



**Barstow Community College**

# Program Review

## Instructional

<b>PROGRAM:</b>		Cosmetology	
<b>ACADEMIC YEAR:</b>		2011-2012	<b>Date Submitted:</b> October 19 2012
		By Claire Benson	
	Faculty Lead	Claire Benson	Full-time faculty
	Members	Elsa Greenlee Kim Jackson Carole Blake Ramona Garcia Sylvia Hincuipe Frances Mecheda	Full-time faculty Full-time faculty Part-time faculty Part-time faculty Part-time faculty Part-time faculty

- **Policies and Processes**
- **Status**

- **Data**
- **Prior Goals/Objectives**
- **Goals/Objectives/Actions**
- **Resources**

## 1. Program Mission and Vision

A.	<b>Program Mission</b>
	<p>The Cosmetology Department in sync with the mission of Barstow Community College provides the highest quality academic, occupational, cultural, and socially responsible environment for students in the community. The mission of the cosmetology department is to safeguard and protect the health and general welfare of the consumer establish by the California Board of Barbering and Cosmetology. The cosmetology program strives to develop strategies for success in order to bridge the skill gap between school and work, by developing confidence, skill proficiencies, professionalism, and the understanding of diversity. The cosmetology program strives to give students the finest training and experience available to prepare him or her to qualify to take the State Board of Cosmetology examination for licensure as cosmetologist. The program will continue to do what is best to improve and maintain the highest quality and standards for our student’s education.</p>
B.	<b>Program Vision</b>
	<p>Barstow Community College is recognized as the jewel of the community; the cosmetology department is viewed as an essential technical resource for the students and its community. The cosmetology department's learning standards seeks to develop the whole person where the individual is greater than the sum of his or her independent educational experiences, a person who will understand the world within and the world without.</p>
C.	<p>Cosmetology Department vision in conjunction with College Mission Statement</p> <ol style="list-style-type: none"> <li>1. The Barstow College Cosmetology Department compiles with the mission of the college by providing career education; courses that give students knowledge, skills, and certification necessary for success in the workplace.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.</li> <li>3. Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.</li> </ol>

## 2. Program Description and Overview

### Overview Program

The cosmetology program introduces fundamentals of cosmetology practice. The concepts introduced include four core competencies, communication skills, critical-thinking, global awareness, professional role, standards of practice and performance in cosmetology. There are three pathways to completion of the program: 1600 clock hours, certificate of achievement and associate of science degree. In the degree and certificate of achievement pathway, general education requirements are mandates.

The cosmetology program goal is to serve the community as an affordable, learning-centered program committed to the development and delivery of innovative, successful learners prepared for the beauty industry. Employed are three full-times, and five adjunct faculty; cosmetology faculty provide professional experience in current cosmetology practices, and incorporates technology in the instruction of Cosmetology. In all seven cosmetology courses ranging from beginning, intermediate, and advanced courses; learners develop theoretical and practical competencies that prepare them with employable skills. Learner's ages range from 18 to 60 coupled with diverse backgrounds and experiences, these elements will develop communities of learning and contributions to the field of cosmetology.

### Course Description

The cosmetology program is design to exceed minimum California Board of Cosmetology standards. The cosmetology program consists of 1600 hours of instruction of both theoretical and practical skill development required for licensure by the California State Board of Cosmetology. A combination of lecture and laboratory instruction in a traditional classroom setting includes salesmanship, skills in serving the public; bacteriology, sterilization, principles of sanitation and safety requirements in operation of a beauty salon/ and or working in the beauty industry. The program details principles of chemistry; laws and administrative regulations. Proficiencies developed

include hairstyling, chemical waving, straightening, haircutting, shaping, hair coloring, hair treatments, facials, manicuring (including acrylic nails), and operation of a beauty salon. Cosmetology learners are prepared to become well-trained professionals demanded by today's beauty-industry.

### 3. External Factors

The Cosmetology Department will continue to work to ensure student success in passing the State Board examination by providing a learner-centered environment. The faculty will continue to mentor, instruct, lead and guide students in their new professions. The curriculum for the cosmetology is designed to meet and exceed minimum California State Board of Cosmetology standards.

