

SOLANO COLLEGE ACADEMIC PROGRAM REVIEW

COSMETOLOGY

2017-2018

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By

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Assessment Schedule (adopted November, 2017)

The following assessment schedule outlines in which year program reviews, curriculum reviews, and student & program learning assessments take place.

Year 1: Program Review

Year 2: SLO Assessment

Year 3: Curriculum Review

Year 4: PLO Assessment

Year 5: SLO Assessment

Year 6: Preparation for Program Review

*If it is the first time a course is taught, the SLO must be assessed that semester.

School of Applied Technology and Business

2016-2017 – SLO and PLO Assessments

2017-2018 – Program Review

2018-2019 – SLO Assessments

2019-2020 – PLO Assessments+ Abridged Program Review (CTE)

2020-2021 – Curriculum Review

2021-2022 – SLO Assessment + Abridged Program Review (CTE)

School of Health Sciences & Counseling

2016-2017 – SLO Assessments

2017-2018 – SLO Assessments + Abridged Program Reviews (CTE)

2018-2019 – SLO and PLO Assessments

2019-2020 – Program Review

2020-2021 – SLO Assessments

2021-2022 –Curriculum Review + Abridged Program Review

School of Social & Behavioral Sciences

2015-2016 – Curriculum Review

2016-2017 – SLO Assessments

2017-2018 –SLO Assessments + Abridged Program Review

2018-2019 – SLO and PLO Assessments

2019-2020 – Program Review

2020-2021 – SLO Assessments

2021-2022 – Curriculum Review+ Abridged Program Review (CTE)

School of Math & Sciences

2015-2016 – Curriculum Review (1st half), Program Review (2nd half)

2016-2017 –SLO Assessments (1st half), Curriculum Review (2nd half)

2017-2018 – SLO Assessments

2018-2019 – SLO and PLO Assessments + Abridged Program Reviews (CTE)

2019-2020 – Any outstanding PLO/SLO assessments

2020-2021 – Program Review (all)

2021-2022 – SLO Assessments

School of Liberal Arts and Library

2015-2016 – Program Review

2016-2017 – SLO Assessment

2017-2018 – Curriculum Review + Abridged Program Reviews (CTE)

2018-2019 – SLO Assessments

2019-2020 – PLO Assessments + Abridged Program Reviews (CTE)

2020-2021 – Any outstanding SLO/PLO Assessments

2021-2022 – Program Review

CONTENTS

Program Overview & Mission-----	
Assessment-----	
Curriculum-----	
Campus & Community Integration-----	
Student Equity & Success-----	
Resources-----	
Goals & Planning-----	
Signature Page-----	
Appendices-----	

Appendix A: Catalog Course Descriptions, 2017-18

Appendix B: Minutes from Advisory Committee Meetings 2015-2017

Appendix C: Supporting Documents

Appendix D: Library Collection Assessment

Appendix E: Standard Program Review Survey

PROGRAM OVERVIEW & MISSION

1.1 Introduction. Introduce the program. Include the program's catalogue description, its mission, the degrees and certificates offered (including the courses required for the degrees). Include the names of full-time faculty, adjunct faculty, and classified staff. Give a brief history of the program and discuss any recent changes to the program or degrees (Limit to 2-3 pages).

Cosmetology is one the founding programs of the college (1945). The following 2017-18 program catalog description is out of date. Changes to the entire Cosmetology Program (certificate and the associate's degree) and courses were made through the SCC curriculum approval process during the 2017 Fall Semester. Upon approval by SCC the curriculum was

Cosmetology

Program Description

The program consists of sixteen hundred (1600) hours of intensive training and study designed to prepare the student to take the California State Board of Cosmetology examination for licensure. Units include theory and practice in fundamental skills in all phases of beauty culture. Assignment of units is based on hours in attendance. See the Course Description portion of the Catalog for prerequisite requirements for admission to the program.

Transfer students will be accepted on a space-available basis providing they have not achieved more than 500 certified hours of training.

Certificate of Achievement and Associate in Science Degree

A Certificate can be obtained by completing the 49.5-unit major listed below. The Associate in Science Degree can be obtained by completing a minimum of 66 units, including the major of at least 49.5 units and the general education requirements. All courses in the major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

Program Outcomes

Students who complete the Cosmetology Certificate of Achievement/ Associate Degree will be able to:

1. Translate and identify the differences between chemical and non-chemical changes as related to Cosmetology.
2. Employ and demonstrate the theories as related to sanitation, sterilization and rules and regulations as mandated by the Cosmetology Act and the Rules and Regulations - State approved textbooks.
3. Interpret and apply cosmetological theories as required for theoretical and practical applications.
4. Contrast and compare the skills and concepts as required by the California State Board of Barbering and Cosmetology.
5. Mandated Clinic Laboratory hours completed - Desk and Reception Training - Business and Communication skills developed - Sales and retail product knowledge.

REQUIRED COURSES	Units
COSM 100 Cosmetology I	12.5
COSM 101 Cosmetology II	12.5
COSM 102 Cosmetology III	12.5
COSM 103A Cosmetology IV	6
COSM 103B Cosmetology V	6
OR	
COSM 175 Cosmetology Education Practicum	6
Total Units	49.5

Recommended Electives:

COSM 103A Cosmetology IV
COSM 103B Cosmetology V
COSM 104A Esthetics of Skin Care I
COSM 104B Esthetics of Skin Care II
COSM 111 Special Hair Processes
COSM 112 Basic Hairstyling
COSM 113 Advanced Hairstyling
COSM 114 Brush-Up and/or Supplemental Training
COSM 115 Cosmetology Instructor Training I
COSM 116 Cosmetology Instructor Training II
COSM 117 Special Manicurist
COSM 175 Cosmetology Education Practicum
OCED 070 Occupational Soft Skills
OCED 090 Occupational Work Experience
OCED 091 General Work Experience

submitted to the BACCC and the Chancellor's Office and we are still awaiting their approvals. The specifics of the changes will be discussed in Section 3.

Our mission is to prepare students to qualify for the cosmetology examination for licensure with the California State Board of Cosmetology. Our main location is the 1600 building, room 1610. Our full time faculty include Belinda Silva-Attianese and Cheryl McDonald. Adjunct Faculty: Curley Miller-Wikking, Patricia Barnes and Shaunice Cole. Support staff includes Barbara Gravely and Maria Miranda.

1.2 Relationship to College Mission. Describe two or three components of your program that embody the college's mission: "Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals. Solano transforms students' lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities." (Limit to 1-2 paragraphs)

The Cosmetology Program offers students a state-of-the-arts education in all aspects of cosmetology. Upon completion of our program, students are able to apply for licensure as a cosmetologist, and upon qualification, we work with students to ensure employment placement in the community.

1.3 Enrollment. Utilizing data from Institutional Research and Planning (ITRP), analyze enrollment data. In table format, include the number of sections offered, headcounts, and the full-time equivalent enrollment (FTES) for each semester since the last program review cycle. If data is available for the number of declared majors in the discipline, please include as well. Compare the enrollment pattern to that of the college as a whole and explain some of the possible causal reasons for any identified trends. For baccalaureate programs, include any upper division general education courses as part of the analysis. Also, address the efficacy of recruitment and student placement in the program including any collaborations with other colleges.

The cosmetology program has undergone substantial changes in how the program is scheduled. Prior to 2016 the program offered all courses, Cosme 100, 101, 102, 103A and 103B during both the fall and spring semesters. This scheduling method was based on 27.5 contact hours per week, requiring a minimum of 2 years in which to complete the program. In an effort to enable students to complete the program sooner, the scheduling has been changed to 42.5 contact hours per week requiring a minimum of 2 semesters and a summer school. The scheduling of when the courses are offered has also changed to being offered sequentially: eg. Fall Cosme 100, Spring Cosme 101, Summer Cosme 102. Cosme106 was developed to enable students to complete lab hours they may have missed. The change from offering multiple course offerings to a single course offering per semester has had a tremendous impact on all areas of cosmetology: Enrollment, Headcount, FTES, Fill-Rate, WSH, Completion Rate, Student Population, faculty, and adjunct faculty to name a few. Hence, the declining rates on the data charts.

Recruiting students continues to be difficult for cosmetology and all career and technical education programs. The college does not clearly nor specifically promote each career program that is offered when campaigning to promote enrollments. Previously, funds were specifically allocated to cosmetology for student recruitment; this is no longer the case. Despite the lack of college efficacy for recruitment, student enrollments remain steady and job placement remains very good.

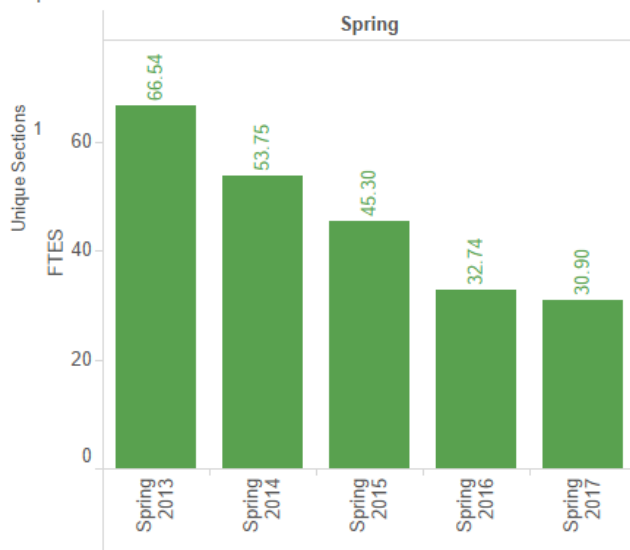
Note on the charts below that the number of sections, headcount, and FTES have remained relatively steady over the past two years. The data mirrors drops in FTES college-wide.

Sections Offered (Cosmetology)

Chart shows number of sections offered by semester.

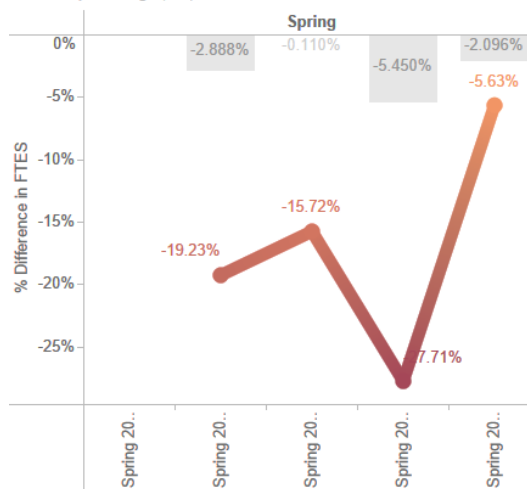
FTES (Cosmetology)

Chart shows total FTES by Semester within Cosmetology



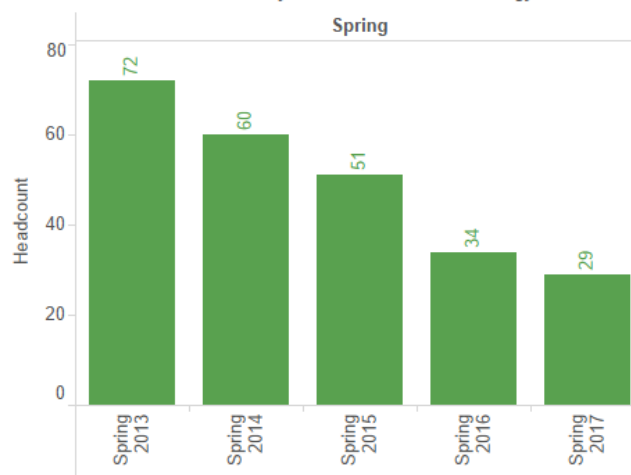
FTES Pattern Cosmetology

Chart shows total percent change by Semester within Cosmetology (line) and total for college (bar)



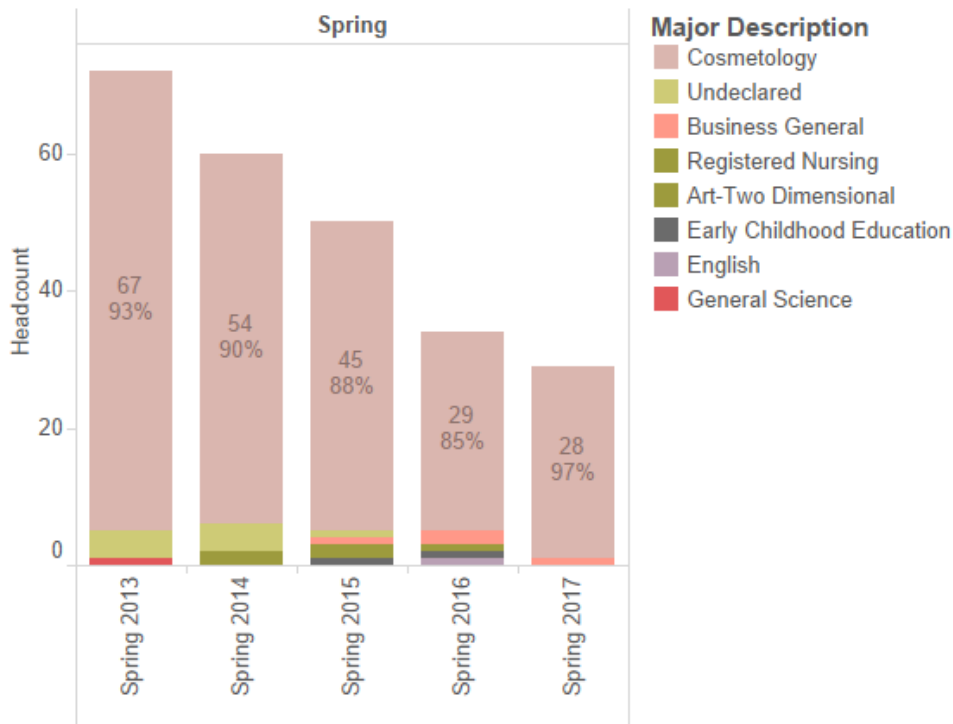
Headcount - Cosmetology

Chart shows student headcount by Semester within Cosmetology



Declared Majors - Cosmetology

Upper chart shows total headcount by major (bar color) for students taking courses in Cosmetology



Data shows, again, a consistent number of majors in Cosmetology over the past two years. Also, the data shows a small number of business majors. This is a positive trend, one that we encourage. We inform students of the opportunities that available when students double-major in Cosmetology and Business.

1.4 Population Served. Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in demographic enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

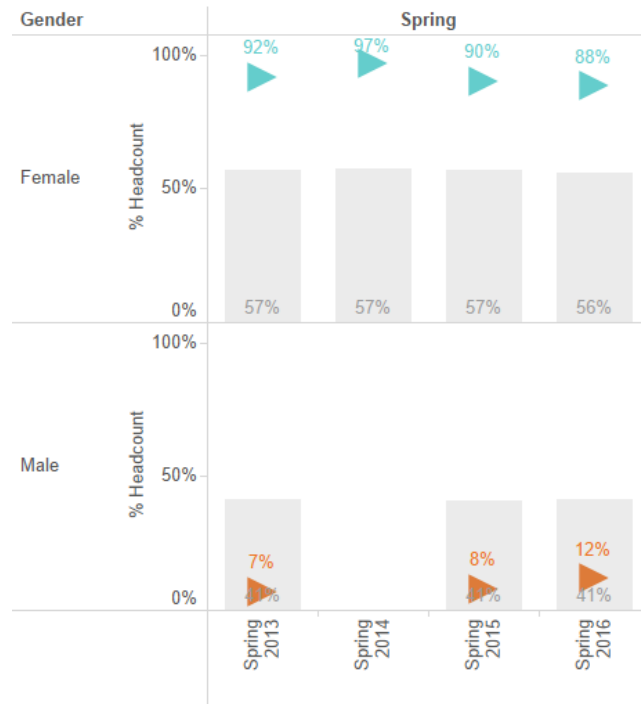
The cosmetology profession as a whole continues to be predominately female. There has been a 5% increase of male students during the past two years. The department faculty work with other departments, including Photography and Theater, in order to reach out to more gender-balanced populations. Statewide, barbers (who are predominately male) have begun to complete crossover programs to become cosmetologists as well. Conversely, barbers have been reaching out to our female students, encouraging them to consider crossing over their training to master barbering skills.

