



Fullerton College Program Review and Planning Self-Study for Instructional Programs Fall 2021

Statement of collaboration

The program faculty members 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 comprehensive 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 and Planning Committee.

Celia Assef
Charlotte Jimmons
Wendy Perez
Yvonne Salazar-Perez

Marcu Wade

Printed name of principal author

Signature

11/12/2021

Date

Yvonne Salazar-Perez

Printed name of department coordinator

Yvonne Salazar-Perez

Signature

11/12/2021

Date

Ken Starkman

Printed name of Dean

Ken Starkman

Signature

11-21-2021

Date

A Note on terminology

“Program review” is the blanket term for all parts of this process. This document is a comprehensive “self-study.” Fullerton College defines “program” as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

1.0 Executive Summary (Please write this section last, but include it here at the front of the self-study, on a page all by itself.)

Our industry and the way we teach has been impacted in so many ways from last year's pandemic. Now that we have teaching online under our belts, our department has a new bigger challenge to face, the SB 803 Bill. Recently signed into law, this bill becomes effective on January 1, 2022 and will impact our scope of practice immediately. The SB 803 bill reduces the required hours of training for licensing in both Cosmetology (1,600-hours) and Barbering (1,500-hours) to 1,000-hours, it removes the practical examination for licensing therefore eliminating the pre-application process, only a written exam will be required to pass for licensure, it will offer a 600-hours program for a new (non-chemical) hairstylist license, and other changes to name a few.

We can continue with our 1,600-Hours Cosmetology Program but will need to revise and redevelop to meet the new curriculum and competency requirements as stated by law, and clearly disclose to students that the additional 600-hours of the program are not required for licensure. However, to meet the requirements for licensure the State Board will only accept a proof of training document indicating that a student has completed an approved 1,600-hours or an approved 1,000-hours program. Fullerton College Cosmetology is only approved for the 1,600-hours but our department has begun planning to create a new program to satisfy the requirements of the SB 803 Bill.

Although the program review data may not impact our 1,600-hours program as much as SB 803 Bill, our programs still require support and more so now to create and develop a new program(s). This bill does provide the possibility to offer more courses (sections), certificates and degrees.

**Reference links below for more information on SB 803 Bill*

Our programs have the highest percentage of certificates awarded than all other programs. In the five years, both seat count and unduplicated headcount has increased, even during a pandemic our programs have been in demand. We provide support to our students in many ways that align with our school's mission/values/goals to promote student success. We offer support for students with financial burdens by spreading out payments for program costs, opportunities to earn additional hours for late add-ons, tutoring for academic success, created pathways for certificates and degrees, provide direct access to CE Counselors for academic goals, provide direct contact to employers, and much more. The highest student population we serve are females than males due to the perception that a Cosmetology Professional is a female industry, but by incorporating a Barbering Program it could appeal to more of the male student population and help close the gap. Offering a Barbering course to meet the requirement for a dual license in Cosmetology and Barbering will help to promote continued enrollments and completion rates. Also offering the new license made available from SB 803 Bill, the 600 Hour Hairstyling Program, it is projected to be highly sought after due to the least number of hours required for a license, increasing the amount of potential student enrollments and completions.

Our department has begun with the first SAP, creating curriculum and course content to implement the new State Board licensure requirements due to SB 803 Bill. It includes approval of sub requests for full-time faculty to meet to create curriculum and course content. It will require to request for fast-track approval for new curriculum from Fullerton College support. Funding will be needed for professional resources for program, modernizing course content and accessibility. Ongoing funding for our POS system support will be needed to continue the employment of the professional expert to maintain the operations of the system. The POS will need to be updated to support the program changes to come from SB 803 Bill. An additional full-time faculty hire with dual license (Cosmetology & Barbering) will be needed to provide instruction to implement Barbering courses anticipated to start in Fall 2022. Long-term plans include creating curriculum for advanced training courses (certification) to fill the gap of reduced required hours in training for licensure, creating curriculum for a new 600 Hour Hairstyling License, and continued professional development to provide faculty with up-to-date training trends of our industry due to the changes from SB 803 Bill.

SB 803 Bill Links:

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SB803

https://www.barbercosmo.ca.gov/forms_pubs/sb_803_information.pdf

https://www.barbercosmo.ca.gov/forms_pubs/sb_803_faq.pdf

2.0 Mission

Please explain briefly how your program contributes to the College's mission, vision, core values, and goals. Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not, then please consider discussing one with your colleagues.

