

# Instructional Program Review Template

## What is an Instructional Program?

*An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.*

*All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.*

## Program Name

Indicate the type of program here:  AA;  AS;  AA-T;  AS-T;  Certificate

Program Name: Cosmetology

Academic Year: 24-25

Name of Faculty Submitter(s): Carole Blake, Austin Spangler

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## I. Program Description

*The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:*

- A. What is the program mission and how does it support the institutional mission?

The mission of the Cosmetology Program at Barstow Community College is to provide students with comprehensive education in safety protocols, infection control procedures, and industry best practices. Our program is designed to prepare students to enter the workforce as skilled professionals, equipped to practice Barbering and Cosmetology safely and effectively, while adhering to state and industry standards.

- B. What is the program vision and how does it support the institutional vision?

The vision of the Cosmetology Program at Barstow Community College is to become a leading institution in providing high-quality, hands-on cosmetology education that fosters creativity, technical skill, and professional development. We aim to produce graduates who are not only well-prepared for the workforce but also equipped to adapt to the evolving beauty industry with a strong foundation in safety, innovation, and ethical practices.

This vision aligns with Barstow Community College's broader institutional vision by promoting educational excellence, fostering career readiness, and contributing to the development of a diverse and skilled workforce. By preparing students to meet the demands of the beauty industry, the Cosmetology Program supports the college's mission to enhance student success, professional growth, and community engagement

- C. Please provide a short program description:

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The Cosmetology Program at Barstow Community College offers a comprehensive curriculum that combines theoretical knowledge and practical training in hair, skin, and nail care. Students learn essential skills in safety, infection control, and cosmetology techniques, preparing them for successful careers in the beauty industry and licensure as cosmetologists. Our program emphasizes hands-on experience, professional development, and adherence to industry standards.

- D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?

## Alignment with BCC Strategic Priorities:

1. **Innovate to Achieve Equitable Student Success:**

The Cosmetology Program is committed to providing equitable access to education by offering a hands-on learning environment that caters to students with diverse learning styles. Through flexible teaching methods, individualized support, and an emphasis on career readiness, the program fosters student success, ensuring that all students—regardless of background—have the tools they need to thrive in the beauty industry.

2. **Ignite a Culture of Learning and Innovation:**

The program encourages continuous learning and professional growth by incorporating the latest trends, technologies, and techniques in the cosmetology field. Students are exposed to innovative practices in hair, skin, and nail care, fostering a creative mindset and a commitment to lifelong learning, both of which are essential in the ever-evolving beauty industry.

3. **Build Community:**

Through partnerships with local salons, community outreach events, and client services, the Cosmetology Program helps students build strong ties with the local community. These relationships provide real-world experience and enhance the program's reputation as a key contributor to the local economy, while also fostering a sense of community engagement and collaboration.

4. **Achieve Sustainable Excellence in All Operations:**

By maintaining high standards in education, safety, and professionalism, the Cosmetology Program strives for sustainable excellence. Continuous program evaluation and improvements ensure that the curriculum remains relevant, aligned with industry standards, and capable of producing graduates who are not only skilled but also competitive in the job market.

This alignment ensures that the Cosmetology Program not only supports but actively contributes to the overall mission and strategic goals of Barstow Community College.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

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## II. Program Effectiveness

*The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.*

*For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.*

*Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.*

### Course Data and Analysis

#### A. Course Success Rate by

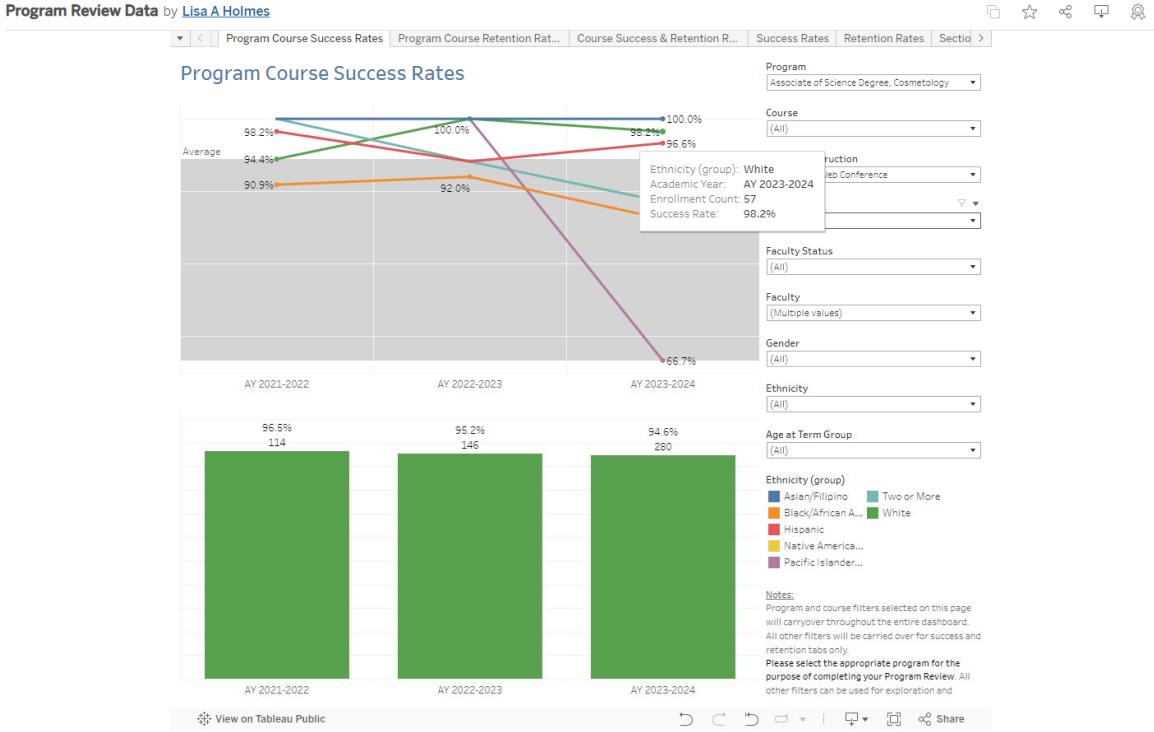
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Based on the data provided, the Program Course Success Rates for the Associate of Science Degree in Cosmetology show consistently high performance across the academic years (AY), though some fluctuations are present:

- **AY 2021-2022:** The overall success rate was strong, with a rate of **96.5%**.
- **AY 2022-2023:** There was a slight decrease, bringing the success rate down to **95.2%**.
- **AY 2023-2024:** The success rate remained high at **94.6%**, though one group saw a notable drop to **66.7%**.

In summary, the program has consistently maintained a high overall success rate, although recent data highlights some variability in specific areas that may require further investigation.

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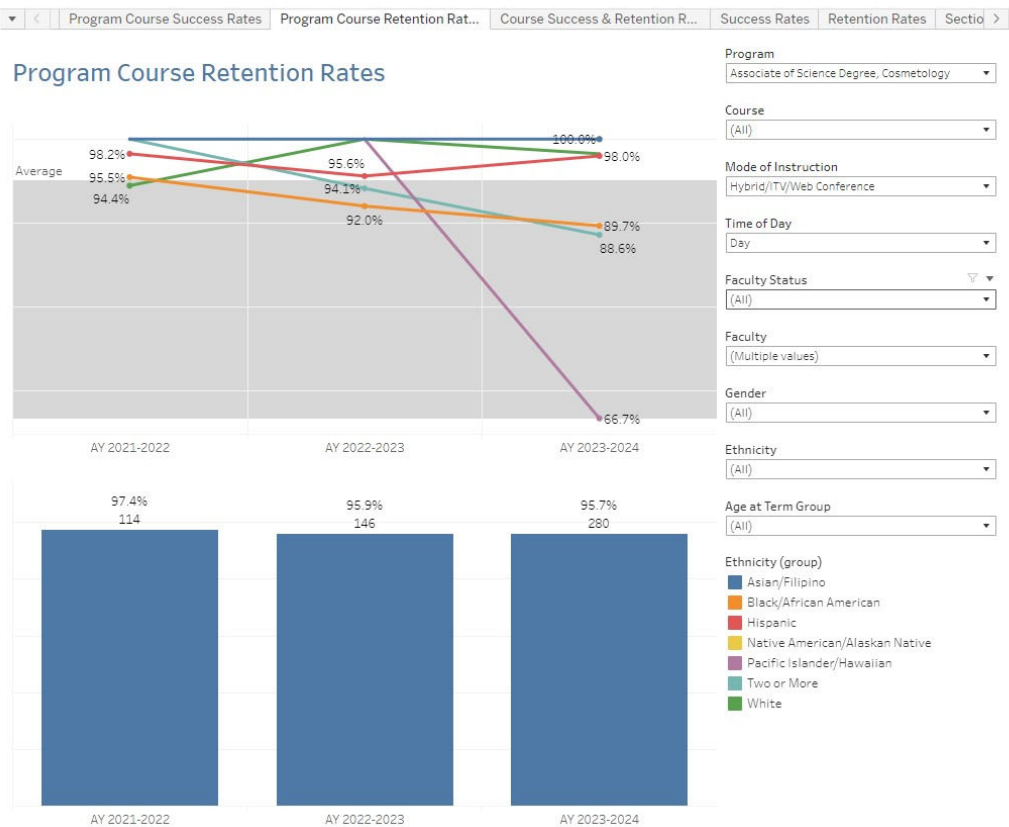
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## B. Retention Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Click or tap here to en

Program Review Data by [Lisa A Holmes](#)



Based on the Program Course Retention Rates data for the Associate of Science Degree in Cosmetology, the program shows a strong retention rate across academic years (AY), with some fluctuations:

- **AY 2021-2022:** The retention rate was at a high of **97.4%**, indicating a strong commitment from students to stay enrolled.
- **AY 2022-2023:** There was a slight decrease to **95.9%**, but the retention remained strong overall.
- **AY 2023-2024:** Retention held steady at **95.7%**, although a specific group experienced a drop to **66.7%**.