Student population of ethnicity continues to be a diverse combination. The dominate age groups are 17 to 20 and 20 to 25 years old. There has been a substantial decrease in students 30 to 40

years old, combined with an increase in younger students (17-20). It is always advantageous to have some older students in the class.

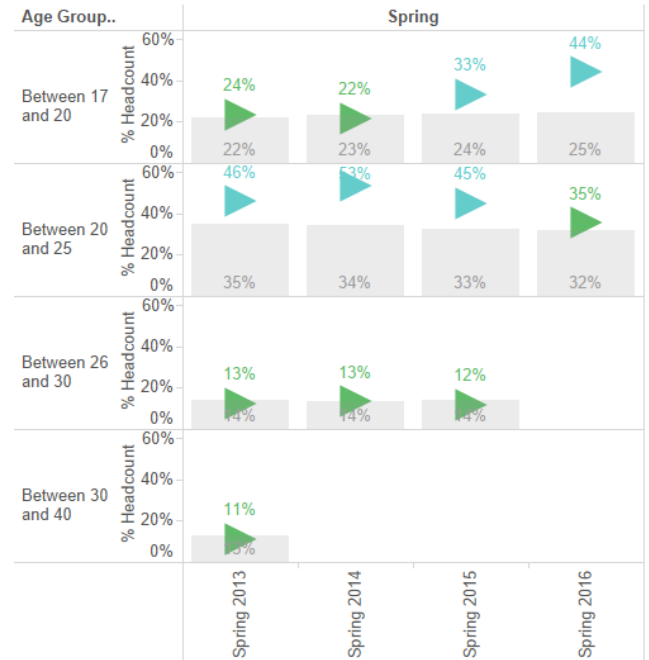
Pop Served Gender (Cosmetology)

Chart shows % headcount by gender (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 3 students



Pop Served Age (Cosmetology)

Chart shows % headcount by age group (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 5 students



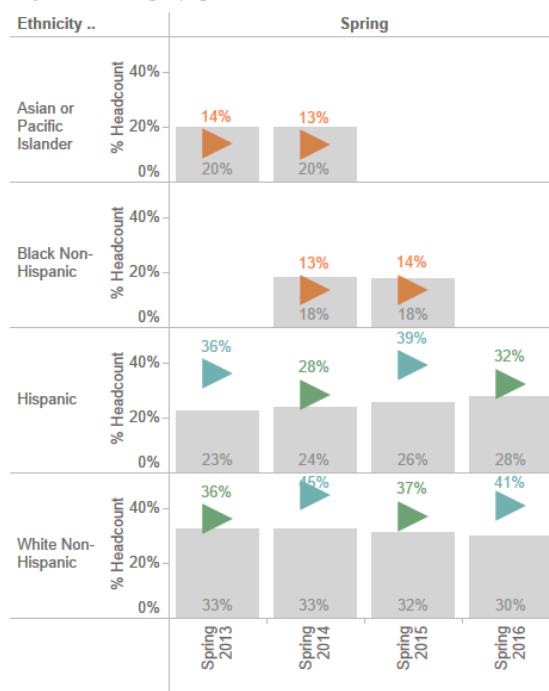
1.5 Status of Progress toward Previous Goals and Recommendations. Report on the status of goals or recommendations identified in the previous program review or in the most recent update. (Please ensure your goals are updated at least yearly.) For status, note if completed, suspended, in progress, or now part of routine department activities. In-progress goals should be added to Table 4.

Table 1. Status of Previous Goals (from 2014 Program Review Report)

Program Goals	Planned Action (s)	Status
Other	Department Expansion- Complete proposals	In-progress
Other	Esthetics Program-Evening Program	No longer valid. Program discontinued.
Assessment Goals	Planned Action (s)	Status
Assessment is up-to-date and ongoing; no goals at this time		
Curriculum Goals	Planned Action (s)	Status
Review/change course scheduling	Evening Program-Scheduling of Cosmo 101,102,103A&B class	In-progress. See Section 3.
Review/change course scheduling	Evening Program-Scheduling of Cosmo 100 class	Discontinued

Pop Served Ethnicity (Cosmetology)

Chart shows % headcount by ethnicity (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color. Only shows student groups greater than 5 students



Review/change course scheduling	Year Round Class- Consistent Scheduling of summer class	In-progress See Section 3.
Campus & Community Integration/Outreach Goals	Planned Action (s)	Status
Current integration/outreach efforts are effective; no goals at this time		
Student Equity & Success Goals	Planned Action (s)	Status
Data shows student success and equity across all modalities and demographics; no goals at this time		
Professional Development Goals	Planned Action (s)	Status
Development in subject area		
Human Resources Goals	Planned Action (s)	Status
Add/replace full time position	Replacement of our fulltime Faculty	Continues to be a concern, but position remains unfilled; see Section 6.1, Human Resources
Add/replace/change staff position	Replacement of our fulltime Classified	Position is temporarily filled but not replaced with a full-time permanent position
Add/replace/change staff position	Receptionist Program-Partime-20 hours a week (someone at front desk)	Continues to be a concern, but position remains unfilled; see Section 6.1, Human Resources
Technology & Equipment Goals	Planned Action (s)	Status
Technology and equipment are up-to-date; no goals at this time		
Facilities Goals	Planned Action (s)	Status
Add/upgrade instructional space	We need a Cosmetology Building and Facility that is large enough to accommodate enrollment and meet ADA compliance codes, fire, electrical and other safety requirements!	The new CTE building is not, to our knowledge, in Measure Q plans; upgrades to the 1600 building needed (see Section 6.3, Facilities)
Library Resource Goals	Planned Action (s)	Status
Add/update library resources		

Other Resource Goals	Planned Action (s)	Status

1.6 Previous Program Review Goals Leading to Improvement. Describe any improvements that were made to the program based on the previous program review goals. Include any available data/evidence about how those improvements had a positive impact on student access and/or student success.

Guest Vision, a desk and reception business computer software system, was implemented during spring 2018. The college IT department installed the system and worked with faculty and staff on the specifics of the installation. Full time faculty and support staff attended an on-site training headed by the Guest Vision Regional Educator. The system has had a number of glitches and complications. It is being utilized at the front desk reception area for scheduling client services and completing daily business transactions. Students are utilizing the finger scan aspect for attendance accounting. Although it has been difficult to train students on the Guest Vision system, overall it has been a very positive addition.

Before implementation of the new system, students were scheduling all appointments by hand. They were not learning necessary business skills. Support staff were doing manual inventory, again not serving student learning needs.

As a response to previous curriculum goals, the entire cosmetology program, scheduling and course content has been revised. This has had both a positive and negative impact on the program. As noted above, students now have the opportunity to complete the program within 2 semesters and 1 summer. Access into the program is now limited to once a year, only during the fall semester.

1.7 Future Outlook. Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs. The California Labor Market website allows employment projections by occupation at the state and county level: <http://www.labormarketinfo.edd.ca.gov/> “Cal-PASS Plus offers longitudinal data charts, detailed analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools”: <https://www.calpassplus.org/>. (Limit to one page or less.)

The cosmetology industry is expected to continue to thrive. The job outlook for cosmetologists is exceptional! In California a cosmetologist license enables graduates to work as a manicurist, pedicurist, shampooer, skin care specialist, and makeup artist (theatrical/performance).

What is not addressed in the OES Data Tables is the business employment opportunities: self-employment as a booth renter, salon owner, salon manager, corporate franchisee, educator in a school, product distributor, district and regional corporate managers, product trainer and demonstrator.

Following is the OES Employment and Wages Data Table for the first quarter of 2016:

Geographic Area Name	SOC Code	Occupational Title	May 2015 Employment Estimates	2016 - 1st Quarter Wages					
				Mean Hourly Wage	Mean Annual Wage	Mean Relative Standard Error (1)	25th Percentile Hourly Wage	50th Percentile (Median) Hourly Wage	75th Percentile Hourly Wage
California Statewide	39-5011	Barbers	1,000	\$13.06	\$27,176	7.40	\$10.20	\$11.91	\$15.42
California Statewide	39-5012	Hairdressers, Hairstylists, and Cosmetologists	26,340	\$14.10	\$29,338	2.40	\$9.68	\$11.43	\$15.11
California Statewide	39-5091	Makeup Artists, Theatrical and Performance	1,160	\$38.38	\$79,825	7.90	\$18.39	\$37.55	\$53.51
California Statewide	39-5092	Manicurists and Pedicurists	17,410	\$10.90	\$22,679	1.60	\$9.42	\$9.72	\$11.70
California Statewide	39-5093	Shampooers	1,510	\$11.01	\$22,903	5.10	\$9.59	\$10.47	\$12.06

Source: State of CA Employment Development Department,
<http://www.labormarketinfo.edd.ca.gov/data/oes-employment-and-wages.html#Tool>

Following is the Projection of Employment by Occupation, 2014-2024, California Employment Development Department:

TOP Code(s):

- 300700 Cosmetology and Barbering

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
395012	Hairdressers, Hairstylists, and Cosmetologists	44,400	1,970
395091	Makeup Artists, Theatrical and Performance	1,700	50
395092	Manicurists and Pedicurists	24,200	650
395094	Skin Care Specialists	7,600	180
Total		77,900	2,850

(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 number of years in the projection period.

Source:

<http://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp>

Career Technical Education Planning

(Non-CTE program proceed to Section 2, Assessment.)

1.8 Advisory Boards/Licensing (if applicable). Describe how program planning has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years in an appendix.

The cosmetology advisory board meets bi-annually. For minutes, please see Appendix B.

Our advisory committee includes diverse professionals: regional franchise owners of Sports Clips, Cost Cutters, Great Clips, and Supercuts. We also have salon owners, including Gina Kahn from San Francisco, and Nicholas from San Francisco, both well-renowned in the industry. The committee includes also several graduates and managers, including the manager from JC Penney, Fairfield, and an alumni who is the manager of Ulta in Fairfield.

The committee influenced the curriculum decisions noted above, and they also participate with our curriculum by coming in and doing demonstrations and educational classes on haircutting, coloring, business practices, etc.

1.9 Core Indicator Report. Review the Perkins core indicator reports for your TOP code: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx . What are the areas of needed improvement? What efforts have you already made and/or plan to make to support students in these areas? (Limit to 1-2 paragraphs)

As the chart below indicates, there has been a problem with the methodology of the state's reporting. The state's report includes data on Cosmetology 100, 101, 102 and 103A and 103B; however, due to variable attendance and completion rates, enrollment numbers in these courses has decreased with each subsequent course offering.

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
<input checked="" type="checkbox"/> 3007	COSMETOLOGY AND BARBERING	90.24	92.86	95.12	66.67	3.66	0.00
	300700 COSMETOLOGY AND BARBERING	90.24	92.86	95.12	66.67	3.66	0.00

Performance Rate Less Than Goal is Shaded

Total Count is 10 or Greater

Total Count is Less Than 10

Source:

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx#P2e87d5c171724616bb8faf8c31a433bf_22_116iT0R6R0x4

ASSESSMENT

Program Learning Outcomes

2.1 PLOs and ILOs. Using the table provided, list the Program Learning Outcomes (PLOs) and which of the institutional learning outcomes (ILOs) they address. In the same table, specifically state (in measurable terms) how your department assesses each PLO. State the course(s) and assignment(s) where the PLOs are measured. Additionally, please review the PLOs in the college catalogue to ensure they are accurate. If they are not, be sure to add as a goal (Table 4) plans to change PLOs in CurriCUNET and contact the curriculum office to ensure they are updated in the catalogue.

PLOs and SLOs are in the process of revision as part of the cosmetology program pending the BACCC and Chancellor's Office approvals. We are currently waiting to complete the approval process. Table 2a-1 shows the previous PLOs, the ones that are currently published. Table 2a-2 shows the new PLO, awaiting approval. This is a single PLO, tied to students' success in obtaining licensing.

Table 2a-1. Program Learning Outcomes (as published)

Program Learning Outcomes	ILO	How PLO is assessed
1. Students will contrast and compare the skills and concepts as required by the California State Board of Barbering And Cosmetology	(I A,B; II D;IIIB,C)	Score of 75% or higher on Written Final Multiple Question Test in Cosmo 100
2. Students will interpret and apply cosmological theories as required for theoretical and practical applications.	(ID; IIA; III C; IIIC)	Score of 75% or higher on a simulated State Board Mini-Board exam. Practical Test in Cosmo 103
3. Students will translate and identify the differences between chemical and non-chemical changes as related to Cosmetology.	(IIB; IIIA,C)	Score of 75% or higher on Midterm Practical in Cosmo 102
4. Students will complete mandated laboratory hours and operations; Desk and Reception; Business and Communication skills; Sales and Retail product knowledge.	(IA,B; IIA;IIIA;III C)	Score of 75% or higher on their portfolio project in Cosmo 101

Table 2a-2. Program Learning Outcomes (pending approval)

Program Learning Outcomes	ILO	How PLO is assessed
1. Meet the minimum requirements to make application to take the California State Board of Cosmetology examination for cosmetology licensing	(I A,B; II D;IIIB,C)	Passing cosmetology examination

2.2 PLO Mapping. Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M)).

The table below reflects the PLOs mapping for the old outcomes. The department will revisit the mapping in the next cycle with CurricUNET Meta.

Table 2b. Program Courses and Program Learning Outcomes

List the Course and SLO that maps to the PLO	PLO 1	PLO 2	PLO 3	PLO 4
COSM 100	I	I	I	I
COSM 101	D	D	D	I
COSM 102	D	D	D	D

2.3 PLO Results and Planned Actions. Utilizing Table 2c, summarize the results of program learning assessments and any planned actions to increase student success where deficits were noted. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to Table 4 (goals) as well as any needed resources (Section 7.2) to achieve desired results. (If PLO Assessments are extensive, then make a note here and use Table 2c as an Appendix.) Then, in Table 2d, complete the assessment calendar.

Table 2c. Program Learning Outcomes Assessments (omitted)

The new PLO has not been assessed because we are waiting for approval of the proposed cosmetology program by the BACCC and the Chancellor's Office. There is no recorded PLO assessment by the department; the faculty will complete a PLO assessment in CurricUNET Meta in the next cycle.

Table 2d. PLO Assessment Calendar

Faculty typically choose to assess all the PLOs during the same academic year. Please mark the year they will take place (refer to the assessment schedule, p. 2).

	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22
PLO1					x	x				

2.4 PLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of program learning outcomes assessments.

N/A

Student Learning Outcomes

2.5 SLOs Status. Describe the current status of SLOs in your program. If deficiencies are noted, describe planned actions for change and include these in your goals (Table 4).

- Are there 2-4 measurable SLOs for each course in your discipline?
- Have success criteria rubrics been created to standardize the evaluation of student success?
- Have faculty assessed the Student Learning Outcomes according to the published Assessment calendar (at least twice in a program review cycle)? You may wish to include a SLO assessment calendar for each course in the discipline (Table 3); move to appendix if lengthy. Do the assessments follow the guidelines for quality outlined in the *SLO Quality Assessment Rubric*?
- Have faculty engaged in discussions about SLOs, success criteria, and their assessments as they relate to the improvement of student success and the challenges students face?
- Have faculty disaggregated any of the assessment results to show specific areas of need in the classroom (for example, commonalities among students who are less or more successful such as attendance, use or lack of use of student support services, proficiency or difficulty with writing, role overload or other stressors outside of school, etc.)?
- If deficiencies are noted in any of the above areas, describe planned actions for change.