Our department offers two career pathways in certificates and degrees to help transform lives. One program is for those who seek a career in Cosmetology (certificate/degree) and another is for the Licensed Professional Cosmetologist/Barber/Esthetician (degree) who seek to enhance their career and become an educator.

We have mapped out pathways for certificates and degrees to help support student success and we provide them direct access to a CE Counselor to plan out their academic goals. Our department continues to have a partnership with the Skills Center, offering tutoring for Cosmetology students to promote completion rates. We are committed to equity, such as separating the laboratory kit into two different modules to give students the opportunity to spread out the payment of the program cost, delays in financial aid has become the biggest barrier for students entering our program.

Our department continues to support innovation in teaching and learning even more so now from the outcomes due to a global pandemic, teaching from face-to-face to remote. All faculty have received training in online LMS to provide distance education (DE) and have earned their DE Certificate to teach online. We continue to grow and learn through professional development from Pivot Point's educator training, participating in trade shows, and other trainings offered from Staff Development. We maintain our community partnerships and build new ones such as our Advisory Board Members. We have our annual Advisory Board meetings and implement the recommendations to improve our programs and methods of instruction. Our department is committed to accountability and continuous quality improvement to ensure that the Cosmetology students are taught with consistency and continuity in industry trends so that they enter the workforce with relevant entry level skills to meet the competitive demands of the profession.

3.0 Students

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

3.1 Enrollment demographics

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.

COSMETOLOGY PROGRAMS (1,600-Hours & 600-Hours)

No significant changes in enrollments seat count the first three academic years. There was a 12% increase in the fourth AY 19/20, 716 to 809 enrollments, and a minuscule decline the fifth AY 20/21 of 805 enrollments (-4). The trend in student unique headcount the past five years increased by 54 enrollments ending AY 20/21.

Between AY 16/17 and AY 20/21, enrollments seat count increased 12.4% and 18.2% for students unduplicated headcount compared to all other programs declining in enrollments (-12%) and in headcount (-11.8%).

1,600-HOURS COSMETOLOGY PROGRAM

In the 5-Year Comparison, all five courses (055AF-EF/Levels 1-5) increased in enrollments. In the 1-Year Comparison two courses declined in enrollments, -8% for COSM 055AF (Level 1) and -1% for COSM 055CF (Level 3).

600-HOURS INSTRUCTIONAL TECHNIQUES PROGRAM

The program requires the prerequisite of licensed professionals & higher enrollment rates tends to correlate with the amount of employment posted for instructors.

AY 19/20 & AY 20/21

The pandemic effected the method of instructional delivery from face-to-face to a remote environment, there were no significant changes in enrollments (-4) or in headcount (+1).

2. Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.

The highest student population the department serves are female (91.1%), with majors (90%), low-income (84%), Latinx (50%), and with 24+ unit attempts (51%). Students are required to take all five Cosmetology courses consecutively to complete the program, but it does not determine if they are registered as a Cosmetology major. The lowest student population the department serves are Black/African Americans (1.4%), Filipino (5%), different identity (3.4%), male (5.6%) and no Veterans (0%).

Compared to all other programs, the Cosmetology Program is significantly higher in certificates, career development, majors, and 24+ units attempt but significantly less in transfers.

3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

The 1,600-hours program has the most enrollments, all five courses are required to complete the program (COSM 055AF-EF). The courses are offered in-person, 2 sections for day and 1

section for evening. Evening is not offered in summer, but 1 section is offered for day. The day course can be completed in 8-weeks while the evening course requires 16-weeks to complete. Of the five courses, COSM 055AF classes are highest in demand with most enrollments, it is the beginning course required for the 1,600-hours program.

**Pandemic effected course instructional delivery from face-to-face to remote*

4. Please describe how course offerings match students' preparation and goals.

The 1,600-Hours Cosmetology Program requires the COSM 055AF-EF courses to be taken in sequential order (prerequisite). The goal is to complete all five courses for a certificate and to prepare the student to take the state board examination for licensure.

600-Hours Instructional Techniques Program COSM 060-062F/LF courses are taken in sequential order (prerequisite). The goal is to prepare the licensed professional student to be eligible to teach at a community college in addition to the minimum qualifications.

5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

Summer semesters have lower enrollments. COSM 055AF-EF evening courses are not offered, there are not enough weeks in summer to complete evening courses (16-weeks).

Instructional Techniques Program – COSM 061LF intermediate lab course is offered during summer session. COSM 061LF was designed as a 2-unit course so it could be completed during the 8-week summer session for student-instructors to complete the program faster.