Overall, the program demonstrates consistently high retention rates, with minimal variation over the years. The recent data indicates continued student engagement, although the lower retention rate for one group suggests an area that may require additional support or resources.

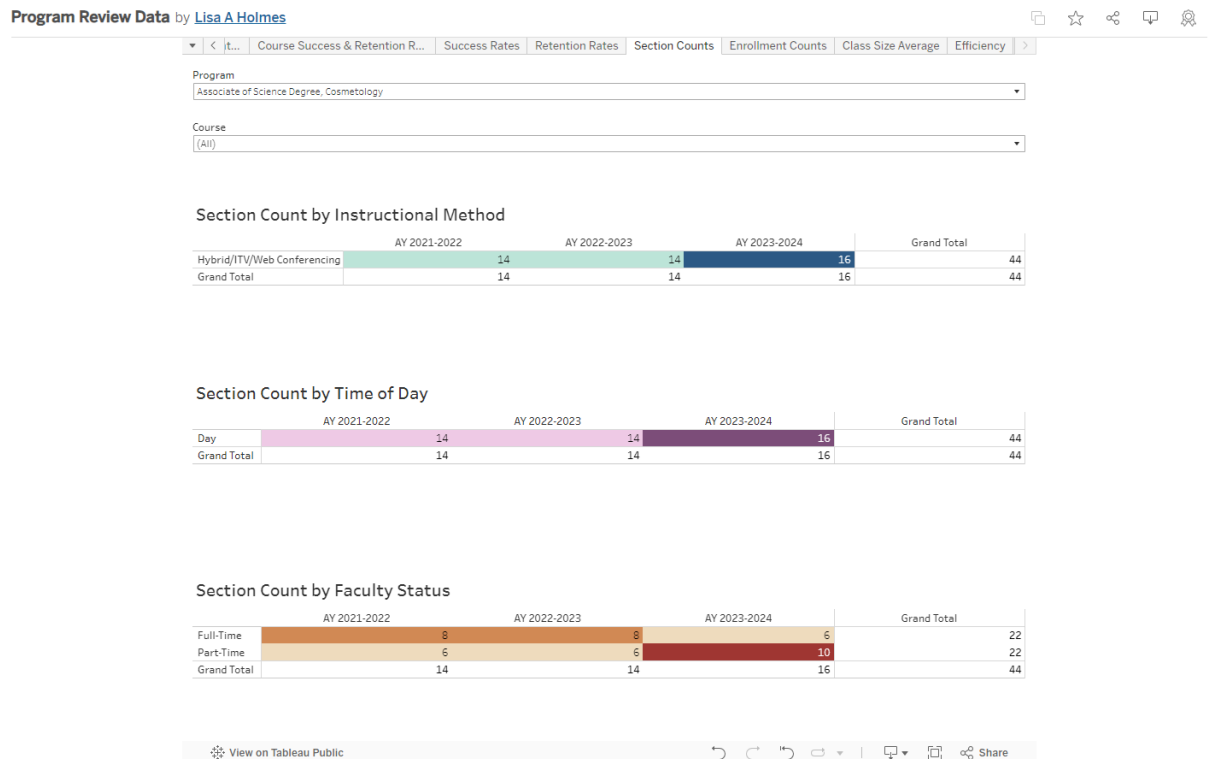
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## C. Section by count

Based on the data provided, the section counts for the Associate of Science Degree in Cosmetology program reflect stability with minor increases over the academic years:

- **Instructional Method:** The program has consistently offered **14 sections** in Hybrid/ITV/Web Conferencing for AY 2021-2022 and AY 2022-2023, with an increase to **16 sections** in AY 2023-2024.
- **Time of Day:** All sections have been offered during the day, with an increase from **14 sections** in the first two academic years to **16 sections** in AY 2023-2024.
- **Faculty Status:** There is a notable change in the faculty composition. In AY 2021-2022 and AY 2022-2023, the program had **2 full-time** and **6 part-time** faculty members. However, in AY 2023-2024, the number of full-time faculty dropped to **One full time faculty member**, and three part-time faculty assumed temporary full time status. This reflects the loss of a full-time employee, requiring part-time faculty to step in temporarily to cover the full-time workload.

Overall, the program has managed to maintain and even increase its section offerings despite changes in staffing.



# Instructional Program Review Template

## C. Section Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

See chart above

## D. Enrollment Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

The Associate of Science Degree in Cosmetology program shows strong performance, with consistently high course success and retention rates across multiple academic years. Despite staffing changes, including a reduction in full-time faculty, the program maintained stability by increasing part-time faculty involvement. Additionally, Enrollment has remained consistent, with slight increases in recent years, reflecting continued student engagement and program growth. Overall, the program remains robust in meeting its educational goals and maintaining student success. Enrollment is currently steady.

