



# FULLERTON COLLEGE

ELEVATING.  
EXCELLENCE.

## *Instructional Programs*

### **2017-2018 Self-Study**

#### **Three-Year Program Review Template**

#### **Cosmetology**

#### **Technology and Engineering**

#### **Statement of Collaboration**

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

#### **Participants in the Self-Study**

Celia Assef  
Charlotte Jimmons  
Wendy Perez  
Yvonne Salazar-Perez  
Marcu Wade

#### **Authorization**

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Celia Assef  
Charlotte Jimmons  
Wendy Perez  
Yvonne Salazar-Perez  
Marcu Wade

Printed name of Principal Author

Signature

Cosmetology  
Instructors

Title

11/19/2017

Date

Charlotte Jimmons  
Printed name of Department  
Coordinator

Signature

Title

11/19/2017

Date

Ken Starkman  
Printed name of Dean

Signature

Title

Date

## 1.0 Mission and Goals

The College's [Mission](#), [Vision](#), [Core Values](#) and [Goals](#) drive all college activities. The Program Review committee would like to understand the connection of your program to the College's [Mission](#), [Vision](#), [Core Values](#) and [Goals](#). Summarize how your program supports each area.

### **Mission:**

To prepare each student to learn, achieve, and advance in the academic and performance excellence required to pass the California State Board of Barbering and Cosmetology Exam and to be successful at an entry level position in the industry. Students in cosmetology follow a pathway that advances from a lower level to a higher level engaging in a community service that is client based. The cosmetology course supports an inclusive environment, responsible leaders, and engaged community members. We encourage career growth, and transfers upon successful completion of the Cosmetology Program.

### **Vision:**

The Cosmetology Department, as stated in our student Learning Agreement, promotes inquiry and intellectual curiosity about applicable aspects of cosmetology, the students' personal growth, and an appreciation for and a desire to be life-long learners, as well as an understanding of the power of learning for continued success and also transforming the community and making a change in the beauty industry.

Through continued Pivot Point instructor education and Advisory Board recommendations we continue to improve our teaching methodologies and ensure that the cosmetology students are taught with consistency and continuity in current and future trends, as well as those required by the California State Board of Barbering and Cosmetology.

### **Core Values:**

The importance of the Cosmetology Department's core values are stressed throughout our student Learning Agreement. As a part of commitment to the program, faculty discusses the following aspects of the Learning Agreement with students.

- We respect and value ourselves and all others within our highly diverse community and equality for the community at large.
- We value and teach traditional techniques as a basis for future innovative trends, techniques, and technologies for continued growth and life-long learning.
- We support the involvement of all in the decision-making process.
- We expect instructors, classified staff, and students to continue growing and learning new techniques and innovation.
- We believe in the power of the individual who accepts responsibility for being a successful learner and the strength of teamwork in affecting positive student learning outcomes.
- We expect students and staff alike to display behavior in accordance with the department's demand for personal integrity, high ethical standards, and excellence as stated in the Student Learning Agreement. Our expectations also include that students and staff to conduct themselves in accordance with college policies, as well as abide by the policies implemented by the Fullerton Cosmetology Department, and the rules and regulations mandated by the State Board of Barbering and Cosmetology.
- We accept responsibility and accountability for our actions and assume an obligation to conduct ourselves in a manner compatible with the college's function as an educational institution, for the betterment of the program, and the world around us.

- We value and promote the well-being of our campus community through the department's involvement in campus activities and assisting in many college events. Students are allowed class time to participate and partner with salons, and in campus activities in both the day time "Club Rush" and in the evening time with "Night Life". Further, cosmetology students perform services on clients from a pool of college staff, students, and the community.

## **College Goals:**

### **Statement of Ethics**

As representatives of Fullerton College, we all share the responsibility to conduct ourselves with integrity and to act in a fair and equitable manner, as outlined in the Learning Agreement, instructors' syllabi, and the College Code of Student Conduct. We recognize the need for openness and reliability in what we say and do; being prepared to learn, being open to new ideas, respecting one another, being attentive to all students, having a positive attitude, asking questions and giving feedback, communicating accurate information, and advancing the goals of the Fullerton College mission, vision, and core values. We are committed to addressing issues in a forthright professional manner, as outlined in the Learning Agreement with rules and consequences for choices made without prejudice. As members of an educational community, we are committed to excellence in all that we do. We will demonstrate excellence in instruction, provide continuing education for all instructors, participate in a yearly advisory meeting, and we will continue to have high expectations for our students academically, technologically, and in their performance. We require our students to earn a "C" grade or better to advance through the five levels. We encourage students to earn an A.S. Degree and provide our students with the opportunity to earn certificates in Cosmetology and in Cosmetology Instructor Training. We are committed to adhering to the principles of ethical behavior established in this statement.

### **The Fullerton College Cosmetology Goals & Objectives 2017-2018**

**Goal 1:** The Fullerton Cosmetology Department will promote student success:

- **Objective 1:** Address the needs of under-prepared students by encouraging the use of online resources provided by Pivot Point International by utilizing the course lecture and performance classes to access materials and information missed when absent, for tutorial and study guide purposes:
  - Utilizing Pivot Point LAB (Learn About Beauty) online practice exams
  - Preparing for State Board written exams in Level 4 and continuing in Level 5
  - Incorporating six additional practice written exams in Level 5 on Thursdays and Fridays, in preparation for the State Board written exam
  - Providing prospective students with a list of services available to them as students of Fullerton College; providing information to the students when they enter the Cosmetology Program with a Cosmetology Department Learning Agreement
  - Procedure/Resource manuals have been created and utilized in levels 1-5 as a tool for additional support and preparation
  - Recommendation to the college administration the value in retaining a vocational education counselor
- **Objective 2:** Increase course retention and success by encouraging students to attend Study Hour twice weekly, private tutoring, and having practice written exams available at the Skills Center.
  - Utilize student support services and resources available on campus

- Use the online Pivot Point LAB (Learn About Beauty) resources available
- **Objective 3:** Increase the number of certificates and possible degrees, and transfers by reinstating the Esthetic's program in both the day time and evenings, as well as creating and offering a new program in Barbering. Implementation of both programs was highly recommended by the Cosmetology Department's Advisory Board.
- **Objective 4:** Increase the number of certificates and possible degrees and transfers by encouraging the teacher trainees to further their education. A continued effort with counselors that specializing in vocational education is a tremendous asset to both the teacher trainees and the cosmetology students.
- **Objective 5:** Increase the persistence rate by providing prospective students with access to as much information and as many resources that the department and the college has to offer them to ensure their success prior in enrolling in the cosmetology program and throughout their educational experience at Fullerton College.

**Goal 2:** The Cosmetology Department will reduce the achievement gap:

- **Objective 1:** Address the needs of English language learners, encouraging students to attend ESL classes at Fullerton College or SCE, seek guidance from campus counselors and provide students with a list of campus services available to them.
- **Objective 2:** Increase the retention of Hispanic and African-American students by at least 2% by having them utilize campus services, Pivot Point online coursework, encouraging students to attend Study Hour and/or private tutoring
- **Objective 3:** Increase success rate of Hispanic and African-American students by having them utilize campus services, Pivot Point online coursework, attend Cosmetology Study Hour, and/or private tutoring.
- **Objective 4:** Increase persistence rate of Hispanic and African-American students by 2% by having them utilize campus services, Pivot Point online coursework, Cosmetology Department Study Hour, private tutoring, and the support and guidance from CTE counselors.

**Goal 3:** The Cosmetology Department will strengthen connections with the community:

- **Objective 1:** Strengthen our contacts with Alumni through our web site and possibly social media. The use of LAB (Learning About Beauty) from Pivot Point International has broaden the possibility of students keeping contact with our department; graduating students, prospective businesses, and opportunities that offers employment
- **Objective 2:** Strengthen partnerships with local feeder high schools by attending "College Night" and introducing to high school students the courses that are available to them. Also, annually attending "La Habra Goes to College", an event sponsored by the City of La Habra. The CTE counselor will give guidance and information in regards to vocational education and provide of universities that offer advanced degrees and opportunities.

- **Objective 3:** Strengthen partnerships with Dermalogica, Redken, Salon Centric, Western States Kit Co., and other businesses and salons the area
- **Objective 4:** Increase the department's engagement with the community through possible advertisement and marketing strategies

## 2.0 Program Data & Trends Analysis

### 2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.

(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
<b>Enrollment</b> 2013=724 2014=772 2015=830 2016=752 2017=716	Since 2013, the enrollment for cosmetology has increased from a low of 724 to a high of 830 in 2015. From 2015, it decreased from a high of 830 to a low of 716. This may be due to the lack of program opportunities such as barbering and esthetics. Another concern for a decline in enrollment may be due inconsistencies with support staff and a lack of funding; students were not issued their funds for financial aid in time to meet kit and textbook purchase requirements. In addition, more resources are needed for program outreach and marketing.
<b>Total FTES</b> 2013=380.9 2014=468.2 2015=496.5 2016=460.3 2017=442.7	The FTES average is 449.72. The increase in instructors is due to the loss of full-time instructors. In addition, adjunct instructors are not able to work over 10 hours per week.
<b>Sections</b> 2013=47 2014=44 2015=54 2016=61 2017=51	Sections has decreased from a high of 47 in 2013 to a low of 44 in 2014 and from a low of 44 in 2014 to a high of 61 in 2016. The sections have declined from a high of 61 in 2016 to a low of 51 in 2017. The various rates are due to reinstating the evening program and by not providing the esthetics program.
<b>FTEF</b> 2013=10.76 2014=16.23 2015=25.20 2016=25.45 2017=22.15	The FTEF rate went from a low of 10.76 in 2013 to a high of 25.45 in 2016; it then decreased to 22.15 in 2017. The average FTEF is 19.95. The changes were due to four full-time faculty members in which retired between the years of 2013-2015. In 2015, three full-time instructors were hired to replace the three instructors that retired. In 2016, an additional full-time instructor was hired. In 2017, another full-time instructor retired. The positions that were filled helped to relieve the burdens and balanced workloads. However, if we incorporate any programs, there will be a need for more instructors to relieve and alleviate additional stress.