3.2 Student Achievement and Equity (and student demographic profile)?

1. Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all these measures apply to every program).

COMPLETION/SUCCESS

Completion and success rates for the past five years have been consistent at +90%. In the 5-year comparison, course completion increased from 94.1% to 95% and course success increased 91.6% to 91.9%. Cosmetology course completion (93-96%) exceeded in comparison to all other courses (80-84%). Cosmetology course success (90-93%) also exceeded in comparison to all other courses (68-70%)

DEGREES/CERTIFICATES

Total Awards in Cosmetology were significantly decreased the second academic year, 133 awards AY 16/17 to 60 awards AY 17/18 then increased to 121 awards AY 18/19 then declined

again the last two years, 104 awards AY 19/20 to 94 awards AY 20/21. The increase/decrease pattern was consistent in certificates in 30-59 units but increased with AA/AS degrees from in the 5-year comparison from 10 degrees to 13.

*It is very rare awards/certificates are recorded in Banner but are recorded and distributed by the division/department. The evening summer courses were no longer available as in-progress to be completed in fall in AY 19/20 and delayed award completion, classes were condensed, and students transferred to the day program.

TRANSFER

There was a total of 42 transfers to a 4-year college, 11 were Cosmetology majors. Of the total transfers, 22 transferred to CSU, 2 to UC and 19 to others. Transfer by race, there were 17 Latinx, 16 white, and 9 unknowns.

JOB/PLACEMENT/WAGE IMPROVEMENTS

According to the students who responded, there is an average of 75% who are working in the field of Cosmetology. Data provided for wage improvements is hard to interpret. Median Annual Earnings did increase within the 5-year comparison (\$13,574 to \$17,812).

2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

There are no significant equity issues in course completions. The lowest percentage was Male 90.9% and Foster Youth 77.8%. In course success there were a few more low percentages in Black/African/American 84.2%, Filipino 89.2%, Male 85.7%, DSS 85% and significantly low in Foster Youth 61.1%. The program is typically heavily female populated due to the perception that a Cosmetology Professional is a female industry, but by incorporating a Barbering Program it could appeal to more Male student population and help close the gap. Reviewing this information makes us aware that our department needs to connect more with other programs such as EOPS and DSS for example.

3. Does the department have regular discussions about equitable grading, attendance, late work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

Our department does have regular discussions and in-depth training through Pivot Point (Mindful Teaching), flex day activities, staff development, and monthly staff meetings to address the above. In addition, the department has separated the kit costs into two different modules to give students the opportunity to spread out the payment of the program cost to reduce the stress from financial burden, the kits are required to complete assignments in a timely manner for grading. The delay in financial aid has become the biggest barrier for students entering our program... Level 1 instructor is always creating ways to break down these barriers by modifying due dates and assignments and seeking assistance in helping these students. Starting in Level 1.

through Level 5, strategies are always discussed on how to provide more student support for success, such as reforming classroom policies as they enter each level, we are always trying to improve student success in completing the program. Students who are behind in hours required per course, due to absences or adding the course late, are given the opportunity to earn those missed hours with extra credit hours through outreach program activities, participation in approved trade shows, our LMS (Pivot Point LAB), and tutoring center.

4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

New curriculum development is needed to satisfy the major changes that have occurred with the testing for licensure in all our programs and the implementation of new programs due to the passing of SB 803 Bill effective January 1, 2022. Extra support staff is extremely needed in the first course level and all levels to satisfy the changes that will incur due to the passing of SB 803 Bill. Level 1 is the introductory course and students entering the program for the first time are learning how technology is implemented: LMS (Canvas and LAB 2.0/Pivot Point textbook & video support), office 365 (timecards & required documents), how to use Adobe Acrobat (completing PDFs for assignments). Keeping both full-time (day) and part-time (evening) courses to accommodate student's needs and schedules.

3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all these measures apply to every program.)

GATEWAY COURSES

The Cosmetology 1,600-Hours Program consists of 5 consecutive courses, COSM 055AF course is the introductory course required for the program. Students entering the program may face financial barriers, can no longer commit to the course's schedule (320 hours of completion required per course) and/or required participation policy (may take a temporary leave from the program), or do not want to pursue the career. Having both full-time and part-time program gives more opportunities to students to accommodate their schedules.

2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.