Program  
Associate of Science Degree, Cosmetology

Course  
(All)

Enrollment Count by Instructional Method

	AY 2021-2022	AY 2022-2023	AY 2023-2024	Grand Total
Hybrid/ITV/Web Conferencing	207	267	318	792
Grand Total	207	267	318	792

Enrollment Count by Time of Day

	AY 2021-2022	AY 2022-2023	AY 2023-2024	Grand Total
Day	207	267	318	792
Grand Total	207	267	318	792

Enrollment Count by Faculty Status

	AY 2021-2022	AY 2022-2023	AY 2023-2024	Grand Total
Full-Time	133	160	124	417
Part-Time	74	107	194	375
Grand Total	207	267	318	792

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## E. Class Size Average by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

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**Program Review Data** by [Lisa A Holmes](#)

Course Success & Retention R... Success Rates Retention Rates Section Counts Enrollment Counts **Class Size Average** Efficiency >

Program  
Associate of Science Degree, Cosmetology

Course  
(All)

### Students per Section by Instructional Method

	AY 2021-2022	AY 2022-2023	AY 2023-2024	Grand Total
Hybrid/ITV/Web Conferen..	14.75	19.07	19.88	18.00
<b>Grand Total</b>	<b>14.79</b>	<b>19.07</b>	<b>19.88</b>	<b>18.00</b>

### Students per Section by Time of Day

	AY 2021-2022	AY 2022-2023	AY 2023-2024	Grand Total
Day	14.79	19.07	19.88	18.00
<b>Grand Total</b>	<b>14.79</b>	<b>19.07</b>	<b>19.88</b>	<b>18.00</b>

### Students per Section by Faculty Status

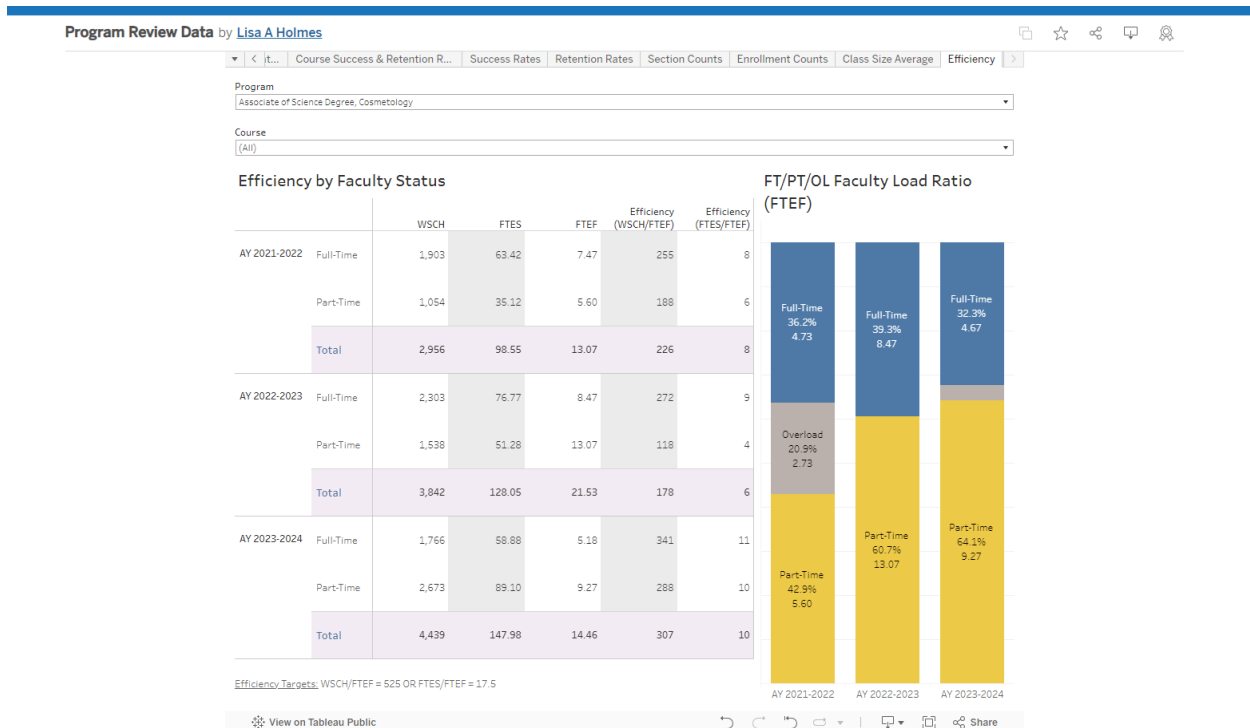
	AY 2021-2022	AY 2022-2023	AY 2023-2024	Grand Total
Full-Time	16.63	20.00	20.67	18.95
Part-Time	12.33	17.88	19.40	17.05
<b>Grand Total</b>	<b>14.79</b>	<b>19.07</b>	<b>19.88</b>	<b>18.00</b>

Our classes cap out at 30 students. Our classes are currently full and enrollment is currently steady.



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## F. Efficiency: WSCH, FTES, FTEF



### Current Efficiency Trends:

- **Efficiency below target:** The efficiency metrics (WSCH/FTEF and FTES/FTEF) for the past three academic years (2021-2024) have consistently fallen below the institutional target of 525 WSCH/FTEF or 17.5 FTES/FTEF. This is partially due to covid and the loss of a full time employee.
- **Reliance on part-time faculty:** In AY 2023-2024, part-time faculty are covering 64.1% of the instructional load, compared to 32.3% by full-time faculty. This is due to the recent loss of a full-time faculty member, which led to part-time faculty taking on more responsibilities.