<b>Fill Rate</b> 2013=63.1% 2014=76.4% 2015=71.4% 2016=53.8% 2017=56.5%	The average five-year fill rate is 64.24%. In order to maintain an adequate fill rate, the department requires consistent support from support staff and are in dire need of program outreach, informational brochures, marketing and advertisement, a barbering program, esthetician program and advanced training courses.
<b>WSCH/FTEF</b> 2013= 361.8 2014= 393.4 2015= 373.5 2016= 340.3 2017= 332.5	The average rate 360.3, with a high of 393.4 in 2014 to a low of 332.5 in 2017. This decrease may be due to the transitional phase of instructors retiring and employing new full time instructors. The focus of instructors is based on departmental requirements, rather than program recruitment.
Retention 2013= 96% 2014= 96% 2015= 97% 2016= 96% 2017= 94%	The average rate for retention for five years is 95% with minimal loss. No significant change has occurred.
Success 2013= 91.7% 2014= 92.8% 2015= 94% 2016= 92.9% 2017= 91.7%	The average rate of success for five years is 92% with a slight increase from the previous Program Review.

## 2.2 Peer Institution Comparison

How does your program compare with peer institutions? Provide a *narrative* of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)). Complete the table below.

College/Program Summer 2017	Fullerton	Cerritos	Golden West	Riverside	Santa Barbara
Retention:	98.29%	93.33%	97.03%	100%	N/A
Success:	95.73%	91.76%	94.06%	100%	N/A
Degrees Awarded:	N/A	N/A	N/A	N/A	N/A
Certificates Awarded:	N/A	N/A	N/A	N/A	N/A
Transfers:					

College/Program Spring 2017	Fullerton	Cerritos	Golden West	Riverside	Santa Barbara
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<b>Retention:</b>	96.89%	94.74%	99.05%	100%	98.82%
<b>Success:</b>	94.55%	93.42%	95.26%	89.84%	92.35%
<b>Degrees Awarded:</b>	10	11	8	9	5
<b>Certificates Awarded:</b>	123	42	48	97	40
<b>Transfers:</b>					

<b>College/Program Fall 2016</b>	<b>Fullerton</b>	<b>Cerritos</b>	<b>Golden West</b>	<b>Riverside</b>	<b>Santa Barbara</b>
<b>Retention:</b>	93.39%	96.30%	97.67%	100%	98.25%
<b>Success:</b>	90.66%	94.07%	95.35%	89.79%	91.81%
<b>Degrees Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Certificates Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Transfers:</b>					

<b>College/Program Summer 2016</b>	<b>Fullerton</b>	<b>Cerritos</b>	<b>Golden West</b>	<b>Riverside</b>	<b>Santa Barbara</b>
<b>Retention:</b>	90.32%	100%	96.97%	100%	100%
<b>Success:</b>	88.71%	94.87%	95.96%	89.77%	92.59%
<b>Degrees Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Certificates Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Transfers:</b>					

<b>College/Program Spring 2016</b>	<b>Fullerton</b>	<b>Cerritos</b>	<b>Golden West</b>	<b>Riverside</b>	<b>Santa Barbara</b>
<b>Retention:</b>	97.39%	99.15%	94.67%	100%	100%
<b>Success:</b>	94.78%	98.29%	90.22%	92.43%	96.05%
<b>Degrees Awarded:</b>	4	6	1	4	0
<b>Certificates Awarded:</b>	102	61	36	76	39
<b>Transfers:</b>					

<b>College/Program Fall 2015</b>	<b>Fullerton</b>	<b>Cerritos</b>	<b>Golden West</b>	<b>Riverside</b>	<b>Santa Barbara</b>
<b>Retention:</b>	94.20%	96.81%	97.93%	100%	100%
<b>Success:</b>	89.13%	94.15%	89.13%	93.66%	93.02%
<b>Degrees Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Certificates Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Transfers:</b>					

<b>College/Program Summer 2015</b>	<b>Fullerton</b>	<b>Cerritos</b>	<b>Golden West</b>	<b>Riverside</b>	<b>Santa Barbara</b>
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<b>Retention:</b>	99.19	95.77	98.18	100	100
<b>Success:</b>	98.39	95.77	93.64	96.67	95.12
<b>Degrees Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Certificates Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Transfers:</b>					

<b>College/Program Spring 2015</b>	<b>Fullerton</b>	<b>Cerritos</b>	<b>Golden West</b>	<b>Riverside</b>	<b>Santa Barbara</b>
<b>Retention:</b>	99.67%	89.82%	94.56%	100%	100%
<b>Success:</b>	95.44%	86.73%	91.63%	93.88%	95.57%
<b>Degrees Awarded:</b>	6	8	1	10	1
<b>Certificates Awarded:</b>	114	43	79	110	56
<b>Transfers:</b>					

<b>College/Program Fall 2014</b>	<b>Fullerton</b>	<b>Cerritos</b>	<b>Golden West</b>	<b>Riverside</b>	<b>Santa Barbara</b>
<b>Retention:</b>	97.28%	90.42%	96.28%	100%	100%
<b>Success:</b>	93.20%	88.33%	91.74%	94.69%	98.04%
<b>Degrees Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Certificates Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Transfers:</b>					

<b>College/Program Summer 2014</b>	<b>Fullerton</b>	<b>Cerritos</b>	<b>Golden West</b>	<b>Riverside</b>	<b>Santa Barbara</b>
<b>Retention:</b>	96.77%	69.62%	98.25%	100%	N/A
<b>Success:</b>	95.16%	68.35%	92.98%	95.88%	N/A
<b>Degrees Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Certificates Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Transfers:</b>					

<b>College/Program Spring 2014</b>	<b>Fullerton</b>	<b>Cerritos</b>	<b>Golden West</b>	<b>Riverside</b>	<b>Santa Barbara</b>
<b>Retention:</b>	95.50%	91.69%	97.89%	99.65%	97.89%
<b>Success:</b>	91.70%	88.93%	93.33%	93.03%	83.16%
<b>Degrees Awarded:</b>	11	6	7	14	2
<b>Certificates Awarded:</b>	94	91	64	102	2
<b>Transfers:</b>					

<b>College/Program Fall 2013</b>	<b>Fullerton</b>	<b>Cerritos</b>	<b>Golden West</b>	<b>Riverside</b>	<b>Santa Barbara</b>
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<b>Retention:</b>	95.29%	93.19%	97.82%	98.77%	99.07%
<b>Success:</b>	92.03%	90.09%	91.64%	92.31%	94.44%
<b>Degrees Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Certificates Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Transfers:</b>					

<b>College/Program Summer 2013</b>	<b>Fullerton</b>	<b>Cerritos</b>	<b>Golden West</b>	<b>Riverside</b>	<b>Santa Barbara</b>
<b>Retention:</b>	91.94%	94.07%	100%	92.47%	100%
<b>Success:</b>	90.32%	88.98%	93.33%	90.32%	94.67%
<b>Degrees Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Certificates Awarded:</b>	N/A	N/A	N/A	N/A	N/A
<b>Transfers:</b>					

<b>College/Program Spring 2013</b>	<b>Fullerton</b>	<b>Cerritos</b>	<b>Golden West</b>	<b>Riverside</b>	<b>Santa Barbara</b>
<b>Retention:</b>	97.19%	94.88%	94.62%	95.83%	99.52%
<b>Success:</b>	91.57%	90.84%	89.96%	89.58%	94.23%
<b>Degrees Awarded:</b>	3	5	4	15	2
<b>Certificates Awarded:</b>	74	47	140	100	16
<b>Transfers:</b>					



## Narrative

The average student retention rate is 95.95%; it ranged from a low of 97.19 in Spring 2013 to a high of 98.29 in Summer 2017. The average student success rate is 92.95%; student success ranges from a low of 91.57% in Spring of 2013 to a high of 98.29% in Summer of 2017. Students were able to maintain retention and continue successful completion by guidance from CTE counselors, dedicated instructors, Study Hour, private tutoring, the assistance of teacher trainees in the classroom, Pivot Point's online learning system Learn About Beauty, mock board examinations, active participation in the community, field trips, recommendations for continuing education, weekly written examinations for all levels, utilizing the procedure/resource manuals for all levels, and the Fullerton Cosmetology Department's Learning Agreement. Fullerton College Cosmetology program maintains high ethical standards, retention and success rates that are comparable and competitive with local cosmetology programs.

The average degrees awarded is 6.8; from a low of 3 in 2013 to a high of 10 in 2017, these numbers have fluctuated throughout the years. CTE counselors are invited to the student orientation to encourage and increase degrees in the Cosmetology Program. The implementation STEM, effective communication with support staff, marketing and advertisement will also support the department in increasing the numbers of degrees and transfers. The transfer rates do not accurately represent the cosmetology department, yet it represents general information pertaining to other vocations.

The total number of certificates is 507, with an average of 101. From a low of 74 in Spring of 2013, to a high of 123 in Summer 2017, the Fullerton College Cosmetology Department's amount of certificates awarded maintains outstanding numbers in comparison to other colleges. Thus continues to support the success and retention rates among students.