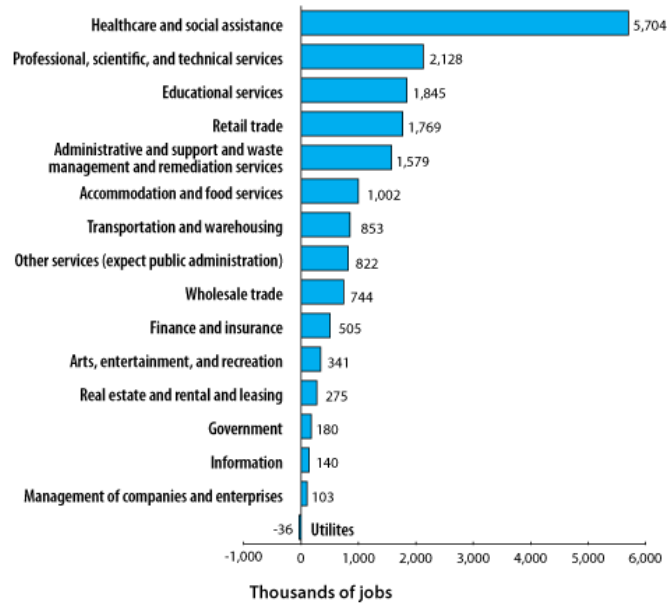
The Manicuring program has been inactive since the relocation of the Cosmetology program to Barstow campus (2007). The request for the Manicuring program is minimal from the community. The Department has an in depth nail technology course COSM51A that allows the student to be train extensively in nail technology; the student is able to employ those skills to work as a professional nail technician. The Manicuring program has been sent to the Curriculum Committee for review to archive, not necessary for degree pathway.

The Esthetician program has been inactive since 2010, due to low enrollment. The request for the Esthetician program is minimal from the community. The Department has an in depth skincare course COSM51B that allows the student to be train extensively in skincare; the student is able to employ those skills to work as a professional skincare technician. The Manicuring and Esthetician program has been sent to the Curriculum Committee for review to archive, not necessary for degree pathway.

Job Market- The Cosmetology Advisory committee members consist of salon owners, cosmetology instructors, former graduates, beauty consultants, beauty school administrator, and director of vocational programs. The members have diverse ranges of professional knowledge, expertise, which assists in forecasting future trends in the beauty field. The currency of the curriculum prepares students for licensing with the California State Board of Barbering and Cosmetology.

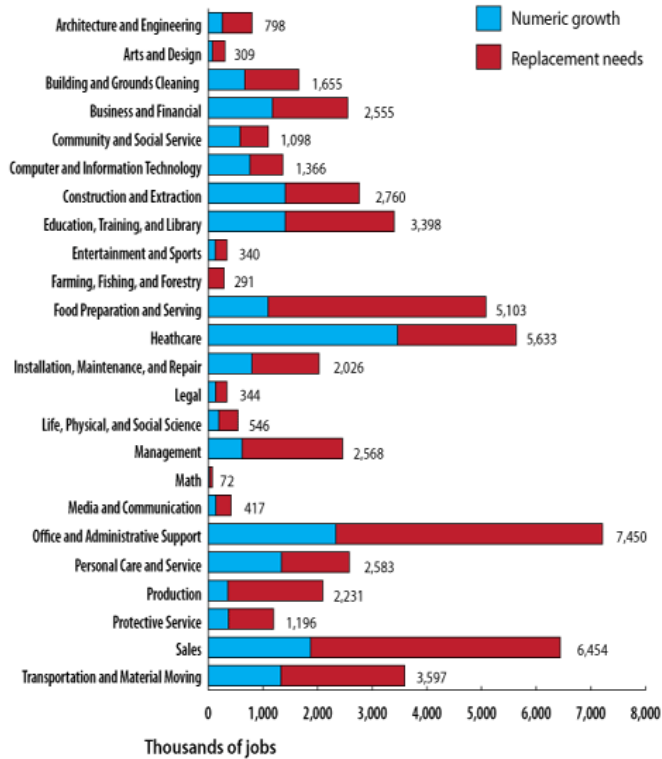
Total employment is expected to increase by 14 percent from 2010 to 2020; changes in consumer demand, improvements in technology, and many other factors will contribute to the continually changing employment structure of the U.S. economy. Service-providing industries are anticipated to generate nearly 18 million new wage and salary job