We are training students for a career at the completion of our program, but always encourage them to pursue a higher education, our units can be applied towards an AS Degree in Cosmetology, we are also recruiting potential instructors for our Instructional Techniques

Program. Our department has created a pathway for an AS Degree for both Cosmetology and Instructional Techniques. We have regular meetings with a CTE counselor who is specialized in the Cosmetology curriculum and provides academic counseling for our students.

3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

Both programs were recently mapped out in the AY 20-21. However, due to SB 803 Bill, they will need to be revised.

4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.

This relates to #2 above. We prepare our students for jobs with entry level skills required for the workforce at the end of our Cosmetology Program and Instructional Techniques Program.

3.4 Faculty

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or "adjunct" faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all these measures apply to every program.)

There were 6 full-time faculty (FT) the AY 16/17 then reduced to 5 the remaining four AY due to the retirement of one full-time faculty member. All course sections workload show FT taught 100% because they are the primary teacher (of record), but there are several part-time faculty (PT) who also taught within these sections; there were approximately 25 PT.

2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.

Changes from the passed SB 803 Bill, effective January 1, 2021, will demand our department to implement these changes therefore there will be a need of two more full-time faculty to fulfill the requirements needed to run our program adequately. The changes will affect our department offering two programs to six programs or more. The additional programs will include 1,000-Hours Cosmetology, 1,000-Hours Barbering, 600-Hours Hairstyling, and 200-Hours Barbering (shaving techniques).

Offering a 1,000-Hours Barbering Program and a 200-Hours Barbering course (to meet the requirement for a dual license in Cosmetology and Barbering) could increase Male student population and help close the gap. A current California Barbering License is required to instruct a Barbering course and currently only one full-time faculty holds a Barber License. The Cosmetology Department requires an additional full-time faculty member with a Barber License to teach the program. Employment of barbers is projected to grow 7 percent from 2019 to 2029 and possessing dual licenses gives the hair professional that needed advantage when competing for higher paying salon jobs (U.S. Bureau of Labor Statistics), contributing to wage improvements and more job placements. The program allows Fullerton College Cosmetology students to earn an additional certificate and qualify for a dual license in Barbering. We anticipate having 2-3 sections per semester (2 sections full-time & 1 section part-time) and an additional section in summer. Offering more sections and programs potentially increases awards in degrees/certificates with more student enrollments.

The new license made available from SB 803 Bill, the 600-Hours Hairstyling Program, is projected to be a highly sought-after program due to the least amount of hours required for a license. This is going to increase the amount of potential students (diversity) that just want to provide natural hair services (non-chemical services).

All current 5 full-time faculty members are working an average of 36-46 overload units combined in order to maintain the program. The program has always relied on having 6-7 full-time faculty members at a time to maintain consistency and to better support student success in completion rates. The addition of hiring 2 qualified full-time faculty will enable the program to offer additional Cosmetology Introductory courses and the Barbering Program/Courses. The students that enroll in our programs are constantly giving department feedback that they prefer having the one full-time faculty teaching the section and less adjuncts. Having too many instructors teaching one section seems to have a negative impact on students because they want the high level of reliability and uniformity that only a full-time faculty member can provide including accessibility to office hours. Adjunct faculty cannot provide office hours and are limited to 10 LHE per semester. Therefore, we have multiple instructors per section.

In addition, all five full-time faculty members meet regularly to maintain the consistency of the program and to comply with the California State Board of Barbering and Cosmetology rules and regulations; only one full-time faculty member oversees the entire Cosmetology Program as the Department Coordinator for three years on top of teaching courses. There is always the need to have at least one full-time faculty in the department to represent the program when state board comes for an unannounced inspection and for any other unexpected situations; there are not enough full-time faculty members to be present during the program's operational hours.

3.5 Covid-19

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

Instructional Techniques laboratory courses were not offered for one semester, but the lecture courses continued. Delivery of instruction changed from face-to-face instruction to remote, distant education using Zoom, Canvas, LAB 2.0 (Pivot Point), and Office 365 (timecards). Timecards changed from hard copy to electronic copy.

3.6 What has not been asked?

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

Have there been any changes in industry standards/requirements. Yes, SB 803 Bill.

4.0 Outcomes

Cosmetology Associate in Science Degree

Program Level Student Learning Outcomes

Outcome 1:

Evaluate the difference between the articles listed in the State Board of Barbering and Cosmetology Rules and Regulations and Cosmetology Acts.

Outcome 2:

Create, organize, and produce a professional job resume.

Cosmetology Certificate

Program Level Student Learning Outcomes

Outcome 1:

Identify and compare the differences in Semi-Permanent, and Permanent hair color products.

