

COSMETOLOGY PROGRAM REVIEW
2016–2019

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1. Overview of the Program

Mission Statement for the Cosmetology Department

Compton College's (CC) Cosmetology Department provides innovative instruction and quality pedagogical methods designed to support students in pursuing successful careers in the exciting area of cosmetology. We offer advanced career training to foster student licensure attainment through the State Board of Barbering and Cosmetology and prepare students to secure lucrative employment in the beauty industry.

Program Description

The CC Cosmetology Department is part of Business and Industrial Studies Division and provides multiple learning environments by applying innovative instruction in the diverse domains of cosmetology. The program prepares students for the opportunity to earn the 1,600 hours of classroom instruction, in both lecture and lab learning environments, which are required to qualify for written and practical licensure examination through the California State Board of Barbering and Cosmetology.

Program Degree and/or Certificate Offered

In addition to preparing students for licensure through the State Board of Barbering and Cosmetology, our program offers students an opportunity to earn an A.S. Degree in Cosmetology, a Cosmetology Level I Certificate of Accomplishment, and a Cosmetology Level II Certificate of Achievement. Specifically, the A.S. Degree in Cosmetology indicates that the student is proficient in hair cutting, coloring, and permanent cosmetology; completion of a Cosmetology Level I Certificate of Accomplishment indicates that students have the basic skills for entry level positions as Specified by the Board of Barbering and Cosmetology; completion of the Cosmetology Level II Certificate of Achievement program comprises 1,600 hours of hands-on and theoretical instruction, preparing students for the written and practical examination to acquire a California state cosmetologist license through the California State Board of Barbering and Cosmetology and enter their new profession.

Cosmetology Major Requirements

The CC Cosmetology program's major requirements are:

- Either 13 units from COSM 101 (formerly COSM 1)—Introduction to Cosmetology Procedures, *or*

- 13 units from COSM 104 (formerly COSM 10)—Introduction to Cosmetology I and COSM 105 (formerly COSM 11)—Introduction to Cosmetology II, *plus*
- 28–29 units from among the following:
 - COSM 110 (formerly COSM 2A)—Intermediate Cosmetology
 - COSM 112 (formerly COSM 2B)—Advanced Cosmetology
 - COSM 114 (formerly COSM 2C)—Advanced Cosmetology and Introduction to State Board Review
 - COSM 116 (formerly COSM 2D)—Advanced Preparation for State Board Review
 - COSM 130 (formerly COSM 3)—Advanced Cosmetology Applications or
 - COSM 140 (formerly COSM 4)—Cosmetology Practicum.

The total requirements for the major comprise 41–42 units; the student will also need to complete all additional required general education requirements for the degree. It is important to note that cosmetology courses are all offered within a two-year time frame; faculty recommend students meet with our highly trained vocational counselor to best support their academic endeavors. It is recommended that our evening COSM 125 (formerly COSM 16abcd) course be added to the Cosmetology Major Requirements as an option for students seeking an A.S. Degree in Cosmetology to COSM 130 (formerly COSM 3) or COSM 140 (formerly COSM 4). This recommendation is due, in part, to the unit hour calculations which limit COSM 125 (formerly COSM 16abcd) to be offered in the evening. As a result, evening students unable to attend day courses COSM 130 (formerly COSM 3) and/or COSM 140 (formerly COSM 130) may also earn the A.S. Degree in Cosmetology.

The Students We Serve

We proudly serve students from diverse backgrounds in our local urban community and provide them with the necessary tools to enter the workforce and gain financial autonomy. The CC district includes the city of Compton and serves the areas of Lynwood, Paramount, Willowbrook, Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate.

Program Fulfillment of Compton College’s Mission

CC's new Cosmetology Department opened in Fall 2016 and offers excellent pedagogical methodologies implemented by highly qualified licensed cosmetology instructors. These advanced instructional techniques include online technology learning platforms, field trips, demonstrations, business acumen applications, group projects, individual projects, written exams, practical assessments, and leading guest speakers in the cosmetology field. All of these innovations help prepare our students for successful careers. As a result, and in alignment with the program's mission, these practices best support CC's vision of being a leading institution for student learning and success in higher education. The CC Cosmetology Department proudly welcomes all students from the local community and provides valued services to neighboring patrons; this, in turn, reinforces CC's mission to be a welcoming and inclusive environment where diverse students are supported to pursue and attain success. Our program provides a well-defined vocational pathway allowing cosmetology students to attain professional licensure and career success. This reflects another component of CC's stated mission to prepare students to earn a living wage.

Alignment with Strategic Initiatives

CC's five strategic initiatives are:

- 1) Improve recruitment, enrollment, retention, and completion rates for our students;
- 2) Support the success of all students to meet their education and career goals;
- 3) Support the success of students through the use of technology;
- 4) Offer excellent programs that lead to degrees and certificates in allied health and technical fields; and
- 5) Establish partnerships in the community and with K-12 schools.

Recruitment, Enrollment, Retention, and Completion Rates for Our Students

In the areas of recruitment, enrollment, retention, and student completion rates, our program offers a unique opportunity for students to specialize in the exciting field of cosmetology. The program consists of a day and an evening program. In any given 16-week semester, the day program can provide 13 units of instruction to each of 24 full-time freshman students, and each of the 32 students on the clinic floor may provide 8 units in any given 8-week session within a semester. The evening program can provide 6.5 units of instruction per semester to each of 24 freshman students, and 8 units to each student graduated to the clinic floor.

Additionally, our new Paramount Adult School (PAS) satellite location provides an additional 6.5 units per semester to each of the 24 freshman and sophomore students.

The program supports recruitment because it is a popular program of interest to students graduating from local high schools or those needing to retool to enter the workforce. During high school visits to CC's campus, the doors to the Cosmetology Department remain open for tours, and faculty, staff, and cosmetology students provide information to local youth regarding the cosmetology program.

Advanced instructional techniques continue to foster strong student learning outcomes, with correspondingly high program completion rates and licensure attainment. Students who have earned certificates and degrees participate in CC's graduation ceremonies.

Support the Success of all Students to Meet their Education and Career Goals

In support of this initiative, our program provides a diverse curriculum in the domains of cosmetology: chemical waving, chemical straightening, color applications, hair cutting, skin care, nail care, blow drying, waxing, braiding, and wet-hair styling. Our up-to-date, comprehensive instructional techniques across these broad domains—encompassing visual, auditory, and/or tactile instruction—encourage all student learners, whatever their learning style.

Support Student Success Through the Use of Technology

In this area, we provide each student instructional benefit through the supplemental use of Canvas. This online learning tool allows students to communicate online with instructors regarding posted syllabi, calendars, assignments, and exams; its live platform provides grade posting transparency in real time and allows for students to join assigned online peer discussion arenas. Instructors in the Cosmetology program use Milady PowerPoint presentations when instructing theory courses. Further online support is offered through Cengage, whereby students complete final chapter exams and matching, true or false, and multiple-choice exercises. The combination of these online tools fosters student success, high academic course completion results, licensure attainment, and program completion.

Offer Excellent Programs that Lead to Degrees and Certificates in Allied Health and Technical Fields

In support of this initiative, our program offers an A.S. in Cosmetology, a Cosmetology Level I Certificate of Accomplishment, and a Cosmetology Level II Certificate of Achievement. The cosmetology program is vocational in nature; its mission statement is to prepare students to

attain cosmetology licensure through the State Board of Barbering and Cosmetology and to secure sound financial employment in the beauty industry.

Establish Partnerships in the Community and with K–12 Schools

The CC Cosmetology Department actively participates in campus visits from high school and middle school students, fostering a robust pipeline. In Spring 2019, the Cosmetology Department partnered with Paramount Adult School (PAS) to open the new cosmetology program satellite campus. Our program faculty are looking forward to instructing first-year PAS students when they transfer to our campus to complete their 1,600 hours. Offering beauty services to our local community is an honor, and clinic floor patronage is developing substantially; this opportunity allows our students to complete real services for patrons, build their self-esteem, and prepare for job placement. Our faculty invites industry leaders from surrounding areas to exhibit current trends through live demonstrations, as well as providing field trip opportunities throughout Los Angeles County. Inviting area industry professionals to our Advisory Committee meetings enables us to update our curriculum design to incorporate the latest industry trends.

Administrative Organization

At CC, the Cosmetology Department is under the supervision of the division chair of the Business and Industrial Studies division, who, in turn, reports to the dean of the Business and Industrial Studies division. All divisions are accountable to the vice president and president of CC.

Our program consists of full-time and adjunct faculty who instruct in accordance with the official institutional course outlines of record approved by the CC Curriculum Committee. Representatives of CC serve on this committee in its task of periodically reviewing and updating course content, approving new program courses, and approving textbooks. A full-time cosmetology professor from the CC Cosmetology Department regularly attends the committee to speak on behalf of the program and keep up to date on the vocational curriculum criteria required by relevant state agencies.

Status of Recommendations from Previous Program Review

It is important to note, our program is new and opened in Fall 2016 under El Camino College (ECC), regaining full autonomy as a California Community College (CCC) in 2019. As a result, this is the first program review and there are no former recommendations from prior program

reviews. The data is limited in scope and faculty are looking forward to carefully reviewing future qualitative and quantitative data in future program review recommendations.

2. Analysis of Research Data

The quantitative data analysis provided by IR for 2016–2018 is derived from three sources and analyzed by cosmetology faculty instructing in all domains.

- 1) Course enrollment by term
- 2) Student success and retention rates, including grade distribution
- 3) Cosmetology student survey, administered Summer 2019

In the remainder of this section, we will review and analyze the findings.

Enrollment

As previously noted, the 1,600-hour cosmetology program provides 13 units of instruction to each full-time freshman day student and 6.5 units to each part-time freshman evening student. Our program takes approximately two years to complete on a part-time basis or approximately one-year full time. The total number of students enrolled in the program carries significant weight; total cosmetology program FTEs are directly correlated to the total number of units each enrollee is required to complete throughout the duration of the program.

Enrollment in the cosmetology program has grown exponentially since it was launched in Fall 2016. Our program enrollment headcount for Fall 2016 was 45; by the following semester (Spring 2017), enrollment grew by more than 17%, reaching 53 enrollees. This significant achievement reflects the high quality of responsiveness provided to students by all faculty and staff in the program's debut. Implementing quality instructional methodologies and providing excellent service by all of CC's campus departments helped to foster program growth the following year. For example, in Spring 2018 the program reached 84 enrollees—an increase of more than 86% since its inception. This outstanding achievement is made possible by all faculty, staff, and institutional departments working together and indicates teamwork in carrying out institutional shared aims. Enrollment numbers in the cosmetology program appear predominantly robust relative to overall population numbers, which have decreased noticeably between Fall 2016 and Spring 2018. For example, college enrollment fell from 7,422 to 6,821, a decrease of more than 8%. Continued growth is expected in Spring 2019 with the addition of the cosmetology program's PAS satellite campus pipeline.

Overall Enrollment Table

Fall Terms 2013–2016					Compton Student Population	
		Term				
		2014	2015	2016	2017	Fall 2017
Term Headcount				45	84	7,422
Gender	F			97.8%	94.0%	63.3%
	M			2.2%	6.0%	36.7%
Ethnicity	African American			57.8%	56.0%	25.1%
	American Indian/Alaskan Native			0.0%	0.0%	0.1%
	Asian			0.0%	0.0%	5.1%
	Latino			40.0%	35.7%	63.1%
	Pacific Islander			0.0%	1.2%	0.5%
	White			0.0%	2.4%	2.9%
	Two or more			2.2%	4.8%	3.0%
	Unknown/Decline to Answer			0.0%	0.0%	0.2%
Age/Age Group	< 17			0.0%	0.0%	5.3%
	17			2.2%	2.4%	3.9%
	18			6.7%	10.7%	7.1%
	19			11.1%	4.8%	9.3%
	20			11.1%	8.3%	10.0%
	21			4.4%	8.3%	8.0%
	22			4.4%	6.0%	6.9%
	23			11.1%	4.8%	5.9%
	24			4.4%	3.6%	5.8%

	25–29			26.7%	20.2%	17.3%
	30–39			11.1%	19.0%	12.7%
	40–49			6.7%	10.7%	4.7%
	50–64			0.0%	1.2%	2.8%
	65+			0.0%	0.0%	0.3%
Class Load	Full-time			34.0%	33.1%	19.7%
	Part-time			66.0%	66.9%	80.3%
Academic Level	College degree			6.7%	7.1%	10.0%
	HS Grad			75.6%	78.6%	81.6%
	Not a HS Grad			6.7%	1.2%	0.4%
	K–12 Special Admit			0.0%	2.4%	2.1%
	Unknown			11.1%	10.7%	5.9%
Educational Goal	Intend to Transfer			40.0%	31.0%	52.8%
	Degree/Certificate Only			13.3%	17.9%	8.9%
	Retrain/Recertify			20.0%	19.0%	4.8%
	Basic Skills/GED			17.8%	3.6%	6.1%
	Enrichment			11.1%	7.1%	3.7%
	Undecided			11.1%	20.2%	16.6%
	Unstated			4.4%	1.2%	7.1%

Spring Terms 2014–2017					Compton Student Population	
		Term				
		2015	2016	2017	2018	Spring 2018
Term Headcount				53	84	6,821
Gender	F			98.1%	94.0%	64.7%
	M			1.9%	6.0%	35.3%
Ethnicity	African American			56.6%	65.5%	24.6%
	American Indian/Alaskan Native			0.0%	0.0%	< 0.1%
	Asian			1.9%	0.0%	5.7%
	Latino			34.0%	26.2%	63.4%
	Pacific Islander			1.9%	1.2%	0.5%
	White			1.9%	2.4%	2.9%
	Two or more			3.8%	4.8%	2.6%
	Unknown or Decline to Answer			0.0%	0.0%	0.2%
Age/Age Group	< 17			0.0%	0.0%	4.8%
	17			0.0%	1.2%	2.6%
	18			1.9%	9.5%	5.6%
	19			7.5%	1.2%	9.3%
	20			20.8%	9.5%	10.6%
	21			7.5%	9.5%	8.9%
	22			3.8%	9.5%	7.1%
	23			3.8%	1.2%	6.0%
	24			3.8%	7.1%	5.5%
	25–29			22.6%	19.0%	18.2%

	30–39			18.9%	21.4%	12.9%
	40–49			9.4%	8.3%	5.4%
	50–64			0.0%	2.4%	2.7%
	65+			0.0%	0.0%	0.3%
Class Load	Full-time			32.6%	40.0%	16.2%
	Part-time			67.4%	60.0%	83.8%
Academic Level	College degree			7.5%	8.3%	13.0%
	HS Grad			79.2%	81.0%	74.3%
	Not a HS Grad			1.9%	1.2%	0.2%
	K–12 Special Admit			0.0%	0.0%	7.9%
	Unknown			11.3%	9.5%	4.6%
Educational Goal	Intend to Transfer			37.7%	29.8%	52.7%
	Degree/Certificate Only			18.9%	15.5%	9.0%
	Retrain/recertify.			20.8%	19.0%	4.8%
	Basic Skills/GED			3.8%	2.4%	6.9%
	Enrichment			7.5%	6.0%	3.9%
	Undecided			9.4%	20.2%	16.0%
	Unstated			1.9%	7.1%	6.7%

Enrollment by Gender

In the area of gender, our program has a higher percentage of women relative to CC's overall student population. CC's student population for Fall 2017 was 63.3% female. Gender data collected in Spring 2018 remained consistent; 94% of cosmetology students were female, as compared to CC's overall student population of 64.7% females. These ratios reflect similar gender trends at cosmetology schools. In the future, offering a crossover barber program may influence gender ratios to include a higher percentage of males.