### **2.3 Achievement Gap**

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention	% Success
<b>Males</b>	2013- 97.7%	2013- 88.6%
	2014- 97.0%	2014- 84.8%
	2015- 96.0%	2015- 96.0%
	2016- 90.0%	2016- 70.0%
<b>Females</b>	2013- 96.3%	2013- 91.9%

	2014- 96.7% 2015- 97.9% 2016- 96.7%	2014- 93.2% 2015- 94.0% 2016- 93.6%
<b>Asian-American</b>	2013- 90.9% 2014- 93.9% 2015- 95.8% 2016- 90.3%	2013- 81.8% 2014- 90.9% 2015- 91.7% 2016- 87.1%
<b>African-American</b>	2013- 90.0% 2014- 93.3% 2015- 100% 2016- 100%	2013- 75% 2014- 80% 2015- 86.4% 2016- 85.7%
<b>Filipino</b>	2013- 95.2% 2014- 100% 2015- 100% 2016- 100%	2013- 95.2% 2014- 100% 2015- 100% 2016- 90.9%
<b>Hispanic</b>	2013- 96.9% 2014- 98.8% 2015- 97.9% 2016- 95.6%	2013- 93.7% 2014- 94.4% 2015- 93.6% 2016- 92.4%
<b>Native American</b>	2013- N/A 2014- N/A 2015- N/A 2016- N/A	2013- N/A 2014- N/A 2015- N/A 2016- N/A
<b>Other Non-White</b>	2013- N/A 2014- N/A 2015- N/A 2016- N/A	2013- N/A 2014- N/A 2015- N/A 2016- N/A
<b>Pacific Islander</b>	2013- N/A 2014- 100% 2015- 100% 2016- N/A	2013- N/A 2014- 100% 2015- 100% 2016- N/A
<b>White</b>	2013- 97.2% 2014- 96.8% 2015- 98.1% 2016- 98.2%	2013- 92.2% 2014- 93.2% 2015- 94.8% 2016- 95.6%
<b>Unknown</b>	2013- 94.1% 2014- 95% 2015- 96.0% 2016- 95.2%	2013- 82.4% 2014- 95% 2015- 96% 2016- 85.7%
<b>Range (Max-Min)</b>	2013- N/A 2014- N/A 2015- N/A 2016- N/A	2013- N/A 2014- N/A 2015- N/A 2016- N/A

## 2.4 Program Effectiveness

**Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?**

Since the last program review the staff of the Cosmetology Department has tremendously contributed to the betterment of students. The department continues to encourage the success of the students and continues to prepare the students for prosperous completion for of the State Board of Barbering and Cosmetology Examination. In addition, the staff works diligently to prepare the students for career success.

- Pivot Point- Learn About Beauty is Pivot Point's online learning system: Learn About Beauty (LAB) has integrated a web based learning tool that includes the concept of social media to grasp the attention today's generation; students are able to:
  - Download Pivot Point's textbooks and have easier access to learning materials
  - Watch videos on sculpture, hair design, texture, and hair color to confirm understanding and re-enforce what was taught in the classroom
  - Students are able take practice examination to better prepare them for examinations
  - Students have the opportunity to post photos of their classwork, in which prepares the students for career success
  - Videos are available in English and in Spanish, and includes closed captions
- Study Hour
  - Implementation of teacher trainees as tutors
    - Must be certified in order to become a tutor
    - CRLA training classes are offered on campus
    - Develops understanding and skills to work students prior to becoming an instructor
  - Students continue to acquire knowledge and necessary skills to better prepare students for exams as well as perfect their skills
  - Students can determine what type of learner they are to better prepare for learning and to ease test anxiety
  - Confirm understanding
- Procedure/Resource Manual
  - Instructors continue to update on a regular basis for all five levels to better prepare students for various procedures
  - Rules and Regulation Manual has been included to better prepare students for licensure
  - Health and Safety Module has been included for students to become familiar with safety in school and the work place
- Learning Agreement
  - A support guide to assist the students and staff to meet the standards of mutual respect, an important aspect of cosmetology, life-long learning and meaningful careers
  - Instructors and staff strive for consistency; the Learning Agreement serves as a guide for standards and professionalism at school

- Teacher Trainee Program and Pivot Point Classes
  - Student observation and interaction
  - Students prepare lesson plans to better prepare for various methods of instruction
  - Assist in becoming master educators, facilitators and address administrative tasks
- Continuing Education
  - Students are encouraged to attend trade shows with professionals in the industry
  - Students may obtain additional hours to attend
  - Encourage students to take free educational classes
  - Guest speakers that are professionals in the industry are invited to speak to the students and share their knowledge
  - Pivot Point classes are incorporated for preparation for prospective instructors
- Client Services
  - Offered at affordable prices
  - Salon based services enhance the learning experience for students
  - Encourages professional growth and development
  - Increase communication skills
- Degrees/Certificates
  - AS degree in Instructional Techniques revised to incorporate STEM related courses as restricted electives
- Field trips and Community outreach
  - Continue to develop people skills
    - Victims of domestic violence
    - Underprivileged families
    - Honoring Veterans
    - Disability awareness
    - Club Rush and Night Life- free haircuts and manicures for students
    - Kinder Caminata- providing face painting for first generation college students
    - Department actively participates in annual food and veteran drives
    - Actively participate in campus activities
- Student Competitions
  - Super Cuts Sunday annual students competition
  - Often offers immediate career opportunities

**2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.**

- Abiding California Rules and Regulations mandated by the State Board of Barbering and Cosmetology and the National Interstate Council (NIC)

- Barbering and Cosmetology Act Rules and Regulations
- Health and Safety Module
- State Board Inspections
- CTE counselors are present at student orientation
  - Students are encouraged to make an appointment with the CTE counselor
- Degree/Certificate programs
  - STEM
- Utilizing LAB
  - Practice tests
  - Improve students success rates and retention
- Study Hour
  - Tutors are certified and trained specifically for subject matter and criteria
  - Teacher trainees obtain experience with students to better assist with test, increase pass rates and improve student retention

## 2.6 Provide any other data that is relevant to your self-study.

- Levels of success were measured by pass and/or fail rates mandated by the State Board of Barbering and Cosmetology and the NIC
  - [http://www.barbercosmo.ca.gov/schools/schls\\_rslts.shtml](http://www.barbercosmo.ca.gov/schools/schls_rslts.shtml)

2014-2017 PASS Rate Average				
SCHOOL NAME	WRITTEN		PRACTICAL	
	NUMBER PASS/TOTAL	PERCENT	NUMBER PASS/TOTAL	PERCENT
Fullerton College	396/452	88%	412/457	90%
Cerritos Community College	368/446	83%	338/385	88%
Golden West College	500/570	88%	504/542	93%
Riverside College	398/455	87%	407/424	96%
Santa Barbra City College	307/342	90%	310/331	94%

- Information pertaining to peer institutions, measuring data, enrollment, student success and retention:
  - Data Mart
  - Tableau
- Trends
 

Cosmetology is an industry that is in high demand and the numbers continue to increase for economic development. Annual wages for cosmetologist varies from a low of \$22,022 to a high of \$34,328 for 2017. Unfortunately, this does not reflect all income for cosmetologist due to

self-employment and actual earnings not being reported. Estimated job growth projected for 2017 is 1,970. Employment of cosmetologists in California is projected to grow +18.7% from 2014 to 2024 (California Employment Development Department Employment Projections and O\*NET Employment Trends). Possessing dual licenses gives the industry professional that needed advantage when competing for higher paying salon jobs (Bureau of Labor Statistics Job Outlook).

Cosmetology is an industry that has many aspects; industry connections include skin care and barbering. The annual income for esthetics (skin care) ranges from a low of \$23,789 to a high of \$39,042. There is a projection of employment opportunities of 180 in 2017 and the numbers continue to grow. Employment of Skin Care Specialists (Esthetics) in California is projected to grow +15.8% from 2014 to 2024 (California Employment Development Department Employment Projections and O\*NET Employment Trends (Bureau of Labor Statistics Job Outlook).

Barbering is in high demand. The average hourly mean for barbers is \$14.80. Other income varies from a low of \$11.02 per hour to a high of \$17.92 per hour. The Employment Development Department (EDD) and O\*NET sources show that the employment of barbers in California is projected to grow +20% from 2014 to 2024. EDD also shows the 2014-2024 projected growth for Los Angeles County at 27.3% and Orange County at 11.9%.

All of these aspects to the Barbering and Cosmetology industry, leads to rewarding careers and also provides the opportunity for industry professionals, such as barbers, cosmetologist and estheticians to share their occupation with others by teaching a vocational course. Teachers are also needed and are in high demand. Employment of Vocational Education Teachers, Postsecondary in California is projected to grow +18.7% from 2014 to 2024 and 18.4% in Los Angeles County (EDD/O\*NET Employment Trends).

<http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>

<http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?socode=395011>

<https://www.onetonline.org/link/summary/39-5011.00>

### **3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)**

Based on your analysis in 2.1 through 2.6, answer the following questions:

#### **3.1 What are the strengths of your program?**

1. There was an increase in African-American student retention and success.
2. There was an increase in Associates of Science Degrees in Cosmetology and Cosmetology Certificates.
3. We continue to offer the study hour through the Skills center to help improve student test scores and to prepare students for the written examination portion for state licensure.
4. There was an increase in Associates of Science Degrees in Cosmetology Instructor. Teacher trainees who have completed the 600 hours Instructional Techniques course are often hired as adjunct faculty and/or substitute instructors. They are considered to be highly desirable candidates for employment because they are familiar with the program and possess an Associate Degree.



5. There was an increase in Course Success. Our department provides professional development workshop training in Pivot Point's teaching methodologies, the textbooks used for classroom instruction (theoretical and practical). The workshops are offered annually on a weekend and have maintained a high count of attendees (instructors, substitute instructors, and teacher trainees).
6. This 2017 Fall semester we created a two (2) module kit for student purchase. The first module kit is purchased at the beginning of Level 1 (all items required to complete the level) and the second module kit is purchased on the last day of Level 1 (remainder items required to complete the program). This has alleviated much financial strain for students who are waiting on financial aid and/or are lacking the funds to purchase the complete kit. Students were withdrawing from the course because they did not have the funds for their kit; we obtained full enrollment of 25 students in both day and evening classes the first semester quarter.
7. We updated and upgraded our salon service menu offering higher quality services that required a slight price increase in order to meet the overhead costs; our prices are still cost friendly.
8. We recently updated our website with current information of student salon services for clients, how to enroll for prospective students, and cosmetology courses offered.
9. We recently hired and filled the second classified staff position for office support.