**3. Actions Taken:** A new full-time faculty member has been hired, which has begun to alleviate some of the workload imbalance. However, the program anticipates further disruption due to the upcoming retirement of another full-time faculty member.

**4. Future Staffing Needs:** To ensure long-term program efficiency and success, we request the addition of a third full-time faculty member. This would allow the program to:

- Balance workloads between full-time and part-time staff.
- Meet efficiency targets more effectively.
- Maintain program stability in anticipation of the retirement of a full-time faculty member.
- Student Benefit and Consistency

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**5. Recommendations:** The program recommends hiring an additional full-time instructor to sustain efficiency, ensure optimal student learning outcomes, and handle future staffing transitions.

## Student Equity Course Data

A. What equitable practices are being performed by most or all courses within the program (ACCJC Standard 2.2, 2.6, 2.7, 2.8, 2.9)? Please review the following equitable practices and check all that apply.

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Multiple options for knowledge acquisition  | <input checked="" type="checkbox"/> Presentation of resources from campus departments | <input checked="" type="checkbox"/> Creates space for students to ask for help                                |
| <input type="checkbox"/> OER materials  | <input checked="" type="checkbox"/> ADA compliant materials                           | <input type="checkbox"/> Utilizes learning pact   |
| <input type="checkbox"/> Use of Early Alert   | <input type="checkbox"/> Use of graphic organizers                                    | <input checked="" type="checkbox"/> Includes resources in syllabus  |
| <input type="checkbox"/> Audio files as video alternatives  | <input checked="" type="checkbox"/> Promotes peer community building and support      | <input checked="" type="checkbox"/> Provide reminders to students throughout course about resources available |
| <input checked="" type="checkbox"/> Provides students an opportunity for feedback on instruction                                  | <input checked="" type="checkbox"/> Seeks multiple perspectives                       | <input type="checkbox"/> Collaborative note-taking  |
| <input checked="" type="checkbox"/> Ensures all student races and backgrounds are represented in the classroom and the curriculum | <input checked="" type="checkbox"/> Correlates learning with real-life experience     | <input type="checkbox"/> Other:<br>Click or tap here to enter text.   |
|   | <input checked="" type="checkbox"/> Probing and clarifying techniques                 |   |

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- B. Specifically discuss any equity gaps that have surfaced in the data.  
Cosmetology struggles with access to materials/ tools and equipment needed to provide modern styles of education in the industry.

- C. What innovative plans or projects will help to close these gaps?

To address equity gaps in our Cosmetology Program, we plan to ask for the allocation of a yearly budget of \$40,000. This funding will be used to purchase all necessary consumable products and gradually upgrade outdated equipment, such as shampoo bowls, salon chairs, and hair dryers. By modernizing our facilities and providing students with access to current industry-standard tools and products, we aim to deliver a high-quality, hands-on education. These improvements will ensure that all students, regardless of their financial background, have equal access to the resources they need to develop a strong foundation of skills and succeed in the barbering and cosmetology industry.

## Curriculum

- A. Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)?  
If no, please name the course and when it is scheduled for peer review.

Yes  No

- B. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).

Yes  No

Click or tap here to enter text.

- C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?

No, there have not been any changes to the curriculum since the last program review. However, we are planning future adjustments to ensure that our program aligns with state guidelines and meets the requirements for a 1,000-hour program. These changes will ensure compliance with all standards set forth by the California Board of Barbering and Cosmetology, as well as the California Community Colleges Chancellor's Office. Our goal is to maintain the highest level of educational quality and ensure that our students are fully prepared for licensure and professional success.

- D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).

N/A

## Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

*Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.*

# Instructional Program Review Template

<p>Program Learning Outcomes</p>	<p>Assessment Results – Summary of Data</p>	<p>Please list any future plans based on results</p>																									
<div style="text-align: center;"> <p>Meets or Exceeds Percentage by PSLO</p> <p>Program: <input type="text" value="Cosmetology, COA"/></p> <p>All Students</p> </div> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Semester</th> <th>PSLO 1</th> <th>PSLO 2</th> <th>PSLO 3</th> <th>PSLO 4</th> </tr> </thead> <tbody> <tr> <td>Spring 2022</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> <td>93.8%</td> </tr> <tr> <td>Fall 2022</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> </tr> <tr> <td>Spring 2023</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> </tr> <tr> <td>Fall 2023</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> <td>100.0%</td> </tr> </tbody> </table> <p>A.</p> <p>B. Click or tap here to enter text.</p>	Semester	PSLO 1	PSLO 2	PSLO 3	PSLO 4	Spring 2022	100.0%	100.0%	100.0%	93.8%	Fall 2022	100.0%	100.0%	100.0%	100.0%	Spring 2023	100.0%	100.0%	100.0%	100.0%	Fall 2023	100.0%	100.0%	100.0%	100.0%	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
Semester	PSLO 1	PSLO 2	PSLO 3	PSLO 4																							
Spring 2022	100.0%	100.0%	100.0%	93.8%																							
Fall 2022	100.0%	100.0%	100.0%	100.0%																							
Spring 2023	100.0%	100.0%	100.0%	100.0%																							
Fall 2023	100.0%	100.0%	100.0%	100.0%																							
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E. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?