Enrollment by Ethnicity

Our program reflects the overall student enrollment populations at CC in that the two main ethnic groups on campus are African American and Latino. For example, in Fall 2017, 57.8% of our program's students in attendance were African American and 35.7% were Latino. In Spring 2018, ethnicity data remained mostly consistent, with enrollees comprising 65.5% African American students and 26.2% Latinos, showing a modest increase in African American students. The data reflect the ethnic makeup of the local areas that the College serves. Future ethnic demographic data may shift in our program to reflect changes in local community population trends. It is important to note that CCC student enrollment populations mirror their circumferential area.

Enrollment by Age/Age Group

On the subject of Age/Age Group, our program reflects similar student enrollment populations at CC; the largest age groups on campus are 18, 19, 20, 21, 22, 25–29, 30–39, and 40–49. For example, in Fall 2017, 4.8% of cosmetology students were 19, 8.3% were 20, 8.3% were 21, 6% were 22, 20.2% were 25–29, 19% were 30–39, and 10.7% were 40–49. In Spring 2018, these trends remained mostly consistent: 1.2% of students were 19, 9.5% were 20, 9.5% were 21, 9.5% were 22, 19% were 25–29, 21.4% were 30–39, and 8.3% were 40–49. Overall, the data largely reflect the makeup of the CC student population, although with significant overrepresentation of students in age groups 30–39 and 40–49. For example, in Spring 2018, 12.9% of CC's overall student population fell into the 30–39 age group and 5.4% into the 40–49 age group. This trend in our vocational program may be due to students returning to school later in life is to retrain and retool, or to learn skills to gain employment in a new field and provide an opportunity to increase potential salary and/or wages. It is important to note, our PAS satellite campus accommodates working adults and the program is solely designed to offer 13 units in cosmetology and, upon completion eligible students will transfer to CC to complete their training. As a result, this number is projected to increase as PAS students transfer to CC for the opportunity to enroll in our evening program

Enrollment by Full- or Part-Time Status

In Fall 2017, our program comprised 33.1% full-time students and 66.9% part-time students; CC's overall population, by comparison, consisted of 19.7% full-time students and 80.3% part-time students. In Spring 2018, our program had 40% full-time students and 60% part-

time students in comparison to CC's overall population of 16.2% full-time students and 83.8% part-time. Our program offers both a part-time evening program and a full-time day program; students are able to finish their required hours at a faster rate in the day program, thus expediting their State Board of Barbering and Cosmetology exam and subsequent licensure. Our program is designed to help students with job placement, and thus the enrollment figures by full-time/part-time status trends are acceptable in the context of career technical education. Upcoming enrollment data by full- or part-time status provided by IR may be referenced for the purpose of benchmarking in future program reviews.

Enrollment by Academic Attainment

Overall, the cosmetology program's enrollment by academic attainment remains mostly comparable to overall trends for CC. Two sub-categories strongly represented are students attending with a college degree and students with a high school diploma. The percentage of students in our program with college degrees ranged from a low of 6.7% in Fall 2016 to a high 8.3% in Spring 2018. Over the same period, the overall CC population of students enrolled with college degrees ranged from 10% (Fall 2017) to 13% (Spring 2018). The percentage of students in the cosmetology program enrolled with high school diplomas ranged from 75.5% (Fall 2016) to 81% (Spring 2018); for the general CC student population, the percentage ranged from 74.3% (Spring 2018) to 81.6% (Fall 2017).

Three factors contribute to the breakdown of cosmetology program enrollment by academic attainment: (a) the popularity of the cosmetology program with recent high school graduates in surrounding areas; (b) the ability for students attending the cosmetology program with a high school diploma to enter the workforce after a one-year program, versus a four-year degree after graduation; and (c) effective recruitment outreach methods to local high school populations by CC department personnel, which have created a pipeline for program enrollment.

Additional study of this cohort is recommended to determine how much time elapses between high school graduation and enrollment in the cosmetology—e.g., determining the percentage of students who start the cosmetology program directly after high school graduation, 1 year after graduation, 2–3 years after, 4–5 years after, 6–9 years after, and 10 years or more. Additional data collection in this area will determine the proportion of students with a high school diploma attending the cosmetology program preparing to retool for a new career versus students choosing cosmetology as their first career. As a vocational program, it is important for us to

understand the reasons students are attending the cosmetology program; this information will help us develop an effective curriculum to meet diverse student needs in vocational learning.

Enrollment by Educational Goal

Data collected in this area indicates significant differences between students' educational endeavors in our program and the students' academic aspirations found in CC's overall student population in the following six subcategories:

- intend to transfer
- degree/certificates only
- retrain/recertification
- basic skills/GED
- enrichment/undecided
- unstated

In Fall 2017, students intending to transfer to a university made up 52.8% of the CC student population overall, in comparison to 31% of students enrolled in the cosmetology program; 8.9 % of CC students overall intended to earn a degree or certificate, in comparison to 17.9% of students enrolled in the cosmetology program; and the proportion of CC students intending to retrain or gain recertification was 4.8% overall, in comparison to 19% of students enrolled in the cosmetology program. These trends remained consistent in Spring 2018 for students intending to transfer (52.7% overall versus 29.8% for cosmetology), students intending to earn a degree or certificate (9% overall versus 15.5% for cosmetology), and students intending to retrain or gain recertification (4.8% overall versus 19% for cosmetology).

The data reflect the academic goals of students in the cosmetology program—namely, earning a certification, A.A. degree, or gain vocational tools necessary to reenter the workforce—whereas a greater proportion of the CC general population intends to transfer. For a vocational program, the data are satisfactory; we would expect students to be interested in establishing a career using their newly learned skills.

In Fall 2017, a greater percentage (20.2%) of cosmetology students were undecided about their educational goals than in CC's overall population (16.6%). In the Spring 2018 semester, the percentage of cosmetology students who were undecided remained unchanged. These figures are problematic; because our program offers certificates for every student attending, fewer students in the program should be undecided. Three recommendations concerning this area are: (a) vocational

counselors may provide information about our program’s certificates offered via email, in person, and in conference; (b) information about our certificate offerings should be reinforced in the cosmetology program’s Fall and Spring student orientations; and (c) streamline cosmetology certificate processes utilizing division resources.

Student Success and Retention

Course Grade Distribution

Overall, students are flourishing in our program. The data show a majority of students achieving average to excellent academic marks in courses. In total, 316 students earned grades in 2016, 2017, and 2018. Evaluation of grades earned in 2016 indicates that 33 students received grades; of these, 70% earned an A, 15% a B, and 15% received a C in the two program courses offered (COSM-1 and COSM-10). In 2017, the cosmetology program grew to include ten courses. A total of 173 students earned grades: 57% earned an A; 22% a B; 14% a C; 3% a D; and 4% an F. In 2018, 110 cosmetology students earned grades, with 41% earning an A, 30% a B, 14% a C, 1% D, and 14% an F.

A reasonable explanation for the Ds and Fs in beginning courses COSM 101 (formerly COSM 1) and COSM 104 (formerly COSM 10) may be that those students lacked interest in the cosmetology field. For example, before attending our program, students may have different perceptions of cosmetology curriculum than experienced during enrollment. As a result—and given the program may take years to complete—it’s a significant investment of time and energy. If a student learns mid-semester that the cosmetology field is not for them, and stop attending past the allowed drop date, they unavoidably earn a below-par grade. Although the cosmetology industry is not for all students who show an initial interest, the aggregate grades demonstrate that most students continue in the program with respectable academic accolades.

The rationalization for the small number of students earning Ds and Fs in the program’s more advanced courses, COSM 110 (formerly COSM-2A), COSM 112 (formerly COSM-2B), and COSM 140 (formerly COSM-4), is that as students’ progress throughout the program they learn they no longer prefer to enter the cosmetology workforce. Additionally, there are students with personal challenges outside of college that—including but not limited to homelessness, food insecurity, and a lack of transportation. It is difficult for students to commit to a rigorous program and dream of career success while struggling to acquire basic life necessities.

Cumulatively, from 2016 to 2018, 316 students earned grades in the cosmetology program. Of these, 53% earned an A, 24% a B, 14% a C, and 9% a D or below.

The course grade distribution data illuminate the remarkable resilience of our dedicated cosmetology students and the highly qualified faculty and staff who nurture their career aspirations to fruition. The corresponding course grade data positively effects course success rate growth and retention rate growth in 2017 through 2018, comprehensively discussed in success rates and retention rates sections below.

Course Grade Distribution Table

Year	COURSE	Method	Weeks	Grade Distribution										Total	Successful	Retained	Success	Retention
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	'DR'	'W'						
2016	COSM-1	Lecture	16	17	2	1							5	25	20	20	80.0%	80.0%
	COSM-10	Lecture	16	6	3	4							7	20	13	13	65.0%	65.0%
2016 Total				23	5	5						12	45	33	33	73.3%	73.3%	
2017	COSM-1	Lecture	16	10	7	7		3	2				10	39	24	29	61.5%	74.4%
	COSM-10	Lecture	16	10		5		2					13	30	15	17	50.0%	56.7%
	COSM-11	Lecture	16	6	3								2	11	9	9	81.8%	81.8%
	COSM-16	Lecture	16	7									1	8	7	7	87.5%	87.5%
	COSM-16ABCD	Lecture	8	7		1							1	9	8	8	88.9%	88.9%
	COSM-2A	Lecture	16	17	5	4			5				4	35	26	31	74.3%	88.6%
	COSM-2B	Lecture	16	13	13	3		1						30	29	30	96.7%	100.0%
	COSM-2C	Lecture	16	13	4								1	18	17	17	94.4%	94.4%
	COSM-3	Lecture	8	9	3	3							1	16	15	15	93.8%	93.8%
COSM-4	Lecture	16	6	3	1								10	10	10	100.0%	100.0%	
2017 Total				98	38	24	-	6	7	-	-	33	206	160	173	77.7%	84.0%	
2018	COSM-1	Lecture	16	7	5	3		1	6				4	26	15	22	57.7%	84.6%
	COSM-10	Lecture	16	3	1	2			3				9	6	9	66.7%	100.0%	
	COSM-11	Lecture	16	4	2								8	6	6	75.0%	75.0%	
	COSM-2A	Lecture	16	8	11	3		1	1				24	22	24	91.7%	100.0%	
	COSM-2B	Lecture	16	8	4	3			3				2	20	15	18	75.0%	90.0%
	COSM-2C	Lecture	16	6	2								8	8	8	100.0%	100.0%	
COSM-4	Lecture	6	9	8	4			2				2	25	21	23	84.0%	92.0%	
2018 Total				45	33	15	-	2	15	-	-	10	120	93	110	77.5%	91.7%	

Success Rates

Student success is defined as completing a course with a grade of C or higher; retention indicates that a student has remained enrolled until the end of term, regardless of his or her success. The aggregated student success data reveal an upward trend since the cosmetology program opened and an exemplary success rate among the program's enrollees. Success rates decreased for males compared to females from Fall 2016 to Spring 2018. For example, the success rate remained 100% for males in both the Fall 2016 semester and Spring 2017 semester, compared to female success rates of 72.7% in Fall of 2016 and 76.5% Spring of 2017. The Fall 2017 male success rate is 66.7% and 42.9% in Spring of 2018, a significant decrease compared to female success rates of 76.4% in Fall of 2017 and 78% in Spring of 2018. The reasons for the

drop-in male success rates are due to a low percentage of males effecting the sample size and, most importantly, the negative economic hardships of our male students. The program began with one male and the student’s home life provided greater financial stability, enabling the student to focus on attaining academic goals and graduate from our program. As the program grew, and up until Spring 2018, the data reveals six additional males have enrolled, totaling seven. Of the remaining six, one transferred to ECC due to not having money to buy their kit at CC and three dropped out due to economic hardships and need to reenter the workforce to provide for their family. To foster remedying this unfortunate outcome, it is recommended special resources on campus reach out to all male cosmetology students and proactively provide additional financial support to nurture their academic goals of earning cosmetology licensure, in turn, financial stability.

The program’s success rate in Fall 2016 was 73.3%; by Spring 2018 this figure had increased to 77.5%, an increase of 4.2%. Cumulative data reveal the cosmetology program five-year success average (76.2%) is substantially higher than CC’s overall rate of success in both Fall 2017 (67%) and in Spring 2018 (unchanged at 67%).

Careful examination of the data provides an opportunity to set the program success standard benchmark at 75%; future aggregate data may, of course, alter this goal. Overall, the success rate of our cosmetology students is a reflection of our highly qualified faculty who instruct using real-world applications, apply up-to-date curriculum, and implement online technology learning tools.

Program Success Standard*	74.7%
5-year Program Success Average	76.2%

*Calculated as the average between the 5-year average and the lowest yearly rate in the 5-year period.

Year	Total Grades	Success Rate
FA 2014	—	—
2015	—	—
2016	45	73.3%
2017	206	77.7%
SP 2018	120	77.5%

Overall, examining the results from the Fall Term Demographic Success (2014–2017) and the Spring Term Demographic Success (2014–2017) tables below illustrates high headcounts of African American and Latino cosmetology students with few to no American Indian, Pacific Islander, and/or White cosmetology students. We see a greater number of females in the program than males; this is common among cosmetology programs. It is important to note that CC student enrollment populations mirror their circumferential area, and CC’s urban location reflects our program’s enrollment trends.