Outcome 2:

Perform a press and curl practicing safety and sanitation procedures according to the Board of Barbering and Cosmetology.

Cosmetology Instructor Associate in Science Degree

Program Level Student Learning Outcomes

Outcome 1: Demonstrate Pivot Point instructional methodologies, in a community college classroom environment, that prepare students for licensure as estheticians or cosmetologists.

Outcome 2: Demonstrate the ability to develop effective lesson plans, deliver instruction, and evaluate students in a community college instructional program in Cosmetology or esthetics.

Esthetician Certificate

Program Level Student Learning Outcomes

Outcome 1: Practice safety and sanitation, become knowledgeable of plain facials, chemical facials and electrical facials and demonstrate product knowledge.

Outcome 2: Perform client consultations, identify the basic layers of the skin and basic skin diseases and disorders and become familiar with the morphology of the hair.

4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes (ISLOs) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

Our department has been having conversations and are following up with meetings as needed to confirm our existing PLO's. We will include the standards on the Program Learning Outcome Rubric from Fullerton College, will not be the same as a Course Outcome, will be linked to an ISLO, NACOR competencies and higher-level action verbs from Blooms Taxonomy. The passing of SB 803 Bill and its requirements will reflect our changes.

4.2 PSLO Assessment

The new PSLO design principles encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

Students are assessed in multiple ways. Assessments are oral, written and performance based by practical application, practical presentations, showcases and portfolios are the main types of assessment for PLOs.

4.3 CSLO Assessment

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

Elumen is used to review outcomes and to track and adjust. Information is entered for each class at least once a semester. The SB 803 Bill legislation is severely impacting our program and will require our programs to meet the new law and build new programs too. We also use State Board pass rate to track our progress.

4.4 SLO Equity Analysis

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?
2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

Our success and completion rate are extremely high, we have continuing challenges with English Second Language students passing the written and some DSS issues that deal more with the State Board test than with the program. SB 803 Bill has caused some real issues with new curriculum.

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.

This is a CTE course and GE credit is non-applicable

2. What role does your department play in helping students complete the GE pathway?
- The Cosmetology Department provides a presentation with a CTE counselor at the Cosmetology Orientation for new and prospective students.
 - The CTE counselor provides information regarding GE and degree requirements
 - Instructors encourage students to schedule a meeting with a CTE counselor in order to prepare and pursue general education requirements to obtain a degree.
 - All our programs have been mapped out through guided pathways.

3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?

Non-applicable

4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

- GE course is non-applicable
- Fullerton College offers a variety of classes to accommodate day and evening Cosmetology students if they wish to take GE courses.
- Full-time Cosmetology students attend class 45 hours per week, and it is difficult to add additional GE classes to their schedule
- Guided pathways have been created to assist in the process of obtaining a degree.
- This may be impacted by SB 803 Bill*

5.2 Outside Influences on Your Department

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.
- Cosmetology students currently have an 86% pass rate for the written exam (out of 59 students)
 - Cosmetology students currently have a 95% pass rate for the practical exam (out of 55 students)
 - Cosmetology students are encouraged to meet with a CTE counselor
 - Cosmetology Tutoring is offered to help improve written exam scores
 - The Cosmetology Department abides by the minimum requirements mandated by the State Board of Barbering and Cosmetology, California State Board of Barbering and Cosmetology Act and Regulations, Fullerton College Cosmetology Department policies and procedures, Fullerton College policies, and NOCCCD policies

*Due to SB 803 Bill, Cosmetology minimum hour requirements will be reduced from 1,600-hours to 1,000-hours. This new bill will be effective January 1, 2022. SB 803 Bill will have a major impact on our program. The Cosmetology Department will need to create new curriculum to meet the State Board of Barbering and Cosmetology requirements. This curriculum must be approved by Fullerton College, the NOCCCD Board of Trustees, the State, and the California State Board of Barbering and Cosmetology.