Both full-time and part-time faculty have regularly assessed their SLOs, as required in the two-year cycle. The new SLOs have not been assessed because we are waiting for the approval of the BACCC and the Chancellor's Office. The department received a waiver from the Assessment Coordinator to delay inputting SLOs in CurricUNET Meta until the changes take effect.

Faculty use a common rubric to ensure standard assessment. Rubrics are housed in ISHTAR, the department server. Faculty meet to review SLOs and student assessments.

2.6 SLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.

Based on SLO assessments, faculty discovered that students were being exposed to business fundamentals too early in the program, and they weren't retaining their knowledge (how to run and manage a business) by the time they had completed the program. A lot of students wanted to become salon owners, but the gap between the second and fourth semesters impaired their preparation. To fix this problem, rather than have students complete the business fundamentals portion of the course in the second semester of the program, in 101, we are now having students do that component in 102, just before they are ready to complete the program.

General Education & Institutional Learning Outcomes

2.7 GELOs and ILOs. Review any general education courses offered by your program to ensure they are accurately linked with the appropriate general education learning outcome (GELO) in the CurriCUNET assessment module, and that the GELO is measurable in the SLO(s) of the course. Then review all courses and their SLOs in CurriCUNET to ensure they are accurately linked with the appropriate institutional learning outcomes (ILOs), and that they are measurable. In most cases there will only be one GELO and/or one ILO link per SLO. Report on changes that need to be made in order to effectively integrate GELOs and ILOs into instruction.

The cosmetology courses do not count for general education. When the course SLOs are inputted in CurricUNET Meta, they will be mapped to ILOs.

CURRICULUM

3.1 Course offerings. Attach a copy of the course descriptions from the most current catalogue.

For catalog course descriptions, 2017-18, see Appendix A.

Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. If there are courses in the catalogue that haven't been offered in the past two years, state the course(s) and note the reason(s) they haven't been offered (no faculty to teach, low enrollment, etc.). State the plans for either offering or inactivating/deleting these courses. Also state whether any new degrees of certificates have been created and the rationale for doing so. For baccalaureate programs, include any upper division general education courses as part of the report.

As noted above, many changes were made to courses, course sequencing, and the degree/certificate. Within courses, changes were made to be more modular. Prior to the changes, each course outline included a variety of skills and subjects, and with each course, students would add onto those skills. Now, each course has a more focused set of skills/subjects, while students continue to build on skills learned in previous courses. For example, students in 100 will learn hair removal by tweezing, and in 101, they will learn hair removal by waxing (hard

and soft). The department has not yet determined whether these changes have resulted in student success.

3.2 Scheduling and Sequencing. Discuss efforts to optimize access through scheduling. How have faculty (in collaboration with deans) planned the timing, location, and modality of courses? Report on whether courses have been sequenced for student's timely progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame and if there are plans/goals for scheduling changes. (Limit to 1-2 paragraphs)

As the chart below shows, starting in Fall 2016, Cosme 100 was only offered in the Fall. The plan was to have students begin their progress through the program in Cosme 100, then in Spring take Cosme 101, and complete in the summer taking 102. However, because of scheduling problems, students entering in Fall 2015 were unable to get enough contact hours to finish the program within the new program timeline model. As a result, many students fell behind, with as much as 40 contact hours missing from their required schedule. These students had to make up this time somehow, which resulted in a difficult scheduling scenario with the Banner enrollment system. This problem continues to reverberate for our current students. Students needing two extra units, for example, have taken Cosme 103B, a six-unit course, because they had no other options. In the near future, however, students will have a variable-unit option with a new course, Cosme 106, which does not yet appear in the catalog.

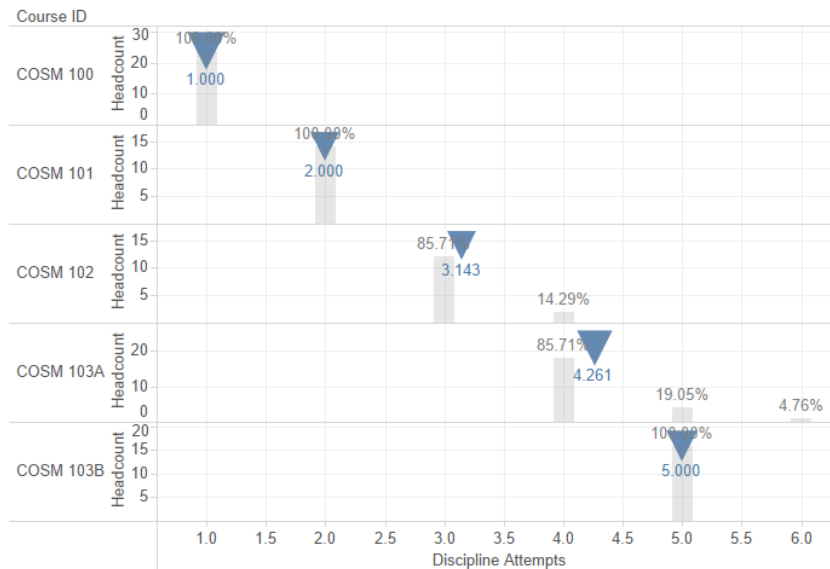
Scheduling (Fall & Spring)

Chart shows number of sections offered by course id, campus and semester.

Course ID	Campus	Sched Type	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
COSM 103B	Main Campus - Fairfi..		4	4	2	4	4	2	2	1	1	1
COSM 103A	Main Campus - Fairfi..		2	4	1	2	2	1	1	1	1	2
COSM 102	Main Campus - Fairfi..		3	2	1	2	2	1	1	1	1	
COSM 101	Main Campus - Fairfi..		2	2	1	2	2	1	1	1		1
COSM 100	Main Campus - Fairfi..		1	2	1	1	1	1	1		1	
COSM 115	Main Campus - Fairfi..			1								

Student Sequencing (Cosmetology - Fall 2016 & Spring 2017)

Chart shows % of students by course and attempt number in sequence, blue triangle shows average attempt number. Shows student major - All



The sequencing chart shows that all students currently take COSM 100 first, then 101, then 102, and so on. In the future, students will start with Cosme 100 in the Fall, then take 101 in the Spring, 102 in the summer, and if needed, 106 in the following Fall. However, 106 is not part of the program.

3.3 Student Survey. Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses? Please include the student survey and any relevant charts as an appendix.

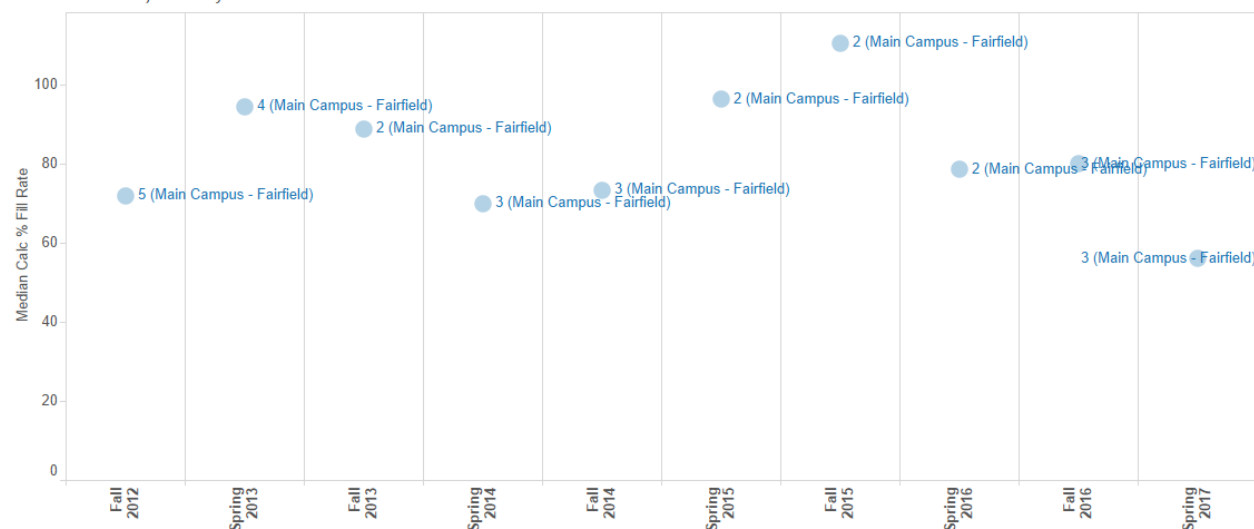
3.4 Fill rates/Class size. Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment. (Limit to 1-2 paragraphs)

The chart below shows fill rates in the face-to-face classes in the 1600 building. There are no online courses in Cosmetology. Most classes average 80% or higher fill. Faculty have been accepting students over the class maximum in an effort to ensure the continued health and success of the program. If students cannot get into the courses they need, the entire program is in jeopardy. When faculty have more students than they can handle, this can negatively impact learning. For example, if a class has more than 25 students, then it will have more than 25 clients as well, with a total of more than 50 people in the classroom at a time. This presents both safety and health issues. However, faculty are also concerned about retention. If 30 students begin the program in the Fall, some may drop due to unforeseen circumstances, and the number of students in the program will get smaller each semester. Keeping this inevitable trend in mind,

faculty would like to accommodate as many students as possible in Cosme 100, but are simply unable to do so, due to the size of the facility and staffing.

Fill Rates Median by Location (Cosmetology)

Chart shows median fill rates by course location



3.5 Four-year articulation (if applicable). Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (Limit to 1-2 paragraphs).

N/A

3.6 High school articulation (if applicable). Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (Limit to 1-2 paragraphs).

There are no articulation agreements with the local high schools. Faculty used to visit area high schools, but have not had the opportunity in recent years.

3.7 Distance Education (if applicable). Describe the distance education courses offered in your program, and any successes or challenges with these courses. Discuss any efforts to become involved with the Online Education Initiative (OEI). (Limit to 1-2 paragraphs)

N/A

CAMPUS & COMMUNITY INTEGRATION

4.1 Campus Integration. Describe how the program connects with the campus community. Include any cross-discipline collaborations, faculty representation on committees, student clubs, or other activities that benefit the college as a whole. (Limit to 1-3 paragraphs)

The Cosmetology Club has hosted “Locks of Love” fundraisers, and is an active and visible club on campus. The club participated in the Solano Wine & Food Jubilee, a benefit for Hospice and Bereavement, North Bay Healthcare Foundation, working as servers. Students have worked with the Dance instructor, doing hair and makeup for dance productions.

Faculty serve on the Scholarship Committee, on the Executive Board, and as club advisors. As noted earlier, the Cosmetology department works with the Theater, Photo Department, with students doing hair and makeup for photo shoots. Faculty are currently working with SCC on the Chancellor’s Office program for California Community Colleges, “Doing What Matters for Jobs and Economy” in Solano County. The program focuses on career education, learning by doing, building careers and supporting local industry.

4.2 Counseling. Contact the Dean of Counseling to schedule attendance at a Counseling School meeting to discuss any programmatic changes, possible career/transfer options for students, suggested course sequencing, and/or any other information you think would be important for counselors to know. Please provide a brief narrative of the visit. (Limit 1-2 paragraphs).

The faculty work very closely with the CTE counselor and all the DSP counselors. Students need extra counseling to make sure they get into the program in the Fall and stay on course, in order to finish the program in a timely way.

4.3 Community Ties. Describe how the program connects with the larger community. Include curricular activities, field trips, community/classroom partnerships, marketing efforts, etc. Faculty professional undertakings that support the community should also be included (conference presentations, professional publications, off-campus committee/advisory representation, etc.). (Limit to 1-3 paragraphs)

As noted above, prominent professionals in the cosmetology industry have served as guest lecturers, demonstrators, and workshop trainers. Annual field trips take students to the COSMOPROF Beauty Show in San Jose, the biggest show on the West Coast, known internationally.

Faculty attend educational conferences, conventions and seminars to remain up to date with current industry pedagogy trends.

STUDENT EQUITY & SUCCESS

5.1 Student Success/Underprepared Students

- Anecdotally describe how the program works to promote student success for *all* students
- Include how program faculty support *underprepared students* in such areas as fundamental writing and/or math competencies through use of teaching innovations, campus support services (library, counseling, DSP, tutoring, SARS, academic success center), etc.
- Have faculty analyzed prerequisites, co-requisites or advisory courses to determine potential need and potential impact on student success?
- If there are designated basic skills courses in your discipline, include how they prepare students for success in transfer courses
- If an assessment process is utilized to place students in discipline courses, comment on the efficacy of the process in achieving student success

Faculty work with counselors and DSP, and also offer imbedded tutoring, so that one student in the class can be the designated tutor for another. Faculty utilize Canvas shells, posting essential course material and syllabi, as well as grades, rubrics, calendars, events, etc. Faculty take students over to the library computer learning lab for online training, so they can learn to use the online testing components of the class. This prepares students for taking the state board computerized technical exam. They also learn how medical terminology words are pronounced in the online training (scalp, hair, and nail diseases are addressed in the class material and in the board exam).

Faculty are now holding mandatory Informational Sessions for new cosmetology students to better prepare students for program requirements prior to entering the program for greater student success.

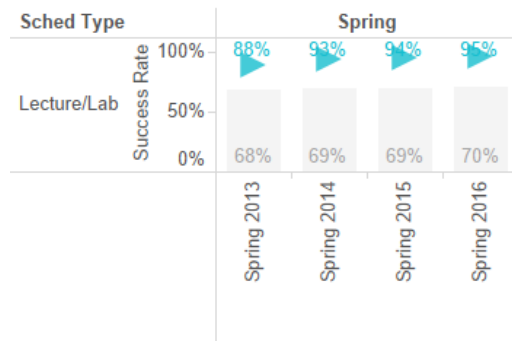
Each class in the sequence has a prerequisite, which is necessary to ensure that students take the proper courses in the proper sequence.

5.2 Success Analysis. Utilizing data from the office of Institutional Research and Planning, report on student success rates in the program as compared to the college as a whole. Then, analyze success by gender, age, ethnicity, and modality (online vs. face-to-face). Provide possible reasons for these trends AND planned action to equalize student success.

As the data on the next page shows, across all demographics, Cosmetology students are excelling academically in our courses. They are doing great, and their success is also a testament to the dedication of the faculty in the department.

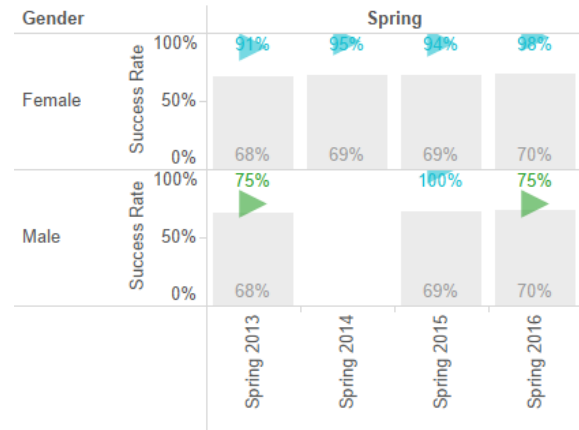
Success by Modality (Cosmetology)

Chart shows success rate by course modality (triangle represents within discipline, grey bar within Entire School). Disproportionate impact (outside of green shading) is noted in triangle color.