Yes! We added a new full time Faculty member and have implemented new accounts with cosmoprof and essential labs to provide students with more up to date salon products and consumables.

B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.

Yes, Students are getting through our program and passing their exams, in particular we are seeing lots of success with our black students and were even asked to share what we are doing with other programs.

C. Please reflect on the PLO data above and identify areas for student-centered growth or improvement.

- Are there specific courses/SLOs that the program would like to focus on for growth and improvement?

Yes we desperately are in need of more physical space and up to date salon equipment

- What actions can help grow or improve these areas moving forward?  
Budget allocation of \$40,000 per year, \$20,000 per semester give or take.

D. Please reflect on assessment data trends based on ethnicity, race, and gender.

- What actions can the program take to support equitable outcomes?

Black students in particular are doing very well in our program. Most students cosmetology sees are women going into the workforce.

- Are there specific student groups the program would like to focus their efforts on?

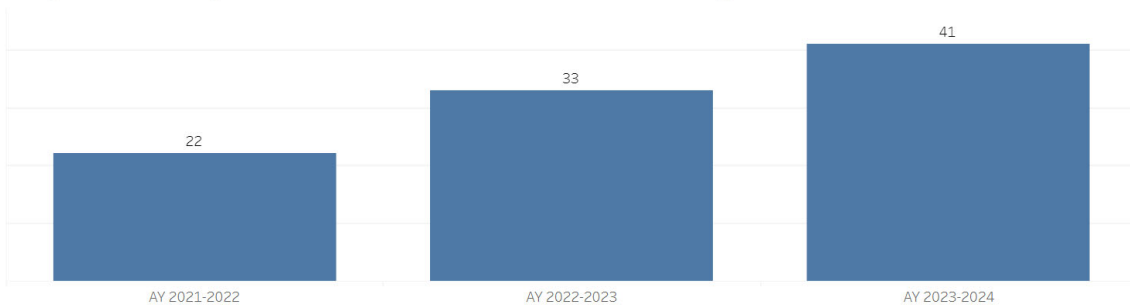
Yes, We would like to add Barbering to our program to attract more male students.

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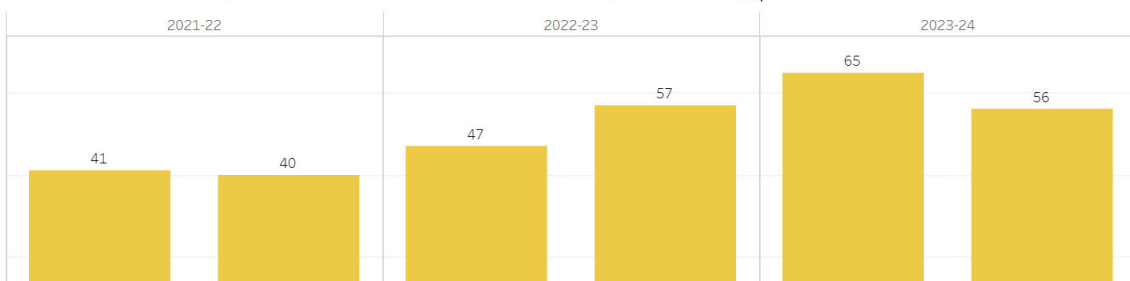
## Program Data and Analysis

### A. Award Count

Program Awards by Year - Certificate of Achievement, Cosmetology



Declared Program by Term - Certificate of Achievement, Cosmetology



### B. Demographics of students in major vs. demographics of students who receive award (percentages)

See chart

### C. Student Equity Program Data

- Specifically discuss any equity gaps that have surfaced in the data. Year 21-22 we were down due to covid 22-23 we had an increase in student equity, and 23-24 we had a drop due to the loss of one full time instructor.

- What innovative plans or projects will help to close these gaps? We hired a new full time instructor and are actively working toward a remodel of salon space and budget allocation to better the program.

### D. Student or Program Satisfaction Survey Results (if applicable)

We do offer student surveys and hold annual instructor reviews.

### E. CTE-specific data (CTE programs only)

- Did you participate in the advisory boards? Yes, CTE WORKFORCE Development!
- What were the high-level themes and recommendations from the advisory board meetings specific to your program? Yes! We experienced some advice towards state board, and we got to speak with industry professionals about what they are looking for in candidates for hire.
- What advisory recommendations have you implemented, or do you plan to implement?

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We have implemented new professional products and knowledge about them. We also implemented a new state board proof of training document.

### *Labor Market data*

- What is the job outlook in the region for your program area? See chart
- What is the percent increase or decrease trend for job employment in this field? See chart

### **F. Institution-Set Standards and the Big Picture**

*This section provides an opportunity to tie in all the data about the program to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.*

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data (3-year average)
Course Completion Rates	<b>70%</b>	<b>73%</b>	<b>93.8%</b>
Certificates	<b>80</b>	<b>100</b>	<b>N/A</b>
Degrees	<b>440</b>	<b>525</b>	<b>14</b>
Transfers	<b>165</b>	<b>210</b>	<b>N/A</b>
*Licensure Exam Pass Rates	<b>70%</b>	<b>79%</b>	<b>64.3%</b>
*Employment Rates	<b>60%</b>	<b>73%</b>	<b>63.8%</b>

*\*Applicable to CTE*

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1. How is your program doing overall based on observation of program data?