The success rates for African American and Latino cosmetology students are higher than CC’s Spring 2018 overall success rate of 67%. For example, African American cosmetology students’ success rates over the last four semesters were 73.1% in Fall 2016, 66.7% in Spring 2017, 73.1% in Fall 2017, and 68.1% in Spring 2018, yielding a 70.25% average success rate for African American students over two years—3.25% higher than CC’s overall success rate. Latino students fared even better, with success rates of 77.8% in Fall 2016, 96.2% in Spring 2017, 80.9% in Fall 2017, and 93.3% in Spring 2018. Calculating this data provides an 87% average success rate for Latino cosmetology students over this time period—a full 20% higher than CC’s overall average success rate.

Although both groups’ success rates in the program have remained steady with minor vicissitudes—and have remained higher than CC’s standard success rate—the success rate for African Americans is considerably lower (16.75%) than their Latino cosmetology student counterparts. We acknowledge that each student has specific needs, academic goals, and challenges throughout their educational journey that may influence their progress. As a result, it is recommended that extensive qualitative and quantitative data surveys be administered by IR in these areas. Future data will allow measurable diverse insights that can be used to best foster, nurture, and proportionally support all students in our program to bridge the success rate gap through. It is recognized that African American students in our program have shared they are dealing with food shortages, homelessness, and challenged with the daily struggles of poverty. It is difficult for these students to focus on their academic dreams as they struggle with basic human survival needs. Prescriptively, our campus financial aid process needs to continually reflect prompt federal aid, especially to CC CTE students. Most of all, our students need money and free food vouchers.

A formal recommendation, for the purpose of increasing the number of males in the Cosmetology Department, is to offer a crossover barber program. In summary, the success rates among cosmetology students appears promising and are strong indicators for student career success after graduation.

Fall Term

Demographic Success (2014–2017)

<i>Ethnicity</i>	Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	Success	N	Success	N	Success	N	Success	N
African-American	--	0	--	0	73.1%	26	72.1%	61
Amer. Ind. or Alask. Native	--	0	--	0	--	0	--	0
Asian	--	0	--	0	--	0	--	0
Latino	--	0	--	0	77.8%	18	80.9%	47
Pacific Islander	--	0	--	0	--	0	100.0%	X
Two or More	--	X	--	0	0.0%	X	75.0%	X
Unknown or Decline	--	0	--	0	--	0	--	0
White	--	0	--	0	--	0	66.7%	X
<i>Gender</i>								
M	--	0	--	0	100.0%	X	66.7%	6
F	--	0	--	0	72.7%	44	76.4%	110
X	--	0	--	0	--	0	--	0
<i>Age Groups</i>								
19 or less	--	0	--	0	44.4%	9	50.0%	16
20 to 24	--	0	--	0	75.0%	16	76.3%	38
25 to 49	--	0	--	0	85.0%	20	82.0%	61
Over 49	--	0	--	0	--	0	100.0%	X

X: Counts are suppressed for groups with less than 5 students.

Shaded regions indicate groups achieving at a rate less than 80% of the reference group.

Respectively, reference groups are White, male, and 20 to 24 years old.

Spring Term Demographic Success (2015–2018)

<i>Ethnicity</i>	Spring 2015		Spring 2016		Spring 2017		Spring 2018	
	Success	N	Success	N	Success	N	Success	N
African-American	--	0	--	0	66.7%	39	68.1%	69
Amer. Ind. or Alask. Native	--	0	--	0	--	0	--	0
Asian	--	0	--	0	0.0%	X	--	0
Latino	--	0	--	0	96.2%	26	93.3%	30
Pacific Islander	--	0	--	0	100.0%	X	100.0%	X
Two or More	--	0	--	0	50.0%	X	50.0%	X
Unknown or Decline	--	0	--	0	--	0	--	0
White	--	0	--	0	100.0%	X	100.0%	X
<i>Gender</i>								
M	--	0	--	0	100.0%	X	42.9%	7
F	--	0	--	0	76.5%	68	78.0%	100
X	--	0	--	0	--	0	--	0
<i>Age Groups</i>								
19 or less	--	0	--	0	33.3%	6	80.0%	15
20 to 24	--	0	--	0	75.0%	28	71.8%	39
25 to 49	--	0	--	0	86.1%	36	76.0%	50
Over 49	--	0	--	0	--	0	100.0%	X
X: Counts are suppressed for groups with less than 5 students.								
Shaded regions indicate groups achieving at a rate less than 80% of the reference group.								
Respectively, reference groups are White, male, and 20 to 24 years old.								

Retention Rates

Since its opening, the retention rates in our program have increased momentarily and remain remarkably high. Since 2016, retention has increased from 73.3% to 84% in 2017 and again in 2018, reaching 91.7%. Calculating this date reveals a retention increase rate higher than 18%. It is important to note; the program's 2018 retention rate is more than 15% higher than CC's 2018 retention rate of 76%. Considering the vocational nature and length of the program, the retention data is outstanding and exemplifies the students' dedication in seeing their future profession come to fruition. Additionally, employing institutional shared aims among faculty, staff, and college campus departments provide valuable support in achieving commendable cosmetology student retention rates.

Year	<i>Total Grades</i>	Retention Rate
FA 2014	—	—
2015	—	—
2016	45	73.3%
2017	206	84.0%
SP 2018	120	91.7%

Comparison of Success and Retention Rates in Face-to-Face Classes with Distance Education Classes

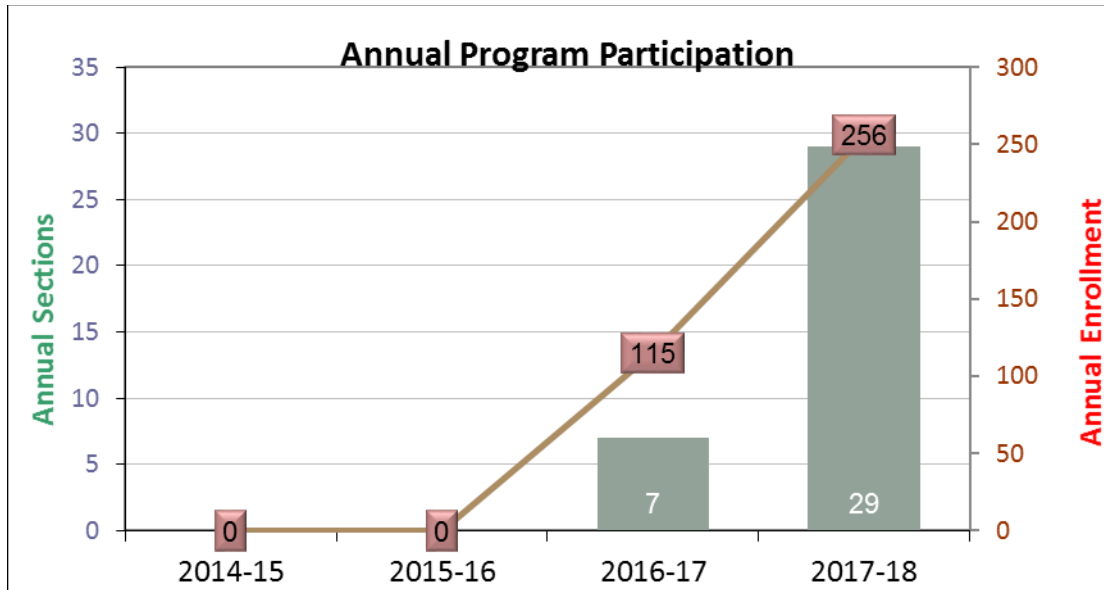
This area does not yet apply to the cosmetology program; that being said, in the future faculty are considering online theory courses.

Enrollment Statistics

Annual Enrollment

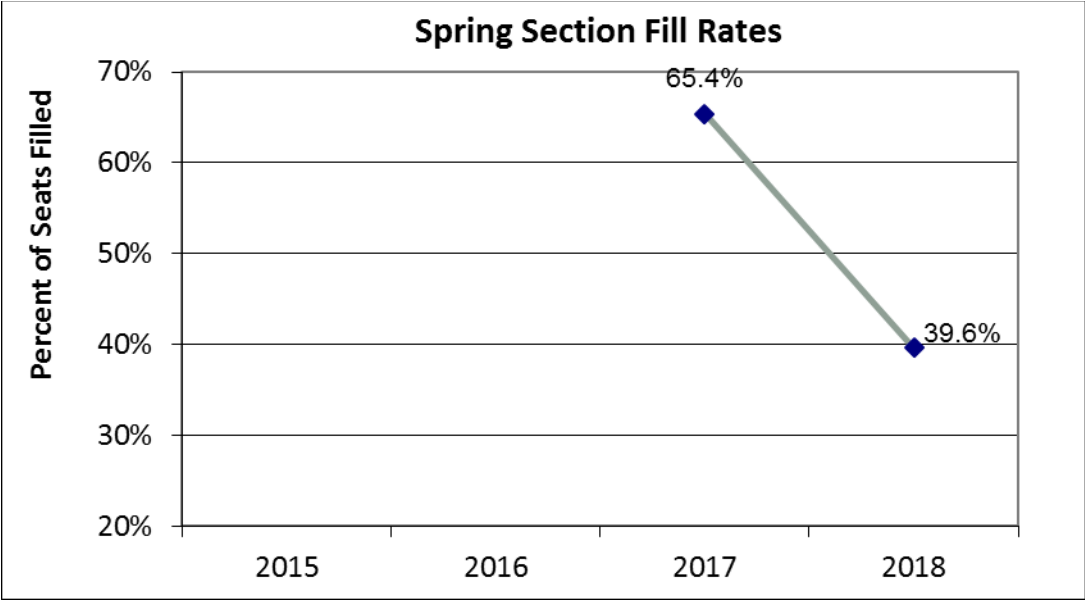
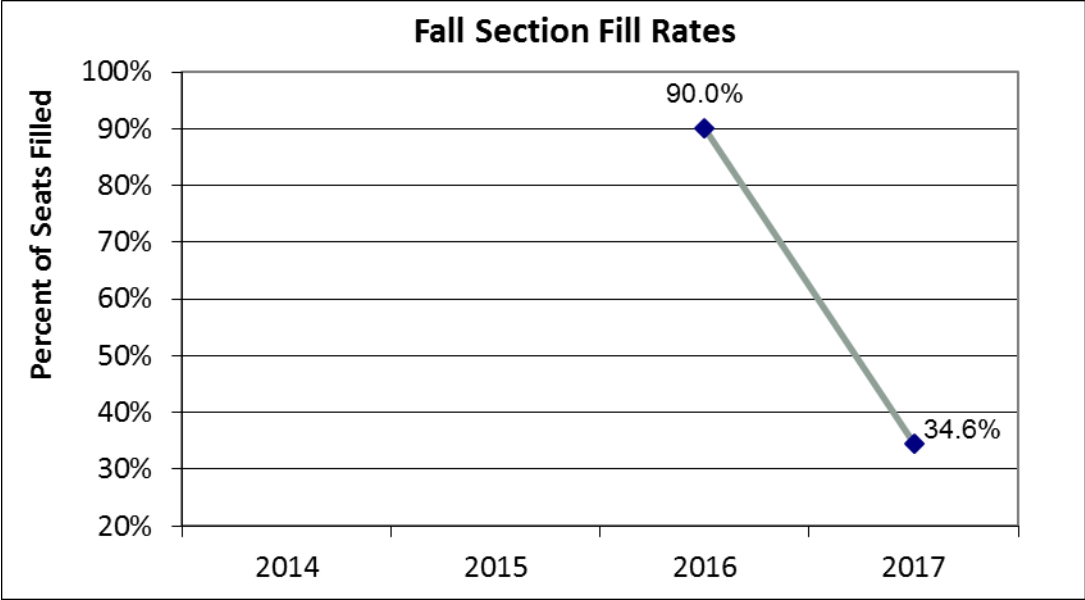
Annual enrollment statistics in our program display tremendous growth since inception. For example, in the 2016–2017 academic year the program enrolled 115 students and by the 2017–2018 academic year the enrollment more than doubled to 256 enrollees. This is a 55% growth rate within a single year—a prodigious achievement.

	2014–15	2015–16	2016–17	2017–18	Four-year Average
Annual Enrollment	—	—	115	256	186



Fill Rates

Because of our program’s unique curriculum design, cosmetology courses are combined on the senior clinic floor. As a result, fill rates should be averaged, with courses COSM 110 (formerly) COSM 2A, COSM 112 (formerly COSM B), COSM 114 (formerly COSM 2C), COSM 116 (formerly COSM-2D), COSM 130 (formerly COSM 3), and COSM 140 (formerly COSM 4) allowing a total of 32 seats available across all six courses in a given semester. Because our program is unique in this regard, the data below are exceedingly misleading and is misrepresents a precipitous drop in fill rates, when in actuality our program’s fill rate is much higher, and has gone over capacity in previous semesters. In actuality, there has been a waiting list on the senior day clinic floor. Therefore, it is recommended that seats-filled data be collected according to a 32-seat capacity on the clinic floor for all courses combined in one room. Our evening program fill rate is lower than the day; for this reason, it is recommended that separate fill rate data for day and evening courses be provided to discuss in the next Program Review.



Enrollment by Time of Day

The program strives to meet the needs of all students, including those multitasking full-time employment and who must, as a result, attend the cosmetology program in the evening. According to enrollment by time data, our day program is more popular than our evening program. For example, in 2016 55.6% of enrollees were day students, versus 44.4% evening enrollees. Daytime enrollment continues to be popular; in Spring 2018, 73.3% of students attended during the day and 26.7% in the evening program.

Our PAS cosmetology program is designed solely as a freshman program, and those students will be attending the evening program in Spring 2019. As a result, future data may show an increase in evening program enrollees. Additionally, the day program is becoming robust and it is recommended that only 32 students be allowed in the room per semester to maintain quality instruction. All other students may attend the evening program. These measures allow enrollment to increase in the evening program, while sustaining full enrollment in the day program.