**Chart 5. Numeric change in wage and salary employment in service-providing industries, 2010–20 (projected)**



Source: BLS National Employment Matrix

**Chart 9. Number of jobs due to growth and replacement needs, by occupational group, 2010–20 (projected)**



Source: BLS Division of Occupational Outlook

	Total estimated 2010 Jobs	Total Projected 2020 Jobs	Projected Growth 2020			
<b>COSMETOLOGISTS-ACCOMMODATIONS SERVICES-PERSONAL CARE</b>						
State of California	23,610	100,900	7,063			
Inland Empire	9,950	8,255	565			
Los Angeles County	21,566	36,333	787			
Orange County	5,433	6,755	3,400			
National	73,000	\$344,900	900			

Source: EDD/LMID Occupational Employment Statistics survey. 2012

<http://www.labormarketinfo.edd.ca.gov/OccGuides/Su,,ary.aspx?Soccode=395012&Geography=060400071>

Annual Wages for 2012	Low (25 <sup>th</sup> percentile)	Median (50 <sup>th</sup> percentile)	High (75 <sup>th</sup> percentile)	
State of California	\$19,101	\$22,316	\$28,655	
Inland Empire	\$18,303	\$19,568	\$23,211	
Los Angeles County	\$17,760	\$22,000	\$30,000	
National	\$18,500	\$21,346	\$22,880	

<p><b>4</b></p>	<p><b>Curriculum</b></p> <p>•</p> <p>Total number of courses in program (<i>break down by discipline if appropriate and helpful</i>)</p> <p><b><u>Course - Number &amp; Title</u></b></p> <p><b>COSM 50A BEGINNING COSMETOLOGY</b> Introductory course pertaining to theory and practical application of rules and regulations, sanitation, professional image, bacteriology, hairstyling and fundamentals of various salon industry techniques.</p> <p><b>COSM 50B BEGINNING COSMETOLOGY</b> Introductory course pertaining to theory and practical application of rules and regulations, sanitation, haircutting, draping, shampooing, thermal styling, and hair augmentation.</p> <p><b>COSM 50C BEGINNING COSMETOLOGY</b> Introductory course pertaining to theory and practical application of rules and regulations, sanitation, chemical waving, curl-reforming, chemical relaxing, haircoloring, and highlighting.</p> <p><b>COSM 51A INTERMEDIATE COSMETOLOGY</b> Introductory course pertaining to theory and practical application of rules and regulations, sanitation, manicuring, pedicuring, nail wraps, tips, and acrylic enhancements.</p> <p><b>COSM 51B INTERMEDIATE COSMETOLOGY</b> Introductory course pertaining to theory and practical application of rules and regulations, sanitation, basic facial, makeup, eyelash application, and massage movements.</p> <p><b>COSM 51C INTERMEDIATE COSMETOLOGY</b> Introductory course pertaining to theory of salon management, soft skills, ethics, business laws and principles, interviewing, and preparing for the workplace.</p> <p><b>COSM 52 ADVANCE COSMETOLOGY</b>  This course reviews the Board of Cosmetology Performance Criteria and rules &amp; regulations. This course encompasses all of the theoretical and practical competencies that are required to successfully pass licensing for the Board of Cosmetology.</p>
<p>B.</p>	<p>Percentage or number of courses with Course Outline of Record in full compliance with curriculum standards (see Curriculum Manual for additional information, if necessary).</p>
	<p>Due to the Chancellor's Office new requirement for Methods of Instruction, none of our courses are in full compliance. We recently reviewed SLOs, objectives, and pre-requisites for the courses.</p>