## Projections of Employment by Occupation, 2018 - 2028

Selections:

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**TOP Code(s):**

300700 Cosmetology and Barbering

**Geography: Riverside-San Bernardino-Ontario MSA**

Includes: Riverside County, San Bernardino County

### Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
395012	Hairdressers, Hairstylists, and Cosmetologists	5,990	8,730
	<b>Total</b>	5,990	8,730

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the

2. Provide an analysis of the "big picture" by reflecting on how your program data compares to the Institution-set Standards below.

This data provides a snapshot of key performance metrics for a career technical education (CTE) program over a three-year period, highlighting current achievements and areas for improvement relative to institutional expectations and aspirational goals. **Course Completion Rates** are notably strong, with an impressive average of 93.8% over three years, significantly exceeding both the institution's baseline (70%) and the aspirational target (73%). This suggests that students in the program are highly committed and that instructional strategies are effectively supporting their progress. In terms of **Certificates and Degrees**, there is a stark contrast between completions in each category. The average number of degrees awarded (14) falls considerably short of both the baseline (440) and aspirational goals (525). This may suggest that most students are either not pursuing degrees in this field or that there are obstacles in the degree completion process. **Transfers** data is also not provided, limiting insight into students' continuation of education beyond the program. However, **Licensure Exam Pass Rates** and **Employment Rates** reveal some challenges. The licensure pass rate stands at 64.3%, just below the institutional set floor of 70% and aspirational goal of 79%. Similarly, the employment rate of 63.8% is just under the



# Instructional Program Review Template

baseline of 60% and significantly below the target of 73%, suggesting potential barriers employment post-completion. However, possibly due to economic factors or shifting job market demands and the fact that cosmetology professionals are mostly self-employed. Overall, while the program exhibits high retention through its course completion rate, the data highlights the need for targeted interventions to improve licensure pass rates and employment outcomes, and a re-evaluation of degree completion support or incentives to help align with institutional goals.

3. If your program is falling below on any of these areas, what corrective actions do you plan on taking to bring your outcomes up to standard?

## 1. Licensure Exam Pass Rates

4. Enhanced Exam Preparation: Offer focused review sessions, mock exams, and workshops to help students master critical content. Emphasize practical and theoretical components often tested.
5. Tutoring and Remedial Support: Provide tutoring for students struggling in specific areas, particularly with topics historically difficult on the licensure exam.
6. Curriculum Alignment: Review the curriculum to ensure it aligns with exam requirements, incorporating regular updates on current industry standards and exam content changes.
7. Faculty Training: Train faculty on best practices for teaching to licensure requirements, possibly inviting experts or industry professionals to offer insights.

## 8. 2. Employment Rates

9. Strengthen Industry Partnerships: Develop or deepen relationships with local employers to create internship, mentorship, and job placement programs, offering students real-world experience and a foot in the door post-graduation.
10. Career Readiness Workshops: Offer workshops in resume building, interviewing, and job search skills tailored to the industry.
11. Job Fairs and Networking Events: Host events that connect students with potential employers and industry professionals, providing opportunities for immediate recruitment or networking.
12. Alumni Follow-Up: Track and support graduates in their job search, potentially through a program or tool that connects alumni with job leads and support resources.

## 13.3. Degree Completions

14. Flexible Program Options: Consider flexible scheduling, hybrid courses, or evening classes for students balancing work and education, reducing barriers to degree completion.
15. Academic Advising: Implement targeted advising to guide students through their academic path and ensure they understand degree requirements and career paths associated with their studies.
16. Completion Incentives: Create milestones or incentives for degree completion, such as recognition awards, certificate add-ons, or industry certifications that align with program completion.

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4. Transfers N/A

## Guided Pathways and Response

- A. Name of the Guided Pathway that your discipline is a part of  
Business and entrepreneurship
- B. List the other disciplines that are part of your Guided Pathway  
Cosmetology, Barbering
- C. Provide a summary of how your discipline collaborates with other disciplines in your Pathway.  
*Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.*  
Collaboration with business and *entrepreneurship*.

## Faculty/ Program Staff Data and Analysis

- A. **Faculty Load (FTEF)**  
See chart
- B. **FT/PT/OL Faculty Ratio**  
See chart
- C. **Faculty Professional Development**
  1. Please list any professional development that faculty members have participated in (Standard 3.2)  
Salon back bar hair show, IBS Hair show, Babe hair extensions JAZZ hair show
  2. Please list any professional development that faculty members would benefit from (Standard 3.2)  
Any hair shows or cosmetology related expos.
  3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)  
No, we need to grow our part time pool and hire a third full time employee to replace an upcoming retiree.
- D. **Overall Observation of Data on Faculty**

*This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.*

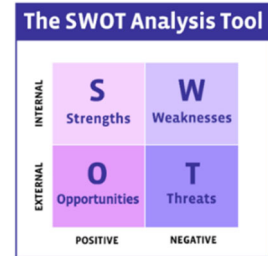
Provide an analysis of the “big picture.”  
Please see Efficacy chart and explanation.

