retail products
  - Budget to upgrade reception area (furniture/cabinetry)
- What kind of competitive disadvantages is your program facing?
- 
- Building very dated. Not appealing compared to local public and private Beauty Colleges
  - Not able to advertise in community and Orange County
  - Location is difficult to access. There is a long distance from the parking lot to the department.
  - Esthetics department is hidden within Tech building
- Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.
- 
- California Board of Barbering and Cosmetology recently changed requirements to fulfill the written and practical exam. Equipment, supplies, and technical data soft- wear were purchased to accommodate classroom instruction to meet the demands of the state licensing board.

## CURRICULUM REVIEW

**Course Outlines of Record:** It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through [CurricUNET](#), please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
(example ENGL 225)	October 2017	Division Dean
COSM G021	October 2017	Joan Christie
COSM G022	October 2017	Michele Hensman
COSM G023	October 2017	Edward Reyna
COSM G024	October 2017	Tasha Chambliss
COSM G025	October 2017	Edward Reyna

COSM G029	October 2017	TBD
COSM G030	October 2017	TBD
COSM G031	October 2017	TBD
COSM G032	October 2017	TBD
COSM G033	October 2017	TBD
COSM G034	October 2017	TBD
COSM G035	October 2017	TBD
COSM G036	October 2017	TBD
COSM G071	October 2017	Jane Smith
COSM G072	October 2017	Jane Smith

**C-ID Designation:** In 2006, the Academic Senate for California Community Colleges developed the [Course Identification Numbering System \(C-ID\)](#). This system improves curricular consistency for courses throughout the state and provides many articulation/transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)
  - No. Not Applicable

**Dual-listed courses:** Review the list of dual listed courses in your area and complete the following chart.

- Not Applicable

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
(example 1: COMM 225/PEACE 225)	May 2015	Maintain dual-listing
(example 2: SOCSG133/SOCG133)	November 2015	Retire SOCS G133

**Curriculum Offering:** Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Courses to add for next program review 2017

Course Name	Recommended Action (add/suspend/retire)
ex. FARM 300	Add
COSM G029	Add
COSM G030	Add
COSM G031	Add
COSM G032	Add
COSM G033	Add
COSM G034	Add
COSM G035	Add
COSM G036	Add

## **PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)**

### **SLO Assessments**

List of courses with ongoing assessment

List of courses offered in the last 3 years that have not been assessed

#### Ongoing SLO Assessment Courses

COSM G021
COSM G022
COSM G023
COSM G024
COSM G025
COSM G071
COSM G072

#### Courses not offered in the last 3 years with non-assessment

COSM G029
COSM G030
COSM G031
COSM G032
COSM G033
COSM G034
COSM G035
COSM G036

#### Question:

- **Looking at all assessments of your programs and courses, describe proposed plans for improvement.**
- Shorten the current time frame of SLO assessment from 1 year (5) sessions to every 18 weeks (2) 9 week sessions. This will allow more assessment descriptions to be evaluated.
- Recognize poor SLO assessments and incorporate new strategies to higher the percentage for student success.
- Rotation of SLO assessments more frequently and identify the SLOs that are challenging when assessments are below average.
- Assess SLOs and change when methods of assessment when needed

### **Student Demographics (Headcount by Discipline)**

- Gender: Primarily Female population = 96.4%. Male population = 3.6%  
Implementation of new Barber Course should bring the male population higher.
- Age: In alliance with Golden West College Head Count Group. Current data is:
 

19 years	34.7%	
20-24 years	37.9%	
25-29 years	12.1%	
30-34 years	8.1%	
35-50 or older	2.0 -2.8%	
- Ethnicity: Enrolled 2014-2015
 

White	47.2%	117
Hispanic	37.5%	93
Asian	8.1%	20
Two or More Races	5.6%	14
Am. Indian/Alaska	0.4%	1
Nat. Hawaiian/Pac.	0.4%	1
<u>Unknown</u>	<u>0.8%</u>	
	100.0%	= 248 students
- Disability: 88% or above no disabilities. DSPTS services offer guidance and assistance when needed.
- Economic Disadvantage: a graduated increase. 2012-13 year = 48%  
2014-15 year = 60.1%
- Veteran : No Veteran
- Foster Youth: No Foster Youth

Comparison to GWC

Questions:

How does your student population compare to GWC's general student population?

- The majority of the comparisons of the Cosmetology program are in alliance with the Golden West College information.
- More female in attendance
- More Economic Disadvantage student enrollment
- No Veteran

- No Foster Youth

Based on the trend that you're seeing, what type of adjustments would you make to your program?

- Barbering program to bring in more male population

### **Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)**

#### Enrollment at Census

- First day issues: not being prepared or on time. Students are dropped
- Financial Aid issues for payment for Books, Kit, Supplies

#### Sections Offered (by CRN)

- COSM G021, G022, G023, G024, G025, G071, and G072. Complete Cosmetology Courses offered.

#### Fill Rate at Census

- Fall 2015 = 64.4%
- Spring 2015 = 73.1%
- Summer 2015 = 65.7%

#### FTES/FTEF

- 2015 = 25.1% there is a steady increase from previous years.

#### Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- What factors have contributed to your trends in enrollment, sections offered, and fill rate?
- The need to increase Part-time faculty.
- The need to hire Barber Instructor
- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?
- Keep the same sections offered for efficiency and effectiveness for student success
- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?
- Currently the GWC total from 2015 is 35.8%

- Cosmetology total from 2015 is 25.1%

## Course Retention and Success

### Overall

- The Cosmetology maintains a 90% or above average

### By Ethnicity, Age, Gender

### Ethnicity

- In alliance with college data. Average Retention Rate is 90% or above.
- Success Rate is 83.9% or above

### Age

- In alliance with Golden West College rate

### By Large Lecture

### By Session Type (Day, Evening, Hybrid, Online)

### Questions:

- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?
- 
- Overall average is good. Maintaining a high passing licensure rate of 90% or above average.
- Disproportionate Impact = required hours for completion. Students not meeting satisfactory attendance are dropped from program.
- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?
- Currently Cosmetology is dominated by female population. Incorporating new Barber Program/Course should allow more male population.
- Revision of attendance policies may enhance the student population that is being dropped for excessive absences.