### **3.2. What are the weaknesses of your program?**

1. Enrollment has decreased from 2015 to 2017.
2. Inconsistencies with office support staff contributed to giving incorrect information to prospective students with inquiries about our program and course start dates. Office staff was not always available to answer phone calls or to retrieve and/or return voice messages from clients which creates a challenge for client retention. Student timecards were not being audited in a timely manner effecting students to complete required applications in order to move to the next level (student retention) and to pre-apply for the state licensure examination (student success).
3. Lack of program opportunities in Barbering, Esthetics, and advanced courses to increase enrollment and degree/certification completions.
4. Lack of funding for program opportunities (Barbering/Esthetics/advanced courses)
5. Lack of marketing to prospective students contributed to low enrollment. Based on student feedback, many were unaware of our start dates, particularly with summer courses. Program brochures and signage needed are needed for advertising.
6. No accessibility to electronic devices (tablets/computers) in the classroom for learning.
7. Shortage of retail sales, no public signage of student salon services.
8. No point of sale system for:
  1. Inventory control/loss prevention (products/supplies/tools/equipment)
  2. Data to track/analyze sales (services/products) and client record keeping (contact information/allergy skin test/services rendered/product purchased/student stylist/instructor supervisor)
  3. Data to track and report profit/loss
9. Defective copy machine to sustain the department's high volume of daily operations. Our current copy machine is approximately 13 years old and has been out of commission for services/repairs on 13 different occasions within the last two years, averaging 1.8 months of dependability. The copy machine is used by and/or for the 2 office support staff (student

documents/staff documents/hospitality documents/etc.), 37 instructors (class hand-outs/seating charts/rubrics/student contracts/department hand-outs/etc.), and 700+ students annually (timecards/proof of training/pre-applications/etc.).

### 3.3 What opportunities exist for your program?

1. The Employment Development Department (EDD) and O\*NET sources show that the employment of barbers in California is projected to grow +20% from 2014 to 2024. EDD also shows the 2014-2024 projected growth for Los Angeles County at 27.3% and Orange County at 11.9%.  
<http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?soccode=395011>  
<https://www.onetonline.org/link/summary/39-5011.00>  
<http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>
  - The implementation of a Barbering Program will prepare students for the California State Board Barbering license examination. It will provide the core concepts required for an entry-level position entering the barbering field.
  - A notice of intent and application for a Barbering Program was submitted to the Los Angeles Orange County Regional Consortia (LAOCRC) and it was approved. Currently the Barbering Associates in Science Degree curriculum is being evaluated through the curriculum approval process in curriCUNET.
  - A Barbering Program offers additional opportunities for prospective students contributing to the promotion of student success by increasing the number of degrees and certificates awarded, reducing the achievement gap of our Hispanic and African-American students, and strengthening connections with the community in outreach events for high school students who are interested in a barbering career.
  - We already have a classroom that can accommodate a barbering class. Our Esthetics Program was cancelled but its classroom still exists in our department.
2. Employment of cosmetologists in California is projected to grow +18.7% from 2014 to 2024 (California Employment Development Department Employment Projections and O\*NET Employment Trends) and possessing dual licenses gives the hair professional that needed advantage when competing for higher paying salon jobs (Bureau of Labor Statistics Job Outlook).  
<http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=395012&Geography=0601000000>  
<https://www.onetonline.org/link/summary/39-5012.00>  
<https://www.bls.gov/OOH/personal-care-and-service/barbers-hairdressers-and-cosmetologists.htm#tab-6>
  - The Barbering Program also provides a crossover pathway for cosmetologists (students/licensed professionals) who wish to acquire an additional license to practice barbering. The Cosmetology Crossover to Barbering Certificate curriculum is currently being evaluated through the curriculum approval process in curriCUNET.
  - This crossover pathway also promotes student success by offering more certificates awarded and increasing the persistence rate of students, including those who are Hispanic and African-American which also contributes to the reduction of the achievement gap.

- It will contribute to strengthening our connections with the community by offering an opportunity for an additional license to cosmetology Alumni and cosmetology licensed professionals within both local businesses and California industries.
3. Employment of Vocational Education Teachers, Postsecondary in California is projected to grow +18.7% from 2014 to 2024 and 18.4% in Los Angeles County (EDD/O\*NET Employment Trends).

<http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=&careerID=&menuChoice=occExplorer&geogArea=0601000000&soccode=251194&search=Explore+Occupation>

<https://www.onetonline.org/link/summary/25-1194.00>

<http://www.labormarketinfo.edd.ca.gov/aspdotnet/SupportPage/AllOccPrj.aspx?soccode=251194>

“Overall demand for career and technical education teachers will be driven by a continued need for programs that prepare students for technical careers. Postsecondary career and technical education programs have experienced an increase in the number of career and technical institutions and an increase in the number of graduates who have received certificates or diplomas. This will have a positive impact on the demand for career and technical teachers.” (Bureau of Labor Statistics)

<https://www.bls.gov/ooh/education-training-and-library/career-and-technical-education-teachers.htm#tab-6>

- Our Instructional Techniques in Cosmetology/Esthetics/Barbering Program is currently being revised and evaluated through the curriculum approval process in curricUNET. The anticipated start date is Fall 2018. This program is the only one available at a community college in Orange County and Los Angeles County for licensed cosmetologists, estheticians, and barbers to become a candidate that has a “highly desired qualification” as an instructor at a community college. The Instructional Techniques Program is another pathway to further enhance the career for the single or dual licensed professional (cosmetology/barbering).
  - The Cosmetology Instructor Associate in Science Degree is currently being evaluated through the curriculum approval process in curricUNET. This degree will increase the enrollment in STEM courses for degree requirement. It will promote student success in increasing course retention and success, the number of degrees, the number of transfers, and the persistence rate of students. Student success will reduce the achievement gap within our Hispanic and African-American student population.
  - This program is an opportunity for the experienced, licensed professional which will contribute to strengthening our connections with the community, both local businesses and industries.
4. Employment of Skin Care Specialists (Esthetics) in California is projected to grow +15.8% from 2014 to 2024 (California Employment Development Department Employment Projections and O\*NET Employment Trends (Bureau of Labor Statistics Job Outlook).

<http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=esthetics&careerID=&menuChoice=&geogArea=0601000000&soccode=395094&search=Explore+Occupation>

<https://www.onetonline.org/link/summary/39-5094.00>

- Reinstating the Esthetics Program will contribute to promoting student success by increasing the number of degrees and certificates awarded. Students who pursue a degree will increase the enrollment in STEM courses for degree requirement and increase the persistence rate of students.

- The Esthetic's curriculum is currently being revised and evaluated through the curriculum approval process in curricUNET.
- All advanced courses in Esthetics has been revised and is currently in the approval process in curricUNET.
- We have an esthetics classroom but currently it is being used for other classes; our previous esthetics classroom was relocated during the renovation of the 700 building.
- We still have our esthetic equipment/furniture in long-term storage since the cancellation of the Esthetics Program.

### **3.4 What challenges exist for your program?**

1. Lack of funds.
2. Insufficient equipment for classroom instruction. The current salon chairs do not recline and pose a risk in student injuries. Students cannot be properly trained in Skin Care applications required for state licensure (eyebrow tweezing/facial waxing/facials) for exchanges and practices.
3. Accessible classroom computers/tablets to help economic disadvantaged students have access to online resources during classroom instruction.
  - Pivot Point's Learn About Beauty (LAB) online learning website is bundled in the student book purchase. LAB online is a highly interactive tool for students to download their books, watch all videos of applications demonstrated and practiced in class, take quizzes/exams, do research, communicate with instructors/classmates, and share/exchange information for learning. The company does ongoing studies of LAB used in the classroom and has reported an increase in student attendance and in student test scores.
  - CANVAS is another online resource tool with limited use in the classroom due to lack of computer/tablet access.
4. Defective copy machine to sustain the department's high volume of daily operations. Our current copy machine is approximately 13 years old and has been out of commission for services/repairs on 13 different occasions within the last two years, averaging 1.8 months of dependability. The copy machine is used by and/or for the 2 office support staff (student documents/staff documents/hospitality documents/etc.), 37 instructors (class hand-outs/seating charts/rubrics/student contracts/department hand-outs/etc.), and 700+ students annually (timecards/proof of training/pre-applications/etc.).
5. Classroom availability, equipment/furniture, tools/ supplies, classroom computers/tablets, and instructors (full time/adjunct) for a Barbering Program.
6. 10 unit maximum restriction for teaching assignments create a constant overturn of adjunct faculty that affects instructional consistencies within the classroom.
7. Needing more staff support and/or technical systems to track and update student records in a timely manner (timecard audits/missed hours), all inventory, clients and services.
8. Adequate advertisement to promote our program and student salon services offered.

## **4.0 Student Learning Outcomes (SLO) Assessment**

### **4.1 List your program level SLOs and complete the expandable table below.**

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of COSM 055AF, students will be able to demonstrate and evaluate the practical procedure for the disinfection of equipment as mandated by the State Board of Barbering and Cosmetology Acts and Rules and Regulations.	March 2016	March 2016	The State Board of Barbering and Cosmetology National Exam criterion is used for improvements and requirements. These changes and updates are implemented immediately upon notice.	1
2.	Upon successful completion of COSM 055BF, students will be able to demonstrate the application of an acrylic nail at an introduction level as mandated by the State Board of Barbering and Cosmetology standards.	March 2016	March 2016	Follow current Board criteria that is update frequently; changes made upon receipt.	1
3.	Upon successful completion of COSM 055CF, students will be able to identify and demonstrate the proper press and curl procedure as mandated by the California Board of Barbering and Cosmetology Performance criteria.	March 2016	March 2016	Follow current Board criteria that is update frequently; changes made upon receipt.	1
4.	Upon successful completion of COSM 055DF, students will be able to practice and develop			February 2015, Pivot Point changed to	

	trade ethics and salon work habits for success in cosmetology industry; create a Final Design Forum Project and practice advanced salon techniques on clients in a lab environment.	March 2016	March 2016	<i>Salon Ability</i> for the advanced techniques implemented and practiced in Level 4.	1
5.	Upon successful completion of COSM 055EF, students will be able to demonstrate the applied knowledge of a sodium hydroxide chemical relaxer as mandated by the Board of Barbering and Cosmetology.	March 2016	March 2016	Instructor evaluates the student knowledge through a performance examination.	1
6.	Upon successful completion of COSM 060F, students will be able to create, appraise and justify twenty-five lesson plans.	September 2016	September 2016	Instructor evaluates the students' completion of comprehensive and on time lesson plans	1
7.	Upon successful completion of COSM 062 F, students will be able to demonstrate professional and vocational competency and practice being a better communicator, educator, motivator, and facilitator.	September 2016	September 2016	Instructor evaluates the student-instructor presentations and provides valuable feedback.	1