# Instructional Program Review Template

## SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
<b>Internal</b>	<b>STRENGTHS</b> Strong program retentions Strong current staff Strong Data with Black student success.	<b>WEAKNESSES</b> Limited space Not enough stations (16) Expansion preventions Staff is needed FT \PT
<b>External</b>	<b>OPPORTUNITIES</b> Barbering program Change in curriculum Highschool partnerships	<b>THREATS</b> Competition (VVC)

### III. Program Goals, Objectives, and Outcomes

The purpose of this section is to use data to develop goals and objectives for the next three years. Reflect on the responses to all the previous questions and the SWOT analysis in Section Two.

As you develop goals and objectives,

- Formulate **two to three Program Goals** to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).
- indicate the **status** of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)
- Indicate how each Goal is **aligned** with the College's [Strategic Priorities](#).
- Indicate how each goal is **aligned** with the [Pillars of Guided Pathways](#).
- List at least one **objective** for reaching each goal.
- Develop an **outcome** statement for each objective.
- Explain how you will **measure** the outcome.
- List any **resources** that will be needed to achieve the goal.

#### GOAL #1

Click or tap here to enter text.

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A. This Goal is

- New
- Continued
- Modified

*If modified please list how and why.*

## Cosmetology Program Goal Statement – Barstow Community College

As part of our ongoing commitment to improving the Cosmetology Program at Barstow Community College, we aim to enhance the educational experience for our students and the working conditions for our staff. To achieve this, we are focusing on the following objectives:

1. **Up-to-Date Equipment:** The beauty industry is rapidly evolving, and we recognize the importance of providing our students with the latest tools and technology. Our goal is to secure funding for new equipment that aligns with current industry standards, ensuring our graduates are well-prepared for modern salons and cosmetology practices.
2. **Expansion of Facilities:** To better accommodate both students and staff, we are seeking to expand our program's physical space. This includes the creation of a dedicated staff and student lunchroom, which will foster a more conducive learning and working environment.
3. **Increased Budget for Salon Supplies and Consumables:** In order to maintain a high-quality learning experience, we require a larger budget for salon supplies and consumables. This increase is necessary to meet the demands of our growing student population and to ensure students can practice with professional-grade materials.
4. **Staffing Needs:** With the upcoming retirement of one of our full-time faculty members, we are requesting the addition of a third full-time instructor. This will not only cover the impending vacancy but also ensure continuity in instruction and allow for more comprehensive student support.

By achieving these goals, we will strengthen our program's ability to provide exceptional education and practical experience, while preparing our students to succeed in a competitive job market.

B. Alignment to BCC Strategic Priority (*Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

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Strategic Priority 4: Achieve Sustainable Excellence in all Operations

C. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

D. Please list objective(s) for achieving this goal.

Please see above

E. Please list outcome statements for each objective.

Please see above

F. Briefly explain how you will measure the outcome.

Please see above

G. Please list resources (if any) that will be needed to achieve the goal.

Budget allocation

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## GOAL #2

Click or tap here to enter text.

B. This Goal is

- New
- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

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C. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*

Choose an item.

Choose an item.

Choose an item.

Choose an item.

D. Relationship to Guided Pathways

Clarify the Path

Entering the Path

Staying on the Path

Support Learning

H. Please list objective(s) for achieving this goal.

Click or tap here to enter text.

I. Please list outcome statements for each objective.

Click or tap here to enter text.

J. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

K. Please list resources (if any) that will be needed to achieve the goal.

Click or tap here to enter text.

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## GOAL #3

Click or tap here to enter text.

C. This Goal is

New

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- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

D. Alignment to BCC Strategic Priority (*Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear*)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

E. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

L. Please list objective(s) for achieving this goal.

Click or tap here to enter text.

M. Please list outcome statements for each objective.

Click or tap here to enter text.

N. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

O. Please list resources (if any) that will be needed to achieve the goal.

Click or tap here to enter text.

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## **Previous Goals/Outcomes**

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

Click or tap here to enter text.



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## IV. Resource Requests:

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

Click or tap here to enter text.

*What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.*

*Resources may be requested from the following categories:*

- *Personnel/Staffing*
- *Technology Resource*
- *Facilities Resource*
- *Professional Development*
- *Other*

***For all resource requests programs should utilize the Budget Allocation Proposal form and submit with their program review.***

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
1	Click or tap here to enter text.	More tools, and equipment for consumables and salon remodel	150,000	yes	Click or tap here to enter text.
2	Click or tap here to enter text.	Full time faculty replacement. As one Faculty member is planning to retire in the near future	<b>Salary</b> \$59,268.00 - \$99,015.00	yes	Click or tap here to enter text.
3	Click or tap here to enter text.	Technology	5,000	yes	Click or tap here to enter text.
4	Click or tap here to enter text.	Professional Delopment	unknown	yes	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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