Fall Term	2014	2015	2016	2017
Day			55.6%	66.0%
Night			44.4%	34.0%
Weekend/Unknown			0.0%	0.0%

Spring Term	2015	2016	2017	2018
Day			77.1%	73.3%
Night			22.9%	26.7%
Weekend/Unknown			0.0%	0.0%

3. Curriculum

Curriculum Course Review Timeline

				2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
COSM 1	101	Y	y		2 YR		2 YR		2 YR	
COSM 3	130	Y	Y	2 YR		2 YR		2 YR		2 YR
COSM 4	140	Y	Y	2 YR		2 YR		2 YR		2 YR
COSM 6	160	Y	Y	2 YR		2 YR		2 YR		2 YR
COSM 10	104	Y	Y		2 YR		2 YR		2 YR	
COSM 11	105	Y	Y		2 YR		2 YR		2 YR	
COSM 16 (formerly 16abcd)	125	Y	Y		2 YR		2 YR		2 YR	
COSM-20	120	Y	Y		2 YR		2 YR		2 YR	
COSM-21	121	Y	Y		2 YR		2 YR		2 YR	
COSM 95 (formerly 95abcd)	95	Y	Y				CCC Chair			
COSM 99 (formerly 99abc)	99	Y	Y			CCC Chair				
COSM 2A	110	Y	Y	2 YR		2 YR		2 YR		2 YR
COSM 2B	112	Y	Y	2 YR		2 YR		2 YR		2 YR
COSM 2C	114	Y	Y	2 YR		2 YR		2 YR		2 YR
COSM 2D	116	Y	Y	2 YR		2 YR		2 YR		2 YR

Please note: Course in red require curriculum review.

Course Deletions or Inactivations

There have been no course deletions or inactivations since the curriculum transition from ECC. Additionally, cosmetology courses have recently been renumbered and named. Those revisions are designated as (formerly).

Distance Education

At this time, no distance education cosmetology courses are offered, although several courses in theoretical topics are being considered. However, the online Canvas and MindTap platforms foster student success.

Course, Degrees, Certificates, and Licensure

Overall, the courses offered support cosmetology student career training needs and are designed as a CTE guided pathway toward cosmetology licensure through the State Board of Barbering and Cosmetology. The State Board of Barbering and Cosmetology offers a combination of written and practical exams to earn cosmetology licensure. Our passing rate for the written exam is 78.6%, and our practical passing rate is 68.8%, demonstrating a combined average passing rate of 73.7% for the 2018 year. Although these passing rates are well within acceptable parameters, our cosmetology program aims to increase its exam licensure passing rates by implementing new technology and student learning outcomes (SLO) measures in advance instruction. For example, our program has recently implemented the online platform MindTap, which allows our students to take Milady online exams and practice exercises to prepare for the written exam at a state level. In addition to implementing online technology, our department created three new SLOs for our advanced course COSM 116 (formerly COSM 2D), Advanced Preparation for State Board Review. These two instructional program enhancements are designed to boost our passing combined average state licensure passing rate and support all of our students' academic success.

Since 2016, one student has received an A.S. Degree in Cosmetology and 16 students have received cosmetology certificates. It is important to note, though, that multiple certificates are provided throughout our program; the number of students who have earned certificates is greater. These students, however, did not apply for their certificates, preferring to apply their academic credit to achieving their main goal of earning a cosmetology license. Nonetheless, our course pathways, which are required to earn these professional certificates, contain beneficial

cosmetology domain instruction designed to prepare our students to work in the cosmetology arena.

Courses Offered in the Last Two Years

Our program is proud to offer all courses for our program's degrees, certificates, and licensure within a given two-year span. Indeed, we offer many courses simultaneously, in less than two years, for the purpose of increasing course program accessibility to our students. We recognize the sooner our students are provided the opportunity to complete their 1,600 hours, the closer they are to finding a cosmetology position and earning a livable wage. Reflecting on the college's course catalog, our department has consistently and proudly provided all necessary courses to earn degrees, certificates, and licensure well above acceptable time guidelines.

Goals for Future Degrees, Certificates, and/or Licensure Pass Rate

The goal for certificates earned by cosmetology students will reflect an increase by a minimum of 100%. Although the written passing rate is above 75%, our practical exam passing rate goal should increase by 6.2%, from 68.8% to 75%. The primary goal of our students is to attaining licensure; earning the A.S. Degree is not their priority. However, with the hiring of a new vocational counselor, the number of students seeking program degrees may increase. Also, students may return to school even after establishing their career and secured financial autonomy. Our department is new, and long-term A.S. degree attainment is limited. As a result, future data will aid in providing a benchmark for A.S degree goal assessment. Our goal is to see A.S degrees earned in Cosmetology grow steadily.

Curriculum Courses Reviewed by the Compton College Curriculum Committee

Seven courses were reviewed by CC's Curriculum Committee in Fall 2019:

- COSM-130(formerly COSM 3)
- COSM-140 (formerly COSM 4)
- COSM-6
- COSM-110 (formerly COSM 2A)
- COSM-112 (formerly COSM 2B)
- COSM-114 (formerly COSM 2C)
- COSM-116 (formerly COSM 2D)

Five courses will be revised in CurricuNet through the CC Curriculum Committee in Spring 2019 for the purpose of adhering unit formulations recognized by the Chancellor’s Office with the following revisions:

- 16 units COSM 101 (formerly COSM 1)
- 8 units COSM 104 (formerly COSM 10)
- 8 units COSM 105 (formerly COSM 11)
- 6.5units COSM 130 (formerly COSM 3)
- 5 units COSM 140 (formerly COSM 4)

These are crucial revisions required to preserve the program for Fall 2020.

Curriculum, Degree, and Certificate Recommendations

It is recommended that our evening course, COSM 125 (formerly COSM 16abcd), be added to courses provided to earn an A.S. in Cosmetology and be made repeatable to increase program accessibility for evening student. It is further recommended that the certificate application process be streamlined to no longer require a student signature, and that it should be the sole responsibility of our vocational counselor and/or division faculty to ensure all student certificate application forms are completed and finalized with campus departments in charge of completing this process.

4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs)

The Compton College Division of Business and Industrial Studies Cosmetology Department’s Institutional (ILO), Program (PLO), and Course (SLO) Alignment Grid

COMPTON COLLEGE DIVISION: BUSINESS AND INDUSTRIAL STUDIES Institutional (ILO), Program (PLO), and Course (SLO) Alignment			
Program: Cosmetology	Number of Courses: 10	Date Updated: 06.27.2019	Submitted by: Sean Moore

ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>
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SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs	PLO to ILO Alignment (Mark with an X)			
	1	2	3	4
PLO #1 Licensure Exam Upon completion of the El Camino College Cosmetology program, students will pass the written portion of the California State Board of Cosmetology Licensure Examination with a score of 70% or higher.	X			
PLO #2 Cosmetology Practicum Upon completion of the El Camino College Cosmetology program, students will independently perform a permanent wave procedure on a mannequin, following manufacturer's directions for applying the waving solution and neutralizer to hair.	X			

PLO #3 Advanced Cosmetology	X			
Upon completion of the El Camino Cosmetology program, students will successfully perform three unique haircuts requested by salon owners as part of the interview/hiring process.				

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
COSM 101 (formerly COSM 1) Introduction to Cosmetology Procedures: SLO #1 Permanent Wave with Chemicals The student will complete a permanent wave on a mannequin using actual permanent wave chemicals. They will read and follow the manufacturer’s instructions and set up their work area and equipment following the guidelines presented in the lesson. All methods and performance are to the criteria set forth by the State Board of Barbering and Cosmetology.		X		x			
COSM 101 (formerly COSM 1) Introduction to Cosmetology Procedures: SLO #2 Predisposition Test After appropriate theory and practical demonstration and student practice with simulated product, the student will perform a predisposition (PD) test procedure using hair color products, e.g., tint and peroxide. Students will fill out a record card and record the result. All methods and performance are to the criteria set forth by the State Board of Barbering and Cosmetology.		X					

<p>COSM 101 (formerly COSM 1) Introduction to Cosmetology Procedures: SLO #3 Finger Waving After study, instruction, practice, and completion of this level, the student will be able to show understanding of the types of finger waving lotion and the application procedure by giving a brief overview of the two types of lotion and by demonstrating the procedure for applying finger wave lotion.</p>		X					
<p>COSM 104 (formerly COSM 10) Introduction to Cosmetology I: SLO #1 Predisposition Test Students will be able to perform a Predisposition Test (skin patch, allergy test) procedure using simulated hair products, such as tint and peroxide.</p>		x		X			
<p>COSM 104 (formerly COSM 10) Introduction to Cosmetology I: SLO #2 Client Services Record Students will maintain records of a client service by specifying details (e.g., products, processing time) of the services performed. Students will fill out a client card.</p>			X				
<p>COSM 104 (formerly COSM 10) Introduction to Cosmetology I: SLO #3 Sanitation Students will sanitize equipment in preparation for cosmetology service using the State Board of Barbering Cosmetology techniques. Students will create a list of the seven steps required.</p>	X						

<p>COSM 105 (formerly COSM 11) Introduction to Cosmetology II: SLO #1 Scissor and Razor Use Given demonstration, instruction in procedures, and lab practice in haircutting, students will be able to define angles, elevations, and guidelines. Students will demonstrate the safe and proper use of the scissor and razor, along with mastery of blunt-cut, graduated uniform-layered cut, long-layered cut, and men’s basic clipper cut.</p>		X		X			
<p>COSM 105 (formerly COSM 11) Introduction to Cosmetology II: SLO #2 Discarding Products and Disposable Supplies After chemical service, students will be able to organize discarded products and disposable of supplies by following the State Board of Barbering and Cosmetology regulations and procedures. Students will be able to analyze and list the steps used.</p>			X				
<p>COSM 105 (formerly COSM 11) Introduction to Cosmetology II: SLO #3 Scalp and Hair Students will analyze the condition of a client’s hair and scalp to determine whether color service can be performed on the client. Students will be able to fill out a client record card.</p>		X					

<p>COSM 110 (formerly COSM 2A) Intermediate Cosmetology: SLO #1 Hair Color The students will apply hair color to a client. Students will read manufacturer’s instructions; set up their work area; and proceed with guidelines presented in class. Students are to follow criteria set forth by the State Board of Barbering and Cosmetology.</p>		X		X			
<p>COSM 110 (formerly COSM 2A) Intermediate Cosmetology: SLO #2 Demonstrate Four Section Demonstrate given instructions in procedures and demonstrations, students will apply hair color. Students will demonstrate four sections on a client, choose appropriate color, evaluate manufactures timing, rinse color from hair, and clean up.</p>		X					
<p>COSM 110 (formerly COSM 2A) Intermediate Cosmetology: SLO #3 Hair Bleach Students will apply hair bleach to a client by using a professional decolorization product.</p>			X				
<p>COSM 112 (formerly COSM 2B) Advanced Cosmetology: SLO #1 Permanent Wave The students will perform a permanent wave on a client using permanent wave solution. They will read manufacturer’s instructions, set up their work area and equipment following the guidelines presented in class. Students are to follow criteria set forth by the State Board of Barbering and Cosmetology.</p>		X		X			

<p>COSM 112 (formerly COSM 2B) Advanced Cosmetology: SLO #2 Bleaching and Demonstrate Four Section Given instructions in procedures and demonstrations for lab salon practice in bleaching, students will be able to demonstrate four section on client, choose appropriate color, evaluate manufactures timing, rinse color from hair, and clean up.</p>		x					
<p>COSM 112 (formerly COSM 2B) Advanced Cosmetology: SLO #3 Chemical Straightening Students will perform chemical straightening on a client by using a professional permanent product. Students will follow the health and safety board criteria.</p>		x					
<p>COSM 114 (formerly COSM 2C) Advanced Cosmetology and Introduction to State Board Review: SLO #1 Complete Make-Over of Hair Color and Cut The students will perform a complete client make-over of hair color and cut. Students are to follow the criteria set forth by the State Board of Barbering and Cosmetology.</p>		X		X			

<p>COSM 114 (formerly COSM 2C) Advanced Cosmetology and Introduction to State Board Review: SLO #2 Permanent Waving and Cutting Given instructions in procedures and demonstrations for lab practice in permanent waving and cutting, the students will be able to have a client consultation to discuss what services will be done. They will read and follow manufacturer's instructions on the box; and set up work area and equipment following the guidelines presented in class. Students are to follow State Board of Barbering and Cosmetology health and safety procedures.</p>		x					
<p>COSM 114 (formerly COSM 2C) Advanced Cosmetology and Introduction to State Board Review: SLO #3 Using Professional Permanent Products Students will be able to perform a hair color and cut on a client by using professional permanent products. They will read and follow manufacture instructions on their own. Students are to follow State Board of Barbering and Cosmetology health and safety procedures.</p>		X					
<p>COSM 116 (formerly COSM 2D) Advanced Preparation for State Board Review: SLO #1 State Board Facial The student will perform a facial procedure on a mannequin according to the State Board of Barbering and Cosmetology Practical testing requirements and demonstrate safety, sanitation, procedural steps, proper use of tools, time management, and follow verbal instructions.</p>	X			X			

<p>COSM 116 (formerly COSM 2D) Advanced Preparation for State Board Review: SLO #2 State Board Highlights The student will perform a highlight procedure on a mannequin according to the State Board of Barbering and Cosmetology practical testing requirements and demonstrate safety, sanitation, procedural steps, proper use of tools, time management, and follow verbal testing directions.</p>		X					
<p>COSM 116 (formerly COSM 2D) Advanced Preparation for State Board Review: SLO #3 State Board Color The student will perform a color procedure on a mannequin according to the State Board of Barbering and Cosmetology practical testing requirements and demonstrate safety, sanitation, procedural steps, proper use of tools, time management, and follow verbal testing directions.</p>		X					
<p>COSM 125 (formerly COSM 16abcd) Cosmetology Applications: SLO #1 Shampooing Given demonstration, instruction in procedures, and lab practice in shampooing, rinsing and conditioning, students will be able to explain the importance of pH and surfactants in shampoos. Students will perform proper draping and scalp manipulations and demonstrate proper shampoo and conditioning procedures.</p>		X	X	X			

<p>COSM 125 (formerly COSM 16abcd) Cosmetology Applications: SLO #2 Chemical Products</p> <p>Students will identify potential chemical hazards in products used for cosmetology service used to protect client and cosmetologist. Students will compare and contrast the chemical hazards and list them.</p>	x						
<p>COSM 125 (formerly COSM 16abcd) Cosmetology Applications: SLO #3 Acrylic Nails</p> <p>Students will apply acrylic product to a client's nails following manufacturer's directions. Students will perform techniques approved by the State Board of Barbering and Cosmetology and will list the techniques used in the nail service.</p>		x					
<p>COSM 130 (formerly COSM 3) Advanced Cosmetology Applications: SLO #1 Curl Patterns</p> <p>Given demonstration, instruction in procedures, and lab practice in thermal styling, students will be able to demonstrate on-base, off-base, half-off base, and over-directed curl patterns and choose the type of base curl according to the desired volume.</p>		X		X			