**4.2 Assessment: Complete the expandable table below.**

<i>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</i>			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1.	Instructor will evaluate student's	There were 242 students evaluated	Improvement should be made in

Students will be able to demonstrate and apply proper disinfection procedures mandated by the Board of Barbering and Cosmetology.	knowledge of proper disinfection procedures through practical performance examinations. The levels that were mapped for this examination were Levels 1, 2, 3, 4, & 5.	through practical performance examinations and 231 passed or 95% of students were successful.	all levels to include a practical progress charts or rubric for daily grades requiring students to demonstrate proper disinfection techniques, Monitored, daily, by the instructor.
2. Students will be able to demonstrate proper procedures in the application of Sodium Hydroxide Relaxer, and safety precautions as required by the Board of Barbering and Cosmetology and for licensure.	Instructor will evaluate student's practical demonstration, observation in lab, and practical mock board exams on the application of Sodium Hydroxide. Level 5 was used to map and assess the criteria.	47 students were evaluated by practical mock board exams with a success rate of 100% or 47 students accomplishing the task with a passing practical grade.	Mock boards and performance evaluations should continue to be monitored and practiced in level 5 requiring proper procedure and timed practical exams.

#### **4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.**

The Cosmetology department has completed and identified SLOS 100% of all of the courses offered at Fullerton College. 100% of all Cosmetology classes currently offered in the Cosmetology program, have SLO's completed and ongoing SLO assessments

Student learning outcome assessments have been completed since our last program review. We evaluated and discussed the results of our assessment. Our findings will help us develop a plan in which we can improve student outcomes within the department, the college, and the State Board of Barbering and Cosmetology.

#### **4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?**

Rubrics of acceptable procedure performances used for Performance Evaluations and written examinations for student assessment have been developed by the staff (faculty), following industry standards (Advisory Committee) and State Board of Barbering and Cosmetology criteria.

Pivot Point Learn About Beauty website is used to reinforce cognitive learning and promote recall through web based transfer of information and Learning Connections and available Exams to practice in specific area of need.

Study Hour has been continued and is recommended for all students, but those especially scoring lower than 75% on any exam, to help prepare for upcoming tests as well as to study for the State Board Exam.

#### 4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

Assessment of program-level SLO's led to improvements in the transfer or certificate/degree awards through the development and revision of the course rubrics. Using the rubric and performance examinations has helped measure strengths and weaknesses in our method of delivery and student comprehension. Therefore, helping the students be more successful and graduating on time, receiving their license, and for them to continue their education and transfer to a four-year college. Through meetings discussing SLO's and Advisory Committee Annual Meetings, the Learning Agreement, with Attendance/Participation Policy, is a pertinent addition to student reaching their graduation date goal and passing the State Board Exam.

#### 4.6 What challenges remain to make your program level SLOs more effective?

We have learned that many of our students are strong in manipulative skills and weak in comprehension and written skills. We work with the skills center to help our student's increase the pass rate of the State Board written examinations. We offer Independent Studies and the lead instructors are always available during Student (Office) Hours.

- Maintaining proper staffing and course offerings as well as registration, especially during the Summer session, for the success of our students and completion of our program is a challenge; low registration can lead to cancelation and slow student goal date.
- Due to the changes in state policy, we have as many as 5-6 adjunct faculty teaching in the same level; not all adjunct faculty are abreast as to what SLOA's, CLOA's, PLOS's are or why they should be measured.
- The full-time staff diligently discusses assessment results with colleagues and makes changes for student success. This is time consuming and requires meetings and planning.

The following Ranking of Department Statistics chart shows the proficiencies, # 1, in the written part of the State Board exam ranking with four other community colleges. We are in the top two in the practical section of the State Board exam:

2014-2017 PASS Rate Average				
SCHOOL NAME	WRITTEN		PRACTICAL	
	NUMBER PASS/TOTAL	PERCENT	NUMBER PASS/TOTAL	PERCENT
Fullerton College	396/452	88%	412/457	90%



Cerritos Community College	368/446	83%	338/385	88%		
Golden West College	500/570	88%	504/542	93%		
Riverside College	398/455	87%	407/424	96%		
Santa Barbra City College	307/342	90%	310/331	94%		
2017 PASS						
Fullerton College	31/41	76%	61/65	94%		
Cerritos Community College	72/81	89%	50/60	83%		
Golden West College	75/86	87%	84/91	92%		
Riverside College	84/95	88%	87/93	94%		
Santa Barbra City College	58/69	84%	60/66	91%		
2016 PASS						
Fullerton College	120/124	97%	114/122	93%		
Cerritos Community College	74/86	86%	53/60	88%		
Golden West College	131/152	86%	135/142	95%		
Riverside College	101/103	98%	102/104	98%		
Santa Barbra City College	75/78	96%	74/76	97%		
2015 PASS						
Fullerton College	137/158	87%	134/155	86%		
Cerritos Community College	119/132	90%	122/139	88%		
Golden West College	134/144	93%	131/144	91%		
Riverside College	117/129	91%	115/121	95%		
Santa Barbra City College	85/96	89%	89/93	96%		
2014 PASS						
Fullerton College	108/129	84%	103/115	90%		
Cerritos Community College	103/147	70%	113/126	90%		
Golden West College	160/188	85%	154/165	93%		
Riverside College	96/128	75%	70/80	97%		
Santa Barbra City College	89/99	90%	87/96	91%		
1/1/17-3/31/17						
	#Pass	%Pass	%Fail	#Pass	%Pass	%Fail
Fullerton College	9	90%	10%	13	87%	13%
Cerritos Community College	16	89%	11%	21	95%	5%
Golden West College	15	83%	17%	16	89%	13%
Riverside College	24	92%	8%	26	96%	4%
Santa Barbra City College	24	83%	17%	28	100%	0%
4/1/17-6/30/17						
Fullerton College	20	87%	13%	20	95%	5%
Cerritos Community College	29	85%	15%	3	91%	9%
Golden West College	33	80%	13%	35	100%	0%
Riverside College	29	91%	9%	28	90%	10%
Santa Barbra City College	8	89%	11%	7	78%	22%
7/1/17-9/30/17						
Fullerton College	2	25%	75%	28	97%	3%

Cerritos Community College	27	93%	7%	26	81%	19%
Golden West College	27	84%	16%	33	87%	13%
Riverside College	31	84%	16%	33	94%	6%
Santa Barbra City College	26	84%	16%	25	86%	14%
	WRITTEN			PRACTICAL		
2017 PASS						
SCHOOL NAME	#Pass		%Pass	#Pass		%Pass
Fullerton College	31/41		76%	61/65		94%
Cerritos Community College	72/81		89%	50/60		83%
Golden West College	75/86		87%	84/91		92%
Riverside College	84/95		88%	87/93		94%
Santa Barbra City College	58/69		84%	60/66		91%
1/1/16-3/31/16						
Fullerton College	6	100%	0%	7	100%	0%
Cerritos Community College	43	88%	12%	47	96%	4%
Golden West College	33	89%	11%	37	95%	5%
Riverside College	40	95%	5%	40	98%	2%
Santa Barbra City College	37	100%	0%	36	100%	0%
4/1/16-6/30/16						
Fullerton College	30	97%	3%	33	97%	3%
Cerritos Community College	10	77%	23%	9	100%	0%
Golden West College	17	81%	19%	17	94%	6%
Riverside College	19	100%	0%	21	100%	0%
Santa Barbra City College	9	90%	10%	10	91%	9%
7/1/16-9/30/16						
Fullerton College	33	97%	3%	34	94%	6%
Cerritos Community College	8	89%	11%	8	89%	11%
Golden West College	36	88%	12%	36	97%	3%
Riverside College	20	100%	0%	19	100%	0%
Santa Barbra City College	15	100%	0%	16	100%	0%
10/1/16-12/31/16						
Fullerton College	41	95%	5%	40	89%	11%
Cerritos Community College	11	85%	15%	9	69%	31%
Golden West College	45	85%	15%	45	94%	6%
Riverside College	22	100%	0%	22	96%	4%
Santa Barbra City College	14	88%	13%	12	92%	8%
2016 PASS						
Fullerton College	120/124		97%	114/122		93%
Cerritos Community College	74/86		86%	53/60		88%
Golden West College	131/152		86%	135/142		95%
Riverside College	101/103		98%	102/104		98%
Santa Barbra City College	75/78		96%	74/76		97%
1/1/15-3/31/15						
Fullerton College	23	100%	0%	24	83%	17%