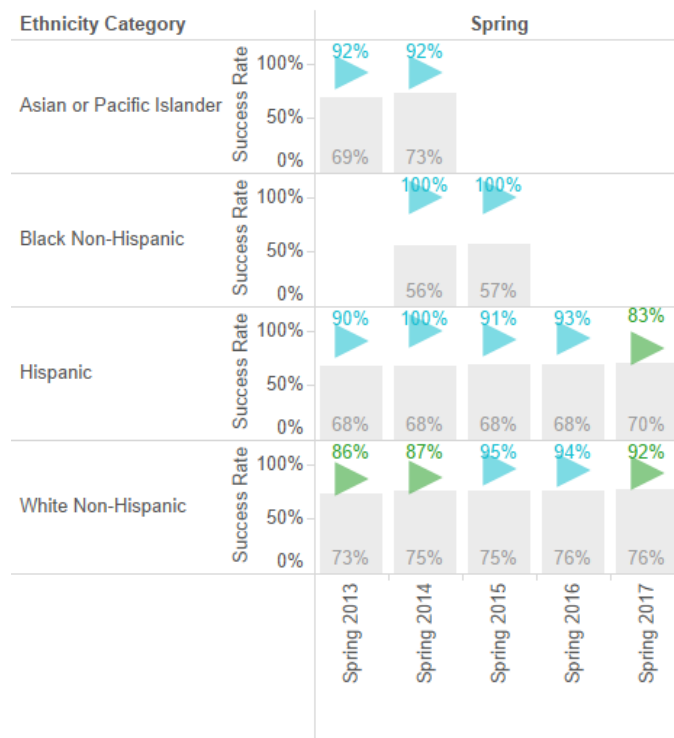
Success by Gender (Cosmetology)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire School). Disproportionate impact (80% of comparison group - Entire School) is noted in triangle color. Only shows student groups greater than 3 students



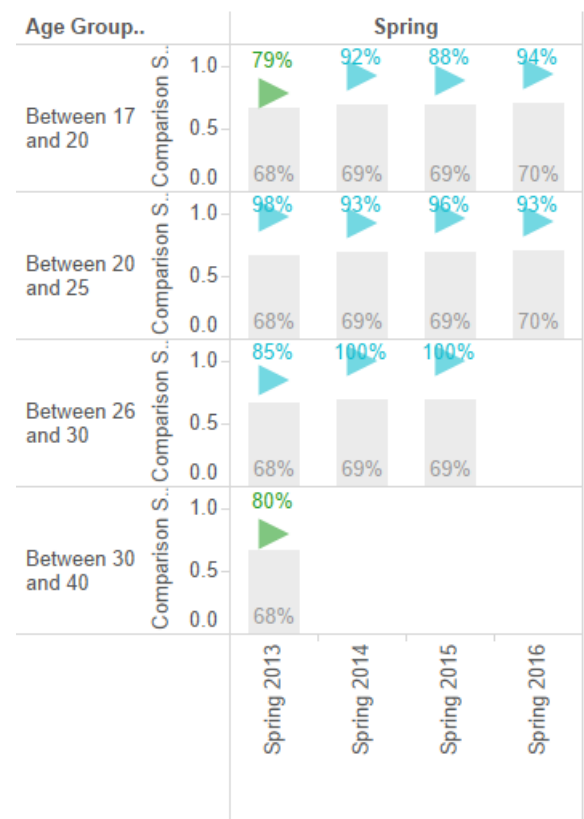
Success by Ethnicity (Cosmetology)

Chart shows success rate by ethnicity (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color. Only shows student groups greater than 5 students



Success by Age Group (Cosmetology)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire School). Disproportionate impact (80% of comparison group - Entire School) is noted in triangle color. Only shows student groups greater than 5 students



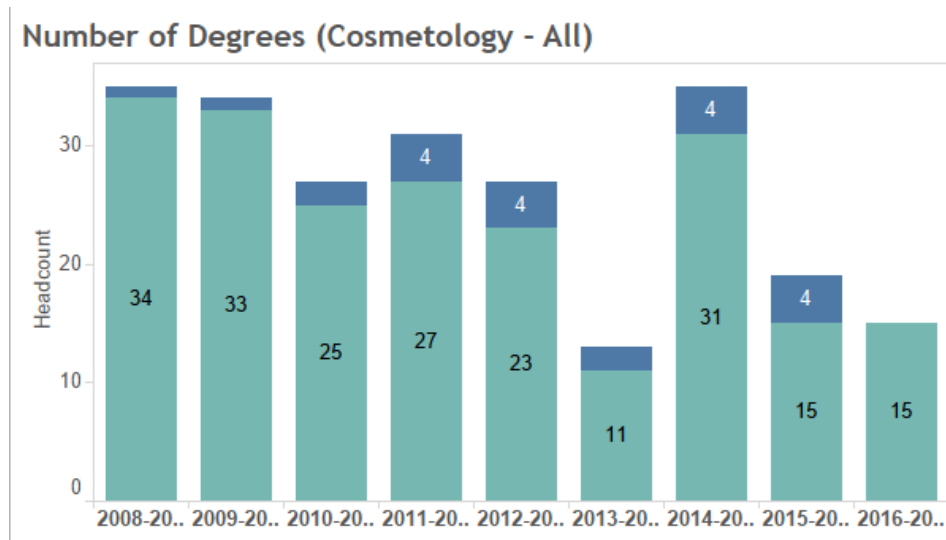
Finally, in courses with many sections (5 or more per semester), compare success rates by CRN. Without naming instructors, note if there is large variance in success rates by section. If so, what are the planned actions to standardize success criteria, and to support student success across all courses?

N/A

5.3 Cross-Discipline Collaboration (if applicable). For certificates or degree programs with required courses outside the discipline, look at the success rates of students in those classes. Note if there are courses that students seem to struggle with, and describe any collaborations with those discipline faculty to talk about strategies for success (ex. establishing cohort groups, tutoring, curriculum additions/examples that may make learning meaningful cross-disciplines, etc.). (Limit to 1-2 paragraphs)

N/A

5.4 Degrees/Certificates Awarded (if applicable). Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.



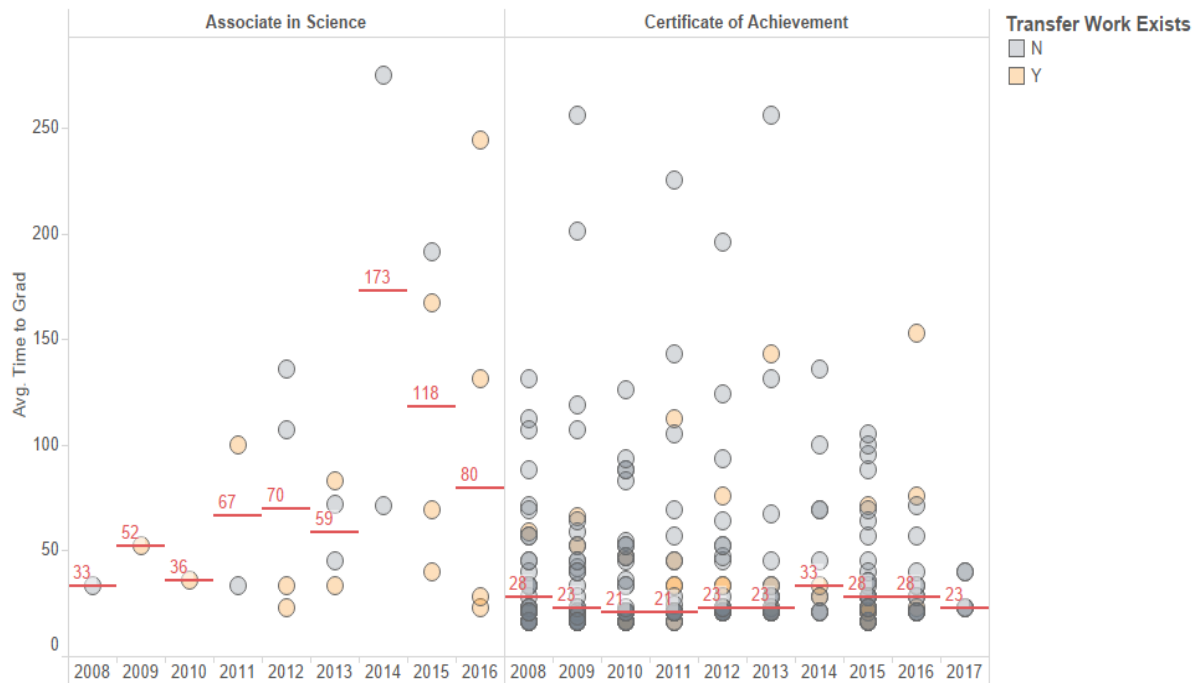
The chart shows that more students earn their certificate than an associate's degree. Also, students tend to complete the program in the summer, so some students do not apply for the degree or certificate before they job out. The data does not show those students who successfully complete the coursework for the program and pass the licensure exam, but fail to petition for the certificate/degree. Faculty strongly encourage students to complete that process, and have walked students over to the 400 building en masse to do the paperwork. That strategy overwhelmed the staff in OAR, so now faculty have students submit their petitions to OAR.

5.5 Transfer (if applicable). Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (limit to one or two paragraphs). For baccalaureate programs, address any efforts to support students seeking to transfer to graduate programs. (Limit to 1-2 paragraphs)

The chart below shows that the average time for program completion, for the certificate, is 23 months. This is much quicker than the college-wide average for certificate completion.

Time to Degree (Months) (Cosmetology - All)

Shows time to degree in months from first entry at SCC to graduation. Each circle represents one graduate, the color of the circle indicates whether the student entered SCC with transfer work. Median for the group in red.



5.6 Career Technical Programs (if applicable). For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data. (Limit to 1-2 paragraphs)

As noted above, almost all students take the licensure exam at the end of the program. The few who opt not to take the exam often have other job offers. Faculty maintain a job-opportunity board in the department, and also work closely with salon owners in the area. Prospective employers often contact faculty to recommend students to fill positions. Our students have an excellent reputation throughout the county and beyond; employers know our graduates will have the requisite skills, and will be assets on the job. Faculty can point to countless graduates who have been placed in Bay Area salons, in diverse roles. Additionally, faculty work closely with affluent companies in the industry; TU'EL Skin Care, MAC Pro Makeup, OPI Nail Corporation, and Backscratchers Nail Inc. to enable students the opportunity to receive educational workshops

leading to Certification(s) of Proficiency. Being certified with the different companies gives SCC students a competitive edge for greater employment opportunities.

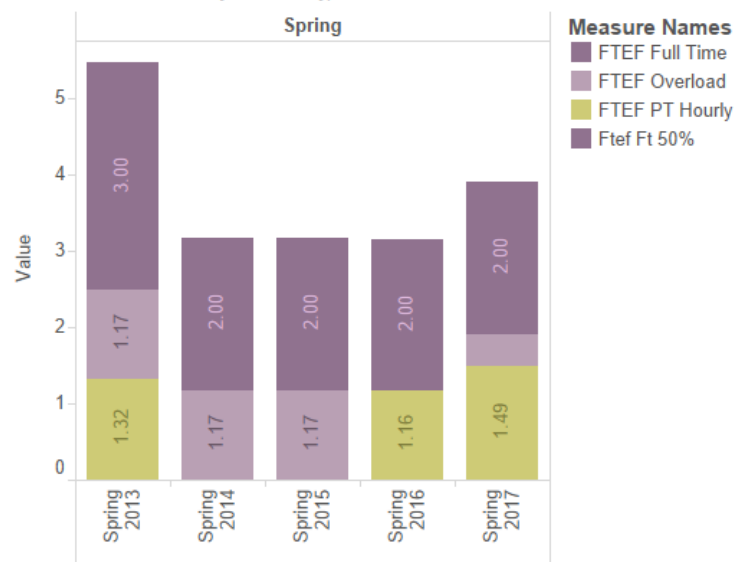
Faculty member Belinda Silva-Attianese implemented a retail center in the cosmetology department through the Cosmetology Club. The retail center has served as a great learning tool for students to gain experience in retail sales, inventory control and other necessary skills for gainful employment. The retail center has been extremely beneficial and successful for students.

RESOURCES

6.1 Human Resources. Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTEF, full-time/part-time ratio, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources. (Limit to 1-2 paragraphs)

FTEF (Cosmetology)

Chart shows total FTEF by contract type



The main problem with staffing is consistency. Having adjunct faculty support and conform to the expected course of record (COR) material, assessment tools, and syllabi remains a challenge.

Full-time faculty continue to teach overload, in order to offer classes that students need to complete the program. At this point, the enrollment numbers do not support the addition of another full-time faculty member; however, the department would like another full-time position in order to maintain the COR, consistency of instruction and expand the program back to previous robust enrollment numbers.

The department strongly recommends the hiring of a part-time staff member to maintain the front reception desk and client appointment books. While these skills are important for students to learn, having students perform all these tasks takes them away from their required skill-building in the classroom. Students can learn reception tasks in a short period of time, and should have their time freed to pursue their practical studies in the classroom.

6.2 Technology & Equipment. Address the currency of technology and equipment utilized by the program and how it affects instruction and/or student success. Make recommendation (if relevant) for resources that would improve quality of education for students. (Limit to 1-2 paragraphs)

Cosmetology as a discipline is equipment-heavy. Materials are constantly being used, and wear and tear is inevitable. The department currently needs new mannequin dryers, work stations, and manicure tables. With the new curriculum, administration has chosen to supply all consumable materials to all students; there is no longer a materials fee. The budget needs to reflect the increased need for funding for these expendable supplies.

Instructional Monitors are needed in the student lab and a computer/lab monitor is needed in the dispensary. The lab monitor is needed for client appointments, so students can see their appointments in the back of the classroom, where they are working, rather than having to run up to the desk. The computer and monitor in the dispensary is needed for inventory control.

6.3 Facilities. Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives. (Limit to 1-2 paragraphs)

The 1600 building is in disrepair. The structure dates to the early 1970s, and still has the original PA system, electrical, and plumbing. Classrooms are crowded with equipment and student workstations, and do not allow for ADA compliance. One student in the past was wheelchair-bound, and found the navigation of the space very difficult. Current clients also find navigating the space with their walkers both dangerous and discouraging. Heating is atrocious, and the rooms are routinely too hot or too cold, though the HVAC system has been refurbished. The building itself presents an ongoing safety hazard, with parts of the ceiling falling in with the rains, bringing unhealthy material down into working spaces.

Although the Cosmetology facilities should be remodeled or replaced, at a minimum, more tables and chairs should be placed in the hallway of 1600, to accommodate students.

6.4 Library Resources. Schedule a meeting with library faculty to review discipline-specific library resources. Provide a brief narrative about the status of library resources and plans to supplement the collection. Include the library collection evaluation form as an appendix.

As noted above, faculty bring students to the library to work in the computer learning lab. Students can also refer to textbooks on two-hour reserve.

6.5 Budget/Fiscal Profile. Provide a five year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

The allocated budget for cosmetology has dropped significantly by the budget manager. It is difficult for faculty to navigate the budget, as faculty no longer has access to budget information. There has been a continual pattern of budget reduction in the past 4 years. It is no longer based on the actual requirements of the cosmetology department. There has been an arbitrary reduction

to \$10,000.00 which no longer allows cosmetology to function in a way that meets professional industry standards. As noted above, the budget must be increased to compensate for the loss of material fees and increases in industry costs. Cosmetology is fiscally responsible. All the money that goes through the front desk, from the clients, goes directly into the general fund, and is not directly used for the program.

GOALS & PLANNING

This section will be submitted to the Superintendent-President as an overview of programmatic strengths and areas of growth.

7.1 Program Strengths and Areas for Improvement. Summarize what you believe are your program's strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement. Include any professional development opportunities that would support these areas of needed improvement.

Strengths:

The greatest strength is the faculty. The Cosmetology Program maintains an excellent reputation in the community, and routinely places students upon completion and licensure in solid employment opportunities. Faculty continue diligently to network with industry salon owners, salon franchises, advisory committee members, alumni and corporate salon managers, who continue to support the quality of student placement in the community. Out of the state's 114 community colleges, California Educator Magazine chose Solano College's Cosmetology Department for their August/September 2017 (volume 22, issue 1) featured article, "Marvelous Makeovers." The article showcased cosmetology students and faculty creating makeover looks on seven CTA faculty members from different school districts throughout the state. It was quite an honor to be chosen and a testament to the caliber of the program (Appendix C).

Faculty work closely with DCA- Board of Barbering and Cosmetology (BBC), attending meetings and serving on committees. In 2018 a faculty member served on the Cosmetology 1600 Hours Curriculum Review Committee, representing community colleges. The committee's recommendations go to the DCA-BBC and from there through the legislative process for implementation.

Improvements:

The budget needs to be increased, as noted above.

The facilities have been and continue to be in desperate need of improvement and renovation. Currently the 1600 building negatively impacts the quality of instruction and client service. The electrical system will not fully support the laboratory classroom 1610. The electrical outlets on the floor present a safety hazard. Ventilation, heating and cooling systems are insufficient and pose ongoing health issues. Student workstations require replacement as they are too old (1971) and can no longer be repaired. The hydraulic chairs require reupholstering. Holes in the walls need to be repaired and doors need to be replaced. The sanitation stations require replacement

due to the presence of Black Mold. The tiles in the ceiling are water stained and require replacement.

7.2 Program Goals. Based on the program review self-study analysis, list any goals from the six focal areas: Program Overview and Mission, Assessment, Curriculum, Campus and Community Integration, Student Equity and Success, Resources, and Professional Development. Then for all goals provide a priority ranking. These goals will be utilized in multiple aspects of the integrated planning process. They will be discussed with the dean, inputted in CurriCUNET and shared with the relevant planning committees (tech committee, professional dev, etc.). They will also be utilized by the Academic Program Review Committee and the Vice President of Academic Affairs to determine themes and areas of need across campus. Yearly, faculty will collaboratively update the goals during fall flex in CurriCUNET.

Table 4. Program Goals

PROGRAM OVERVIEW & MISSION (Sections 1.1-1.9)

Program Goals (click on text below for drop-down options, add goals as necessary)	Planned Action (s)	Person(s) Responsible	Priority ranking of program goals
Program is up-to-date; no goals at this time	Awaiting Chancellor's office response to program	n/a	

ASSESSMENT (Sections 2.1-2.7)

Assessment Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking of assessment goals
Update/assess PLOs	PLOs reduced to one; mapping and assessment will occur in the next cycle	faculty	

CURRICULUM (Sections 3.1-3.7)

Curriculum Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Curriculum is up-to-date; no goals at this time	All curriculum changes are awaiting Chancellor's Office approval		

CAMPUS & COMMUNITY INTEGRATION (Sections 4.1-4.3)

Campus & Community Integration/Outreach goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Expand advertising	Faculty has created a website, but a Facebook and Instagram presence would be helpful for advertising	Faculty in consultation with Rachel Smith/ Graphics-Art Dept.	

STUDENT EQUITY & SUCCESS (Sections 5.1-5.6)

Student Equity & Success Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Data shows student success and equity across all modalities and demographics; no goals at this time			

PROFESSIONAL DEVELOPMENT (all sections)

Professional Development Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Development in best practices/ pedagogy	Faculty will attend CEA and IBS conferences in Las Vegas	Faculty	
Development in best practices/ pedagogy	Faculty will attend Milady educator conferences out-of-state	Faculty	

RESOURCES (Sections 6.1-6.5)

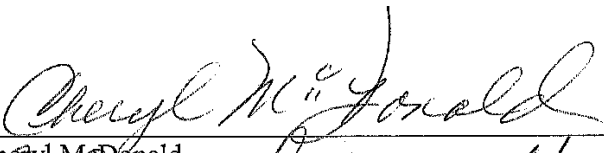
Human Resources Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Add/replace/change staff position	Add receptionist 16 hours per week fall semester and 32 hours per week spring semester and summer session.	Dean	


Expand part-time pool	Expand substitute pool for support staff (daily lab, desk)	Dean	
Expand part-time pool	Expand adjunct faculty and substitute pool for faculty.	Dean	
Technology & Equipment Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Add/upgrade classroom/lab technology, equipment, instructional materials	Monitors for Guest Vision.	Dean	
Add/upgrade classroom/lab technology, equipment, instructional materials	Computer and monitor in dispensary for Guest Vision inventory control.	Dean	
other	Add tables and chairs to the hallway.	facilities	
Add/upgrade classroom/lab technology, equipment, instructional materials	Upgrade student workstations and chairs	Dean	
Facilities Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Add/upgrade instructional space	Upgrade electrical system to meet current electrical instructional needs; repair ceiling, walls, etc.	Facilities	
Library Resource Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Library resources are up-to-date; no goals at this time	Faculty work with Librarian to upgrade resources.	Cheryl McDonald Ruth Fuller	

SIGNATURE PAGE

Please include all full-time faculty and as many part-time faculty as possible.

The undersigned faculty in the Cosmetology Program, have read and have had the opportunity to provide feedback on the attached program review self-study, dated January 31, 2018.


Cheryl McDonald


Belinda Silva-Attianese

APPENDICES

Appendix A: Catalog Course Descriptions (2017-18)

COSM 100 Cosmetology I

13.0 to 17.5 Units

Course Advisory: SCC minimum English and Math standards. This is the first course in a series of courses that provides the fundamental training towards the state mandated minimum hours designed to prepare the student for the California State Board of Cosmetology examination for licensure. A combination of both lecture and laboratory activities introduces the student to theoretical concepts, principles and practice in the beauty industry. Critical thinking skills are developed in the areas of communication, hair care, nail care, record keeping, and business decorum. A combination of 80 lecture hours and 600 lab hours for day students to earn 17.5 units and a combination of 80 lecture hours and 360 lab hours for evening students to earn 13 units each term. Students enrolling in this course must attend the mandatory information sessions. See the schedule of classes for location, dates and times. At the time of registration students must pay a Material's Fee with enrollment fees to the office of Admissions and Records. Students are required to purchase an equipment kit. The cost of the materials fee and start-up materials varies. For more information, current prices, textbooks, and ordering the equipment kit call the Bookstore at (707) 864-7111 or www.solano.bncollege.com. To qualify for the State Board of Cosmetology examination for a cosmetology license, students must have completed all state mandates including the following: a minimum of 1600 clocked hours, designated subject areas of technical instruction, designated subject areas of practical operations, completed the 10th grade or the equivalent, be at least 17 years of age, and have a current state or federally issued photo graphic identification. For more information; www.barbercosmo.ca.gov. *Five hours lecture, Twenty-five hours to thirty-seven and one-half hours.*

COSM 101 Cosmetology II

13.0 to 17.5 Units

Prerequisite: COSM 100 with a minimum grade of C. The second of a series of courses in Cosmetology to provide the training towards the state mandated hours of intensive training and study designed to prepare the student for the California State Board of Cosmetology examination for licensure. Focus is on the continued study of beauty industry. This course provides the students with the opportunity to synthesize and utilize cosmetology knowledge and skills in providing more advanced services for multiple clients. *All students enrolling in COSM 101 must pay a Material's Fee with enrollment fees to the Admissions and Records office at the time of registration. The cost of the materials fee and start-up materials varies. Five hours lecture, twenty five to thirty seven and one-half hours lab.*

COSM 102 Cosmetology III

6.0 to 8.5 Units

Prerequisite: COSM 101 with a minimum grade of C. The third in a series of courses in Cosmetology designed to provide the training towards the state mandated hours and prepare the student for the California State Board of Cosmetology examination for licensure. Topics include the principles and practices of cosmetology with emphasis on the essential knowledge and skills for licensure and working within the cosmetology industry. Students are able to increase practical application skills and processes by providing multiple clients with hair care, skin care and nail care services in the patron laboratory. All students enrolling in COSM 102 must pay a Material's Fee with enrollment fees to the Admissions and Records office at the time of registration. The cost of the materials fee and start-up materials varies. *Five hours lecture, twenty two and one-half to thirty seven and one-half hours lab (8-week course).*

COSM 103A Cosmetology IV

6.0 Units

Prerequisite: A minimum grade of C in COSM 100, 101, and 102. Designed to meet the needs of students who are preparing to go to the state exam. Review over the basic skills that are required to pass the tests by practice and study. Reinforce the entry level skills expected from the industry. NOTE: All students enrolling in COSM 103A must pay a Material's Fee with enrollment fees to the Admissions and Records office at the time of registration. The cost of the materials fee and start-up materials varies. *Five hours lecture, twenty-one hours lab (8-week course).*

COSM 103B Cosmetology V

6.0 Units

Prerequisite: COSM 103A or COSM 175. Provides the application of theoretical skills to increase performance proficiencies and accrue the hours as mandated by the State Board of Barbering and Cosmetology. Students are required to have the mandatory books and equipment kit as required in the concurrent course by the first class meeting. Students are required to pay a materials fee at the time of registration. The cost of the materials fee varies. For current costs, please refer to the schedule of classes for each semester. *Five hours lecture, twenty one hours lab (8-week course).*

COSM 104A 15.0 Units
Esthetics of Skin Care I

Prerequisite: Tenth grade completion or equivalent and 18 years of age as required by the State Board of Barbering and Cosmetology. *Course Advisory:* SCC minimum English standard. A two semester course series in skin care consisting of 600 hours. Designed to prepare the student for the California State Board of Barbering and Cosmetology examination for Esthetician licensure. An intensive study of basic and advanced technological concepts in European facialing techniques. The curriculum framework provides the theoretical, manual and mechanical skills needed for a profession in esthetics. NOTE: Students are required to purchase a mandatory equipment kit and materials card at the SCC bookstore. The cost of materials card and start-up materials varies. For current costs, please refer to the Schedule of Classes for each semester. Additionally, students are required to attend the mandatory Cosmetology information session (see Schedule of Classes for the date and time). Five hours lecture, thirty hours lab.

COSM 104B 6.0 Units
Esthetics of Skin Care II

Prerequisite: COSM 104A. A continuation of COSM 104A providing additional in-depth training for more advanced skin care techniques and methodologies. Designed to prepare the student for the California State Board of Barbering and Cosmetology examination for Esthetician licensure. NOTE: Students will be required to purchase a mandatory materials card from the SCC bookstore. The cost of the materials card and start-up materials varies. For current costs, please refer to the Schedule of Classes for each semester. Five hours lecture, twenty-one hours lab (8-week course).

COSM 105A 9.5 Units
Fundamentals of Esthetics

Prerequisite: Tenth grade completion or equivalent; and 18 years of age as required by the State Board of Barbering and Cosmetology. *Course Advisory:* SCC minimum English and Math standards. The first of a two-part class designed to introduce students to the basic knowledge and skills to qualify them to take the state licensing exam in esthetics. Topics include the treatments, facials, makeup, and hair removal processes as well as a thorough understanding of the business aspects, general facial procedures, the human anatomy, chemistry, ingredients, electricity, sanitation and health and safety associated with this field. NOTE: All students enrolling in COSM 105A must pay a Material's Fee with enrollment fees to the Admissions and Records office at the time of registration. The cost of the materials fee and start-up materials varies. Additionally, students are required to attend the mandatory Cosmetology information session (see schedule of Classes for the information session date and time). This class is not open to students enrolled in COSM 104A. Four and one-half hours lecture, fifteen hours lab.

COSM 105B 9.5 Units
Advanced Fundamentals of Esthetics

Prerequisite: Tenth grade completion or equivalent and 18 years of age as required by the State Board of Barbering and Cosmetology; completion of COSM 105A. *Course Advisory:* SCC minimum English and Math standards. This course continues the basic skills practice and technical training from COSM 105A to qualify students for state licensure. It expands the knowledge of the practices, techniques, products, chemicals, laws and advanced procedures used in the current field of Esthetics. NOTE: Students will be required to purchase a mandatory materials card from the SCC bookstore. The cost of the materials card and start-up materials varies. For current costs, please refer to the schedule of classes for each semester. This class is not open to students who have completed COSM 104A or students enrolled in COSM 104B. Four and one-half hours lecture, fifteen hours lab.

COSM 110 6.0 Units
Introduction to Cosmetology

Course Advisory: SCC minimum English standard. To acquaint students with cosmetology career opportunities and the industry options available. A survey of the concepts and processes utilized in the beauty industry. NOTE: All students enrolling in COSM 110 must pay a Material's Fee with enrollment fees to the Office of Admissions and Records at the time of registration. The cost of the materials fee and start-up materials varies. Five hours lecture, twenty-one hours lab. (8-week course).

COSM 111 2.0 Units
Special Hair Processes

Prerequisite: Current California State Cosmetology License or COSM 100 (may be taken concurrently). *Course Advisory:* SCC minimum English standard. This course is designed to teach theory and practice in the thermal and chemical processes used in the curling, straightening and waving of hair. NOTE: Students are required to purchase a materials card from the SCC bookstore. The cost of the materials card and start-up materials varies. For current costs, please refer to the Schedule of Classes for each semester. One hour lecture, three hours lab

COSM 112 2.0 Units
Basic Hairstyling

Prerequisite: Current California State Cosmetology License or completion of COSM 100. *Course Advisory:* SCC minimum English standard. This course is designed to provide licensed operators and students enrolled in the Solano College Cosmetology day program with a fundamental knowledge of basic styling and hair cutting skills. NOTE: Students are required to buy a materials card from the SCC bookstore. The cost of the materials card and start-up materials varies. For current costs, please refer to the Schedule of Classes for each semester. One hour lecture, three hours lab.

<p>COSM 113 2.0 Units Advanced Hairstyling <i>Prerequisite:</i> Current California State Cosmetology License. <i>Course Advisory:</i> SCC minimum English standard. Designed to provide licensed cosmetologists with advanced techniques in haircutting, hairstyling and make-up. Provides hands-on knowledge of the current trends released by the National Hairdresser's Association. Presents concepts and principles of newly established in the cosmetology industry. <i>NOTE:</i> Students are required to purchase a materials card from the SCC bookstore. The cost of the materials card and start-up materials varies. For current costs, please refer to the Schedule of Classes for each semester One hour lecture, three hours lab.</p>	<p>COSM 116 8.0 Units Cosmetology Instructor Training II <i>Prerequisite:</i> COSM 115. <i>Course Advisory:</i> SCC minimum English standard. Continuation of Cosmetology 115 to give the student more sophistication in the development, implementation and evaluation of teaching methods. Focus is on laboratory practicum emphasizing curriculum activities utilizing lesson planning and teaching techniques. Provide the students with the opportunity to synthesize and utilize instructional knowledge and skills through classroom instruction presentations. Designed to prepare the student for the cosmetology instructor licensure examination for the California State Board of Barbering and Cosmetology. <i>NOTE:</i> Students are required to purchase a materials card from the SCC bookstore. The cost of the materials card and start-up materials varies. For current costs, please refer to the Schedule of Classes for each semester. Five hours lecture, fifteen hours activities.</p>
<p>COSM 114 15.0 Units Brush-Up and/or Supplemental Training <i>Prerequisite:</i> Completion of COSM 102 or its equivalent, or current license number or expired California State license number, or a letter from the California State Board of Cosmetology identifying specific requirements of training for cosmetology licensure. <i>Course Advisory:</i> SCC minimum English standard. Designed to meet the needs of cosmetologists who have deficiencies in theory or practice in the field of cosmetology. Assists cosmetologists who require additional training to qualify for better positions by upgrading skills. Preparatory training for cosmetologists who wish to renew their cosmetology license. <i>NOTE:</i> Students are required to purchase a materials card from the SCC bookstore. The cost of the materials card and start-up materials varies. For current costs, please refer to the Schedule of Classes for each semester. Five hours lecture, thirty hours lab.</p>	<p>COSM 117 15.0 Units Special Manicurist <i>Course Advisory:</i> SCC minimum English standard. Consists of four hundred (400) hours of intensive training and study. Designed to prepare the student for the California State Board Examination in Manicuring. Focus is on the essential knowledge and skills in all area of manicuring technology. Provide the opportunity for students to develop technical skills in providing nail care and artificial nail service to multiple clients in the patron laboratory. <i>NOTE:</i> Students are required to purchase an equipment kit and materials card from the SCC Bookstore. The cost of the materials card and start-up materials varies. For current costs, please refer to the Schedule of Classes for each semester. Students are required to attend the mandatory Cosmetology information session (see information session statement in Schedule of Classes). Students must have completed the designated hours of practical training and technical instruction, the tenth (10th) grade, or its equivalent, and be 18 years of age to qualify for the manicurist license examination by the State Board of Barbering and Cosmetology. <i>NOTE:</i> Not open to students who have completed COSM 171, 172, 173, or 174. Five hours lecture, thirty hours lab.</p>
<p>COSM 115 13.0 Units Cosmetology Instructor Training I <i>Prerequisite:</i> Current California Cosmetologist's license and completion of COSM 102 or 114. <i>Course Advisory:</i> SCC minimum English standard. Presents cosmetology principles and techniques applied to instruction teaching methods. Designed for currently licensed cosmetologists who want to pursue a cosmetology instructor license through the California State Board of Barbering and Cosmetology. Focus is on the lesson planning, presentation methods, application techniques, evaluation processes and instruction materials. Provides the utilization of cosmetology processes to develop instruction performance criteria. <i>NOTE:</i> Students are required to purchase a materials card from the SCC bookstore. The cost of the materials card and start-up materials varies. For current costs, please refer to the Schedule of Classes for each semester. Five hours lecture, twenty-four hours lab.</p>	<p>COSM 175 6.0 Units Cosmetology Education Practicum <i>Prerequisite:</i> A minimum grade of C in COSM 100, 101, 102, 104A, 104B, 115, or 117. <i>Course Advisory:</i> SCC minimum English standard. Provides the application of theoretical skills to increase performance proficiencies and accrue the hours as mandated by the State Board of Barbering and Cosmetology. All students enrolling in COSM 175 must pay a Material's Fee with enrollment fees to the Admissions and Records office at the time of registration. The cost of the materials fee and start-up materials varies. Five hours lecture, twenty-one hours lab (8-week course).</p>

Appendix B: Minutes from Advisory Committee Meetings



School of Career Technical and Business Cosmetology Advisory Committee Meeting

Agenda

Monday, November 27, 2017
Building 1600, Room 1610
1:45pm

Agenda:

1. Introductions: Personal introductions
2. Approval March 21, 2016 minutes
Vocational Education Advisory Committee: Informational
3. Advisory Committee Survey- Discussion:
4. Committee Members professional recommendations: Discussion
5. Cosmetology Student Club Representatives: Reports on club activities.
President: Amy Bizjak
Vice-President: Emelynn Recede
Secretary: Mariah Young
Treasurer: Francine Burrridge
6. Update on Cosmetology Department:
 - A. Curriculum Modification: Follow up to last Courses 100 (17.5 units), 101 (17.5 units) and 102 (8.5 units) 43.5 units; meetings discussion
 - B. Bay Area Community College Consortium BACCC: Cosmetology Certificate of Program Completion 43.5 units and Associate of Science Degree 43.5 units and 21 General educations 64.5 units.
 - C. Commencement
 - D. Scholarship Awards:
Amy Bizjak awarded Chloe Beavers and SCC Cosmetology Club
Natalie McLaughlin awarded Margaret Lee Jenkins and General Educational
7. Guest Educators: Nicolas-Haircutting, Lupe Flores-Long Hair Styling, Marisa Bastain - Ulta Retail Sales, Gina Khan-Haircutting and Bailage, TU'EL- Skin Care, Alen – Spa Equipment
8. Guest Vision software
9. Good of the order: Open Discussion and Announcements
10. Adjournment:



School of Career Technical and Business
Cosmetology Advisory Committee Meeting
Minutes

Monday, November 27, 2017

Building 1600, Room 1610

1:45pm

Minutes:

1. Introductions: Personal introductions. The following members were in attendance: Renee Brown, Lori Ramsey, Nicolas, Cheryl Rathnam, Amy Bizjak, Emelynne Recede, Mariah Young, Francine Burrridge, Julene Calvo (representing Debra Berrett) and Cheryl McDonald

2. Approval March 21, 2016 minutes. Renee Brown informed the committee she did not and does not have a receptionist position open (agenda item 8) and asked that it be removed from the minutes. Renee Brown, made a motion to approve the minutes as amended. Nicolas seconded the motion. Committee members approved the motion.

Vocational Education Advisory Committee: Informational

Cheryl McDonald reviewed the purpose, function and responsibilities of being an advisory committee member. Nicolas inquired how often the committee meets. Discussion was held on the committee meeting two times per year, once in the spring semester (March) and again in the fall semester (November).

3. Advisory Committee Survey- Discussion: Members submitted their surveys. Renee Brown informed the committee that recently 30 took the state licensing test and only 4 passed, citing the technical portion of the exam was the reason for not passing the exam. Members discussed state examination changes pointing out, only manikin heads and manikin hands, the practical examination does not include all areas of cosmetology and students taking the examination now-know exactly how and what they will be tested on. The committee agreed current examinations for licensing is very easy as compared to before.

4. Committee Members professional recommendations: Discussion

Renee Brown, Renee's House of Hairstyling in Vacaville, recommended more clipper haircutting to help students get over the fear factor of clipper cutting. Renee mentioned she recently hired Delilah a SCC alumni who just became licensed in August, stating that she is doing exceptionally well in the salon and building her clientele. Cheryl McDonald thanked Renee and other members for hiring SCC alumni and supporting the students by giving clipper haircut workshops.

Nicolas, salon owner in San Francisco, stated consultation is the number one priority, retail and how to sell products is a real hurdle to overcome. Salon owners are having to

retrain the new cosmetologists. Renee mentioned that there are a lot of booth rental salons and she uses the commission system. Discussion was held on the need for continued education. Amy Bizjak stated Salon Centric offers continued education. She explained the Salon Centric workshop on product knowledge, use and retailing techniques that are used.

Lori Ramsey, manager of JC Penney salon at Fairfield mall, discussed having 19 stations and hiring 9 full time employees in their J C Penney structure salons. Nicolas commented; there is no structure it's the wild-west out there in the salons. Emelynn Recede discussed the educational training used in her aunt's salon. Lori elaborated on JC Penney's corporate structure and employment benefits and opportunities. Members discussed wages and making a career. Lori pointed out the importance of basic touch and a good quality shampoo. She reviewed the attributes of a quality shampoo; confidence and command of the massage synchronized with the manipulations. Lori recommended that instructors get a shampoo some time to evaluate the students. Nicolas agreed, re stating the consultation is the number one thing.

Emelynn Recede, student, stated passion is required for success. Francine BurrIDGE, student, voiced she waited 10 years to take the class and wished she had done it earlier.

Jolene Calvo, OCED Office Assistant, reviewed how students who enroll with OCED have very good opportunities of receiving credits from working or volunteering. Members received pamphlets describing in detail the requirements and possible outcomes. Jolene informed members she is the "Doing What Matter's" CTE Point Person/Assistant Coordinator. She explained SCC's involvement with this state program through the Chancellor's Office and discussed the activities

Mone'y Demartra commented the beauty of being a cosmetology is you can work where ever you want to, she had worked at an Aveda Salon. She concurred training is essential. Lori Ramsey mentioned, she is only allowed to call a new hire candidate once, otherwise it is considered harassment. She asked that we inform our students to call JC Penney's back if they are applying for employment.

5. Cosmetology Student Club Representatives: Reports on club activities.

President: Amy Bizjak

Vice-President: Emelynn Recede

Secretary: Mariah Young

Treasurer: Francine BurrIDGE

6. Update on Cosmetology Department:

A. Curriculum Modification: Follow up to last Courses 100 (17.5 unites), 101 (17.5 units) and 102 (8.5 units) 43.5 units; meetings discussion. Cheryl McDonald thanked the members for their recommendations, suggestions and input for the program modifications and offering the program year round. She explained the process and informed the committee that although everything had been approved by SCC and vetted by the Board

of Trustees it still required approval by the Bay Area Community College Consortium BACCC: Cosmetology Certificate of Program Completion 43.5 units and Associate of Science Degree 43.5 units and 21 General educations 64.5 units.

B. Commencement: This year's commencement has been the largest group of cosmetology students to participate in the ceremony stated Cheryl McDonald.

C. Scholarship Awards:

Amy Bizjak awarded Chloe Beavers and SCC Cosmetology Club

Natalie McLaughlin awarded Margaret Lee Jenkins and General Educational

7. Guest Educators: Nicolas-Haircutting, Lupe Flores-Long Hair Styling, Marisa Bastain - Ulta Retail Sales, Gina Khan-Haircutting and Bailage, TU'EL- Skin Care, Alen -Spa Equipment. Nicolas commented on the student's participation as being energized when he was giving the class and the class was live streaming on his website. Cheryl McDonald asked Lori Ramsey to comment on the JC Penney opportunity and informational class she had just finished before the meeting. Lori stated the students were very warm and welcoming to her. She commented on how interesting it was when she asked them what they wanted to do after they became licensed. Cheryl McDonald thanked the committee members for sharing their knowledge and expertise with the students by giving demonstrations, marketing techniques and partnering with the college. She also mentioned, Renee Brown's business class is very valuable for the student's especially the insurance aspects. Additionally, she commented how important Great Clips informational classes are for the students to become aware of the diverse options for employment in the industry.

8. Guest Vision software, is a new business system implemented this semester stated Cheryl McDonald. Discussion was held by members on the different types of systems they use for booking clients, inventory control and other business necessities. Francine Burridge commented on how easy the Guest Vision system is to use. Amy Bizjak stated she really likes it. Emelyne Recede explained how the students use the system for attendance by scanning their finger print.

9. Good of the order: Open Discussion and Announcements. Discussion was held on when to schedule the next meeting. The committee agreed on March 19, 2018 at 12:00pm for the next meeting.

10. Adjournment: Renee Brown made a motion to adjourn the meeting. Mone'y Demarta seconded the motion. The motion carried unanimously.

Minutes Submitted by Cheryl McDonald



March 1, 2017

Dear Cosmetology Advisory Committee Member:

Our next meeting is scheduled for Tuesday, **March 21, 2017 at 1:45 pm to 3:30pm in** Building 1600, Room 1610. We ask if you are unable to attend to please have someone from your organization attend for you.

We are looking forward to your recommendations and giving you an update on the Cosmetology Program and State Board. Looking forward to seeing you. Please bring your complete survey to the meeting with you

Sincerely,

Cheryl McDonald
Cosmetology Professor, Lead
Solano Community College
4000 Suisun Valley Road
Fairfield, CA 94534-3197
Phone :(707) 864-7000 extension 4389
FAX: (707)863-7859

SOLANO COMMUNITY COLLEGE
COSMETOLOGY ADVISORY BOARD SURVEY

Member Name: _____

Salon Name: _____

Mailing Address: _____

City: _____ Zip Code: _____

Telephone Number: _____

E-Mail _____

Please take time to review the questions before coming to the meeting. We would like to have your input. The duty of the Advisory Board is to advise us on curriculum choices over and above the state board training. We will make an effort to keep you informed of the extra activities that we have planned but we are always looking for ideas.

1. Have you worked with or hired one of our graduates? If yes, were they adequate at the entry level standard?
2. Is there an area that you feel strongly about training students for the real world?
3. Is there a new product that you are impressed with and would like to share with us?
4. Are there any new equipment advances that we should be considering?
5. If you would please be prepared to tell us about your business and your career development.
6. Please consider coming in to speak with the students about your business.
7. Would you be willing to host a student in your business for a day?

Please list anyone you feel may be interested in serving as an advisory committee member.



School of Career Technical and Business
Cosmetology Advisory Committee Meeting
Agenda

Monday, March 21, 2017
Building 1600, Room 1610
1:45pm

Agenda:

11. Introductions: Personal introductions
12. Approval of November 29, 2016 minutes
Vocational Education Advisory Committee: Informational
13. Advisory Committee Survey- Discussion:
14. Committee Members professional recommendations: Discussion
15. Cosmetology Student Club Representatives: Reports on club activities.
President: Frances Gonzalez
Vice-President: Natalie McLaughlin
Secretary: Payten Silva
Treasurer: Sierra Anderson
16. Update on Cosmetology Department:
E. Curriculum: Follow up to last meetings discussion
F. Commencement
17. How to Promote Clientele-Discussion
18. Good of the order: Open Discussion and Announcements
19. Adjournment:

March 21, 2017: Minutes

1. Welcome and Introductions: Members gave personal introductions and described their business, products and services, sales and marketing methods, corporate structure, hiring positions available, employee benefits, advanced educational opportunities and key aspects of their business. Members included Renee Brown, Selliah Rathnam, Cheryl Rathnam, Marisa Bastian, Belinda Attianese, Frances Gonzales, Natalie McLaughlin, Curley Miller, Payten Silva, Sierra Anderson, Shaunice Cole, Andrea Cabillo, Terra Brooks and Cheryl McDonald.

2. Approval of November 29, 2016 minutes; A motion was made by Renee Brown to approve the minutes as presented, the motion was seconded by Selliah Rathnam, the motion passed unanimously. Cheryl requested that guest speakers be added to the agenda as item 6. Member accepted the request to add guest speakers as item 6.

3. Vocational Education Advisory Board: Informational,

Cheryl McDonald reviewed the importance of Vocational Advisory Committees, membership, functions, roles, responsibilities, meetings and operating procedures. Discussion was held on the importance of member's involvement and participation in program quality, program review processes and the program meeting the student and community needs. Cheryl utilized the 2013-2015 Abridged 2 Year Program Review as an example of how important the committee is to the college and the program. The report was then reviewed by committee members and Cheryl thanked the members again for their participation and assistance.

Advisory Committee Survey- Members reviewed and discussed the survey that was sent out to all members. Selliah Rathnam from Great Clips with 14 salons, stated they have hired many SCC graduates and are very satisfied with the work quality of SCC graduates. He mentioned they do have current positions available. Cheryl Rathnam stated that they have hired SCC graduates as managers as well. Cheryl asked if we could inform our current students and graduates of the positions available. Marisa Bastian from ULTA also stated that 3 of 6 of their managers are SCC graduates and ULTA loves to hire from SCC. Marisa stated they have positions available and would like students to be informed.

4. Committee Members professional recommendations:

Discussion was held on recommendations presented by members. Highlights of the discussion included; continue to focus on business skills and haircuts by Selliah, use of multimedia, advertising, Facebook, Pandora, tweeting live streaming and the internet for students to promote themselves to build a clientele using before and after photos of clients by Renee Brown. Emphasis on being able to do everyone's hair. Annisah Brown commented that she likes doing natural hair and that she intends to work at a San Francisco salon that specializes in natural hair.

5. Cosmetology Student Club Representatives: Reports on club activities.

President: Frances Gonzalez reported on the fund raiser \$2 per ticket to draw for a possible free or discounted service. She stated the event went well, everyone had a fun time and the club raised \$150.00. France mentioned there was a great response from the campus plus administrator's. The club was asked by the ASSC to do the event once a month since it was so successful. Shaunice Cole recommended that the club consider an event that would include doing some hairstyling and other services.

Vice-President: Natalie McLaughlin reported the club is considering the purchase of a photography light and back drop for before and after pictures of clients. The club is currently reviewing vendors for the purchase. She said students could incorporate the photos into their portfolios and use them for advertising with public media.

Secretary: Payten Silva mentioned the club meetings and discussed how the club uses Roberts Rules of Order, the making of motions, seconding the motions, the members voting and how the meetings are required to run. Agendas and minutes she stated are required to be posted.

Treasurer: Sierra Anderson reported on the clubs retail center and the positive experience it gives students to be able to actually learn how to sell needed products to clients. Annisah Brown stated that the retail products are only marked up \$5.00 above cost for each item. Marisa Bastian stated retail is #1 way to support the style and service. Renee Brown mentioned as you are using the product it is important to tell the client about the product, you are educating the client and that is very important. "You are not selling you are educating", Renee stated. Shaunice Cole agreed mentioning "closing the deal". Frances stated that if we have passion for the product they'll have passion.

6. Guest Speakers since November 29, 2016 included:

Cheryl McDonald discussed the importance of guest educators and informed the committee of the following: TU'EL-Pati Geraghty, skin analysis and faciaing methods. Sport Clips: Vi Camara and Ramona; employment opportunities and clipper model workshop. JC Penney: Lori Ramsey and Blanca Corona; employment opportunities, clientele building and retail sales. Pretty in a Minute: Guy Bar; thermal hairstyling techniques with tools and upselling services and Nicolas: consultation and hair cutting methods. Shaunice Cole mentioned the students also had a Barber Day with barbers from Vallejo that helped the students do clipper cuts on their models.

7. Update on Cosmetology Department:

A. Curriculum: Follow up to last meetings discussion. Cheryl McDonald informed the members the course modifications for cosmetology 100, 101 and 102 was approved. Cheryl mentioned cosmetology 148 would be approved and possibly offered in the summer or the fall. She explained the course contents is basically the same, it is the scheduling of the courses that has changed. She discussed the major change is in the scheduling of daily hours and of when the different subject areas are offered. Each course is more modular focusing on specific areas is the main difference she explained. She reviewed with the committee the recommendations they suggested being included with the modifications, citing more business skills, developing clientele, retail salesmanship, inventory control. Cheryl discussed with the committee the modular content of each course and answered questions members had. Cosmetology 102 summer course was discussed with Cheryl informing member business fundamentals, artificial nails and electrical faciaing is the focus. Frances Gonzales asked if the students were going to

be able to prepare for State Board in 102. Cheryl McDonald elaborated on the state board examination mini boards of the national cosmetology practical and written examinations are given throughout each course to evaluate student competencies of that specific course. In Cosmetology 102 students complete the full simulated National-Interstate Council of State Boards of Cosmetology (NIC) mini board a few times to familiarized students with the full process. Cheryl stated the SCC college State Board pass rate is still at 100% for both written and practical exams.

Cheryl Rathnam stated, “It is good that the students are able to complete the program sooner.” Members were all in agreement as they discussed the importance of students being able to enter the industry sooner to start building a clientele and making a living. Selliah Rathnam mention how he is looking forward to hiring more SCC graduates for his 14 Great Clips salons. Selliah mentioned he would like to come in and give a class on Great Clips business opportunities, training resources of Great Clips University and how to grow a clientele with walk-in clients. Marisa Bastian stated she is a SCC graduate and was District Manager with Supercuts for 7 years and is now Manager of ULTA which just opened in in August 2016. She mentioned she wants to hire more SCC graduates for their full service salon. Cheryl McDonald stated, “The cosmetology students should be licensed by at least October or November depending upon attendance, scheduling and State Board. Majority of the students should be available for hire because they are enrolled in the modified cosmetology program.” Annisah Brown stated she is really looking forward to completing the program even though it is long hours. Cheryl McDonald mentioned how proud everyone is of 2 students who have perfect attendance so far and how we are looking forward to them having 100% perfect attendance when they complete the full program.

B. Commencement: Cheryl McDonald invited members to the commencement being held on May 25, 2017 at 5 pm at the college football stadium.

7. How to Promote Clientele:

Discussion was held by members and suggestions were given on ways members personally promote their businesses. Methods included: advertising via the internet, Facebook, multimedia, referral programs, campus newspaper, haircuts-buy 4 get 1 free, S&J Advertising (Breeze-Around Town-Grapevine), business cards, Twitter, have clients do a review and rate you on Yelp and word of mouth. Cheryl McDonald asked the students if they had business cards with them and those who did handed their cards out to the committee members. Curley Miller commented on how professional the students are and how they do use their business cards to get clients and build their clientele here at school.

8. Good of the order: Open Discussion and Announcements

Renee Brown owner of Renee’s House of Beauty in Vacaville, stated she has a receptionist position open from 3 to 7pm on weekends. Marisa Bastian, ULTA manager invited students of come over and shadow at ULTA for a day or if they are in the area just stop in and say hello. Selliah Rathnam asked the students to apply for a job with Great Clips after they get licensed they need stylist in American Canyon and some of their other salons. Cheryl Rathnam mention the event scholarship Great Clips sponsor.

Cheryl McDonald asked when in October would the committee like to schedule the next meeting. Members discussed the dates and agreed on October 16, 2017 at 1:45 pm for the next meeting to be scheduled. Members were thanked for their valuable participation in supporting SCC, hiring SCC graduates and assisting with the outstanding educational quality of the cosmetology department.

9. Adjournment: Cheryl McDonald asked for a motion to adjourn the meeting, Frances Gonzales made a motion to adjourn the meeting at 3:00 p.m... Renee Brown seconded the motion. Members voted unanimously to adjourn.

Minutes Respectfully Submitted by Cheryl McDonald



March 3, 2016

Dear Cosmetology Advisory Committee Member:

Our next meeting is scheduled for Monday, March 14, 2016 at 1:45 pm in Building 1600, room 1610. We ask if you are unable that you please have someone from your organization attend for you.

I would appreciate it if you would read and review the minutes from our previous meeting. If there are any changes or corrections please let me know during our March 14, 2016 meeting.

We are looking forward to any input you may have and giving you an update on the Cosmetology Program and State Board. Looking forward to seeing you.

Sincerely,

Cheryl McDonald
Cosmetology Professor, Lead
Solano Community College
4000 Suisun Valley Road
Fairfield, CA 94534-3197

Phone :(707) 864-7000 extension 4389
FAX: (707)863-7859

SOLANO COMMUNITY COLLEGE
COSMETOLOGY ADVISORY BOARD SURVEY

Member Name: _____

Salon Name: _____

Mailing Address: _____

City: _____ Zip Code: _____

Telephone Number: _____

E-Mail _____

Please take time to review the questions before coming to the meeting. We would like to have your input. The duty of the Advisory Board is to advise us on curriculum choices over and above the state board training. We will make an effort to keep you informed of the extra activities that we have planned but we are always looking for ideas.

Have you worked with or hired one of our graduates? If yes, were they adequate at the entry level standard?

Is there an area that you feel strongly about training students for the real world?

Is there a new product that you are impressed with and would like to share with us?

Are there any new equipment advances that we should be considering?

If you would please be prepared to tell us about your business and your career development.

Please consider coming in to speak with the students about your business.

7. Would you be willing to host a student in your business for a day?

8. Please list anyone you feel may be interested in serving as an advisory committee member.



Solano Community College
Cosmetology Department
Advisory Committee

October 5, 2015: Minutes (un-adopted draft)

Meeting was called to order by Cheryl McDonald at 1:25 pm:

1. Introductions:

Self-introductions and updates from members included: All members introduced themselves and gave a brief overview of their business and discussed their areas of expertise.

Marisa Bastian – Super Cuts, Terra Brooks – Super Cuts, Peggy A. Cohen-Thompson- Personal Enhancement Stylist, Danielle Gish – Vogue Salon & Spa, Selliah Rathnam – Great Clips, Cheryl Rathnam – Great Clips, Alton Sanders – Spiritual Fitness and Wellness Center, Paul Steiger – Rent-A-Kit, La Versa Edmond – Super Cuts, Kevin Byrne – Super Cuts, SCC Cosmetology Students: Alexis Eaton, Ariel Ramos, Solomon Flores and Carrie Slate, SCC Faculty: Debra Berrett – Occupational Education Coordinator and Cosmetology Faculty: Belinda Attianese, Jerry Lowe and Cheryl McDonald.

2. Approval of Minutes from previous meeting:

Alexis Eaton made a motion to accept the minutes from the March 16, 2015 meeting as presented. Ariel Ramos seconded the motion to accept the minutes. Members voted - Minutes were approved as presented.

3. Update on Cosmetology Program

Belinda Attianese discussed Administrations directive of curriculum scheduling and modularization required for the cosmetology program to be in more alignment with other colleges and privates schools. She discussed the Chancellor's Office requirements of tracking students; completion rates, and employment percentages and State Board pass rates. She elaborated on the new modularized program of 40 hours per week- 5 days per week. Peggy Cohen-Thompson asked about the process of upgrading the curriculum. Belinda elaborated on the development and approval process taking up to a year. Debra Barrett commented that the

process is so terribly, terribly slow and that it is slow everywhere- taking about a year to implement. Discussion was held on course modularization Paul Steiger asked, how the classes would be, 2 semesters and a summer. Belinda stated students would be able to complete within 1 year with a summer session. Debbie Barrett asked about cohort classes and discussion ensued addressing the course advisories, co-requisites, perquisites and Occupation Education as an elective course. Paul stated that this will probably draw a lot more people from other schools. Marisa Bastian stated that she loves to hire from Solano and has heard that students want to get there and start working.

a. Abridged Program Review:

Cheryl McDonald stated that Administration is requiring an Abridged Program Review for all Business and Career Education programs. She discussed; In addition to the regular five-year cycle of comprehensive self-studies, Career Technical Education Programs will be required to complete an abridged program review every two years to meet Ed Code and Perkins requirements. These abridged reviews should be submitted directly to the school dean, the Perkins coordinator (if not the same), and the Academic Program Review Faculty Coordinator by December 1st.

b. Curriculum Review:

Cheryl McDonald discussed the curriculum review process.

4. State Board:

A. SCC Pass Rates

Cheryl McDonald shared the great news of this year's 100% pass rates of both the practical and written licensure examinations for 17 student's. The excellent news from January 2014 to March 2015 100% pass rate for the practical for 56 students and a 94% average pass rate for the written (2 fail).

Belinda Attianese explained how a 2 year period of learning is very difficult for students to retain the technical information. Discussion was held. Belinda noted to members, students were assessed the last week using the equipment kit from Rent-A-Kit to do the mini board. She said she liked the new head for facials and on students are tested about 12 times before they graduate. She thanked Paul for supporting us and students do appreciate using the kits rather than trying to make their own kits according to National Interstate Council (NIC) and going over to Rent-A-Kit as a field trip has been extremely helpful to both the students and instructors. Alex who just passed her board last week informed us that some chose to make their own kit and did not do well. Belinda asked Paul if other schools are using his kits for mini boards. Paul stated that geographically is it difficult to supply them. Discussion was held on state examinations and how changes are usually implemented in July which make. Cheryl informed the committee we were unable to attend the State Board meeting in April but hopefully in the future we could as a field trip.

b. State Changes

1. Examinations- Barbering, Esthetics and Manicuring CIB revisions Sept. 17, 2015
Paul stated the revision for state board would probably be next year, it takes about 10 months. He mentioned he plans on speaking to some of the board members to see if the date when revision take place to the spring. Cheryl asked if there was any reason July was usually when changes were instituted. Paul replied not really to my knowledge and he would check with board members to see.

2. Law/Regulations - Article 12

Paul Steiger clarified the cleansing agent for hands has to read alcohol as an ingredient. Stating that revisions to Article 12 was mainly language, consumables need to be labelled new and other updates. Belinda discussed the inspection visit on the 3rd day of class last semester Jan. 15 2015 (the one before that was 3/22 2012). Students commented on the first week of class surprise inspection. Alexis Eaton stated that students need to come prepared.

3. Webinar: www.barbercosmo.ca.gov

Cheryl McDonald reported that all faculty participated in the first Webinar, since webinars can be viewed on the board's website now so faculty could view from there rather than cancelling classes to participate. Paul mentioned there was not a lot of cosmetology in the webinar mainly barbering, esthetician and manicuring NIC revisions.

5. Guest Educators:

Cheryl McDonald thanked Selliah Rathnam and Cheryl Rathnam, owners of Great Clips for the fantastic event they presented to the students on September 24th. They along with two of their managers. Selliah discussed the 2015 Great Guys Event, partnering with American Crew National All-Star Artist Erika Grabczyk; communicating with a male customer, great prize giveaways and grand prize opportunities of a trip to the American Beauty Show in March 2016, cutting kits valued over \$700 each, sponsored by American. He said how much they enjoyed sponsoring the event for our students and his organization has hired many of SCC graduates. Cheryl Rathnam mentioned that they have a lot of SCC graduates working for them as managers, assistant manages, shift leads and stylists. Alexis Eaton stated that she really liked the event and all of the prizes. Carrie Slate stated that she like the first one on men's cuts, the "Pomp" step by step video was really helpful.

Ariel Ramos reported on the Icon Shears that is out of Tennessee presentation and discussed that they learned about how shear are made with the different quality metals, types of shears, what to look for in a shear-comfort, the mechanics and how to maintain them. She mentioned she found the class to be inspiration and informative. Conversation was held on shears prices, preferences and manufacturers.

Carrie Slate reported on Peter Hoang clipper haircutting class. Carrie had brought her boyfriend to model for her to do a clipper haircut on and she liked the way Peter went to each person 1 on 1 to help them individually with the haircut. Her main take away from the class was clipper over comb and guard blending techniques. Peter stayed the entire day and took groups by himself and shared the versatility of the 15 models. Danielle Gish mentioned that little boy's fine hair is a great way to learn clipper cutting. Belinda A. explained that SCC does not do children because of the chemicals used. Alton Saunders asked how we teach how to do children's haircuts. Belinda A. (Attianese) explained that an annual Locks of Love event if usually held on the

second

Saturday in October to raise funds, no chemicals are used during the event and children come in for haircuts to donate their hair. Jerry Lowe stated that the Locks of Love event is held on days that faculty and staff have off. Belinda also mentioned that an event was held for foster care families on how to take care of their children's hair and students were also able to learn how to work with children then too. She discussed the Kaiser-SCC Health Fair held recently on campus where Patricia Barnes and students gave manicures to those attending the fair (4 advanced and 6 beginning students attended) which was a great way of working with children too

6. Cosmetology Club Activities

President: Alexis Eaton, explained Locks of Love not working out this year because of lack of student participation. Club Promo Day- they gave manicures and were selling retail products which was very successful. Secretary: Solomon Flores, discussed the calendar that the Photography, Theater, Automotive and Cosmetology clubs joined together to create. Retail sales last year was over \$2,200.00 with the calendar, tanning products, hair care baskets (the baskets were donated from President Laguerre from Haiti) and retail sales fund raising projects. Marisa Bastian discussed retail sales to gain trust with clients and mentioned the flyers on all of the student's stations asking; "Have you purchased your home care products today?" Belinda A. asked if anyone had a retail sales manager or associate that would like to give a generic class on how to sell and business practices. Kevin Byrne stated, "So you want someone to come in and show generic sales. Marisa Bastian mentioned that they retail a lot of different products. Kevin mentioned that at that they train and want all employees to give that level of quality service to all of their guests. He stated that they have about 4 persons available. Marisa mentioned that she has had students shadow her and she just had a current student Michael Karpinski shadow her. Discussion of the importance of retail sales was held.

7. Scholarship Awards: Cheryl McDonald reported on the Solano College Scholarship Foundation Scholarship Annual Awards Presentation 7:00 p.m. Friday, September 25th, Solano Community College Cafeteria. Shirin Afsharaliabad, Shannon Fredeluces and Sheri Lyons have been awarded a Solano College Scholarship Foundation Scholarship. Sheri Lyons won two-one in general education also. She thanked Belinda Attianese for her many years of serving on the scholarship committee. Belinda A. gave a report on the scholarships requiring \$3,000.00 to set up a scholarship and the Educational Foundation has allowed them to use their software to review scholarships which has been a great help to the committee. Cheryl Rathnam asked what students had to do to apply, if applicants had to write essays. Belinda A. discussed the process and informed us that 11 cosmetology students applied.