<p>COSM 130 (formerly COSM 3) Advanced Cosmetology Applications: SLO #2 Hairstyling for the Client</p> <p>After study, instruction, and completion of this level, the student will be able to demonstrate the understanding of individual hairstyling by giving a brief overview of the subject, identifying the facial structures, and knowing the importance of the profile shapes in order to achieve the perfect hairstyle for their client's facial shape.</p>		X					
<p>COSM 130 (formerly COSM 3) Advanced Cosmetology Applications: SLO #3 Anatomy of Muscles</p> <p>In this class the student will name and identify the parts of the muscular system and know the functions of the different muscles.</p>	X						
<p>COSM 140 (formerly COSM 4) Cosmetology Practicum: SLO #1 Practicing Techniques</p> <p>Students who have completed the daytime and evening cosmetology course series and lack hours for the State Board of Cosmetology examination will be able to practice wet styling, disinfection and sanitation, facials, haircutting, thermal styling, chemical services, hair coloring, nails, makeup, and eyebrow arching, which are advanced practical operations that is required by the State Board of Cosmetology.</p>		X		X			

<p>COSM 140 (formerly COSM 4) Cosmetology Practicum: SLO #2 Designing a Hairstyle with Pin Curls Students should be able to apply the principles of pin curls by demonstrating an understanding in the application of designing a hair style with pin curls.</p>		X					
<p>COSM 140 (formerly COSM 4) Cosmetology Practicum: SLO #3 Roller Base Placements Students will be able to demonstrate roller on base, roller off base, roller half-off base, rollers in crown section or side with same bases, and roller indentation pattern, with the ability to define and explain the distinguishing features of each roller placement base.</p>		X					

Compton College Cosmetology Department's SLO and PLO Timeline Worksheet (2017–2020)

<p>SLO Timeline Worksheet (2017–2020)</p>	
<p>Division: Industry and Technology Program Review Year: <u>2020</u></p>	<p>Program: COSMETOLOGY</p>
<p><i>Directions: Use this worksheet to enter the existing assessment timelines for 2016 as listed in TracDat and distribute assessments for each SLO/PLO statement over the next four-year timeline (2017–2020). Type an X in the cells below to indicate the semester in which the SLOs/PLOs are being assessed. The completed worksheet should be emailed to the division facilitator by <u>JUNE 1, 2020</u>. Facilitators are responsible for making sure the information is complete and e-mailing an <u>electronic copy of this Timeline Worksheet document</u> (in Word or PDF format) to ipena@elcamino.edu by: Sean Moore. Once received by the SLO Administrative Assistant, this information will be input into TracDat.</i></p>	

Course and SLO #	Not e if offered only in FA/SU/SP	SP '16	SU '16	FA '16	SP '17	SU '17	FA '17	SP '18	SU '18	FA '18	SP '19	SU '19	FA '19	SP '20	SU '20	FA '20
PLO #1											X			PROGRAM		
PLO #2								X						REVIEW		
PLO #3					X											
COSM 101 SLO #1 (formerly COSM 1)							X				X					X
COSM 101 SLO #2 (formerly COSM 1)								X					X			
COSM 101 SLO #3 (formerly COSM 1)										X				X		
COSM 104 SLO #1 (formerly COSM 10)							X				X					X

COSM 104 SLO #2 (formerly COSM 10)							X					X			
COSM 104 SLO #3 (formerly COSM 10)									X				X		
COSM 105 SLO #1 (formerly COSM 11)						X				X			X		
COSM 105 SLO #2 (formerly COSM 11)							X					X			
COSM 105 SLO #3 (formerly COSM 11)									X				X		
COSM 110 SLO #1 (formerly COSM 2A)						X									
COSM 110 SLO #2 (formerly COSM 2A)									X						
COSM 110 SLO #3 (formerly COSM 2A)												X			

COSM 112 SLO #1 (formerly COSM 2B)							X											
COSM 112 SLO #2 (formerly COSM 2B)										X								
COSM 112 SLO #3 (formerly COSM 2B)													X					
COSM 114 SLO #1 (formerly COSM 2C)							X											X
COSM 114 SLO #2 (formerly COSM 2C)													X					
COSM 114 SLO #3 (formerly COSM 2C)													X					
COSM 116 SLO #1 (formerly COSM 2D)													X					
COSM 116 SLO #2 (formerly COSM 2D)														X				

COSM 116 SLO #3 (formerly COSM 2D)																	X
COSM 125 SLO #1 (formerly COSM 16abcd)														X			
COSM 125 SLO #2 (formerly COSM 16abcd)												X					X
COSM 125 SLO #3 (formerly COSM 16abcd)													X				
COSM 130 SLO #1 (formerly COSM 3)												X					
COSM 130 SLO #2 (formerly COSM 3)												X					
COSM 130 SLO #3 (formerly COSM 3)															X		
COSM 140 SLO #1 (formerly COSM 4)												X					

COSM 140 SLO #2 (formerly COSM 4)													X			
COSM 140 SLO #3 (formerly COSM 4)															X	

Percentage of SLO and PLO Statements Assessed

Forty-four SLO statements are scheduled on the timeline worksheet from Spring 2016 through Fall 2020. Twenty-four of the Twenty-seven SLO statements from Spring 2016 through Summer 2019 have been assessed and the deadline has not been reached for the three statements requiring assessment data input results for Spring 2019. Twenty-seven SLO statements (61%) are scheduled to be assessed from Fall 2019 through Fall 2020. It is important to note, for the purpose of closing the loop, that some of the assessed SLOs are scheduled for follow-up and each full-time instructor is responsible for following up on their assigned SLO statements in Nuventive. The three PLO statements were not assessed; the CC Cosmetology department remained under ECC's curriculum and program review. Upon careful review of ECC's transferred PLOs, we find that they remain narrow in scope.

Summary of SLO and PLO Assessment Statement Results

Over the past four years, the faculty has had the opportunity to assess 24 SLOs illustrating excellent standards and targets for success in the following 10 courses:

- COSM 101 Introduction to Cosmetology Procedures
- COSM 104 Introduction to Cosmetology I
- COSM 105 Introduction to Cosmetology II
- COSM 110 Intermediate Cosmetology
- COSM 112 Advanced Cosmetology
- COSM 114 Advanced Cosmetology and Introduction to State Board Review
- COSM 116 Advanced Preparation of the State Board Review

- COSM 125 Cosmetology Applications
- COSM 130 Advanced Cosmetology Applications
- COSM 140 Cosmetology Practicum

Because the cosmetology program is vocational in nature, assessment method descriptions consist mostly of performance. The 24-cosmetology practical performance assessment data results illustrate 100% of standards and targets for success being attained. One example is COSM 110 (Fall 2017) SLO #1, Hair Color. The assessment result indicates that 100% of students assessed met the standard and target for success with a 96% average score. Another example is COSM 110 (Fall 2018) SLO #2, Demonstrate Four Section; again, the assessment indicates that 100% of students assessed met the standard and target for success with a 98% average score of students present. Completing and maintaining thorough SLO assessment aims provides an opportunity for instructors to reflect on current instructional curriculum and improve student learning through consistency in instructional valuation.

Increasing the student sample during SLO assessments may increase the accuracy of our SLO completion result data. Although the 24 SLO results are exemplary and reflect high quality instruction in up-to-date pedagogical methodologies, there is room for improvement in the area of student participation by increasing student course attendance. As has been previously recognized, students struggled to purchase necessary tools and supplies required for practical assessment methods. This may affect the total number of students able to participate effectively and may add unnecessary stressors in achieving their educational aspirations. For example, only 50% (4 out of 8) students attended the practical assessment for the COSM 110 (Fall 2017) SLO #1, Hair Color. Over time, though, the faculty worked together, and the department began to provide color and bleaching products for students participating in color- and bleaching-related SLO assessments. Additionally, we provide tools from the dispensary to encourage student participation. Because of these combined efforts, an increased in attendance was observed. By Fall 2018, for example, 85% (12 of 14) students attended the COSM 110 SLO #2, Demonstrate Four Section.

Our cosmetology students have socioeconomic challenges and providing complementary products during assessments and daily instruction supports student success. As a result, prior and ongoing conversations revolving around decreasing initial entry costs, providing products, and

loaning tools to our valued cosmetology students have proven effective. This faculty's collective action, in combination with the discovery of additional financial support for our program's student body, promotes student equity.

PLO Recommendations

The three ECC PLOs have not been assessed and are narrow in scope. As a result, all faculty have approved three new broad-in-scope PLOs in July of 2019; these were sent via email to our division chair for finalization procedures and implementation. It is recommended that once they have met final approval through the curriculum committee and our curriculum analyst, these new PLOs be added in Nuventive for accurate alignment and assessment once per year beginning Fall 2020. These three newly approved PLOs are illustrated below while comparing them to ECC's PLOs.

Current PLO Language

PLO #1 Licensure Exam: Upon completion of the El Camino College Cosmetology Program, students will pass the written portion of the California State Board of Cosmetology licensure examination with a score of 70% or higher.

PLO #2 Cosmetology Practicum. Upon completion of the El Camino College Cosmetology Program, students will independently perform a permanent wave procedure on a mannequin, following manufacturer's directions applying the waving solution and neutralizer to hair.

PLO #3 Advanced Cosmetology. Upon completion of the El Camino Cosmetology program, students will successfully perform three unique haircuts requested by salon owners as part of the interview/hiring process.

Recommended PLO Language Change

PLO #1 Licensure Exam: Upon completion of the Compton College Cosmetology Program, students will pass mock board written and practical exams with a 70% or above designed to gain cosmetology licensure through the California State Board of Cosmetology.

PLO #2 Cosmetology Practicum: Upon completion of the Compton College Cosmetology Program, students will perform a chemical procedure on a mannequin and follow the manufacturer's directions when applying chemicals to the hair.

PLO #3 Advanced Cosmetology: Upon completion of the Compton College Cosmetology program, students will perform a requested service on a paying patron while on the clinic floor that reflects a service required by employers in the cosmetology industry.

SLO Recommendations

We generated the following recommendations regarding SLOs:

- Create and enter in Nuventive a follow-up assessment by all full-time faculty according to SLO assessment protocols
- Designate all SLOs to full-time faculty during Fall and Spring Cosmetology Department Meetings
- Review SLOs in Spring 2019 for the purpose of potential revisions
- Provide complementary products to all students during SLO assessments
- Allow all students to borrow tools from the dispensary during SLO assessments
- Add additional written examination performances in SLO assessments for the purpose of diversifying performance criteria areas

5. Analysis of Student Feedback

Our college recently gained autonomous accreditation, and there have been no feedback reports generated by Institutional Research (IR). IR has been contacted and advised our department to create a student survey containing ten questions. The qualitative and quantitative data results of these questions will be included in future Program Reviews and may be utilized for recommendations aimed to improve the following areas: (a) student support, (b) curriculum, (c) facilities, (d) equipment, (e) technology, and (f) program objectives.

6. Facilities and Equipment

Facilities and Equipment Narrative

The on-site Cosmetology Program at Compton College currently has two classrooms: Freshman Classroom and Junior / Senior Classroom.

The on-site Freshman classroom is equipped with the following equipment:

EQUIPMENT	QUANTITY
STYLING STATIONS	24
STYLING CHAIRS	24
SHAMPOO BOWLS	2

SHAMPOO CHAIRS	2
WIG DRYER	1

The Junior/Senior Clinic Floor classroom is equipped with the following equipment:

EQUIPMENT	QUANTITY
STYLING STATIONS	32
STYLING CHAIRS	32
DRYER CHAIRS	6
MANICURE TABLES	9
MANICURE STOOLS	17
FACIAL BEDS	2
FACIAL MACHINE	1
ROLLA BOUTS	25
WIG DRYER	1
SHAMPOO CHAIRS	5
SHAMPOO BOWLS	5
PEDICURE STOOLS	4
COLOR TRAYS	3
TOWEL WARMER	1
HOT CABINET	1
HEAT STERILIZER	1
LOCKERS	33

The off-site Cosmetology Program at Paramount Adult School currently has one classroom: Freshman Classroom. This classroom is equipped with the following equipment.

UTILITY DESK	10
UTILITY CHAIRS	20
HOODED DRYER WITH CHAIR	3
SHAMPOO BOWLS	2
SHAMPOO CHAIRS	2

WIG DRYER	1
-----------	---

Immediate needs of Facilities and Equipment (1-2 years)

The Cosmetology Department is made up of an on-site Cosmetology program at Compton College and an off-site Cosmetology program at Paramount Adult School. The on-site program will continue to operate in the modular Tartar Village, pending the scheduled completion of Vocational Technology Renovation in Fall 2021/2022. The Cosmetology Department will be requesting additional classroom space and adding the following new on-site programs at this time: Esthetics Program (curriculum approved) & Barbering Crossover (pending curriculum approval). The off-site Cosmetology Program at Paramount Adult school will be adding a second classroom for skincare instruction. Facilities and Equipment immediate needs will include start-up equipment for these new programs along with equipment upgrades and equipment to be replaced due to normal wear and tear from our existing programs. The CA Board of Barbering and Cosmetology requires all floors, walls, woodwork, ceilings, furniture, furnishing, and fixtures in good repair according to Title 16, Division 9, California Code of Regulations (CCR) and Business and Professions Code (BPC) section 994. This requirement calls for the replacement and repair of existing equipment that is non-operable or not in working condition. Legal and professional standards require our program to maintain a safe working environment that allows students to be able to practice their craft with up to date equipment and materials.