Cerritos Community College	41	91%	9%	44	90%	10%
Golden West College	17	85%	15%	20	91%	9%
Riverside College	38	95%	5%	40	95%	5%
Santa Barbra City College	31	91%	9%	34	94%	6%
4/1/15-6/30/15						
Fullerton College	35	97%	3%	34	81%	19%
Cerritos Community College	37	84%	16%	33	79%	21%
Golden West College	38	93%	7%	34	89%	11%
Riverside College	46	90%	10%	43	98%	2%
Santa Barbra City College	17	74%	26%	18	95%	5%
7/1/15-9/30/15						
Fullerton College	31	91%	9%	28	82%	18%
Cerritos Community College	16	94%	6%	19	100%	0%
Golden West College	45	95%	5%	40	89%	11%
Riverside College	18	86%	14%	16	94%	6%
Santa Barbra City College	24	96%	4%	23	96%	4%
10/1/15-12/31/15						
SCHOOL NAME	WRITTEN			PRACTICAL		
	#Pass	%Pass	%Fail	#Pass	%Pass	%Fail
Fullerton College	48	94%	6%	48	96%	4%
Cerritos Community College	25	96%	4%	26	90%	10%
Golden West College	34	94%	6%	37	95%	5%
Riverside College	15	88%	12%	16	89%	11%
Santa Barbra City College	13	93%	7%	14	100%	0%
2015 PASS						
Fullerton College	137/158		87%	134/155		86%
Cerritos Community College	119/132		90%	122/139		88%
Golden West College	134/144		93%	131/144		91%
Riverside College	117/129		91%	115/121		95%
Santa Barbra City College	85/96		89%	89/93		96%
1/1/14-3/31/14						
Fullerton College	19	73%	27%	22	96%	4%
Cerritos Community College	25	78%	22%	24	89%	11%
Golden West College	36	84%	16%	35	95%	5%
Riverside College	27	75%	25%	29	97%	3%
Santa Barbra City College	34	92%	8%	35	92%	8%
4/1/14-6/30/14						
Fullerton College	28	82%	18%	28	90%	10%
Cerritos Community College	29	62%	38%	41	93%	7%
Golden West College	45	90%	10%	50	98%	2%
Riverside College	26	79%	21%	34	100%	0%
Santa Barbra City College	16	89%	11%	14	93%	7%
7/1/14-9/30/14						
Fullerton College	23	79%	21%	23	88%	12%
Cerritos Community College	23	59%	41%	28	85%	15%

Golden West College	32	70%	30%	39	98%	3%
Riverside College	15	52%	48%	19	95%	5%
Santa Barbra City College	20	83%	17%	21	88%	13%
<b>10/1/14-12/31/14</b>						
Fullerton College	38	95%	5%	30	86%	14%
Cerritos Community College	26	90%	10%	20	91%	9%
Golden West College	47	96%	4%	30	81%	19%
Riverside College	28	88%	22%	21	95%	5%
Santa Barbra City College	19	95%	5%	17	89%	11%
<b>2014 PASS</b>						
Fullerton College	108/129		84%	103/115		90%
Cerritos Community College	103/147		70%	113/126		90%
Golden West College	160/188		85%	154/165		93%
Riverside College	96/128		75%	103/106		97%
Santa Barbra City College	89/99		90%	87/96		91%

## 5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

### 5.1 List the goals from your last self-study/program review.

**Goal 1.** Reinstatement of the esthetic's program is so important to the department that we made it a short-term goal and a long-term goal. To date we have not been informed as to when or if the program will be reinstated.

**Goal 2.** By starting the Pivot Point Instructional Training class the Department will be able to hire adjunct faculty that are more knowledgeable in the Pivot Point International Teaching Methodologies. We have not had any students complete all three levels in the program. We look forward to positive results.

**Goal 3.** Pivot Point International has created a site which contains all course work contained in textbooks, videos and exams available to students online. This is a very recent occurrence and the department has no results of improvement in the students' success at this time. The department looks forward to positive results in student success, retention and licensure.

### 5.2 Describe the level of success and/or progress achieved in the goals listed above.

- **Goal 1:** Unable to reinstate the esthetician program
  - No room available
  - Lack of esthetician instructors
  - Improper and insufficient equipment for cosmetology instructional classes for skin care
- **Goal 2:** Pivot Point Instructional Training class
  - Students are more familiar with the dynamics of the program

- Availability for cosmetology tutors (CRLA certified) for study hour and LAB presenters
- Become familiar and knowledgeable of Pivot Point terminologies and teaching methodologies
- Students attend classrooms for lab participation on a regular basis
- Students often apply for employment at Fullerton and/or are offered employment at a local community college in which utilizes Pivot Point
- **Goal 3: Pivot Point website**
  - First website was Artist Access
    - Downloadable textbooks
    - Watch videos (right handed and left handed)
    - Assist students to pronounce difficult terminology
    - No interaction between students and instructors on Artist Access
    - Artist Access improved and transitioned to Pivot Point's Learn About Beauty website
  - Second website is Learn About Beauty
    - Downloadable textbooks
    - Interactive learning
    - Social media aspect to address the needs of this generation
    - Watch videos (right handed and left handed) and available for English learners
    - Assist students to pronounce difficult terminology
    - Online tutorials
    - Practice test
    - Instructors can monitor assignments and engage in student activities
    - Instructors can provide assignments on the website and offer additional support
    - Department communication
    - Online tutorials and user friendly
    - English and Spanish language is available
    - Closed captions availability to address the needs of all learners

### **5.3 How did you measure the level of success and/or progress achieved in the goals listed above?**

Levels of success were measured by pass and/or fail rates mandated by the State Board of Barbering and Cosmetology and the NIC

- [http://www.barbercosmo.ca.gov/schools/schls\\_rslts.shtml](http://www.barbercosmo.ca.gov/schools/schls_rslts.shtml)

### **5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.**

- Maintained student success rates
- Maintained passing rate for licensure
- Student retention
- Increased certificates and degrees
- Improvement of test scores via study hour and Pivot Point's Artist Access, which transitioned to Pivot Point's Learn About Beauty (LAB) website

**5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?**

- Maintained the integrity of the program
- Continuous success rates and high standards of the program
- Program effectiveness
- Maintained student success and retention rates
- Teacher Trainees were given credit as tutors to better assist and maintain Study Hour
- Pivot Point's Artist Access transitioned to Pivot Point's Learn About Beauty website-assist in maintaining pass rates
  - Interactive learning
  - Downloadable textbooks
  - Access to videos
  - Practice test and quizzes

**5.6 If funds were not allocated in the last review cycle, how did it impact your program?**

- Decrease student enrollment
- Decline of program opportunities
- Esthetics program has not been reinstated
- Cancellation of classes due to lack of marketing and promotion
- Lack of support staff and inconsistencies pertaining to information in regards to the programs offered, start dates, client days and other pertinent information
- Unable to meet needs and demands of the cosmetology industry and provide extended opportunities

**6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]**

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

*SAPs for this three-year cycle:*

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	Increase Cosmetology student enrollment, success, & completion rate.
List College goal/objective the plan meets:	<b>Goal 1: Fullerton College will increase student success.</b> <b>Objective 1:</b> Address the needs of under-prepared students. <b>Objective 2:</b> Increase course retention and success. <b>Objective 3:</b> Increase the number of degrees and certificates awarded. <b>Objective 4:</b> Increase the number of transfers. <b>Objective 5:</b> Increase the number of students participating in STEM activities. <b>Objective 6:</b> Increase the persistence rate of students.

<p>Describe the SAP: (Include persons responsible and timeframe.)</p>	<p><b>Learnaboutbeauty.com (LAB)</b> (Pivot Point / Faculty – currently using)</p> <ul style="list-style-type: none"> <li>• LAB is an online learning system provided by Pivot Point for cosmetology students to have additional resources to watch videos of practical's, theory lessons, and to have practice tests to help students with all learning styles.</li> </ul> <p><b>Study Hour</b> (Skills Center / Study Hour Coordinator &amp; COSM 060 F student-instructors as tutors – currently offering)</p> <ul style="list-style-type: none"> <li>• Study Hour is an additional resource for cosmetology students to receive the additional help needed with their theory lessons and written exams that are STEM related.</li> </ul> <p><b>Instructional Techniques course</b> (Faculty – currently offering / revised courses curriculum &amp; A.S. degree pathway starts Fall 2018)</p> <ul style="list-style-type: none"> <li>• COSM 060 F students are licensed cosmetologists/barber/esthetic professionals that are preparing to become instructors at a community college. These student-instructors are also the tutors for the Study Hour. The Instructional Techniques courses &amp; A.S. degree pathway has been revised to better fit the needs of the working professional to pursue their goal of receive a higher education.</li> </ul> <p><b>Cosmetology - Skin Care curriculum</b> (Faculty – currently offering)</p> <ul style="list-style-type: none"> <li>• Instruct cosmetology students proper skin care services &amp; techniques (required by the State Board) by practicing/exchanging on each other – proper techniques cannot be practiced/exchanged because of ergonomically deficient chairs/equipment in the classroom.</li> </ul>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p><b>Learnaboutbeauty.com (LAB)</b></p> <ul style="list-style-type: none"> <li>• Written and practical test scores (in the classroom)</li> <li>• Under-prepared student's success rate</li> <li>• Improvement in student's ability to use technology</li> <li>• Improvement in STEM related lessons</li> </ul> <p><b>Study Hour</b></p> <ul style="list-style-type: none"> <li>• Written test scores (in the classroom)</li> <li>• Written test scores (at State Board Exam)</li> <li>• Under-prepared student's success rate</li> <li>• Persistence rate</li> <li>• Improvement in STEM related lessons</li> </ul> <p><b>Instructional Techniques course</b></p> <ul style="list-style-type: none"> <li>• Number of degrees and certificates awarded</li> <li>• Number of transfers to a 4-year institution</li> <li>• Improvement in STEM related lessons</li> <li>• Improvement in student's ability to use technology</li> </ul>

	<b>Cosmetology - Skin Care curriculum</b> <ul style="list-style-type: none"> <li>Student success – students will want to practice these highly desirable services if have the proper ergonomic chairs/equipment available in the classroom</li> </ul>
What specific aspects of this SAP can be accomplished without additional financial resources?	<b>Learnaboutbeauty.com (LAB)</b> <ul style="list-style-type: none"> <li>LAB is included in the purchase of the textbooks –but students with socioeconomically disadvantaged backgrounds do not have the required media to access</li> </ul> <b>Study Hour</b> <ul style="list-style-type: none"> <li>If there are COSM 060 F students, then there are tutors available to conduct Study Hour</li> <li>Available computer lab from 4pm-5:30pm / 2 days per week</li> </ul> <b>Instructional Techniques course</b> <ul style="list-style-type: none"> <li>Division dean will continue to support the ongoing COSM060 F course, even if there is low enrollment due to the need of student-instructors to be the Study Hour tutors and the high demand of qualified Cosmetology/Barbering/Esthetic instructors at community colleges</li> </ul> <b>Cosmetology - Skin Care curriculum</b> <ul style="list-style-type: none"> <li>Skin care is currently taught and practiced by students in regular salon chairs that are extremely uncomfortable and are not supposed to be used to practice facials in</li> </ul>