8. Good of the Order: Cheryl McDonald mentioned that with the rain the ceiling two seats over from where she was sitting in the dryer area was leaking all day. Mr. Lowe stated he had put a work order in for it to be repaired earlier today and maintenance had not had a chance to fix it yet. Alexis told us she was giving her grandfather a manicure this morning and her grandfather couldn't figure out why he was getting water dripping on him. Belinda A. said she was so embarrassed about it and had Alexis and her grandfather move to another manicure table. Kevin Byrne discussed the need to build confidence with students-they truly are experts. Make more of an effort to let them feel more wonderful about themselves so they leave with greater self-confidence. Danielle Gish recommended Tony Robbins motivational series and more hands on with live clients all day and hopefully when things change to the longer days they will be able

to work longer on clients. She mentioned she has noticed that some do not want to work weekends. Peggy A. Cohen-Thompson stated that it goes back to confidence and the passion they have. The students need to hone in on the uniqueness of their talent. Discussion was held on confidence, motivation, professional ethics, and dress code. Alton Saunders mentioned the student that did his hair, it was her confidence that kept him returning as her client. Debra Berrett mentioned positive affirmation repeating it over and over helps, that we don't realize how often we repeat negative things in our head. Kevin asked the students what can all of us do to help you with your confidence. Alexis said Atta boys and Atta girls would be helpful. Ariel mentioned things like that pin curl set is amazing. Belinda A. stated that she tells the students to stop beating themselves up. Solomon said he has utilized Tony Robbins and found it to be very helpful. Peggy A. Cohen-Thompson offered to come and be a guest educator.

9. Announcements: Next meeting tentatively scheduled for Monday, March 14, 2016

10. Adjournment at 3:30pm respectfully submitted by Cheryl McDonald

Appendix C: Supporting Documents: “Marvelous Makeovers”

california
educator

AUGUST/SEPTEMBER 2017 VOLUME 22 ISSUE 1

EVERYTHING
you need to know

TIPS, IDEAS...

- Including:
- Advice from the pros
- New educator insights
- Helping kids connect
- Enhancing your best self

...& RESOURCES

- Cutting-edge curriculum
- Professional learning communities
- Reimagining your classroom
- ...and much more

Page 19

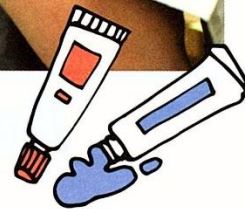
CTA Economic Benefits Trust Annual Report
Page 66

WELCOME BACK TO School

...to make this year your best



Educators Elizabeth Thompson and Maggie Pat both chose to get purple highlights.



Marvelous Makeovers

THE RESULTS were nothing short of stunning when six CTA members enjoyed some pampering courtesy of the Solano Community College Cosmetology Department in Fairfield.

Cheryl McDonald, a member of the Solano College Faculty Association, and her students, who graduate in August from the cosmetology program, worked their magic with hair and makeup, resulting in striking transformations that will turn a few heads in the hallways come fall. Photos show the makeovers of these educators, who are beautiful both inside and out.





Maggie Pat gets the full-on treatment from Cheryl McDonald, Christina Olton and Sierra Anderson.

Her "before" look

"Since children, I've had the functional mom/teacher look with short hair and very little makeup. I wanted a new look that would be fun but professional, easy to maintain, and also inspire confidence. I want something to help me maintain my youth at 34 without making me look like I'm trying to be younger than I am."

Her "after" look

Pat surprised herself by picking peekaboo purple highlights. With makeup to accent her cheeks, lips and brows, the look is both classic and classy. "It's awesome, I love it a lot. The colors are subtle, but they pop."

MAGGIE PAT ➔

Valley of the Moon Teachers Association

This fourth-grade teacher at Sassarini Elementary School in Sonoma is beginning her 12th year in the classroom. Working full time and caring for two small children is a juggling act most mornings with "getting the kids ready, throwing on clothes, grabbing coffee and running out the door."



CARLA ACCETTOLA ➔

Fairfield-Suisun Unified Teachers Association

Accettola has been teaching 14 years, most recently as a special education math teacher at Crystal Middle School. At 40 she has one gray hair, which she can find without looking in a mirror and calls "a badge of honor." She was nervous about a makeover, even though her motto is: "I'm a middle school teacher; nothing scares me."

Her "before" look

"I've had the same haircut most of my life. But I'm ready for a change, because I have been through some life changes. My son was diagnosed with mild to moderate autism two years ago. I got divorced. And I completed my special education classes. Nobody wants to look like Viola Swamp or the 'old' teacher they had in school."

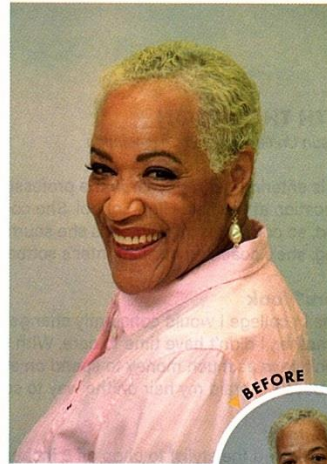
Her "after" look

She is lucky to have dramatic eyebrows, which are the rage. But they needed definition, so they were waxed and plucked a bit. Her long hair was cut to shoulder length and layered to allow her natural curls to frame her face for a softer look. A side part accentuates her cheekbones, and a plum shade of lipstick highlights her full lips. "I feel a little overwhelmed. It's different, but I like it a lot. I'm taking it all in."



CURLEY WIKKELING-MILLER ↑
Solano College Faculty Association

Yes, Curley is her real name, and it's a perfect fit for this cosmetology instructor at Solano and Laney community colleges. This is her seventh year of teaching after years of salon work. When preparing for a big night out, she sought help, of course, from her students. A bit of makeup turned her, in the words of one student, "from Plain Jane to Glamour Queen." She loves giving them practice. "I learn as much from them as they learn from me."



Her "before" look

For years she fought her gray hair and dyed it dark, then decided it wasn't worth the battle. But her gray was patchy, so she went platinum and short, which is fun and easy to maintain. She only wears a bit of blush, powder and lipstick for daytime.

Her "after" look

Earth tone foundation and powder makes her skin glow with vitality. Eye makeup and eyelash strips draw attention to her wide-set eyes. A bit of lipstick pulls it all together. "I love lashes; they always make me look better."



Carla Accettola has her long locks trimmed and layered by Naomi Pena.



ELIZABETH THOMPSON

Fairfield-Suisun Unified Teachers Association

Thompson is entering her fifth year in the profession and second year teaching special education at Fairfield High School. She co-teaches in different classrooms every period, so comfort is important as she scurries around campus. When she's not teaching, she's coaching her daughter's softball team.

Her "before" look

"When I was in college I would constantly change my looks. Once I became a mother, I didn't have time to care. With a mortgage and bills, we don't have as much money to spend on style upkeep as I would like. Usually I braid my hair on the way to school."

Her "after" look

She bravely allowed the stylist to chop off 8 inches in a bob that's longer in front, then received the balayage technique for highlights, with purple dye painted on to create a graduated, natural-looking effect, because she didn't want roots on top. After she shared her motto "Go big or go home," bright red lipstick was applied for a finishing touch. "I see an updated and fun look that is still respectable in the classroom," she said, before departing for a dinner date with hubby.

BEFORE



JEFFREY KISSINGER

Solano College Faculty Association

Kissinger has taught welding for eight years at Solano Community College, and enjoys growing his hair and beard every summer. Years ago, his hair reached his elbows, and he donated it to Locks of Love, a nonprofit that provides hair for sick children.

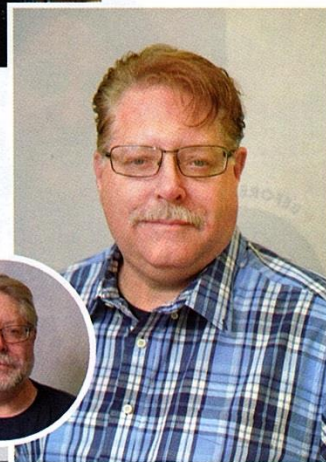
His "before" look

On the scruffy side, with beard and longish hair.

His "after" look

Neat and trim, with coloring on top hiding the gray and a bit of a pompadour with back angles. He's now clean-shaven, except for his mustache, resulting in a dapper look.

BEFORE



Dalila Duran and Cheryl McDonald discuss Jeffrey Kissinger's makeover.

Appendix D: Library Collection Assessment for Program Review (PR)

Solano College Library

Collection Assessment for Program Review (PR)

PURPOSE:

- to aid the librarians in ensuring we are adequately meeting the needs of the curriculum and the college community;
- to provide insight into the strengths and weakness of the Library's collections;
- to support budget allocations and funding requests;
- to strengthen faculty participation in the vitality of the Library and its collections;
- and to provide faculty an opportunity to familiarize themselves with Library resources available to them and their students.

STEPS:

1. Program under review alerts a Librarian that they have started the process and have appointed faculty to the *Library Collection Evaluation* section of the PR document.
2. Librarian and appointed program faculty meet to tour and review the collection.
3. Librarian will write a report on the status of the collection using meeting notes and evaluation form below. Report will be disseminated to program faculty.
4. Librarians will allocate collection funding towards areas identified as weak or needing updates.
5. Assessment of the Library collection will continue through the Program Review process.

DISCLAIMER:

The Solano Community College Library is not equipped, suited, or used as a repository of archival materials. We all love old books, however we don't have the supplies or space to adequately store them. The SCC Library is linked to national and international Interlibrary Loan services to help students and faculty locate materials outside the scope of our collection.

The acquisition budget for the Solano College Library is small for an institution of SCC's size. We cannot buy everything, and we need to spread money out across the curriculum. We promise to do our best for departments, programs, and students. The inclusion of a library review in a department's Program Review will allow for data-driven decision making in the allocation of the library's limited funds.

Ultimately, it is the responsibility of the college librarians to maintain the collections. Final decisions on acquisitions and discards reside with the librarians and their professional expertise in such matters.

LIBRARY COLLECTION EVALUATION FORM FOR PROGRAM REVIEW

PROGRAM: COSEMTOLOGY

DATE: 3/7/2018

REVIEWED BY (PROGRAM FACULTY): CHERYL MC DONALD

REVIEWED BY (LIBRARY FACULTY): RUTH FULLER

Please answer YES or NO to the questions in the table below for each collection listed. Please follow-up any "NO" answers with written explanation. Answer N/A when applicable.

Collection Types:	Are core subject materials represented?	Currency (are items up to date? Outdated?)	Appropriateness for student needs and learning levels?	Gaps in subject coverage?	Adequacy for faculty professional development?	Adequate for meeting the needs of DE and Center students?
Books (online/print)	Yes, but many have gone missing, need to be replaced	Many out of date or missing	Replacements needed, some topics added	Replacements needed	Y	LibGuide

Databases	N/A	N/A	N/A	N/A	N/A	LibGuide
Reference Materials (online/print)	Replacements needed, some topics added	Replacements needed, some topics added	Replacements needed, some topics added	Replacements needed, some topics added	Y	LibGuide
Periodicals (print)	N/A	N/A	N/A	N/A	N/A	LibGuide
Media (online/physical)	LibGuide	LibGuide	LibGuide	LibGuide	LibGuide	LibGuide
Textbooks	Y	Update required- books ordered	N/A	N/A	N/A	LibGuide
Other (bones/rocks/misc)	N/A	N/A	N/A	N/A	N/A	LibGuide

I/we have reviewed the library's holdings for the program and do:

___X___ recommend additional resources in the subject areas

___X___ recommend the withdrawal of items

Summary of Evaluation Findings (use back if necessary):

Ruth Fuller and Cheryl McDonald met on 3/7/2018 and reviewed library holdings and services for Cosmetology.

Findings:

- Main areas of the collection: TT958 and RA778 (Consider consolidating to one LC)
- Textbooks Reserves are one edition out of date. New ones will be ordered. The older editions will be moved to the circulating collection.

- Circulating cosmetology books are some of the most stolen items in the library. This can make the collection hard to keep up-to-date. Having learned this the librarians will keep a better eye on that particular collection.
- Fuller and McDonald reviewed the collection. For the most part everything was at least up-to-date though there is need for replaced items that have been stolen. Fuller and McDonald reviewed the latest Milady catalog and identified books for purchase. Ancillary topics were included (history of make-up etc.). Money has been allocated and purchases have been made (approx. \$875). Old items were weeded from the collection.
- Print periodicals are not needed at this time. Although the databases do have cosmetology periodicals, student need for the most part is met via the web. Fuller will note any helpful databases/periodicals in a LibGuide.
- Fuller will work on a Lib Guide for Cosmetology. This resource guide can easily be linked to the Cosmetology homepage.

Appendix E: Standard Program Review Survey

Standard Program Review Survey

Program Overview & Mission: The Cosmetology Program consists of 1600 hours of intensive training and study designed to prepare the student to take the California State Board of Cosmetology examination for licensure. Units include theory and practice in the fundamental skills in all phases of beauty culture.

A certificate can be obtained by completing the 49.5-unit major. The Associate in Science Degree can be obtained by completing a minimum of 66 units, including the major of at least 49.5 units and the general education requirements. All courses in the major must be completed with a grade of a “C” or better or a “P” if the course is taken on a Pass/No Pass basis.

Assessment -----

1. Are you taking this course as a requirement for the Cosmetology major?
 - a. Yes
 - b. No, I’m taking this course as an elective
 - c. Not sure
 - d. Other: _____

IF YES:

Following are the Program Learning Outcomes (PLO) for the Cosmetology major. Please select which answer best matches your opinion for each:

PLO 1: To prepare students to qualify for the cosmetology licensure examination with the California State of Cosmetology.

1. I understand what this PLO means:
 - a. Disagree
 - b. Neutral/unsure
 - c. Agree
2. The classes I am taking for this major are preparing me to do this PLO:
 - a. Disagree
 - b. Neutral/unsure
 - c. Agree
3. I am able, or mostly able, to do this PLO:
 - a. Disagree
 - b. Neutral/unsure
 - c. Agree

Comments: _____

Curriculum-----

2. What do you think about scheduled class times in this program/department?
 - a. The classes are offered at convenient times to meet my needs
 - b. There need to be more morning classes
 - c. There need to be more afternoon classes
 - d. There need to be more evening classes
 - e. Other/comments: _____

3. What do you think about scheduled class locations this program/department?
 - a. The classes are offered at convenient locations to meet my needs
 - b. There need to be more classes at the Fairfield campus
 - c. There need to be more classes at the Vallejo Center
 - d. There need to be more classes at the Vacaville Center
 - e. Other/comments: _____

4. Were you able to get into the class you wanted?
 - a. Yes, I wanted to get into this class
 - b. No, I wanted to get into a different section of this course
 - c. No, I wanted to get into a different courseComments: _____

5. Does this course build on the material presented in the prerequisite class?
 - a. This course doesn't have a prerequisite.
 - b. Yes, the prerequisite make sense for this class
 - c. Neutral/unsure
 - d. No, I could succeed in this class without the prerequisite materialComments: _____

Campus & Community Integration-----

Student Equity & Success-----

Resources-----

6. The textbook is useful and relevant for the course.
 - a. Agree
 - b. Neutral/unsure
 - c. DisagreeComments: _____

7. The classroom facilities and equipment support student learning in this class.
 - a. Agree

b. Neutral/unsure

c. Disagree

Comments: _____

8. The classroom environment provides a safe, supportive space to learn, explore ideas, and express myself.

a. Agree

b. Neutral/unsure

c. Disagree

Comments: _____

9. What has presented a barrier to your success in this class, and others in this department/program? (select all that apply)

a. Counseling/knowning which class to take

b. Enrolling/getting into the class

c. Transportation/getting to class reliably

d. Work/home/family demands outside of class

e. Paying for the class/ books/ supplies

f. Amount of homework/study required

g. Getting help with homework/study

h. Having a place to do homework/study reliably

i. Having a computer or other equipment at home to do homework/study

j. Classroom environment problems

k. Inadequate classroom facilities /equipment problems

l. Other/comments: _____

10. What has helped you succeed in this class, and others in this department/program?

a. Counseling/knowning which class to take

b. Enrolling/getting into the class

c. Transportation/being able to get to class reliably

d. Work/home/family support outside of class

e. Being able to get required books/ supplies

f. Being able to do the homework/study required

g. Getting help with homework/study

h. Having a place to do homework/study reliably

i. Having a computer or other equipment at home to do homework/study

j. Supportive classroom environment

k. Adequate classroom facilities /having the right equipment

l. Other/comments: _____