At the on-site Cosmetology Program at Compton College, full-time students complete their introductory course, Cosmetology 101, in classroom TV-4. These students (17-20 average) expect to continue their training by enrolling in the next consecutive course, Cosmetology 110, located in TV-1 and referred to as the Junior/Senior Clinic Floor. Starting Spring 2020, students from the off-site Cosmetology Program at Paramount Adult School who complete Cosmetology 104 and Cosmetology 105 (8 students average) will also be enrolling in Cosmetology 110. The Junior/Senior Clinic Floor classroom has a maximum capacity of 32 seats for the combined courses of Cosmetology 110, Cosmetology 112, Cosmetology 114, Cosmetology 116, & Cosmetology 140. The Junior/Senior clinic floor classroom fills at capacity every semester. Students who do not receive a seat are placed at manicure tables until graduating students exit, making a seat available. Other students are not able to enroll in the course due to lack of seating space. More clinic floor classroom space is needed to make room for the flow of incoming students. We recommend

separating the Junior/Senior Clinic Floor into two distinct classroom spaces. The Senior Clinic Floor, an additional clinic floor classroom space, is requested for Senior students enrolled in Cosmetology 114, Cosmetology 116, and Cosmetology 140. The Junior Clinic Floor will continue to use the clinic floor classroom in TV-1 and seat students enrolled in Cosmetology 110 and Cosmetology 112. This recommendation will help us avoid overcrowding in our classrooms and increase retention rates among our student population.

The Cosmetology Department would also like to introduce an Esthetician Program to Compton College. The curriculum is approved for this 600-hour clocked program that specializes in the beautification of the skin and leads to CA Esthetics License. The current curriculum is designed to allow students to complete the Esthetician Program in two consecutive semesters. The Barber Crossover Program curriculum is still pending approval.

The off-site program at Paramount Adult school currently has one Freshman Cosmetology classroom for the combined classes, Cosmetology 104 and Cosmetology 105. An adjoining classroom has been approved as a new space for skincare instruction. This new designated space will be furnished with specialized skincare equipment.

Facility Needs –New On-site Designated Classrooms

(1) New on-site Cosmetology Senior classroom for 24 students (available day/evening) furnished with the following equipment:

Item Description	Quantity	Price	Total	Supplier
Salon Station w/ cabinet	24	\$525	\$12,600	Salon Designer
Salon Chair	24	\$378	\$9,072	Marianna
Shampoo Bowl	3	\$169	\$507	Marianna
Shampoo Chair	3	\$386	\$1,158	Marianna
Hood Dryer w/ Chair	3	\$483	\$1,449	Marianna
TOTALS			\$24,786	

(2) New on-site Esthetician Freshman theory classroom for 24 students (available day/ evening) furnished with the following equipment:

Item Description	Quantity	Price	Total	Supplier
Mobile Training Table	12	\$420	\$5,040	TAJ Office

Continental Stack Chair	6	\$525	\$3,150	TAJ Office
Storage Cabinet 48x18x78	2	\$450	\$900	ULINE
TOTALS			\$9,090	

(3) New on-site Esthetician Senior clinic floor classroom for 24 students for 24 students (available day/ evening) furnished with the following equipment:

Item Description	Quantity	Price	Total	Supplier
Facial Bed /w/ Stool	12	\$499	\$5,988	Spa & Equipment
Multi-function Facial Machines	12	\$1,799	\$21,588	Spa & Equipment
Towel Steamer	2	\$138	\$276	Spa & Equipment
Microdermabrasion Machine	4	\$1,499	\$5,996	Spa & Equipment
Storage Cabinet 48x18x78	2	\$450	\$900	ULINE
TOTALS			\$34,748	

Facility Needs –New Off-site Designated Classrooms, Paramount Adult

(4) New off-site clinic floor classroom at Paramount Adult School for skin care education furnished with the following equipment:

Item Description	Quantity	Price	Total	Supplier
Stationary Facial Bed w/ Stool	9	\$499	\$4,491	Spa & Equipment
Facial Steamers W/ High Frequency	9	\$799	\$7,191	Spa & Equipment
Towel Steamer	1	\$138	\$138	Spa & Equipment
Dry Eraser White Board 8X4	1	\$235	\$175	ULINE
TOTALS			\$11,995	

Facility Needs – Existing On-site Classrooms

Existing equipment both new for instruction and replacement due to normal wear and tear.

Item Description	Quantity	Price	Total	Supplier
Timecard Rack	1	\$97	\$97	ULINE
Tri-pod Mannequin Stand	3	\$75	\$225	Marianna
Manicure Table	4	\$324	\$1,296	Marianna
LED Gel Lamp	14	\$88	\$1,232	Marianna
Orbiting Hair Dryer	1	\$497	\$497	SalonPro
Hydraulic Facial Bed	1	\$649	\$649	Marianna
Facial Stool	1	\$119	\$119	Spa & Equipment
Multi-function Facial Machine	1	1,799	\$1,799	Spa & Equipment
Student Lockers (9) 36x18x32	6	\$430	\$3,870	ULINE
TOTALS			\$9,784	

Facility Needs – Existing Off-site Classroom, Paramount Adult

The off-site Cosmetology Freshman Classroom at Paramount Adult School needs installation of salon stations with electrical outlets and salon chairs to maintain the safety standards set forth by the CA Board of Barbering and Cosmetology for Cosmetology Schools. Please see attachment for construction estimates. There is also the need to install a dry eraser whiteboard in the classroom for methods of instruction to be comparable to on-site classrooms. New upgraded equipment items and items to be replaced due to normal wear and tear are being requested.

Item Description	Quantity	Price	Total	Supplier
Timecard Rack	1	\$97	\$97	ULINE
Tri-pod Mannequin Stand	1	\$75	\$75	Marianna
LED Gel Lamp	9	\$88	\$792	Marianna
Paraffin Warmer	1	\$100	\$100	Marianna
Portable Manicure Tables	9	\$157	\$1,413	Marianna

Pedicure Stools	9	\$175	\$1,575	Marianna
Dry Eraser White Board	1	\$175	\$175	ULINE
Storage Cabinet 36x18x72	1	\$315	\$315	ULINE
Salon Station & Chair Estimate	1	\$17,938	\$17,938	Salon Designers
TOTALS			\$22,480	

Long Range Needs of Facilities and Equipment (2-4 years)

The Vocational and Technology building is scheduled for renovation as part of Phase 2 of the Compton College Facilities Master Plan. The Cosmetology Program will then be permanently relocated to this building. The estimated completion of this project is Fall 2022. Classroom space will be redesigned with new equipment installed during the renovation period. The Cosmetology Department will continue to work on creating and implementing an inventory list for ordering new equipment and furniture for our newly designed classrooms.

The new Cosmetology Department shall consist of the following classrooms:

Sub -Department	Room	Quantity
Cosmetology / Barber Crossover	Freshman Classroom for 24 students	2
Cosmetology / Barber Crossover	Junior Classroom for 24 students	2
Cosmetology / Barber Crossover	Senior Clinic Floor for 48 Students	1
Cosmetology	Skin Care Clinic Floor	1
Esthetics	Freshman Classroom for 24 students	1
Esthetics	Junior Classroom for 24 students	1
All	Computer Lab for 24 students	1

7. Technology and Software

Technology and Software Narrative

Immediate needs of Technology and Software (1-2 years)

The existing on-site and off-site Cosmetology classrooms are installed with adequate technology and software and do not need upgrading at this time. Three full-time faculty each have a HP laptop computer, which are not in need of upgrading.

The proposed three new classrooms will need to be equipped with technology that is equivalent to the existing classrooms. Additionally, the Esthetician Program will need new instructor support software paired with the program textbook. The off-site Cosmetology classroom at Paramount Adult requires a multi-function printer/scan for daily operations in the lab area.

Technology and Software Needs – On-site New Designated Classroom Spaces

(1) New on-site Cosmetology Senior classroom, Esthetician Freshman classroom, Esthetician senior Classroom, have the immediate need to be furnished with the following technology equipment:

Item Description	Quantity	Price	Total
HP Desktop Computer	3	\$899	\$2,697
Ceiling Mounted Projector w/ Audio	3	\$2,215	\$6,645
Projector Screen	3	\$562	\$1,686
TOTALS			\$11,028

(2) New on-site Esthetician Program has the immediate need of the following software:

Item Description	Quantity	Price	Total
Milady Course Management Guide on CD	1	\$525	\$525
Milady Instructor Support Slides on CD	1	\$184	\$184
TOTALS			\$709

Technology and Software Needs – New and Existing Off-Site Classroom

(5) Off-site existing Freshman Cosmetology classroom at Paramount Adult School to be installed with the following technology:

Item Description	Quantity	Price	Total
HP Printer w/ Scan	1	\$500	\$500
HP ProBook Laptop Computer	1	\$1,499	\$1,499
TOTALS			\$1,999

Long Range Needs of Technology and Software (2-4 years)

Pending the renovation of the Vocational Technology building and the classroom space designated for the Cosmetology Program, the following technology and software are recommended. Fulltime faculty laptops will need to upgrade to new laptops with creative capabilities. Classrooms will need to be installed with new desktop computers, projector, and projector screens. New Cosmetology instructor support software to compliment Cosmetology Program textbook. Student computer lab.

The newly designed Cosmetology Department relocated to the Vocational Technology building is to be equipped with the following technology and software:

Item Description	Quantity	Price	Total
Microsoft Surface Pro6 w/ Keyboard and Pen	3	\$699	\$2097
Microsoft Surface Studio 2	8	\$899	\$7192
Ceiling Mounted Projector w/ Audio	8	\$2215	\$17,720
Projector Screen	8	\$562	\$4496
Milady Cosmetology Course Management Guide on CD	1	\$525	\$525
Milady Cosmetology Instructor Support Slides on CD	1	\$184	\$182
HP Desktop Computers	24	\$899	\$21,576
HP Multifunction Printer / Scan	1	\$500	\$500
TOTALS			\$54,288

8. Staffing

Fall 2019 Full-Time Faculty, Adjunct Faculty, Substitute Faculty, Full-time Classified Staff and Part-time Classified Staff Schedule

Fall 2019 Compton College Cosmetology Department Staff Schedule							
NAME	EMAIL	CONTACT #	M	T	W	Th	F
Senior Day							
Tony Calderon	ynotcalderon@ gmail.com	(213) 400-1261	8:00–4:30				
Steve Ellis	sellis@compton.edu	(323) 788-5935		8:00–4:30	8:00–12:30	8:00–12:30	

Sean Moore	smoore@compton.edu	(562) 260-6077			12:30–4:30	12:30–4:30	8:00–4:30	
Freshman Day								
Lynda Wilkerson	lsmith@compton.edu	(562) 308-6707	8:00–4:30	8:00–4:30	8:00–4:30			
Evangalina Rosales	exrea2002@yahoo.com	(714) 272-9752				8:00–4:30		
Char Smith	cbrewersmith@elcamino.edu	(323) 552-2873					8:00–4:30	
Senior Evening								
Tiffany Williams	tiffanywilliams_17@hotmail.com	(626) 234-3083	5:00–10:00	5:00–10:00				
Tiffany Avery	tavery@elcamino.edu	(909) 773-8507			5:00–10:00	5:00–10:00		
Freshman Evening								
Steve Ellis	sellis@compton.edu	(323) 788-5935	5:00–10:00	5:00–10:00				
Sean Moore	smoore@compton.edu	(562) 260-6077			5:00–10:00	5:00–10:00		
Paramount Adult School								
Crystal McMihelk	cbernalcmcmihelk@elcamino.edu	(562) 619-8995	9:00–2:00			9:00–2:00		
Mike Ruiz	maruiz@elcamino.edu	(562) 553-2383		9:00–2:00	9:00–2:00			
Approved Sub List								
Tasha Chamblis		(562) 235-1293						
Lakhysa Greene		(626) 529-6466						
Jacquelyn Glover		(310) 721-7288						
Joanna Wyatt		(714) 609-0870						
Daniela M Hernandez		(626) 232-3619						
Classified Schedule				M	T	W	Th	F
Melissa Dazo	mdazo@elcamino.edu		D	D	D	D	D	D

Shirley Trammell	strammell@elcamino.edu	(323) 608-7157	D	D	D	D	D
Ms. Mac			E	E	E	E	
Department Extensions			M	T	W	Th	F
Sean Moore							
Steve Ellis							
Melissa Dazo		2784					
Freshman Room		2851					
Senior Room							
Dispensary							
Front Desk							
Front Desk							
Front Desk							

Description of Our Program's Current Staffing

Our program in 2016 began under Dr. Murray, Dean of Division II, and with his leadership and mentorship our program began to blossom. Our fledgling Cosmetology program was spearheaded by two full-time faculty members, Mr. Sean Moore and Mr. Steven Ellis. In addition to these full-time faculty members, the program also began with one full-time classified cosmetology assistant, Ms. Melissa Dazo, and one part-time classified cosmetology assistant, Mrs. Shirley Trammell. Since 2016, our program has grown to include ten faculty members, of which three are full-time, and three classified staff. Ms. Lynda Wilkerson was hired full-time in 2018 and recognized as a valuable team member. The following seven adjunct-faculty members contribute to the strength of our program:

- Tony Calderon
- Evangelina Rosales
- Char Smith
- Tiffany Avery
- Tiffany Williams

- Crystal McMihelk
- Mike Ruiz

Most recently, Ms. Michelle McFadden was hired as our new cosmetology assistant for the evening because Mrs. Shirley Trammell was promoted to a full-time classified position at our PAS campus. Her position allows her to support our two adjunct-faculty at PAS, Mr. Ruiz and Mrs. Crystal McMihelk. In addition to our full-time faculty, adjunct-faculty, full-time classified staff, and part-time classified staff, we have grown to include five approved substitute faculty:

- Tasha Chamblis,
- Lakhysa Greene
- Jacquelyn Glover
- Joanna Wyatt
- Daniella Mares-Hernandez

Dr. Murray retired and our new dean is Dr. Paul Flor. Currently, our Division Chair is Mr. Rashid Yahye. The camaraderie displayed by all faculty and staff has contributed to the successful growth of our department over the last three years.

Future Staffing Needs and Recommendations (1–2 years)

It is common among CCC Cosmetology Programs to have a coordinator and a director; given the growth of our program, including PAS, we may require both. Many Cosmetology department directors are full-time cosmetology instructors within the department and the position may rotate every two years. However, the organizational structure of cosmetology departments are unique in that a coordinator position may be held by a classified staff member. A coordinator contributes to the department running smoothly and their duties may include but are not limited to maintaining time card documents, completing proof of training, ordering kits, ordering books, scheduling field trips, and acting as a liaison between our department and other campus departments. Filling a coordinator position would cost approximately \$60,000. A cosmetology director oversees staffing, scheduling, holding semi-annual meetings, leading program review, leading SLO assessments, leading curriculum revisions, oversee satellite campuses, and spearhead Advisory Committee Meetings. It may be more cost-effective to have a full-time faculty member assume the director position; a recommended 30% relief time compensation to fulfill their duties would cost the college approximately \$30,000.