	<p>If not in compliance, what is the plan for moving them into compliance?</p> <p>Methods of Instruction will be submitted for all courses to curriculum. We should be in full compliance by Fall 2013.</p>
C.	<p>Plan for developing any new or additional courses and the rationale for them.</p> <p>There are no plans to develop any additional courses as to date.</p>
D.	<p>Plan for archiving or deleting any existing courses and the rationale for it.</p> <p>In 2011-2012 we archived six courses as they are not needed for the certificate and degree pathways.</p>
E.	<p>Plan for additional courses for online delivery and the rationale for them.</p> <p>Not applicable at this time</p>
F.	<p>Percentage of the number of courses that have:</p>
	<ol style="list-style-type: none"> <li>1. Prerequisites - 90%</li> <li>2. Co-requisites - 0%</li> <li>3. Advisory- not applicable</li> </ol>

## 5. Program Status

A.	<p>What is going well and why?</p> <p>The cosmetology program relocated in 2007 to the main campus of the college, since that time enrollment commences to increase each semester. The program recognizes to retain student enrollment it must address changing expectations associated with the quality of the learning experience and the wave of technological innovations. The program continues to engage in the traditional approach of learning, but has integrated technology to prepare the cosmetology learners for the 21st century work environment. The cosmetology faculty will continue to provide quality instruction and create an environment that promotes student success.</p>
B.	<p>What is not going well and why?</p> <p>Unfortunately, students have external and internal factors that distract them from their ultimate goal; which, is to complete their program as rapidly as possible. The faculty will continue to keep these students on track to finish their program, as soon as, possible.</p>



## 6. Program Data

### A. Performance Data

Discuss the program's performance on the specific data items listed below. *(If you have already discussed your program's performance on one or more of these components, then refer to that response here, rather than repeating it.)*

1 Course Completion Rate			
Course	Fall 2011	Spring 2012	
COSM 50A (20470)	47%	61%	
COSM 50A (20471)	31%	50%	
COSM 50B (20472)	50%	55%	
COSM 50B (20473)	42%	71%	
COSM 50C (20474)	70%	94%	
COSM 50C (20475)	58%	50%	
COSM 51A (20476)	93%	100%	
COSM 51A (20477)	93%	94%	
COSM 51B (20480)	91%	83%	
COSM 51B (20481)	86%	44%	
COSM 51C (20478)	83%	100%	
COSM 51C (20479)	69%	92%	
COSM 52 (20482)	33%	50%	
COSM 52 (20483)	47%	39%	
COSM 58B (20490)	100%	%	
COSM 58B (20491)	100%	%	
COSM 58C (20492)	100%	%	

COSM 58C (20493)	%	%
------------------	---	---

2 Course Success and Retention				
<b>All Courses</b>	<b>Fall 2011 Retention</b>	<b>Fall 2011 Success</b>	<b>Spring 2012 Retention</b>	<b>Spring 2012 Success</b>
COSM	90.17%	81.96	92.15%	89.15%

3 Full-Time/Part-Time Faculty Ratio		
<b>Instructors</b>	<b>Fall 2011</b>	<b>Spring 2012</b>
COSM	3:5	3:5

4 WSCH/FTEF ratio	
The information gather is not exclusively accurate, but this is the data collected in banner regarding the FTE/FTES/WSCH	