- i. Minimum requirements are reduced drastically
- ii. Effective January 1, 2022, once minimum requirements are met, the following will apply:
 1. A practical examination will no longer be required for licensure
 2. Written exams will still be required for licensure
- iii. Please view links for additional details:

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SB803

https://www.barbercosmo.ca.gov/forms_pubs/sb_803_information.pdf

https://www.barbercosmo.ca.gov/forms_pubs/sb_803_faq.pdf

2. Make sure you are including all degree and certificate programs, including the College's GE program.
 - Cosmetology Certificate
 - Associate in Science Degree- Cosmetology
 - Associate in Science Degree- Cosmetology Instructor
3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.
 - Prospective students must be able to read at a 10th grade level prior to registering for the Cosmetology Program
 - Cosmetology students minimum age requirement is 17 years of age or older to be eligible for the State Board Examination
 - Cosmetology students must meet the prerequisite for the next course level of the program, all five Cosmetology courses are in sequential order
 - Instructor Trainees must have a minimum of 3 years as a licensed professional in Cosmetology, Barbering, or Esthetics

4. If AB 705 applies to the program, then how are you meeting its mandates?

- AB 705 applies to the current Cosmetology students desiring to obtain an Associate of Science Degree in Cosmetology and/or an Associate of Science Degree for Cosmetology Instructor
- Students meet with a CTE counselor.
- Students are to complete all requirements within a year.
- AB 705 will be impacted by SB 803 Bill*

5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.

- a. Cosmetology students are provided outreach opportunities to help students and families in need
 - Provide services for women's shelters
 - Kinder Caminata: Participate annually with first generation college students by providing face painting and educational videos
 - Adopt an Angel: Participates in providing face painting and gift certificates for the annual event (Cal Works, FYSI and EOPS students)
 - Back to School: Provides services to families in need
 - Participate in offering services to gain knowledge and experience during campus events held in the quad
 - Community Outreach
- b. Fieldtrips
 - Industry Trade Shows (approved by Department)
 - Dermalogica hosts "Future Professional's Day"
 - Professional demonstrations and Guest Speakers
- c. Cosmetology Instructors:
 - Classroom observations
 - Classroom presentations
 - Annual Pivot Point Training for Instructional Techniques Program student educators
 - Due to the reduction in hours, this may be impacted by SB 803 Bill*

2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.

Requesting funding for professional resources for program & course content modernization & accessibility:

- Time tracking tutorials
 - Students must manage time efficiently and effectively. The tutorials can provide detail information on how to understand timecards
- Program and course preparation videos
 - Students must understand the importance of the program, including but not limited to:
 - Program orientation
 - Financial Aid
 - Student Resources available from the college
 - Office 365, navigating electronic timecards
 - Requirements mandated by The California Board of Barbering and Cosmetology
 - Attendance
 - Introducing the POS for both students and staff
 - Orientation for new hires (adjunct & substitutes)
- Advertisement, promoting programs and client services on campus and in the community
- Support Staff
 - Full-time Receptionist
 1. Inbound/Outbound calling to remind and inform students of start dates
 2. Always having a live person for students and clients to contact
 - Admin I/II/III
 1. Proficiency in Office 365
 2. Creating timecards
 3. Managing student records
 4. Managing LAB 2.0 (inputting students into Pivot Point's LMS that purchased textbooks from campus bookstore)
 5. Attending department meetings for policy updates
- Department Record Keeping
 - Student timecards (time keeping)
 - Student record keeping (system must maintain confidentiality)
 - Student training for POS tracking system
- Hired professional to make Cosmetology website program updates
- In order to meet the demands of the industry, time is needed to create curriculum for changes mandated by The California Board of Barbering and Cosmetology (SB 803 Bill*)
- Advanced educational courses will be in demand due to fewer hours required (SB 803*)
 - Curriculum is needed for advanced courses
 - Full-time faculty hiring needed

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.

<p>Previous SAP 1: Increase Cosmetology student enrollment, success, & completion rate.</p>
<p><u>Learnaboutbeauty.com (LAB)</u> Pivot Point (textbooks/curriculum endorsed by CA State Board) updated LMS to LAB 2.0 (pivotpointlab.com)</p>
<p><u>Study Hour</u> Skills Center updated the program name to Cosmetology Tutoring and hired a Lead Tutor from the pool of applicants from the Instructional Techniques Program.</p>
<p><u>Instructional Techniques course</u> The Instructional Techniques Program (600-hours total) was divided into 5 courses total (2 lecture courses & 3 laboratory courses) in addition to incorporating LAB 2.0 training.</p>
<p><u>Cosmetology - Skin Care curriculum</u> Barbering chairs were purchased and placed in a few classrooms for the use of skincare procedures - unfortunately, they are too big for the small Cosmetology classrooms but can be used for the Barbering classroom once the Barbering Crossover Program is implemented (& a classroom is designated.)</p>

<p>Previous SAP 2: Provide "Cosmetology Cross-over to Barbering" course for Cosmetology graduates and licensed professionals and "Esthetics" courses.</p>
<p><u>Cosmetology Cross-over to Barbering course</u> Barbering Crossover Program curriculum was approved and can be implemented:</p> <ol style="list-style-type: none">1. When the department can hire a new faculty member, dual licensed as a barber & cosmetologist, with strong technology skills, to run the program and teach the courses.2. Has a designated classroom with stations. *Already have chairs.

<p>Previous SAP 3: Improve and increase Cosmetology Department operation effectiveness/efficiency</p>
<p>The current electronic timecards have now been another task given to instructors that require a lot of time to input data accurately. This needs to be improved and an ongoing project designated to a staff member with strong technology skills.</p> <p>Our department was finally approved for a POS system. Because of the complexity of setting it up, our department requires the ongoing funding to keep a hired professional on staff to customize the system our program needs and provide ongoing training.</p>

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

- **SAP 1: Creating curriculum & course content to implement the new state board licensure requirements (Cosmetology, Barbering, & Hairstyling) beginning January 1, 2022 (SB 803 Bill)**
- **SAP 2: POS system support**
- **SAP 3: Hire full-time with dual license (Cosmetology & Barbering) to implement Barbering Crossover Program**

Please number each of your plans. This will help keep tracking of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the College mission, vision, goals, or objectives.
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

SAP 1: Creating curriculum & course content to implement the new state board licensure requirements (Cosmetology & Barbering) beginning January 1, 2022 (SB 803 Bill)

- Requesting FC support to fast-track approval for new curriculum & approval of sub requests for full-time faculty to meet to create curriculum & course content
- Requesting funding for professional resources for program & course content modernization & accessibility
- Requesting funding to purchase Milady's 14th Edition (2022) Cosmetology Instructor Materials course management guide CDROM for creating new written tests

FROM: DEPARTMENT OF CONSUMER AFFAIRS, BOARD OF BARBERING AND COSMETOLOGY

October 2021

Attention School Owners:

Effective January 1, 2022, the minimum number of required hours for a course in Barbering or Cosmetology will be 1,000-hours, respectively. Schools must submit an Application to Add a Course and have it approved before they can begin offering students this new course of study.

The Board is not able to provide an approval before January 1, 2022; however, we encourage schools to submit their new curriculum as soon as possible...

1. Data and analysis support: Full-time department faculty will immediately create courses to implement the new state board licensure requirements beginning January 1, 2022 (SB 803 Bill) for Cosmetology (1,000-hours total) & Barbering (1, 000-hours total).

2. FC mission, vision, goals, or objectives fulfillment:

Mission: *developing flexible pathways*

Goal 1: Objective 2 - *Enhance workforce training opportunities*; Objective 4 - *Increase completion of courses, certificate [programs]*

Goal 2: Objective 1 - *Remove institutional barriers to student equity and success*; Objective 2 - *Increase equity in hiring and training*; Objective 3 - *Increase outreach to and recruitment of students from underserved populations*

Goal 3: Objective 2 - *Create and expand relationships with local businesses*

Goal 4: Objective 3 - *Provide professional and career development opportunities for students*

3. FC student equity attainment:

- Requesting the college to fast-track the approval of our department's new curriculum to enable current students to complete program / eligible for licensure & keep program enrollment high.
- Requesting providing our department with hired professionals & resources to update program presentations & course content modernization & accessibility.
- Requesting funding to purchase Milady's 14th Edition (2022) Cosmetology Instructor Materials course management guide CDROM for creating new written tests to provide more support for students in preparation of the written examination for licensure (SB 803 Bill requires only the passing of the written examination for licensure, the practical portion was removed).

4. Pertinent extra funding:

1. Requesting approval of substitutes for full-time department faculty to meet weekly to collaborate on creating new curriculum & course content.
2. Professional videographer to help department create new student orientation video.
3. Professionally made presentation for financial aid questions for new student orientation.
4. Professional videographer to help department create videos of practical assignments for students to use for reference (if absent or need to review for additional training support & accessibility.)

5. Attainable if no or partial extra funding provided:

(#4.1) Yes, but it will affect the swiftness & meticulousness of curriculum submitted for approval, which will also affect student program completion and enrollment.