We have had the wonderful opportunity to employ two CC students through CaL/WORKS. Although they have been an asset to our department, it would benefit the program to add an additional permanent part-time cashier position for our growing clinic floor and a part time lab assistant to oversee the dispensary during clinic hours. Currently, our students run the front desk; because of the high volume of cash we collect, it would be best if the cashier position was held by an official licensed and bonded part-time classified staff member at an annual cost of approximately \$22,000. Additionally, having a full-time cosmetology aide to share between rooms TV-1 and TV-4 would benefit the quality of one on one instruction provided to all students at a cost of appx. \$45,000.

Future Staffing Needs and Recommendations (2–4+ years)

As our department grows, we remain open to offering an esthetics program and a crossover barber program. The programs would require an additional full-time esthetics instructor, at an annual cost of approximately \$60,000 to \$90,000 per year, and two adjunct barber instructors at a cost of \$25,000 each per year. The esthetics program would serve as an entry point into the cosmetology field and enable students to access jobs faster; only 600 course hours are required to take the esthetics exam, as opposed to the 1,600 hours required to take the cosmetology exam. Additionally, with recent funding formulas becoming effective in the near future, the number of certificates offered through a new esthetics program would foster supplementary funding for our institution.

Due to program growth and potential infrastructure expansion our department requires an additional full-time cosmetology instructor, totaling four at a cost of \$60,000 - \$90,000.

9. Future Direction and Vision

Changes in the Industry

The domains of cosmetology practices are constantly changing, and are influenced by the music, entertainment, film, and social media industries. These influential sectors are catalysts for cosmetologists to learn new skills that allow them to remain current in the industry; accordingly, cosmetology schools adapt their curricula to changing business markets. As the cosmetology arena adapts, so do the lessons among our courses. For example, we introduced the color techniques ombre, salon highlights, and slicing and provide students with trending colors, complimentary of the department, for students to complete practical color assignments. Due to the ever-changing demands of the beauty industry, our course lessons and guest speakers strive to

reflect up-to-date industry trends. These additions will influence program instruction over the next four years.

Cutting-edge practical lessons support student success in the workplace and provide students with “real world” tools and resources, paving the way for students to earn a livable wage upon commencement.

Direction and Vision

The direction and vision for our program is structured around an organizational culture of growth that supports student learning in diverse areas of the beauty industry. Our contemporaneous esthetics curriculum may be implemented to create a new esthetics program. The contemporary program will allow students to earn an esthetics license upon completing 600 course hours. This exciting development will allow each student to earn a certificate and gain entry into the growing skin care trade. Because the program is completed in less time than the cosmetology license, students may enter the workforce at a faster pace and begin earning current industry wages.

In the future another program that may be considered is a crossover barber program. This program will allow current cosmetology license holders to earn the 200 hours necessary to take the written and practical barber’s exam through the State Board of Barbering and Cosmetology. The potential barber program, like the esthetics program, may also provide a certificate to each graduating student. These popular enrollment pipelines aim to increase student numbers on campus and foster academic funding in correlation with the new upcoming funding formulas.

In order to achieve a successful esthetics and crossover barber program, campus infrastructure development will need to be considered for the purpose of making room for these additional programs. The first floor of the vocational technology building would be a terrific new home for our combined programs, and would provide our students with plentiful instructional learning environments.

Recommendations

It is recommended future institutional infrastructure development be considered to accommodate our growing program’s direction and vision. Hiring a full-time professor and two adjuncts to accommodate an esthetics program and a crossover barber program should be considered. A coordinator may assist in guiding these new programs to successful fruition and a

bonded cashier will support our growing clinic floor. Additionally, current full-time faculty will need to collectively collaborate on establishing crossover barber curriculum.

10. Prioritized Recommendations

The prioritized recommendations found below are illustrated throughout our program review and are organized considering the following areas: (a) adhering to Chancellor's Office requests, (b) supporting guided pathways, (c) maintaining program success through quality evaluation methods, (d) fostering learning environments, (e) cultivating workforce success, (e) adhering to the State Board of Barbering and Cosmetology regulations, and (f) supporting program growth. These recommendations support and are vital to achieving CC's five-year FTES projection for cosmetology. For example, cosmetology FTES of 167 in 2018-2019 are expected to grow from 167 to 220 in 2022-2023 and the number of sections filled are expected to grow from 29 in 2018-2019 to 44 in 2022-2023. Provided all recommendations listed below are achieved best supports the college five-year FTES Projection from years 2018-2019 through 2022-2023.

1. **Recommendation:** Five courses will be revised in CurricuNet through the CC Curriculum Committee in Spring 2019 for the purpose of adhering to clock hour program unit formulations recognized by the Chancellor's Office with the following revisions:
 - a. 16 units COSM 101 (formerly COSM 1);
 - b. 8 units COSM 104 (formerly COSM 10);
 - c. 8 units COSM 105 (formerly COSM 11);
 - d. 6.5 units COSM 130 (formerly COSM 3); and
 - e. 5 units COSM 140 (formerly COSM 4).

These are crucial revisions required to preserve the program for Fall 2020.

Strategic Initiative: Meet Chancellor's Office curriculum request and continue program in Spring 2019.

Cost: N/A

2. **Recommendation:** Add COSM 125 (formerly COSM 16abcd) to courses provided to earn an A.S. in Cosmetology.

Strategic Initiative: Support guided pathways and increase institutional funding through new funding formulas.

Cost: N/A

3. **Recommendation:** COSM 125 (formerly COSM 16abcd) be made repeatable.

Strategic Initiative: Support guided pathways.

Cost: N/A

4. **Recommendation:** Vocational counselors, along with instructors, may provide information about our program's certificates offered via email, in person, and during potential conferences.

Strategic Initiatives: Support guided pathways and increase institutional funding through new funding formulas.

Cost: N/A

5. **Recommendation:** Program certificates may be reinforced in potential Fall and Spring student orientations.

Strategic Initiative: Support guided pathways and increase institutional funding through new funding formulas.

Cost: N/A

6. **Recommendation:** Certificate application process may be streamlined to no longer require a student signature; it shall be the primary responsibility of our vocational counselor to ensure all student certificate application forms are completed and finalized with campus departments.

Strategic Initiative: Support guided pathways and increase institutional funding through new funding formulas.

Cost: N/A

7. **Recommendation:** Applying a maximum capacity of 32 students on the day clinic floor.

Strategic Initiative: Foster quality learning environments.

Cost: N/A

8. **Recommendation:** Faculty have approved three new, broad in scope, PLOs in July of 2019; these were sent via email to our division chair for finalization procedures and implementation. Once they have met final approval through the curriculum committee and our curriculum analyst, they will be added in Nuventive for accurate PLO alignment and assessment once per year beginning Fall 2020.

Strategic Initiative: Maintain program success through quality evaluation methods.

Cost: N/A

9. **Recommendation:** Complete PAS facilities.

Strategic Initiative: Foster quality learning environments.

Cost: To be determined.

10. **Recommendation:** Repair station mirrors.

Strategic Initiative: Adhere to State Board of Barbering and Cosmetology regulations.

Cost: \$100.00

11. **Recommendations:** Repair wig dryer.

- Strategic Initiative:** Adhere to State Board of Barbering and Cosmetology regulations.
Cost: \$100.00
12. **Recommendation:** Create a new nail kit.
Strategic Initiative: Provide students the opportunity to practice course curriculum designed for student program and workforce success.
Cost: N/A
13. **Recommendations:** Offer student externship program.
Strategic Initiatives: Provide students the opportunity to practice client services in an established business setting for the purpose of fostering workforce success.
Cost: N/A
14. **Recommendations:** Purchase 16 portable steamers.
Strategic Initiative: Provide students the opportunity to practice course curriculum designed for student program and workforce success.
Cost: \$800.00
15. **Recommendations:** Purchase Massage Table.
Strategic Initiative: Adhere to State Board of Barbering and Cosmetology regulations.
Cost: \$100.00
16. **Recommendations:** Purchase mirrors for freshman room.
Strategic Initiative: Adhere to State Board of Barbering and Cosmetology regulations.
Cost: \$1,000.00
17. **Recommendations:** Hire a bonded front desk cashier
Strategic Initiative: Provide quality clinic floor practices.
Cost:(\$22,000 per year)
18. **Recommendations:** Create student surveys containing ten questions and utilize the qualitative and quantitative data results in future Program Reviews. aimed to improve the following areas: (a) student support, (b) curriculum, (c) facilities, (d) equipment, (e) technology, and (f) program objectives.
Strategic Initiatives: Foster improvement in the following shared areas: (a) student support, (b) curriculum, (c) facilities, (d) equipment, (e) technology, and (f) program objectives.
Cost: N/A
19. **Recommendations:** Create barber curriculum.

- Strategic Initiatives:** Increase guided CTE pathways to potential students in our local area.
- Cost:** N/A
20. **Recommendations:** Expand infrastructure to accommodate current growth, as well as, an esthetics program and crossover barber program.
- Strategic Initiatives:** Increase guided CTE pathways to potential students in our local area.
- Cost:** \$250,000
21. **Recommendations:** Appoint CC Department Director.
- Strategic Initiatives:** Provide quality program direction to support our growing program.
- Cost:** \$20,00 – \$45,000 per year.
22. **Recommendations:** Hire a CC Department Coordinator.
- Strategic Initiatives:** Provide quality program direction to support our growing program.
- Cost:** \$60,000 per year.
23. **Recommendations:** Hire a full-time cosmetology aide to assist and share in rooms TV-1 and TV-4.
- Strategic Initiatives:** Provide quality classroom support to students.
- Cost:** \$45,000 per year.
24. **Recommendations:** Hire full-time instructor.
- Strategic Initiatives:** Provide quality pedagogical methods of instruction to support our growing program.
- Cost:** \$60,000–\$90,000 per year.
25. **Recommendations:** Hire two adjunct faculty barber instructors.
- Strategic Initiatives:** Provide quality pedagogical methods of instruction to support our growing program.
- Cost:** \$25,000 each per year

11. Career and Technical Education

The CC Cosmetology program is a Career Technology Program (CTE) and, as such, must conduct a full program review every four years. Therefore, every two years, once between full reviews, five supplemental questions must be answered and submitted to Academic Affairs for posting on the CC website. We have used labor market data, advisory committee input, institutional data, and CTE two-year Program Review data to respond to the required five supplemental questions. The required data and the retorts to these questions may be found below.

Job Market for Barbers, Hairdressers, Hairstylists and Cosmetologists

Note: The following data reflects the job market in the Compton College 7.5-mile service area.

**Job Estimates–2018*:2,803 (38% below the national average in terms of job availability per area)

**Percent Change in Number of Jobs from 2013–2018*: –1.4% (National average: +2.4%)

**Projected Change in Jobs from 2018–2022*: +8.3% (National average: +7.0%)

**Area Location Quotient*: 0.62 (Numbers above 1.00 mean the occupation is more concentrated in the area compared to the nation. Numbers below 1.00 mean the occupation is less concentrated in the area.)

Top 10 Industries Employing Barbers, Hairdressers, Hairstylists and Cosmetologists (Compton College Service Area)

Industry	% of Occupation in Industry (2018)	% Change in Industry Jobs (2013–2018)
Beauty Salons	79.5%	–1%
Nail Salons	9.3%	+25%
Barber Shops	3.3%	–12%
Other Personal Care Services	3.1%	+34%
All Other General Merchandise Stores	0.6%	0%
Department Stores	0.5%	–38%

Diet and Weight Reducing Centers	0.4%	-66%
Warehouse Clubs and Supercenters	0.4%	-48%
All Other Personal Services	0.3%	0%
Unclassified Industry	0.3%	0%

Job Market in California

**Job Estimates–2018*:134,428 (8% below the national average in terms of availability per state)

**Percent Change in Number of Jobs from 2013–2018*: +4.5% (National average: +2.4%)

**Projected Change in Jobs from 2018–2022*: +8.7% (National average: +7.0%)

**State Location Quotient*:0.92 (Numbers above 1.00 mean the occupation is more concentrated in the state compared to the nation. Numbers below 1.00 mean the occupation is less concentrated in the state.)

Top 10 Industries

The table below shows the leading industries throughout the State of California that employ barbers, hairdressers, hairstylists, and cosmetologists.

Industry	% of Occupation in Industry (2018)	% Change in Industry Jobs (2013–2018)
Beauty Salons	72.9%	+4%
Barber Shops	11.8%	+7%
Nail Salons	5.9%	+30%
Other Personal Care Services	4.9%	+11%

Diet and Weight Reducing Centers	0.6%	-45%
Motion Picture and Video Production	0.4%	+80%
Warehouse Clubs and Supercenters	0.4%	-20%
Department Stores	0.4%	-32%
Cosmetics, Beauty Supplies, and Perfume Stores	0.3%	+89%
All Other Personal Services	0.2%	+75%

Supplemental Questions

(a) How strong is the occupational demand for the program? As you analyze demand over the past five years and projected demand for the next five years, address state and local needs for the program.

CC’s 7.5-mile circumferential service area illustrates ten industries employing barbers, hairdressers, hair stylists, and cosmetologists: (a) beauty salons, (b) nail salons, barber shops, (d) other personal care services, (e) all other general merchandise stores, (f) department stores, (g) diet and weight reducing centers, (h) warehouse clubs and supercenters, (i) all other personal services, and (j) unclassified industry. Of these ten industry areas, four encompass the highest percentages of occupations in the industry: (a) beauty salons 79.5%, (b) nail salons 9.3%, (c) barber shops 3.3%, and (d) other personal care services 3.1%. Together, they make up more than 90% of occupations in the industry. As a result, they are primary focal points analyzed in determining the occupational demand for our program. For example, from 2013 to 2018 there was a minor 1% decrease in beauty salons, a 12% decrease in barber shops, a 25% increase in nail shops, and a 34% increase in other personal care. It is important to note that a licensed cosmetologist may not provide a shave service with a straight razor and only licensed barbers are trained to use a straight-edged razor. As a result, this may minimize potential negative effects of the decrease in barber shop positions available in the industry. Overall, the change in primary

industry jobs looks mostly favorable, with a combined 59% increase in nail salons and other personal care services.

CC's service area displays a job estimate decrease in 2018 of 38% below the national average for hairdressers, hair stylists, and cosmetologists. However, the national average projected change in jobs from 2018 through 2022 shows an increase of 8.3%. Another positive insight is seen in California's projected job growth of 8.7% from 2018 through 2022. The growth in the national average and in the state of California may positively affect new jobs in CC's service area, in relation to the cosmetology industry.