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel • Study Hour Coordinator	\$5,120 (ongoing funding)	Skills Center / HR
Facilities • A computer lab for Study Hour	N/A	Skills Center
Equipment • LAB – to utilize using tablets (130 total) • Skin care chairs (65 total)	Tablets - \$50K Skin Care Chairs - \$25K	Program Review / Strong Workforce / College / District
Supplies		
Computer Hardware		
Computer Software		
Training • Study Hour Coordinator	(included in Personal - Requested Dollar Amount)	Skills Center / HR
Other		
<b>Total Requested Amount</b>	<b>\$80,120 &amp; up</b>	

## STRATEGIC ACTION PLAN # 2



Describe Strategic Action Plan: (formerly called short-term goal)	Provide “Cosmetology Cross-over to Barbering” course for cosmetology graduates and licensed professionals and “Esthetics” courses.
List College goal/objective the plan meets:	<p><b>Goal 2: Fullerton College will reduce the achievement gap.</b></p> <p><b>Objective 1:</b> Address the needs of English language learners.</p> <p><b>Objective 2:</b> Increase retention rate of Hispanic and African-American students by at least 2%.</p> <p><b>Objective 3:</b> Increase success rate of Hispanic and African-American students by at least 2%.</p> <p><b>Objective 4:</b> Increase persistence rate of Hispanic and African-American students by at least 2%.</p> <p><b>Objective 5:</b> Increase the number of students from underrepresented groups participating in STEM activities.</p> <p><b>Goal 1: Fullerton College will increase student success.</b></p> <p><b>Objective 3:</b> Increase the number of degrees and certificates awarded.</p> <p><b>Objective 5:</b> Increase the number of students participating in STEM activities.</p>
Describe the SAP: (Include persons responsible and timeframe.)	<p><b>Cosmetology Cross-over to Barbering course</b> (Faculty with Barber license – anticipated start date Fall 2018)</p> <ul style="list-style-type: none"> <li>Cosmetology cross-over to Barbering course is highly desired by cosmetology students/licensed professionals, employers, and patrons due to current and future trends.</li> </ul> <p><b>Esthetic course</b> (Faculty – start date needs division dean approval)</p> <ul style="list-style-type: none"> <li>Esthetic course is a highly desired course due to current and future trends. Students are exposed to STEM related activities/lessons.</li> </ul> <p><b>Study Hour</b> (Skills Center / Study Hour Coordinator &amp; COSM 060 F student-instructors as tutors – currently offering)</p> <ul style="list-style-type: none"> <li>Study Hour has tremendously helped students that need more help understanding the STEM related lessons in cosmetology. Examples: English learners test scores have improved, written pass rate of State Board written exam have consistently improved, &amp; the COSM 060 F student-instructors as tutors can better understand the STEM related lessons required by curriculum.</li> </ul> <p><b>Instructional Techniques course</b> (Faculty – currently offering)</p> <ul style="list-style-type: none"> <li>Cosmetology/Barbering/Esthetic curriculum includes STEM related lessons/activities. The A.S. degree in Instructional Techniques in Cosmetology restricted electives has been revised to include STEM courses.</li> </ul>
What <i>Measurable Outcome</i> is anticipated for this SAP?	<p><b>Cosmetology Cross-over to Barbering course</b></p> <ul style="list-style-type: none"> <li>Enrollment of underrepresented groups</li> <li>Students participating in STEM related activities/lessons</li> </ul>

	<ul style="list-style-type: none"> <li>Number of degrees and certificates awarded</li> </ul> <p><b>Esthetic course</b></p> <ul style="list-style-type: none"> <li>Enrollment of underrepresented groups</li> <li>Students participating in STEM related activities/lessons</li> <li>Number of degrees and certificates awarded</li> </ul> <p><b>Study Hour</b></p> <ul style="list-style-type: none"> <li>Written test scores (in the classroom) of English learners &amp; underrepresented groups</li> <li>Written test scores (at State Board Exam) of English learners &amp; underrepresented groups</li> <li>English learners &amp; underrepresented groups student's success rate</li> <li>English learners &amp; underrepresented groups persistence rate</li> <li>English learners &amp; underrepresented groups improvement in STEM related lessons/activities</li> </ul> <p><b>Instructional Techniques course</b></p> <ul style="list-style-type: none"> <li>Enrollment of underrepresented groups</li> <li>Students participating in STEM related activities/lessons</li> <li>Number of degrees and certificates awarded</li> </ul>
What specific aspects of this SAP can be accomplished without additional financial resources?	<p><b>Cosmetology Cross-over to Barbering course</b></p> <ul style="list-style-type: none"> <li>Cosmetology Department already has a designated room 714, equipped with a bathroom for patrons and cabinets/lockers for student storage (but currently being used/borrowed by another class assigned by the division dean)</li> <li>Cosmetology Department already has a reception area &amp; lobby to serve patrons</li> </ul> <p><b>Esthetic course</b></p> <ul style="list-style-type: none"> <li>Cosmetology Department already has a designated room 714, equipped with a bathroom for patrons and cabinets/lockers for student storage (but currently being used/borrowed by another class assigned by the division dean)</li> <li>Cosmetology Department already has a reception area &amp; lobby to serve patrons</li> <li>Esthetic equipment required for the course is already available and currently in storage (from past cancelled course)</li> <li>Dispensary currently has inventory of Dermalogica products to use on paying patrons</li> </ul> <p><b>Study Hour</b></p> <ul style="list-style-type: none"> <li>If there are COSM 060 F students, then there are tutors available to conduct Study Hour</li> <li>Available computer lab from 4pm-5:30pm / 2 days per week</li> </ul> <p><b>Instructional Techniques course</b></p> <ul style="list-style-type: none"> <li>Division dean will continue to support the ongoing COSM060 F course, even if there is low enrollment due to the need of student-instructors to</li> </ul>

	be the Study Hour tutors and the high demand of qualified Cosmetology/Barbering/Esthetic instructors at community colleges	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel <ul style="list-style-type: none"><li>Barber instructors – (1) full-time + (3) adjunct</li><li>Esthetic instructors – (1) full-time + (3) adjunct</li><li>Study Hour Coordinator</li></ul>	Barber instructors \$65K – 91K + \$27K (ongoing funding)  Esthetic instructors \$65K – 91K + \$27K (ongoing funding)  Study Hour Coordinator \$5,120 (ongoing funding)	Program Review / Strong Workforce / College / District
Facilities <ul style="list-style-type: none"><li>Barbering classroom – room 714</li><li>Esthetic classroom – need an additional room if room 714 is used for Barbering</li><li>A computer lab for Study Hour</li></ul>	N/A	Program Review / Strong Workforce / College / District
Equipment <ul style="list-style-type: none"><li>Barbering – (12-15) barber chairs</li></ul>	\$12K	Program Review / Strong Workforce / College / District
Supplies <ul style="list-style-type: none"><li>Barbering – products available for patrons to receive services</li></ul>	\$1,000	Program Review / Strong Workforce / College / District
Computer Hardware		
Computer Software		
Training <ul style="list-style-type: none"><li>Study Hour Coordinator</li></ul>	(included in Personal - Requested Dollar Amount)	Skills Center / HR
Other		
Total Requested Amount	\$202K & up	

STRATEGIC ACTION PLAN # 3	
Describe Strategic Action Plan: (formerly called short-term goal)	Improve and increase Cosmetology Department operation effectiveness/efficiency
List College goal/objective the plan meets:	<b>Goal 3: Fullerton College will strengthen connections with the community.</b> <b>Objective 1:</b> Strengthen our contacts with Alumni.

	<p><b>Objective 2:</b> Strengthen partnerships with local feeder high schools and universities.</p> <p><b>Objective 3:</b> Strengthen partnerships with local business and industry.</p> <p><b>Objective 4:</b> Increase funding capabilities of the college.</p> <p><b>Objective 5:</b> Increase engagement of the college with the community through college events, community service, and other partnerships.</p>
Describe the SAP: (Include persons responsible and timeframe.)	<p><b>Timecard Biometrics</b> (Faculty &amp; support staff – anticipated in Fall 2018)</p> <ul style="list-style-type: none"> <li>This system will use a computer based system to keep track of clock hours required by the State Board, instead of the current method of stamping manually on a timecard. It will also keep track of past student's information.</li> </ul> <p><b>P.O.S. System</b> (Faculty &amp; support staff – anticipated in Fall 2018)</p> <ul style="list-style-type: none"> <li>To give students training in current P.O.S. systems used in the work place and to use for the transactions of the student salon patrons.</li> </ul> <p><b>Externship and job placement program</b> (Faculty &amp; support staff – anticipated in Fall 2019)</p> <ul style="list-style-type: none"> <li>A program that has guidelines issued by the State Board.</li> </ul> <p><b>Field trips</b> (Faculty – currently offering)</p> <ul style="list-style-type: none"> <li>Students are encouraged to participate in field trips and are awarded more timecard hours for participating.</li> </ul> <p><b>Skin care and Nail services &amp; curriculum</b> (Faculty – currently offering but limited in training of services because of insufficient equipment)</p> <ul style="list-style-type: none"> <li>Esthetic and nail lessons, and practical assignments are required by the State Board to be included in the cosmetology curriculum to be licensed.</li> <li>Training/practice of these services are highly desirable by future employers because of the high demand of patrons.</li> <li>Skin care services are highly desired by the student salon patrons.</li> <li>Nail services are highly desired by the student salon patrons.</li> </ul> <p><b>Staff Development</b> (Faculty – currently offering annually)</p> <ul style="list-style-type: none"> <li>Pivot Point training, FLEX meetings, etc.</li> </ul>
What <i>Measurable Outcome</i> is anticipated for this SAP?	<p><b>Timecard Biometrics</b></p> <ul style="list-style-type: none"> <li>Funding capabilities – electronic system of cosmetology and student-instructors clock hours will alleviate the hours of manual labor required to audit physical timecards by instructors and support staff – more time can be allocated to better serve our students in areas that need growth/improvement</li> </ul>

	<ul style="list-style-type: none"> <li>Tracking Alumni – job placement, salaries, etc.</li> </ul> <p><b>P.O.S. System</b></p> <ul style="list-style-type: none"> <li>Funding capabilities – accurate records of student salon services transactions, inventory of products used (loss prevention), increase in services used by community patrons (keeping track of services used, better scheduling of appointments), etc.</li> <li>Partnerships with local business and industry – providing students with experience of current P.O.S. systems used in salons</li> <li>Engagement of the college with the community – accurate records of services used &amp; information of community patrons (for advertisement, specials, efficiency in scheduling appointments, etc.)</li> </ul> <p><b>Externship and job placement program</b></p> <ul style="list-style-type: none"> <li>Partnerships with local business and industry – providing students with the experience needed to succeed in the workforce and immediate job placement after licensing</li> <li>Continuous contact with Alumni – past graduates in current jobs will continue to hire from Fullerton College</li> </ul> <p><b>Field trips</b></p> <ul style="list-style-type: none"> <li>Engagement of the college with the community through college events, community service, and other partnerships</li> </ul> <p><b>Skin care and Nail services &amp; curriculum</b></p> <ul style="list-style-type: none"> <li>Partnerships with local business and industry – providing students with the experience needed to succeed in the workforce to keep up with current and future trends</li> <li>Funding capabilities – increase in student salon services purchased by patrons if students can be properly trained and have sufficient practice of these services by having proper equipment</li> <li>Engagement of the college with the community – students rely on the community patrons for them to practice their skills on at an affordable price (providing services that accommodates the socioeconomically disadvantaged) and can give better service if have the proper equipment in the classroom to practice with</li> </ul> <p><b>Staff Development</b></p> <ul style="list-style-type: none"> <li>Partnerships with local business and industry – continuing education for instructors to provide students with the training they need to succeed in the workforce to keep up with current and future trends</li> </ul>
What specific aspects of this SAP can be accomplished without additional financial resources?	<p><b>Timecard Biometrics</b></p> <ul style="list-style-type: none"> <li>Timecards can be kept the same – students can physically clock their hours and be audited manually by instructors and support staff</li> </ul> <p><b>P.O.S. System</b></p> <ul style="list-style-type: none"> <li>Keep current registers – they are so old that they are breaking</li> </ul> <p><b>Externship and job placement program</b></p> <ul style="list-style-type: none"> <li>Program may take longer to implement</li> </ul>

	<p><b>Field trips</b></p> <ul style="list-style-type: none"> <li>• Additional financial resources not needed</li> </ul> <p><b>Skin care and Nail services &amp; curriculum</b></p> <ul style="list-style-type: none"> <li>• Skin care is currently taught and practiced by students in regular salon chairs that are extremely uncomfortable and are not supposed to be used to practice facials in</li> <li>• Pedicures are currently taught and practiced by students in regular salon chairs that are extremely uncomfortable and are not supposed to be used to practice pedicures</li> </ul> <p><b>Staff Development</b></p> <ul style="list-style-type: none"> <li>• Yearly Pivot Point training is already provided if funds are available</li> </ul>
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If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment <ul style="list-style-type: none"> <li>• Skin care chairs (65 total)</li> <li>• Pedicure chairs/stools (15 total)</li> </ul>	Skin Care Chairs - \$25K Pedicure Chairs/Stools - \$2,500	Program Review / Strong Workforce / College / District
Supplies		
Computer Hardware <ul style="list-style-type: none"> <li>• Timecard Biometrics</li> <li>• P.O.S. System</li> </ul>	Timecard Biometrics - \$10K P.O.S. System - \$10K	Program Review / Strong Workforce / College / District
Computer Software <ul style="list-style-type: none"> <li>• Timecard Biometrics</li> <li>• P.O.S. System</li> </ul>	Timecard Biometrics P.O.S. System	Program Review / Strong Workforce / College / District
Training <ul style="list-style-type: none"> <li>• Timecard Biometrics</li> <li>• P.O.S. System</li> <li>• Staff Development</li> </ul>		Program Review / Strong Workforce / College / District
Other <ul style="list-style-type: none"> <li>• Advertisements (for field trips and Externship and job placement program)</li> </ul>	\$1,000	Program Review / Strong Workforce / College / District
<b>Total Requested Amount</b>	\$48,500	

## 7.0 Long Term Plans

**Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)**

1. Reinstate and rebuild the Esthetics Course.
2. Reinstate and rebuild the Advanced Esthetics classes (Air brush; Microdermabrasion).

3. The use of Web based system for Pivot Point “Artists Access” to enhance Cosmetology and Esthetics courses with an available computer lab that may be used by all students in the classroom.
4. Develop a Barbering course.

**Goal 1:** Reinstate and rebuild the Esthetics Course

**Plan:**

Stress to administration the positive statistics regarding student success and retention, which has been reported in the master plan and tied to funding. Also, to keep up with industry demands for this fast growing field of study.

**Measurable Outcome:** Increase certificates and AS Degrees. It will increase the opportunity for students to pursue lucrative careers.

**Goal 2:** Reinstate and rebuild the advanced Esthetics classes to include (Air brush; Microdermabrasion)

**Plan:**

Air brush and Microdermabrasion are popular services that may be used as an added service or stand alone as a certificate class. These are advanced services and techniques that may be used immediately after graduating as a source of income and added service to the community.

**Measurable Outcome:** Increase certificates and AS degrees. It will increase the opportunity for students to pursue lucrative careers.

**Goal 3:** The use of Web based system to enhance Cosmetology and future Esthetics courses.

**Plan:**

Integrate theory classes online and requiring laboratory attendance in the department. Use the Pivot Point “Artist Access” to gather information, take tests, reviewing the Study Guide, used as a tutoring tool.

**Measurable Outcome:** Increase the passing grades on written exams including passing the written exam administered by the Board of Barbering and Cosmetology.

**Goal 4:** Develop a Barbering Course and a Cosmetology to Barbering Crossover Course

**Plan:** To keep up with industry demands for this fast growing field of study. It has been advocated by the Advisory Committee as a course that will enhance the number of students entering this vocation. It will quickly bring in a client base, retail sales, community services, and the opportunity for new hires.

**Measurable Outcome:** Increase certificates and AS degrees provides more options for students to choose.

## 8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The Cosmetology Occupational program is one of the departments within the Technology and Engineering Division. It is an integral part of Fullerton College as well as the community it serves. It supports and aligns itself with the college and district's mission, vision and strategic goals offered to a diverse student population. The program has contributed to the enhancement of not only Fullerton College but also the community it serves. It generates substantial funds from high student enrollment, the sales in services and in products offered to the community and Fullerton College staff at an economical cost.

The Fullerton College Cosmetology program is highly desired to the community. It holds high student retention, student success rates, and completion of certificates awarded, with an increase in associate degrees. In comparison with our peer institutions offering the same courses, Fullerton has maintained a high student success rate in taking their state examination for licensure. Our dedicated and well prepared instructors embrace the responsibility to mentor students from distinctive and diverse backgrounds, in which has contributed to our program's successes and accomplishments.

Throughout the history of the Fullerton College Cosmetology Department, the budget has been a prominent issue. Over the past five years, the cosmetology budget has not increased significantly enough to make any necessary changes or improvements required for program advancement in order to offer more career opportunities and professional growth. The fluctuation in the KPI numbers are partly due to the retirement of faculty and hiring of new full-time faculty to replace them. The program continues to operate efficiently despite of the challenges and inconsistencies within the department's office and its classified support staff.

According to the Bureau of Labor Statistics, states that the job outlook from 2016-26 is projected to grow 10% faster than the average for all occupations. For esthetics from 2014-24 also project a 12% annual growth. This is an opportunity that needs to be embraced by Fullerton College by increasing enrollment and class offerings in our department. Taking into consideration that in order to produce better prepared students not only for the state/national examination but for professional growth and competitive opportunities the learning environment must include state of the art class and laboratory rooms, industry equipment and furniture, instructional equipment that is current and the availability to upgrade and or replace them as needed or every four to five years. This can be accomplished with an increase in budget and through constant and open communication with our advisory committee members, deans, and instructors that have a strong working knowledge of what works best in both the theory and laboratory setting.

The department has developed several goals with plans and measurable outcomes to:

- Improve student access, retention and success
- The possibility of growth through reinstating the Esthetics program and development of the Barbering course, and the Cosmetology to Cross-over to Barbering options.
- Advertising and visibility of our department and salon services would increase funds, a diverse clientele, student enrollment and success.



The Cosmetology Department continues to improve curriculum, stay current with the trends of our vocation, as well as, a committed partnership with Pivot Point International, our advisory committee, faculty, and students.

### 9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the internet, please provide a sample of the publication with your program review self-study.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

At this time, the information on the cosmetology website is considered accurate. The information is monitored on a regular basis and is updated regularly by a cosmetology instructor.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Website	August 20, 2017	Yes	<a href="http://cosmetology.fullcoll.edu/">http://cosmetology.fullcoll.edu/</a>

**Division Deans' or appropriate Immediate Management Supervisor (IMS)**  
**Response Page**

☐

*I concur with the findings  
contained in this Program Review*

☐

*I concur with the findings  
contained in this Program Review  
with the following exceptions  
(include a narrative explaining the  
basis for each exception):*

*Area of exception:*

☐

*I do not concur with the findings  
contained in this Program Review  
(include a narrative exception):*

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## Fullerton College Mission Statement

### MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

### VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College  
President's Advisory Council and  
accepted by President Schulz  
May 2017.*

### VALUES

#### Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

#### Diversity

We embrace and value the diversity of our entire community.

#### Equity

We commit to equity for all we serve.

#### Excellence

We honor and build upon our tradition of excellence.

#### Growth

We expect everyone to continue growing and learning.

#### Inclusivity

We support the involvement of all in the decision-making process.

#### Innovation

We support innovation in teaching and learning.

#### Integrity

We act in accordance with personal integrity and high ethical standards.

#### Partnership

We work together with our educational and community partners.

#### Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

#### Responsibility

We accept our responsibility for the betterment of the world around us.