<b>GREENLEE</b>	<b>FTEF</b>	<b>FTE/FTES/WSCH</b>	<b>FTE/FTES/WSCH</b>	<b>Spring 2012</b>
	<b>2012</b>	<b>2012</b>	<b>2011</b>	
	<b>SUM</b>	<b>SPRING</b>	<b>FALL</b>	
	<b>MER</b>			
COSM 50A 80171	.11	40629 0.10/14.64/0.0	20470 0.30/11.63/0.0	
COSM 50A 40630		0.10/12.40/0.0	20471 0.32/16.71/0.0	
COSM 50B 80172	.11	40631 0.32/4.39/0.0	20472 0.11/5.37/0.0	
COSM 50B 40632		0.33/11.62/0.0	20473 0.11/14.57/0.0	
COSM 50C 80173	.11	40633 0.10/12.44/0.0	20474 0.11/8.17/0.0	
COSM 50C 40634		0.10/3.87/0.0	20475 0.11/4.95/0.0	
COSM 51A 40635		0.00	20476 0.00	
COSM 51A 40636		0.00	20477 0.00	
COSM 51C 80176	.19	0.00	20478 0.32	
COSM 51C			20479 0.32	
COSM 52 40639		0.25		
COSM 52 40640		0.27		
		<b>FTE/FTES/WSCH</b>	<b>FTE/ FTES/ WSCH</b>	
<b>TOTAL</b>	<b>.52</b>	<b>1.57/59.36/0.0</b>	<b>1.70 / 61.39/ 0.0</b>	
<b>BENSON</b>	<b>FTEF</b>	<b>FTE/FTES/WSCH</b>	<b>FTE/FTES/WSCH</b>	
	<b>2012</b>	<b>2012</b>	<b>2011</b>	
		<b>SPRING</b>	<b>FALL</b>	
COSM 50A			20470 0.00	
COSM 50A			20471 0.00	

COSM 50B			20472 0.00		
COSM 50B			20473 0.00		
COSM 50C			20474 0.11		
COSM 50C			20475 0.11		
COSM 51A 80174	.10	40635 0.47/2.86/0.0	20476 0.22/8.06/0.0		
COSM 51A 40636		40636 0.50/7.34/0.0	20476 0.22/7.54/0.0		
COSM 51B 80175	.10	0.00	20477 0.00		
COSM 51C 80176	.62	40637 0.10/6.53/0.0	20478 0.11/3.73/0.0		
COSM 51C 40638		40638 0.10/4.65/0.0	20479 0.11/3.72/0.0		
COSM 52 80177	.11	40639 0.10/5.22/0.0	20482 0.37/7.09/0.0		
COSM 52 40640		40640 0.10/4.25/0.0	20483 0.37/4.48/0.0		
COSM 58B			20490 0.00/0.20/6.0		
COSM 58B			20491 0.00/0.20/6.0		
COSM 58C 40753		0.00	20493 0.00/0.20/6.0		
		<b>FTE/FTES/WSCH</b>	<b>FTE/FTES/WSCH</b>		
<b>TOTAL</b>	<b>.93</b>	<b>1.37/30.85/0.0</b>	<b>1.62 /35.23/18.00</b>		
<b>JACKSON</b>		<b>FTE/FTES/WSCH</b>	<b>FTE/FTES/WSCH</b>		
		<b>2012</b>	<b>2011</b>		
		<b>SPRING</b>	<b>FALL</b>		
COSM 51B		40641 0.73/4.00/0.0	20480 0.71/3.80/0.0		
COSM 51B		40642 0.73/1.69/0.0	20481 0.71/4.56/0.0		
		<b>FTE/FTES/WSCH</b>	<b>FTE/FTES/WSCH</b>		
<b>TOTAL</b>		<b>1.46/5.69/0.00</b>	<b>1.06/8.36/0.00</b>		
<b>BLAKE</b>	<b>FTES</b>				
	<b>2012</b>				
COSM 50B 80171	.045				
COSM 50C 80173	0.00				
<b>TOTAL</b>	<b>0.45</b>				
<b>ESTUDILLO</b>	<b>FTES</b>				
	<b>2012</b>				
COSM 50A 80172	0.28				
COSM 50B 80171	0.00				
COSM 50C 80173	0.00				
COSM 52 80177	0.17				
<b>TOTAL</b>	<b>0.45</b>				
<b>GARCIA</b>	<b>FTES</b>				
	<b>2012</b>				
COSM 51A 80174	0.11				
COSM 51B 80175	0.34				
<b>TOTAL</b>	<b>0.45</b>				
<b>HINCAPIE</b>	<b>FTES</b>				
	<b>2012</b>				

COSM 50A	80172	0.45		
COSM 50B	80174	0.00		
TOTAL		0.45		

5	FILL RATE	Fall 2011		Spring 2012	
	Courses	Enroll/Max	Fill %	Enroll/Max	Fill %
	COSM 50A	24/40	60%	20/30	60%
	COSM 50A	19/40	48%	16/30	48%
	COSM 50B	7/40	18%	6/30	18%
	COSM 50B	19/40	48%	15/30	50%
	COSM 50C	14/40	35%	17/30	51%
	COSM 50C	8/40	20%	5/30	15%
	COSM 51A	13/40	33%	7/30	21%
	COSM 51A	14/40	35%	17/30	51%
	COSM 51B	10/40	25%	11/30	33%
	COSM 51B	12/40	30%	6/30	18%
	COSM 51C	10/40	25%	16/30	48%
	COSM 51C	10/40	25%	11/30	33%
	COSM 52	20/40	50%	13/30	39%
	COSM 52	13/40	33%	11/30	33%
	COSM 58B	1/1	100%	N/A	N/A
	COSM 58B	1/1	100%	N/A	N/A
	COSM 58C	1/1	100%	N/A	N/A
	COSM 58C	N/A	N/A	N/A	N/A

--

--

**B. Progress Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)**

1.	Summarize the progress your program has made on program and/or course level SLO measures you have applied since your last program review.
	The cosmetology department has acknowledged and recorded the program learning outcomes within the framework of the program review for the certificate and degree levels. We have completed two cycles of the assessment process for Program Level Outcomes. All cosmetology courses have identified there Student Learning Outcomes along with assessment methods.
2.	Describe any program/course and/or instructional improvements made by your program as a result of the outcomes assessment process.
	The Board of Barbering and Cosmetology began administering the National-Interstate Council of State Boards of Cosmetology, Inc., (NIC) practical examination in October 2011. With these new changes, new rubrics have been initiated to reflect the new requirements. All instructors are in compliance with the same method of assessment instruments; therefore, uniformity exists without confusing the learner. The rubrics used in student assessments have proven to be successful.
3.	What is your plan for completing and then continuing the assessment cycle?
	Achievement assessment at the end of instruction for the purpose of certifying mastery of cosmetology practical application will continue to be part of the assessment cycle. Assessment outcomes can be used as tools for increasing student retention because the likelihood for students to remain in the course is greater if the instructor provides reinforce practice in the skills that need to be develop.

**C. Supporting Assessment Data**

1	Provide a list of any quantitative or qualitative measures not provided in 6.A. that you have chosen to gauge your program's effectiveness ( <i>e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.</i> )
	The cosmetology program has seven courses that have been aligned with the Board of Barbering and Cosmetology Performance Criteria and the National Cosmetology Practical Examination. These courses are also included in the degree pathways for Certificate of Achievement and Associate of Science degree. Cosmetology learners engage in specific assignments design to prepare them for the workforce; students

	must complete resumes and cover letters. Career-portfolios support their knowledge in the cosmetology field.						
2	Summarize the results of these measures						
	After completion of the master content of cosmetology the performance of the cosmetology learners are reflected in their accomplished licensing. The academic years listed below are the number of learners who successfully pass the Board of Barbering and Cosmetology licensing.						
	<table border="1"> <thead> <tr> <th>Jan- Dec 2010</th> <th>Jan-Dec 2011</th> <th>Jan-June 2012</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>20</td> <td>7</td> </tr> </tbody> </table>	Jan- Dec 2010	Jan-Dec 2011	Jan-June 2012	7	20	7
Jan- Dec 2010	Jan-Dec 2011	Jan-June 2012					
7	20	7					
3	What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement, as a result of your analysis of these measures? <i>(List any resources required for planned implementation in #9: Resources.)</i>						
	<p>Student practical operations and assessments are a key element in measuring cosmetology competencies because it provides the opportunity to observe learners skills and validates what the student is learning in their coursework.</p> <p>Continuity reduces student anxiety; it is important that instructors are synonymous with coursework expectations and provide concrete foundation for students. Using rubrics and assignments for the courses within the framework of the designated textbook standardizes the delivery of course content for all faculty teaching the coursework.</p>						
4.	Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.						
	Simulated performance in cosmetology attempts to match performance to real workplace situations. Skilled activities in cosmetology are designed to simulate portions of actual job performance. Student projects (career portfolio) are comprehensive types of performance assessments; the projects involves a combination of communication and critical thinking skills.						

#### D. Two-Year Scheduling Plan

1.	What is the Two-Year Plan? If no Two-Year Plan, why not?
	We have developed a two year cycle for cosmetology courses

	<b>Fall (Odd Years)</b>	<b>Spring (Even Years)</b>
	Traditional delivery	Traditional delivery
	COSM 50A	COSM 50A
	COSM 50B	COSM 50B
	COSM 50C	COSM 50C
	COSM 51A	COSM 51A
	COSM 51B	COSM 51B
	COSM 51C	COSM 51C
	COSM 52	COSM 52
	<b>Fall (Even Years)</b>	<b>Spring (Odd Years)</b>
	Traditional delivery	Traditional delivery
	COSM 50A	COSM 50A
	COSM 50B	COSM 50B
	COSM 50C	COSM 50C
	COSM 51A	COSM 51A
	COSM 51B	COSM 51B
	COSM 51C	COSM 51C
	COSM 52	COSM 52
	All of the Program Level Outcomes / Student Learning Outcomes are linked to the CORE Competencies of the college: Communication, Critical Thinking, Personal Development, and Global Awareness.	

## 7. **Prior Goals/Objectives**

Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review.

### **Goal 1: Provide learning programs and an environment that ensure student success**

#### **Objectives**

- Expand and/or revise the curriculum to meet the dynamic needs of students and community.
- Trends in the field of cosmetology are constantly reviewed and curriculum is updated and revised as changes occur.
- The Cosmetology Department at Barstow continues to build a reputation as a progressive leader in the field of cosmetology.

**Goal 2: Actively support and promote local economic growth and community development.**

**Objectives**

- Determine the educational and training needs of the community.
- Through the expertise of talented faculty, students maintain currency in course curriculum and trends
- The Department is committed to providing quality education for all students regardless of level of academic preparation, socio-economic status, cultural, religious, or ethnic background, or disability.

**Goal 3: Promote CTE programs that meet educational and training needs of local employers**

**Objectives**

- Actively promote an Advisory Board with members consisting of salon owners, former graduates, full and part time faculty with diverse range
- Continue to encourage and promote professional knowledge, and expertise to keep the program in tune with the needs of employers in the beauty industry.
- Determine the effectiveness of CTE education and training provided.
- Provide career exploration opportunities to college and high school students

## **8. Goals/Objectives/Actions**

Reflect on the responses to all the previous questions.

- Formulate Program **Goals** to maintain or enhance program strengths, or to address identified weaknesses.
- Indicate how each Goal is **Aligned** with the College's **Strategic Priorities**.
- Identify explicit **Objectives** for reaching each goal.



- Create a three-year **Action Plan** consisting of a coherent set of specific steps that must be taken to achieve each objective.
- Develop **Outcome** statements and appropriate measures for each objective.
- The **Comments** area provides for the additional communication of information necessary to further “close the loop” on the goal or action plan, as it relates to **Institutional Planning**. This may include references to other institutional documents, such as **governing or compliance documents** (i.e. *Board Policy, BAM, Title V*), **institutional planning documents** (i.e. *Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan*), or **Board, Presidential, Supervisory or Departmental recommendations or goals, etc.**

As you create your Program **Goals, Objectives, Outcomes** and **Action Plan**, it might be helpful to think about some of the following questions:

- Imagine your Program three years from now in an ideal future. You and your colleagues have done everything you possibly can to make the Program excellent. Look around: What do you see?
- Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.
- In the ideal future, what specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?
- What long-term impact would you like your Program to have on the College and the community?
- What strengths, opportunities, or new directions now exist on which you can capitalize in three years’ time?

Complete the following table with your Program’s **Three Year Action Plan**.

Action Plan					
	GOAL	ALIGNMENT	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES/MEASURES
#1	Prepare cosmetology professionals to recognize the quality	1. Foster innovative learning environment 2. Provide Successful	#1 Design training that is in compliance with the Board of Barbering	a) Role-playing b) Interview c) Meet with industry advisory’s to	Increase the number of student obtaining their cosmetology licensing. The goal is 100% passing.

	and significance of their training, leadership, and career goals; therefore, provide a successful learning experience for all learners.	college learning experience	and Cosmetology standards		brainstorm the needs of the beauty industry employers	
		3. Promote and support student engagement				
		4. Cultivate and enhance local partnerships				
		5. Attract/ develop excellent employees				
		6. Strengthen college planning/ decision making	#2 Promote soft skills and critical thinking for cosmetology learners	a)	Provide training for students	
				b)		
				c)		
			#3 Design career portfolio to prepare cosmetology learners for cosmetology careers	a)		
				b)		
				c)		
	<i>Comments:</i>	Goal #1 aligns with Strategic Priorities #1, 2, 3, and 4 and the BOT goals #I, IV, V, and VI. The criteria from the Board Barbering and Cosmetology and expectation of employers in the beauty industry seek currency of skills and professionalism.				
#2	Provide skills for the 21st century and development of collaborative, professional relationships with organizations in partnerships focused on the improvement of education in cosmetology schools, communities, and workplace settings. To construct a learning environment	1. Foster innovative learning environment	#1 Partnership with hair organizations, salon professionals, and product manufacturers to gain the knowledge, skills, and attitudes necessary for the beauty industry.	a)	Contact neighboring salon professional, salons, beauty organizations and companies about partnerships	Expand our advisory committee with beauty industry professionals. Promote interest in cosmetology careers at the middle and high school level.
		2. Provide Successful college learning experience				
		3. Promote and support student engagement		b)	Invite industry professions to demonstrate current hair techniques.	
		4. Cultivate and enhance local partnerships		c)	Seek customer service professionals to teach workshops	
		5. Attract/ develop excellent employees				
		6. Strengthen college planning/ decision making	#2 Integrate technology into the cosmetology curriculum and	a)	Engage in career fairs at middle and high school campuses	

	that embraces soft skills and develops outstanding cosmetology professionals.		promote currency of beauty methods.	b)		
				c)		
			#3 Provide career exploration opportunities to middle and high school students interested in cosmetology careers.	a)		
				b)		
				c)		
	<i>Comments:</i>	Goal #2 aligns with Strategic Priority #1, 2, 3, 5, and 6 and the BOT goals #I, IV, V and VI				
#3	Provide a high quality lab environment for cosmetology learners with the appeal of a salon setting	1. Foster innovative learning environment	#1 Learner will successfully demonstrate practical and theoretical competencies to obtain cosmetology licensing.	a)	Mock assessments replicating the licensing exam	Demonstrate essential soft skill strategies important for employment, integrating communication skills, customer service skills, self-growth, and personal development.
		2. Provide Successful college learning experience		b)	Students will volunteer services as community charity.	
		3. Promote and support student engagement		c)		
		4. Cultivate and enhance local partnerships	#2 Promote a classroom environment that duplicates a salon setting to prepare learners for the workplace.	a)		
		5. Attract/ develop excellent employees		b)		
		6. Strengthen college planning/ decision making		c)		
			#3	a)		
				b)		
				c)		
	<i>Comments:</i>	Goal #3 aligns with Strategic Priority #1, 2, 3, 4, 5, and 6 and BOT goals #I, IV, V, and VI				

## 9. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, professional development, technology, information, marketing, equipment, supplies, and facilities. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 6.C.

**Rationale\*:** For each resource listed, enter the reason(s) the resource is needed to achieve the objective.

Goal #	Objective #	Resource Required	Rationale*	Estimated Cost

A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for EACH new resource requested.