California's top ten industries statewide to employ barbers, hairdressers, hair stylists, and cosmetologists shows sustainable growth in primary cosmetology industry areas. For example, in 2018 beauty salons grew by 4%, barber shops by 7%, nail salons by 30%, and other personal care services by 11%. Two relatively small industry areas with significant potential are: (a) motion picture and video production, with 0.4%, and (b) cosmetics, beauty supplies, and perfume stores with 0.3%. For example, between 2013 and 2018 the motion picture and video production industry expanded by 80% and cosmetics, beauty, and perfume stores industries expanded by 89%. This is significant because of CC's unique urban setting, being close to Hollywood, allows our cosmetology students to take advantage of occupational growth found in these industry areas. Overall, the economy is projected to grow, and providing service jobs in the cosmetology industry supports economic growth and cosmetology students' career goals being reached.

(b) How does the program address needs that are not being met by similar programs in the region?

We recognize that our students struggle with housing, food insecurity, and transportation. These are all stress factors that may negatively affect cosmetology student attendance, program completion, and success rates in licensure attainment. Therefore, our program has structured missing hours differently than our CCC cosmetology department counterparts. Other programs, with few exceptions, drop their students upon their reaching a small number of missed hours; we encourage students who are performing academically below par because of poor attendance to drop their courses. We also create weekend field trip assignments, allowing our students to make up missed hours. Additionally, extra credit assignments, makeup written exams, and makeup

practical assignments provide opportunities for students performing below par because of missing hours to raise their grades.

Our faculty provide many opportunities for our cosmetology students to meet successful professionals from our surrounding area in the diverse domains of cosmetology. For example, we invite professionals to provide demonstrations in the areas of facials, nails, feed-in-braids, men's haircutting, and blow drying. These special visits provide a unique opportunity for our students to make job connections and network in Los Angeles County's beauty industry.

Field trips to the Grammy Museum, the Fashion Institute of Design and Merchandising, and the Hollywood Museum provide opportunities for our students to learn how the beauty industry is directly related to fashion and music. This allows our students to expand their perspectives and consider potential job opportunities in our industry. It is important for our faculty to create, provide, sustain, and implement equitable program opportunities that support our cosmetology students. We believe students are individuals, each with specific needs; with this in mind, our faculty genuinely encourages all cosmetology students to flourish. Addressing the needs of our students by providing these diverse opportunities makes our program unique and sets us apart from other programs in the region.

(c) What are the completion, success, and employment rates for the students? Discuss any factors that may impact completion, success, and employment rates. If applicable, what is the program doing to improve these rates?

The data provided reveal that since the program's inception in 2016, one student has received an A.S. Degree in Cosmetology and 16 have students received cosmetology certificates since 2016. It is important to note that because multiple certificates are provided throughout our program, this number should reflect triple the number of students completing the program, given that many students have earned certificates. However, many of those who have earned certificates, did not go on to apply for them, choosing instead to concentrate on their main goal of earning their cosmetology licenses. The new funding formulas for CCCs are changing and earned student certificates will provide additional funding for our college. Therefore, it is highly recommended that the application process be streamlined to no longer require a student signature, and that it become the sole responsibility of our vocational counselor and/or division personnel to ensure all student certificate application forms are completed and finalized with the campus departments in charge of completing this process.

Our rigorous cosmetology program requires dedication to complete and takes a minimum of one year—usually more. Taking these factors into consideration, our student success rate remains consistently high. The aggregated student success data below reveal an upward trend since the cosmetology program was instituted and an exemplary success rate for cosmetology student enrollees. For example, the program’s success rate in Fall 2016 was 73.3%; by Spring 2018 it had increased to 75%, a 2.7% success rate increase. Additionally, cumulative data provided in Section 2 of this document reveal the cosmetology program’s 5-year success average, 76.2%, was more than 9% higher than CC’s overall standard of success throughout the 2017–2018 academic year, remaining at 67%. Careful examination of the data provides an opportunity to set the program success standard benchmark at 75%, though future aggregate data may alter this goal. Overall, the success rates of our cosmetology students reflect highly qualified professional instruction using real-world applications, applying up-to-date curricula, and implementing online technology learning tools.

To further understand current state employment trends in Cosmetology fields, supplemental research was performed on the California Community Colleges Chancellor’s Office website (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx). In doing so, the Compton College Perkins UV Core Indicators by 4-digit Vocational TOP code 3007 summary detail report for 2019–2020 fiscal year planning illustrates Core 4 employment total of 15, 711, a count of 11, 722, and a percent of 74.61% statewide. This is 7.91% increase from 66.7% in 2016–2017, as shown below, demonstrating a greater number of students finding jobs after graduating cosmetology training. Therefore, there is a need for our program, especially as we are located nearby to the Los Angeles County entertainment and music industry, which employs cosmetologists.

Associate Degrees Awarded

	2014–2015	2015–2016	2016–2017	2017–2018
Cosmetology	0	0	0	1

Certificates Awarded

	2014–2015	2015–2016	2016–2017	2017–2018
Cosmetology	1	0	4	12

Success Rates

	FA 2015	SP 2016	FA 2016	SP 2017	FA 2017	SP 2018
Cosmetology	—	—	73.3%	77.1%	75.0%	75.7%

Employment Rates

	2014–2015	2015–2016	2016–2017	2017–2018
Cosmetology and Barbering (TOP Code: 3007)	34.6%	66.7%	66.7%	—

Source: CCCCO CTE Core Indicator Summary Report

d. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all. Discuss any factors that may impact licensure exam pass rates. If applicable, what is the program doing to improve these rates?

The State Board of Barbering and Cosmetology offers a combination of written and practical exams to earn cosmetology licensure. The data below indicates a written passing rate of

78.6% and a practical passing rate of 68.8% for a combined average passing rate of 73.7% for the 2018 academic year. Although these passing rates are well within acceptable parameters, there is always room for improvement. Our cosmetology program aims to increase exam licensure passing rates by implementing new technology and student learning outcomes (SLO) measures in advanced instruction. Our program has recently implemented the online platform MindTap which allows our students to take Milady online exams and practice exercises, preparing them to take the written exam at a state level. In addition to implementing online technology, our department created three new SLOs for our advanced course COSM 116, Advanced Preparation for State Board Review (formerly COSM 2D). These two instructional program enhancements are designed to boost our passing combined average state licensure passing rate and support academic success for all our students.

Licensure Exam Pass Rates (California Board of Barbering and Cosmetology)

	2015	2016	2017	2018
Cosmetologist (Written)	—	—	—	78.6%
Cosmetologist (Practical)	—	—	—	68.8%

e. Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input been used in the past two years to ensure employer needs are met by the program? Describe any advisory committee recommendations that the program is either unable to implement or is in the process of implementing.

The California Education Code 78016 requires that the review process for CTE programs includes the review and comments of a program’s advisory committee. Accordingly, we provide below the advisory committee membership list (with credentials) and the minutes of two advisory meetings to demonstrate that the CTE program review process has met the above Education Code requirement. It is important to note that at the time of these meetings our program did not have full autonomy from the ECC Cosmetology program, because CC only recently gained full accreditation. However, two independent and supplemental CC Cosmetology Department Advisory Committee meetings were held on March 26, 2018, and May 13, 2019. The attendees, their educational background, and affiliated companies are listed in the minutes attached below.

Overall, the attendance and participation of the invited members was commendable, and their input valued. The committee seemed satisfied with the level of preparation of our program's graduates and are looking forward to ongoing participation for the purpose of growing our program. Throughout these two meetings, various recommendations were made in the areas of: (a) providing externships opportunities, (b) establishing a satellite campus to reach high school students, (c) building relationships with businesses, (d) integration of social media, (e) online technology, (f) advanced sculptured nail techniques.

Our program has implemented online technology through MindTap and established a satellite campus at PAS in Spring 2019. We promote students' use of social media (Instagram) to show their work in class, in conjunction with instructing our students in creating resumes. We continue to expand professional guest demonstrations in our discipline to support networking and encourage our students to learn up-to-date techniques. We are excited to commence our externship program in Fall 2019, allowing our students to gain hands-on experience in the cosmetology arena. Businesses in the nail, barber, and salon industries will be encouraged to promote diversity in externship student opportunities. Moving forward, it is exciting to consider a new nail kit and advanced nail techniques throughout our program curriculum, combined with externship opportunities.

Cosmetology Department Advisory Committee Minutes

March 26, 2018, 1:00–2:00pm

Vision

Compton College will be the leading institution of student learning and success in higher education.

Mission Statement

Compton College is a welcoming and inclusive environment where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Meeting Participants

X M. Arenas

X D. Fox

X R. Bracamontes

X S. Moore

X D. Conley

X Y. Rodriguez

X S. Ellis

X N. Gordon

Meeting Minutes

I. Introduction

Each member introduced him- or herself and gave a brief background of his/her relationship to the Cosmetology program.

II. Member Information & Industry Experience

A. Dr. Yvonne Rodriguez, Principal, Paramount Adult School

Dr. Rodriguez discussed with the committee the desire to offer Cosmetology 1 at the Adult School and eventually evolve and offer it at the high school as well. There was discussion of the benefits of offering the program in the Adult School and how the same program could be offered at the high school level.

- Don [Conley, see below] mentions the SCROC program and how high school students could utilize a 5-hour Cosmetology program.
- The committee talked about how offering this program at the high school level could assist students with completing hours and entering into the College Cosmetology program. There was more discussion on how the students would benefit from this opportunity.

B. Mona Arenas, Master Stylist & Barber 18/8 Men's Salon

Mona talked about the benefits of a crossover barbering program, and how it helped her become a specialist in men's grooming. Mona also discussed her internship experience and the benefits as a Marinello student at Super Cuts.

- There was more discussion on the industry's take on interns and externship program. There was also some feedback on salon interest.
- The committee talked about training techniques as well.

C. Ray Bracamonte, Education Director @ Young Nails

Ray discussed the opportunity of student interns in the nail shop industry. How it would assist with students learning salon functions in a real work environment.

- The committee talked about forming relationships with salons for student externships. It can be a way for student to not only earn hours towards completion but gain valuable experience in a salon setting.
- Externships can create career opportunities.

D. Donald Conley, Educator, Andi's Clipper

Don talked about his barbering experience and experience teaching students. Most students have unrealistic expectations about the industry. Externships can show students a side of the industry they will not learn in a classroom.

- There was discussion on the custom service aspect of the industry and how that is very important part of success.

E. **Dina Fox, Dr. Jay's Laser MediSpa**

Dina Fox talked about the fast-growing MediSpa industry and the non-surgical procedures that are being offered at MediSpas.

- There was discussion on the best way to utilize the Esthetician License in the industry
- Making connections, continuous referrals
- MediSpa interns
- Customer service aspect of the industry
- What a Cosmetology student can do in a MediSpa office (as an intern)
- Most doctors need an Esthetician

III. Discussion Items

- A. Customer Service aspect of the school, how it should be set up and run like a business
- Being innovative @ Compton
- B. Discussion of externship course: paid/unpaid?
- C. Dual Enrollment
- D. Building relationships with businesses
- E. Training techniques (shadow stylist)
- Mock business scenarios in for program
 - Business management, shop management
- F. Interning in a nail salon, students will work immediately
- G. Talked about little credentials in the MediSpa industry
- H. Social media major role in the Industry

Meeting Adjourned

The Next Scheduled Meeting

Fall Semester

1:00–2:00pm / TBD

**Advisory Committee
Meeting**

13 May 2019 / 1:00 PM / COSMETOLOGY FRESHMAN FLOOR

Faculty Attendees:

Sean Moore, Steve Ellis, Lynda Wilkerson, Shirley Trammell

Guest Attendees:

Nina Motruk: Tenured cosmetology professor at Cerritos College

Additional training/degrees: Cosmetology license, BA

Jennifer Thompson: Owner of Chayil Maison Salon

Additional training/degrees: BA in education

Melodie Cochran: Owner of Chayil Maison Salon

Additional training/degrees: BS in electrical engineering

Anthony Padilla: Copartner at Hair Salon Educators

Additional training/degrees: Risk management, CFO at Hair Salon Educators, BA

Joaquin Regalado: Master Educator at The Comb Hair Technology Center

Additional training/degrees: over 20 yrs. in the cosmetology industry w/ Toni & Guy

Q & A:

What online learning platforms best support cosmetology students in earning a cosmetology license and foster workforce success in our industry?

Nina – I think Milady online has a good one, and Mind Tap helps with reviewing. The fact that they can use this anywhere works perfectly, no need to collect and grade workbooks. Pivot point has a good online one also, very good technical information for haircuts. Hands-on is beneficial to help with the proper way you should stand (ergonomics). Cosmetology should never be all online.

Joaquin –

Jennifer – I use both online and actual [classroom] teaching. It allows me to make sure they are doing it correctly. The students like to use YouTube but it's not always the proper technique, so my actual teaching helps with that.

With the industry evolving at such a fast rate what skills do you feel are necessary to help prepare the students for the real world?

Melodie – More hands-on. Even though they (the students) went to school, [employers] found that they still have to teach them and help them with their speed. I would love to get the students while in school through an apprenticeship program to help with this.

Jennifer – More hands on. I think an apprenticeship program before they graduated would be wonderful. We can afford to train them and build a good rapport with the students while they're still training.

Nina – The externship program through the state board allows the students to get the actual hands-on training while still earning hours and understanding the culture of the industry.

Joaquin – The information is so old that the teachers are providing and that’s why we opened the academy for this purpose. Assisting for 2 or 3 years is very discouraging and can cause the student to leave the industry, and the students need to understand the reality of the business especially—with the new laws coming into effect. The cosmetology program should be longer than 1,600 hours, and mentoring is missing from the business.

Anthony – I’ve developed a business module that helps prepare the students for proper training but I’m not sure how to offer this at a good cost with the new law regarding booth rentals.

What new trends/styles should we add to the curriculum?

Melodie – Pedicures, hard gels, gel x, and advanced education.

Jennifer – Gel X would be a better start. Gel X are like press-on and you use the gel to cure and they soak off. No need for the drill. Still design, polish, and adorned with nail jewelry. This is best as an introduction and can be done in 10 minutes. Dip powder is starting to become popular also.

Joaquin – Educate the students on how to use a comb with a lever and online education.

Encourage the students to continue education after becoming licensed.