(#4.2 - 4.4) No

6. a. Funding estimate:

b. Funding resource / category: Curriculum & Personnel

SAP 2: POS system support

- Requesting ongoing funding for hired professional

1. Data and analysis support:

2. FC mission, vision, goals, or objectives fulfillment:

Mission: *foster a supportive and inclusive environment for students to be successful learners*

Goal 1: Objective 2 - *Enhance workforce training opportunities*

Goal 2: Objective 1 - *Remove institutional barriers to student equity and success; Objective 2 - Increase equity in hiring and training*

Goal 3: Objective 2 - *Create and expand relationships with local businesses*

Goal 4: Objective 3 - *Provide professional and career development opportunities for students*

3. FC student equity attainment: POS system training will be integrated into the Cosmetology (& Barbering) Program training of our students to increase their qualifications for employment opportunities & advancement.

4. Pertinent extra funding:

5. Attainable if no or partial extra funding provided:

6. a. Funding estimate:

b. Funding resource / category: Computer Software & Personnel

SAP 3: Hire full-time with dual license (Cosmetology & Barbering) to implement Barbering Crossover Program

- Anticipated start date Fall 2022

1. Data and analysis support: New state board licensure requirements for Barbering (1, 000 hours total) will create a greater demand for this program to be offered. Currently, only one full-time faculty member has a Barbering license.

2. FC mission, vision, goals, or objectives fulfillment:

Mission: *developing flexible pathways*

Goal 1: Objective 2 - *Enhance workforce training opportunities; Objective 4 - Increase completion of courses, certificate [programs]*

Goal 2: Objective 1 - *Remove institutional barriers to student equity and success; Objective 2 - Increase equity in hiring and training; Objective 3 - Increase outreach to and recruitment of students from underserved populations*

Goal 3: Objective 2 - *Create and expand relationships with local businesses*

Goal 4: Objective 3 - *Provide professional and career development opportunities for students*

3. FC student equity attainment: Professionals earning dual licensure will enhance their skills, provide more opportunities for employment, & expand services for all genders in their community.

4. Pertinent extra funding:

5. Attainable if no or partial extra funding provided:

6. a. Funding estimate:

b. Funding resource / category: Personnel

6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

Long-Term Plan 1: Creating curriculum for advanced training courses (certification)
--

- | |
|--|
| <ul style="list-style-type: none">• Developing courses for advanced training to fill in the gap of reduced required hours in training & practice in the subjects of hairstyling and hair chemical services for state board licensure in Cosmetology (-600 hours) and Barbering (-500 hours) professions. |
|--|

Long-Term Plan 2: Creating curriculum for Hairstyling License (600-hours)
--

- | |
|--|
| <ul style="list-style-type: none">• Developing courses for Hairstyling license• 2023 is the anticipated date of applications to be accepted (& approved) by CA Board of Barbering and Cosmetology |
|--|

Long-Term Plan 3: Professional Development

- | |
|--|
| <ul style="list-style-type: none">• Providing our department faculty with up-to-date training of trends of our industry (SB 803*)• Providing our department faculty with training on incorporating technology in the classroom. |
|--|

7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

See 1.0 Executive Summary

8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheron@fullcoll.edu.

- <https://cosmetology.fullcoll.edu/>
- <https://cte.fullcoll.edu/department/cosmetology/>

2. If you find an inaccurate publication, please explain how you will make corrections.

- <https://cosmetology.fullcoll.edu/>- visited 10/28/21
 - Updated information needed on program cost needed
- <https://cte.fullcoll.edu/department/cosmetology/>- visited 10/28/21
 - Updated information needed for cost for Cosmetology Instructor program
 - Updated information needed for lead instructor
- Inaccurate publications should be maintained every four weeks by an expert professional. We are currently in need of an expert professional to maintain websites.
- Expert professional is needed to update:
 - Registration
 - Program cost
 - Program requirements and information
 - Required supplies
 - Start and end dates
 - Orientation information for prospective students
 - Student success rates
 - Resources
 - Financial Aid
 - "Live Chat" option or Q and A section

3. If your department maintains a social media presence, then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the District's social media guidelines?

- Instagram Cosmetology Trendsetter's Club (last postdate 2/2020)
- Highlight student work and promote program
- Trendsetter's Club publicist is in charge (faculty advisors oversee)
- Learning platform, building student confidence, experience to use as a professional platform rather than personal
- District's social media guidelines are being followed

4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

- Annual Advisory meetings
 - The Cosmetology Department meet annually with licensed professionals such as cosmetologists, barbers, and estheticians, business owners, and educators in

the industry to obtain feedback on current and future trends, employment demands, and student success.

Format notes

Cover Page: standardize for each self-study, with signatures

Executive Summary: on a separate page, all by itself, for ease of processing.

Main body of the report

Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.