## Faculty Staffing

### Percentage of courses taught by full-time versus part-time faculty

- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?



- Hiring part time instructors and losing part-time instructors due to accepting full time employment at other Colleges.
- Scheduling part-time their availability. Conflicts with their outside employment in salons or other Colleges
- 
- **Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?**
- 
- Need to increase the current 7 FT faculty to 9 or 10. This will accommodate the New Barber Course and the departments need for class instruction. Having 3 courses offered and a new building in the future, there are possibilities for growth by adding new courses such as Massage Therapy or offering Esthetics and Cosmetology as part-time evening courses. This will serve to maintain continuity of class instruction, operations and student success.

### **Degrees and Certificates**

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

- **Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.**
- GWC Cosmetology and Esthetics department award more certificates than degrees. Students often feel eager to work in the workforce rather than return back to school for higher education with degrees. Often, workforce students are influenced by wages and have become accustomed to their earnings. Going back to school will have a negative impact on their financial status as it decreases less time on the job. May cause hardship for financial gain and create a loss of clientele.

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- **Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?**
- 

### **PROGRAM PLANNING**

Based on your analysis of previous program review and current data:

- What does your program want to accomplish in the next three years?

-

- High completion rate for new courses such as Barbering and Massage Therapy
- High completion rate for Cosmetology and Esthetics
- High completion rate for degrees and student success
- Have all Courses taught in one location and in a new building

- What areas does your program plan to improve?

- Addressing Student Learning Outcomes where improvement is needed for class instruction
- Higher more part-time instructors to have more consistencies in scheduling
- Promote community awareness of GWC courses and client services offered at GWC Cosmetology and Esthetics department.
- Pipeline with local salons for in-service presentations for class instruction
- Frequent more Instructional and Hands-on training with Pivot Point International

- What specific actions will you take to improve upon those areas?

- “Teachers of Record” will have to evaluate each level of their CRN Courses to determine if improvement is needed within the discipline.
- Create a hiring committee to review and interview perspective instructors through our Coast Community College Instructor Job Pool.
- Reach out to resources to advertise within the community
- Invite and schedule salons for presentations of current trends for class instruction.
- Schedule in-service training to accumulate CEU credit for instructors.

**Click here to enter text.**

- How will you assess whether your program has accomplished those goals?

- Monitoring Student Learning Outcomes
- Monitoring Student Success
- Monitoring Student Job Placement
- Monitoring revenue from client services
- Monitoring CEU credit given for salary advancement

**Click here to enter text.**

## **RESOURCE ALLOCATION**

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- Staffing
  - In process of hiring more part-time faculty.
- Facilities
  - Promised new building in 2017-2018
- Technology
  - LAB software by Pivot Point International just implemented
- Equipment
  - New stations and reception area furniture and cabinetry
- Funding for Professional Development
  - Ongoing Professional Development for faculty is needed to keep up with new trends and for best practices in classroom instruction.

### Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Chair/Dean

(1) ( 1 ) a. Significant declines in enrollment and/or FTES over multiple years

Chair's Comments: Economy has had a negative impact within the last 3 years. Financial Aid department does not disperse funds in appropriate time for class registration causing a delay in registration till the next term. Students can be discouraged by this outcome. Financial Aid will disperse a voucher to ensure students will be able to register and purchase Books, Kit and supplies for program.

Dean's Comment: : As the economy continues to improve following the recession of 2008-2011, the number of CTE program applicants will inversely decrease due to more work opportunities in the community. We can no longer just open our doors and expect students to come. We need to market our programs and promote career pathways. The GWC Integrated Spa Services Program is a regionally recognized and viable program, and will continue to strengthen with program enhancement and new facilities

( 2 ) ( ) b. Significant change in facility and/or availability and cost of required or necessary equipment

( 0 ) ( ) c. Scarcity of qualified faculty

( 0 ) ( ) d. Incongruence of program with college mission and goals, state mandates, etc

( 0 ) ( ) e. Significant decline in labor market

( 1 ) ( ) f. Continued inability to make load for full-time faculty in the program

Chair's Comments: FT Instructors change schedules if needed. When this occurs, format of new schedule can cause conflict, but all instructors adjust accordingly to Preference load sheets and Equity wheel.

( 0 ) ( ) g. An over-saturation of similar programs in the district and/or region

( ) ( ) h. Other

### Program Review Check-list

(X) Department Contact Information is up to date: Department Chairs, full-time faculty, classified

(X) Organization Chart: Verify that it is up to date: (q:\college information\org charts)  
Report necessary changes to the Director of Personnel

X) Both the Dean and Department Chair have completed the Dean and Department Chair Review section.

**Signatures, Individual Comments**

Date of Department Discussion: **04/30/2016**

Discussion Modality

- Department Meeting                       Emails                       Online/Skype  
 Other : **Enter text here**

Summary of Discussion Outcome: **N/A**

**Departmental Recommendation**

**( ) No further review necessary**

**( ) We recommend this program for Program Vitality Review**

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

- ( )
- ( )
- ( )

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.

- ( )
- ( )
- ( )

Department Chair: Edward Reyna  
Comments:

Date: 04-29-2016

Division Dean:  
Comments:

Date: