

Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year: **Date Submitted:**

By:

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
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1. Program Mission and Vision

A. Program Mission

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; 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.

B. Program Vision *(Where would you like the Program to be three years from now?)*

Barstow Community College 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.

C. Describe how mission and vision align with and contribute to the College’s [Mission](#) and [Vision](#)

Cosmetology Department vision in conjunction with College Mission Statement

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.
2. Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.
3. Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.

DATE: October 3, 2014

ANNUAL UPDATE

#1:

Program Mission

The Cosmetology Department has aligned its mission to be synonymous to the Barstow Community College mission to provide our students with the highest quality educational tools to achieve personal goals, occupational aims, and professional growth. A priority 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 is synchronize with the college to develop strategies for success, in order, to bridge the skill gap between school and work; 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 educational success.

DATE: 10-3-2014

ANNUAL UPDATE #2: **Program Vision** (Where would you like the Program to be three years from now?)

Barstow Community College recognized as the jewel of the community; the cosmetology department viewed as an essential technical resource for the students and its community. Empowering Students to Achieve Their Personal Best Through Excellence in Education is the vision of Barstow Community College, and 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.

2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

- A. Organization, including staffing and structure
- B. Who do you service (including Demographics)?
- C. What kind of services does your program provide?
- D. How do you provide them?

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 two full-times, and six 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.

DATE:	10-03-2014
ANNUAL UPDATE #1:	No changes
DATE:	10-03-2014
ANNUAL UPDATE #2:	No changes

3. Program Data

A. PERFORMANCE DATA

1. Full-Time vs. Part-Time Faculty Ratio

Full Time	Part Time		
3	5	COSM	201207
3	5	Total	
3	5	COSM	201303
3	5	Total	
3	5	COSM	201305
3	5	Total	
3	5	Total for All Terms	

COSM	20107	Full-Time	Part Time
COSM 50A (20329)		2	2
COSM 50A (20330)		2	2
COSM 50B (20331)		2	2
COSM 50B (20332)		2	2
COSM 50C (20333)		2	1
COSM 50C (20334)		2	1
COSM 51A (20335)		2	2
COSM 51A (20336)		2	2

COSM 51B (20339)	1	1
COSM 51B (20340)	1	1
COSM 51C (20341)	2	1
COSM 51C (20342)	2	1
COSM 52 (20337)	1	0
COSM 52 (20338)	1	0
COSM 201303	Full-Time	Part Time
COSM 50A (41151)	2	2
COSM 50A (41152)	2	2
COSM 50B (41153)	2	2
COSM 50B (41154)	2	2
COSM 50C (41155)	2	1
COSM 50C (41156)	2	1
COSM 51A (41145)	2	2
COSM 51A (41146)	2	2
COSM 51B (41157)	1	1
COSM 51B (41158)	1	1
COSM 51C (41147)	2	1
COSM 51C (41148)	2	1
COSM 52 (41149)	1	0
COSM 52 (41150)	1	0
COSM 201305	Full-Time	Part Time
COSM 50A (80305)	1	2
COSM 50B (80306)	1	2
COSM 50C (80307)	1	2
COSM 51A (80308)	2	2
COSM 51B (80309)	2	2
COSM 51C (80310)	3	1
COSM 52 (80311)	1	1

2) Course Completion

FULL TIME			Traditional
201207	FT	COSM	91
201303	FT	COSM	80
201305	FT	COSM	39
Total for All Terms			121

PART TIME			Traditional
201207	PT	COSM	85
201303	PT	COSM	55
201305	PT	COSM	39
Total for All Terms			115

3) Course Success and Retention

FULL TIME	ENROLLED AT CENSUS	SUCCESSFUL COMPLETION	SUCCESS
201207	160	149	93%

201303	129	113	86%
201305	38	34	89%
Total for All Terms	327	296	
PART TIME	ENROLLED AT CENSUS	SUCCESSFUL COMPLETION	SUCCESS
201207	141	131	93%
201303	94	86	80%
201305	36	34	94%
Total for All Terms	271	251	

4) WSCH/FTEF Ratio

TRADITIONAL

ONLINE

a) Full-time: Not applicable at this time

b) Part-time: Not applicable at this time

5) Fill Rate

TRADITIONAL

a) Full-time: Traditional reports for Full-Time 1st
 Day/Max 62.10%; Census/Max 47.48%;
 EOT/Max 43.28%
 201207
 201303
 201305

b) Part-time: Traditional reports for Part-Time
 1st Day/Max 60.71%; Census/Max 45.15%;
 EOT/Max 41.41%
 201207
 201303
 201305

DATE: 10-03-2014

ANNUAL UPDATE #1: As enrollment figures for cosmetology each semester commence to decline from 2011 to 2013; enrollment strategies to accelerate registration became paramount. The CTE Dean, in consultation with the Vice President of Academics decided the effective solutions to under-enrolled cosmetology courses would be not to saturate the schedule with repetitive courses each quarter. Therefore, offering Beginning Cosmetology courses once a semester will provide higher enrollment throughout the two-year cycle for the cosmetology program. The two-year cosmetology plan process avoids excessive numbers of under-enrolled courses, thus, greater enrollment each semester.

DATE: 10-3-2014

ANNUAL UPDATE #2: Due to low enrollment, the phasing out of courses offered each quarter led to reduction in faculty. The three full-time faculty are scheduled, the reduction of adjunct faculty has been reduce from five to three a semester. This is a cost saving measure to examine high cost/low enrollment programs. As the enrollment commences to escalate, the consideration for rehiring adjunct will again reopen for conversation.

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

- 1) Summarize the progress your program has made on program and/or course level SLO measures. (Include *Outcome Statements* in this summary.)

Program Learning Outcomes:

Progress Summary – The cosmetology faculty have focused on the organization and development of an effective cosmetology program. 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 their Student Learning Outcomes along with assessment methods. The desired outcomes for the cosmetology program are licensed cosmetology professionals and establishing a learning environment that encourages advancing educational goals to pursue certificates and degrees, which is critical to meet the challenges of the 21st century workforce.

- 2) Describe any program, course, and/or instructional changes 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 reflect the new requirements. Instructors use techniques moving students in the direction of embracing positive learning outcomes and shared learning goals. All instructors comply with the same method of assessment instruments; therefore, uniformity exists without confusing the learner. The presence of varying degree of practicum in cosmetology performance assessments, illustrate factual Cosmetology State Board examinations. The rubrics used in student assessments have proven to be successful and illustrate a replication of the Cosmetology State Board examinations.

- 3) Reflecting on the responses for #1 and #2 above, what will you implement for the next assessment cycle?

Achievement assessment at the end of instruction is for certifying mastery of cosmetology practical application will continue to be part of the assessment cycle. Assessment outcomes are 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. When students reflect on learned skills, it promotes the process of transformative learning, and targets learned skills along with self-confidence.

DATE: 10-3-2014

ANNUAL UPDATE #1: No changes

DATE: 10-3-2014

ANNUAL UPDATE #2: No changes

C. Supporting Assessment Data (See Handbook for additional information)

- 1) Provide a list of any additional measures (not included in 3.A.) that you have chosen to gauge your program’s effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin’s data, etc.).

The cosmetology program has seven courses 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. A large population of cosmetology learners completes their required 1600 clock hours mandated for licensing. Recorded by the California Board of Cosmetology examination results, seventy percent of Barstow’s graduates of the Cosmetology program have acquired licensing since 2007. 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.

Degree attainment is not the only definitive measure of student success. In Career and Technical Education, there are other indicators of student success and institutional effectiveness. Adult learners enroll in the cosmetology program for certification, so that they may rapidly integrate into the workforce. Completing the 1600 clock hour certification allows adult learners to become eligible for licensing for the State of California and gain speedy employment. Therefore, two-year institutions have a range of goals that allow adult learners to acquire associate degrees, transfer to four-year universities, obtain or upgrade job-related skills, complete certificate programs, and change careers.

The Cosmetology Club Facebook provides a means of networking with program graduates; therefore, communicates job placements and openings in the beauty industry for Barstow graduates. This social network is used as an exchange to keep in contact with former graduates work placement, career and educational progress.

Employed in beauty industry, salon owners, or managers	Licensed graduates	Graduates pending examination	Pending filing	1600 HR COMPLETION	Transfer students to other cosmetology programs out-of-state

27 STUDENTS	37 STUDENTS	14 STUDENTS	17 STUDENTS	95 STUDENTS	6 STUDENTS	TOTAL
2008 = 3				3		
2009 = 4	2009 = 6	2009 = 3	2009 = 2	15		
2010 = 5	2010 = 10	2010 = 2	2010 = 3	20	2010=4	
2011 = 8	2011 = 10	2011 = 6	2011 = 2	26	2011=2	
2012 = 4	2012 = 5	2012 = 1	2012 = 2	12		
2013 = 3	2013 = 6	2013 = 2	2013 = 8	19		
27	37	14	17	95	6	101

2010-2011 Academic Year
2011-2012 Degrees/Certificates Awarded

Cert-Cosmetology	1
2012-2013 Students Enrolled with Declared Major	
Enrolled with Declared Major Cosmetology	150
2010-2011 Academic Year	
2010-2011 Degrees/Certificates Awarded	
Cert-Cosmetology	3

- 2) Summarize the results of these measures.

After completion of the master content of cosmetology, the performance of the cosmetology learners is reflected through state licensing certification. The academic years listed below are the number of learners who successfully pass the Board of Barbering and Cosmetology licensing.

Jan- Dec 2011	Jan-Dec 2012	Jan-June 2013
10	5	6

- 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? (*List any resources required for planned implementation in #10: Resources.)

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. Assessing skills and knowledge of course content by the application of formative and summative processes is vital.

The overall objective for the cosmetology educator is to incorporate teaching strategies that promotes successful student learning outcomes. The general program goal is to format a learning environment that encourages student-centered classrooms. When students are introduced a learning activity, it is the expectation facilitator for the student to skillfully master the competencies mandated for the profession.

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.

- 4) Include DCP Program Assessment Benchmarks, providing analysis of data on long-term goals and objectives.

Curriculum with continuity becomes a win-win environment for faculty and students. The goal of cosmetology assessment process evaluates the competencies mandated by the Board of Barbering and Cosmetology having distinctive advantages. There is the potential to increase student learning and assessment tools that enable teachers to adjust instruction to the needs of the learning community

Simulated performance in cosmetology attempts to match performance to real workplace situations. Skilled activities in cosmetology are design to simulate portions of actual job performance. Student projects (career portfolio) are comprehensive types of performance assessments; the projects involve a combination of communication and critical thinking skills.

DATE: 10-3-2014

ANNUAL UPDATE #1: No changes

DATE: 10-3-2014

ANNUAL UPDATE #2: No changes

D. Two-Year Scheduling Plan

- 1) **What is the program’s Two-Year Scheduling Plan? What changes, if any, have been made since the last Program Review?**

We have developed a two year cycle for cosmetology courses

Fall (Odd Years)	Spring (Even Years)
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
Fall (Even Years)	Spring (Odd Years)
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.

2) **How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals?**

The Two-Year scheduling Plan has been a road map for instructors to collaboratively practice team-teaching, faculty development, and a valuable assessment instruments that encourage learners progress from novice to mastery of cosmetology skills needed to successfully pass the licensing examination. Research nationally and internationally found that technical graduates are lacking in employability skills. As employability skills are crucial in outcome-based education, the main goal of the cosmetology program is to develop an employability skill assessment tool to help produce competent graduates in employability skills needed by the industry.

3) **Reflecting on these results, what are the goals for the next assessment cycle?**

The Cosmetology program is performance-oriented, based on a theoretical and practical application of instruction. Students must complete 1600 clock hours along with all required academic courses and laboratory operations. Focusing on the cosmetology student’s ability to perform specific job-related assignments has been central, but needed attention in advancing educational levels should be considered. Instruction of the course of study is based on realistic salon situations and work problems. Promoting a substantive goal to achieve higher levels of education surpassing the completion of the 1600 clock hours is vital.

DATE: 10-3-2014

ANNUAL UPDATE #1: Offering Beginning Cosmetology courses once, a semester will provide higher enrollment throughout the two-year cycle for the cosmetology program. The two-year cosmetology plan proposes measures to avoid excessive numbers of under-enrolled courses.

Two-year cycle for Cosmetology courses	
Fall	Spring
Traditional delivery	Traditional delivery
COSM 50A	COSM 50B
COSM 50C	COSM 51A
COSM 51B	COSM 51C
COSM 52	
Fall	Spring
Traditional delivery	Traditional delivery
COSM 50A	COSM 50B
COSM 50C	COSM 51A
COSM 51B	COSM 51C
COSM 52	COSM 52

All of the Program Level Outcomes / Student Learning Outcomes are link to the CORE Competencies of the college: Communication, Critical Thinking, Personal Development, and Global Awareness.

DATE: 10-3-2014

ANNUAL UPDATE #2: The Cosmetology Department will implement a new Two-Year Plan to improve student enrollment and staffing effectiveness, a plan that will set the educational course for the cosmetology department and ensure maximum efficiency of the Cosmetology Department. The purpose of the new Two-Year Plan is to guide the department's most important priorities and goals about the allocation of resources and student success. As the population of students increase, the allocation of additional adjuncts will become more functional.

4. Curriculum

A. List any new courses or program changes since the last program review. Be sure to include any newly approved prerequisites or corequisites.

Total number of courses in program (*break down by discipline if appropriate and helpful*)

Course - Number & Title

COSM 50A BEGINNING COSMETOLOGY

Introductory course pertaining to theory and practical application of rules and regulations, sanitation, professional image, bacteriology, hairstyling and fundamentals of various salon industry techniques.

COSM 50B BEGINNING COSMETOLOGY

Introductory course pertaining to theory and practical application of rules and regulations, sanitation, haircutting, draping, shampooing, thermal styling, and hair augmentation.

COSM 50C BEGINNING COSMETOLOGY

Introductory course pertaining to theory and practical application of rules and regulations, sanitation, chemical waving, curl-reforming, chemical relaxing, haircoloring, and highlighting.

COSM 51A INTERMEDIATE COSMETOLOGY

Introductory course pertaining to theory and practical application of rules and regulations, sanitation, manicuring, pedicuring, nail wraps, tips, and acrylic enhancements.

COSM 51B INTERMEDIATE COSMETOLOGY

Introductory course pertaining to theory and practical application of rules and regulations, sanitation, basic facial, makeup, eyelash application, and massage movements.

COSM 51C INTERMEDIATE COSMETOLOGY

Introductory course pertaining to theory of salon management, soft skills, ethics, business laws and principles, interviewing, and preparing for the workplace.

COSM 52 ADVANCE COSMETOLOGY

This course reviews the Board of Cosmetology Performance Criteria and rules & regulations. This course encompasses all of the theoretical and practical competencies that are required to successfully pass licensing for the Board of Cosmetology.

1. Prerequisites - 90%
2. Co-requisites - 0%
3. Advisory- Applicable

B. Explain the current evaluation process. How and when the curriculum was last evaluated? (*Appropriateness, archiving, deleting, revising, etc.*)

In 2011-2012 we archived six courses as they are not needed for the certificate and degree pathways.

- C. List any courses not in full compliance with Curriculum Committee Standards, including those that have not been updated in the past six years (see [Curriculum Manual](#) for additional information, if necessary).

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. Methods of Instruction will be submitted for all courses to curriculum. We should be in full compliance by Fall 2013.

- D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (including all modes of delivery)?

Compliance update:

Methods of Instruction will be submitted for all courses to curriculum. We should be in full compliance by Fall 2013

There are no plans to develop any additional courses as to date.

courses for online delivery - Not applicable at this time

DATE: 10-3-2014

ANNUAL UPDATE #1 Integration of Methods of Instruction for all of the cosmetology courses is complete. The instruction plan for each cosmetology course includes details of methods of instruction in the syllabi.

DATE: 10-3-2014

ANNUAL UPDATE #2: No changes -courses for online instruction continue to be not applicable.

5. Internal Factors (see Handbook for worksheet)

A. Strengths

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.

B. Weaknesses

Unfortunately, students have external and internal factors that distract them from their ultimate goal; which, is to complete their program as rapidly as possible. Coupled with these factors are lack of motivation and procrastination does severely hurt a student when it comes to completing the program. The lack of motivation is a weakness for students, and deters the completion of their program. The cosmetology faculty will continue to keep these students on track to finish their program, as soon as, possible. Cosmetology faculty teach students not only course content, modes of thought, strategies for learning and critically thinking about their courses, workplace, and life experiences.

DATE: 10-1-2014

ANNUAL UPDATE #1: In 2013, the Cosmetology Program implemented a web page on Facebook as an instrument to locate and track former graduates that achieved cosmetology licensing and working in the beauty industry. This social media allows faculty to compile data of licensed graduates and monitor their success.

DATE: 10-1-2014

ANNUAL UPDATE #2: Cosmetology enrollment rate dropped in 2010 through 2013. This was due to saturation of course offerings, class sizes were below 15 students. Excessive courses created faculty/student ratio to be disproportion, requiring a review of the structure of the program. As a result, a new Two-Year Plan developed to reflect a more effective scheduling of courses.

In addition, neighboring community administrators linked with the college president to recruit potential students in their communities.

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

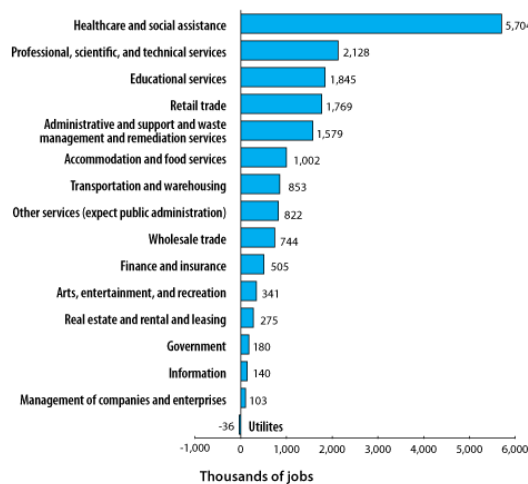
From Question 3 (What external factors have a significant impact on the program? Include the following, as applicable)

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.

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.

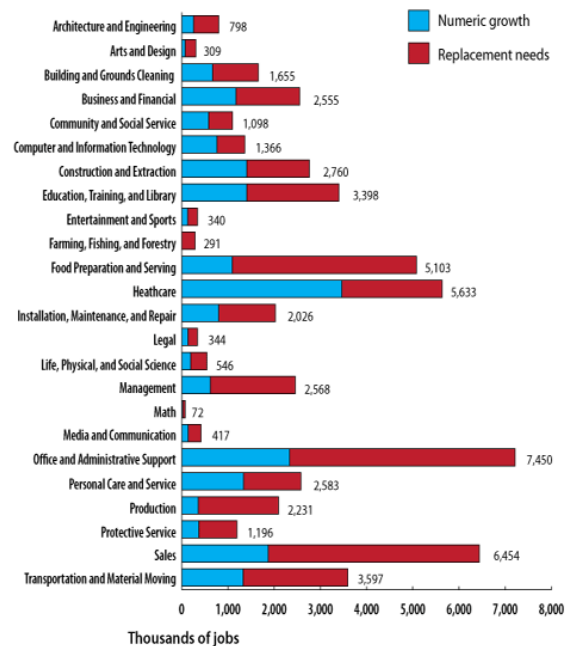
Total employment is expected to increase by 14 percent from 2010 to 2020; changes in consumer demand, improvements in technology, and many other factors will contribute to the continually changing employment structure of the U.S. economy. Service-providing industries are anticipated to generate nearly 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 2012 Jobs	Total Projected 2020 Jobs	Projected Growth 2020			
COSMETOLOGISTS-ACCOMMODATIONS SERVICES-PERSONAL CARE						
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			

Annual Wages for 2013	Low (25 th percentile)	Median (50 th percentile)	High (75 th 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			

B. Threats

From Question 3 (What external factors have a significant impact on the program? Include the following, as applicable)

See Opportunities Box above -

DATE: 10-3-2014

ANNUAL UPDATE #1: No changes

DATE: 10-3-2014

ANNUAL UPDATE #2: No changes

7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

The Career and Technical Education department has designated the first Saturday of each month commencing the Fall 2013 semester, as training for professional development for full-time and adjunct faculty. These activities consists of engaging staff in the college vision, values, goals, specific policies and procedures, which comprises the overall guidelines and direction for Barstow Community College.

In addition, the college has selected the first Tuesday of each month as All-College meetings designed for staff collaboration to raise student achievement, promote the college and enhance career readiness. All- College meetings encourages current and future directions in curriculum, instructional methodology, technology, student services, and professional growth.

All-Division and Best Practice meetings are scheduled monthly from August 2013 -May 2014. The meetings are designed to collectively disseminate and communicate the mission and master plan of the college through collaboration of faculty and administration. Stimulating useful ideas to improve the Institutional Effectiveness, creating a sense of oneness, motivating each other and reinforcing the goal of the organization.

B. What are the continuing education and/or professional development plans for the upcoming cycle?

All-Division and Best Practice meetings will continue meeting from August-May 2014. The Career and Technical Education department will continue with their scheduled workshops in 2014 the first Saturday of the month commencing August-May 2015; until changes are noted. The cosmetology department will continue to provide collaborative opportunities to enhance the goals of the department, and aspire learners to pursue their educational goals successfully.

DATE: 10-3-2014

ANNUAL UPDATE #1: The Career and Technical Education department will continue with their scheduled workshops in 2014 the first Saturday of the month commencing August-May 2015; as training for professional development for full-time and adjunct faculty, until changes are noted.

DATE: 10-3-2014

ANNUAL UPDATE #2: All-College Division and Best Practice meetings will continue meeting from August 2014 -May 2015. The cosmetology department will continue to provide collaborative opportunities to enhance the goals of the department, and aspire learners to pursue their educational goals successfully.

8. Prior Goals/Objectives

Briefly summarize the progress your program/ has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

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

DATE: 10-3-2014

ANNUAL UPDATE #1: No changes

DATE: 10-3-2014

ANNUAL UPDATE #2: No changes

9. Goals/Objectives/Actions (ACTION PLAN)

A. GOALS:

The principal goal of the cosmetology program is to lead learners through a sequence of courses that prepares each student for careers in the field of cosmetology. Changing technologies require employment preparation to meet with the challenges of the 21st century labor force. Cosmetology learners develop academic and professional knowledge and skills required for job acquisition, retention, and advancement.

The cosmetology program emphasizes specialized training in safety, sanitation, state laws, rules and regulations, chemistry, anatomy and physiology, skin, hair, nail diseases and disorders, hair treatments and manipulations, hair shaping, hair styling, hair lightening, reception, sales, management, math, reading, writing, interpersonal relations development, computer skills, employability skills, and work ethics.

B. ALIGNMENT:

Cosmetology Department vision in conjunction with College Mission Statement

1. The Barstow College Cosmetology Department compiles with the mission of the college by committing to provide our students, community, and military population educational tools to achieve personal and professional growth. The cosmetology courses give students knowledge, skills, and certification necessary for success in the workplace.
2. Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.
3. Partnering with local agencies, businesses, schools, and military bases to promote positive community development and economic growth.

C. C. OBJECTIVES:**D. ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE**

Goal 1: Provide standardized curriculum and synchronize assessment practices to improve learners understanding course content, and classroom laboratory demonstrations.

Objectives

- Expand and/or revise the curriculum to meet the challenges and needs of the 21st century beauty careers.
- Trends in the field of cosmetology are constantly reviewed and curriculum is updated and revised as changes occur from the Board of Barbering and Cosmetology.
- Construct systematic cosmetology curriculum and assessment process that provides unceasing improvement in the cosmetology program development.

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: Facilitate student learning and critical thinking to meet the challenges of the 21st century workforce

Objectives

- Continue to encourage and promote professional knowledge, and expertise to keep the program in tune with the needs of employers in the beauty industry.
- Encourage collaboration in community activities, strategies that promote self-efficacy for students, network with salon owners and industry professionals to keep students engaged in the beauty industry.
- Provide career exploration opportunities to college and high school students interested in cosmetology careers.
- Develop curriculum that embodies problem-solving, critical thinking, globalization and effective communication skills.

D.

E Outcomes:

Cosmetology educators must provide a keen understanding of theoretical and practical aspect of cosmetology; learners with technical skills to perform a wide range of beauty treatments, the creative skills and vision to identify what each individual client needs will be successful cosmetology professionals.

Measures:

Learning cosmetology skills uses real-world situations, problems, and equipment. Ongoing mock assessments evaluates the competencies mandated by the Board of Barbering and Cosmetology. Through formative and summative evaluations student learning is assessed, which enables instructors to adjust instruction to the needs of the students.

Student are administered skills knowledge and practical assessment examinations throughout the program. Examinations are evaluated by faculty and feedback is given to the student written or verbal. Methods of evaluation are practicum assessments, homework, portfolio, presentations, projects, written examinations, student surveys, research and continuous demonstrations. All methods of assessments require 70% passing score.

- F. ADDITIONAL INFORMATION:** This 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, Administrative Procedures, 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. (*See Handbook for additional examples.*)

Complete the following table with your Program’s **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Prepare cosmetology professionals to recognize the quality and significance of their training, leadership, and career goals; therefore, provide a successful learning experience for all learners	<p>List all that apply:</p> <p>List all that apply:</p> <ul style="list-style-type: none"> - Foster innovative learning environment - Provide Successful college learning experience - Promote and support student engagement - Cultivate and enhance local partnerships 	#1 Design training that is in compliance with the Board of Barbering and Cosmetology standards	Role-playing - Interview - Meet with industry advisory’s to brainstorm the needs of the beauty industry employers -Class work and homework -Written cover letters and resume -Rubrics -Lab activities -Use of computer technology -Tests and quizzes -Open-ended questions -Classroom dialogue	OUTCOMES: Describe and explain the program rules and policies for the college and the workplace. Reinforce through curriculum and mock examinations the state licensing requirements. MEASURES: Increase the number of student obtaining their cosmetology licensing. The means to measuring these proficiencies is through mock assessments of the Board of Cosmetology licensing examination. The goal is 100% passing. ASSESSMENTS: Each course will consists of assessment components to reinforce relevancy of cosmetology skills and the learning processes from beginning to end. Students will build up a repertoire of effective strategies that they can use in their future cosmetology careers -Rubrics -Lab activities -Use of computer technology -Tests and quizzes -Open-ended questions -Classroom dialogue
			#2#2 Promote soft skills and critical thinking for cosmetology learners	Provide training for students	OUTCOMES: Establish long range and personal/professional goals.

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
					Establish professional relationships and understand the skills in acquiring a job. MEASURES: The salon management course infuses salon ownership, structure, operations, and requirements for the practice of good business. ASSESSMENT: The salon management course consists of assessment components to reinforce relevancy of keen business skills by composing cover letters, resumes, business plans, and a career portfolio.
			#3#3 Design career portfolio to prepare cosmetology learners for cosmetology careers		OUTCOMES: MEASURES: ASSESSMENT
	Additional Information:	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.			
	DATE: <input type="text" value="10/3/14"/>	ANNUAL UPDATE #1:	<input type="text" value="No changes"/>		
#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	List all that apply:	#1 Partnership with hair organizations, salon professionals, and product manufacturers to gain the knowledge, skills, and attitudes necessary for the beauty industry.	- Contact neighboring salon professional, salons, beauty organizations and companies about partnerships - Invite industry professions to demonstrate current hair techniques.	Expand our advisory committee with beauty industry professionals. Promote interest in cosmetology careers at the middle and high school level. OUTCOMES: MEASURES: ASSESSMENT:

ACTION PLAN

GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	construct a learning environment that embraces soft skills and develops outstanding cosmetology professionals.			- Seek customer service professionals to teach workshops	
			#2 Integrate technology into the cosmetology curriculum and promote currency of beauty methods.	Engage in career fairs at middle and high school	OUTCOMES: MEASURES: ASSESSMENT:
			#3 Provide career exploration opportunities to middle and high school students interested in cosmetology careers.		OUTCOMES: MEASURES: ASSESSMENT
Additional Information:		Goal #2 aligns with Strategic Priority #1, 2, 3, 5, and 6 and the BOT goals #I, IV, V and VI			
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#3	Provide a high quality lab environment for cosmetology learners with the appeal of a salon setting	List all that apply:	#1 Learner will successfully demonstrate practical and theoretical competencies to obtain cosmetology licensing.	- Mock assessments replicating the licensing exam - Students will volunteer services as community charity.	Demonstrate essential soft skill strategies important for employment, integrating communication skills, customer service skills, self-growth, and personal development.
			#2 Promote a classroom environment that duplicates a salon setting to prepare learners for the workplace.		
			#3		
Additional Information:		Goal #3 aligns with Strategic Priority #1, 2, 3, 4, 5, and 6 and BOT goals #I, IV, V, and VI			
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10. Resources Required

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

Also list any resources required to implement planned improvements noted in 3.C.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

This request is not applicable at this time, I am establishing ground work for future request. There will not be a budget allocation proposal attached.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1. Improve the quality of education in the cosmetology program	Facilitate the delivery of curriculum by installing projectors to improve instruction in each classroom	Projectors in all classrooms	\$5,000.00		
1. Configuring classroom space to be an effective cosmetology classroom.	To provide adequate storage for each cosmetology student and replicate a salon environment.	Cosmetology stations designed for the classroom	\$20,000		

ANNUAL UPDATE #1:

DATE: 10/3/14

No changes

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source