

2021-22 Program Review

Program Name: Cosmetology

Program Contact: Cynthia James, Aurora Medrano, Kim Salido, Deborah Baker, Andria Nalls

Academic Year: 2021-2022

a. Description of Program (200-400 words)

- Provide a brief description of the program and how it supports the following:
 - CSM Mission and Values Statements
 - CSM Statement of Solidarity
 - CSM's Strategic Priorities
 - SMCCCD's Strategic Goals

Stratified learning leads a cohort of students through the fifteen-month cosmetology state licensing program. Licensees pursue a myriad of career opportunities to include independent salon stylists, estheticians, nail technicians, salon/spa owners/managers, product inventors/educators, movie/television/runway/platform/print work artists, beauty bloggers, writers, and school educators. Emerging and experienced cosmetologists enjoy worldwide opportunities with licensing reciprocity and equivalency accepted in most states and countries. Program graduates earn a Certificate of Achievement (57 units) and may pursue an AA Degree with a concentration in Cosmetology (81 units).

A student-centered approach to collaborative team teaching provides multi-faceted CTE learning opportunities that explore and celebrate commonalities and differences. Faculty and staff embrace an evolving understanding of anti-racism practices, white supremacy, equity, parity, and equal opportunity. We recognize social justice inequalities and vow to break down barriers that delimit learning relative to ability, class, age, nationality, gender, religion, race, sexual orientation, and other identifiers/demographics. (CSM Mission and Values Statement, CSM Strategic Goals, SMCCCD Strategic Goals).

Program courses build sequentially upon theory and practical operations. Application learning is assessed along a continuum of criteria from fundamental to advanced. At the program level, we are committed to "...identifying and rooting out problematic institutionalized policies, procedures, and practices-especially those that are predicated on and support anti-Black and other forms of racism." As examples, greater curriculum opportunities for natural hair and a more inclusive dress code that will include protective styles.

We are committed to provide equitable learning opportunities for all students, "...to create a campus culture that is antiracist and equity-advancing." Frequent and honest program assessments facilitate responsiveness to student needs, industry trends, local workforce demands, revisions to state licensing requirements, as well as state and federal legislation that impacts cosmetologists. (CSM Strategic Goals, District Strategic Goals, District Solidarity Statement).

- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served:

A. The Covid-19 initial campus closure, cost our students 114 state-mandated clock hours of work. At the time, California Board of Barbering and Cosmetology (CBBC) regulations allowed

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for only theoretical online learning. After a month delay, the CBBC temporarily allowed schools to offer full distance education. Subsequently, state regulation was reinterpreted as applied to cosmetology community college distance learning, and the CBBC decided DE learning falls under the purview of our District Chancellor.

B. During shelter in place orders, the CBBC initially cancelled cosmetology license testing but it has now resumed. Since January of 2021, eighteen students have graduated and seven have passed the state licensing exam.

C. As noted in our last Program Review, the April 2018 Supreme Court of California case, *Dynamex Operations West, Inc., V. Superior Court of Los Angeles* ruling, codified the differences between an ‘employee’ versus an ‘independent contractor’.

https://en.wikipedia.org/wiki/Dynamex_Operations_West,_Inc._v._Superior_Court

Initially, the personal service industry erupted into chaos, but a subsequent bill, AB 5 went into effect January 1, 2020, which exempted cosmetology, barbering, and esthetics. We have no data to indicate our students were impacted; anecdotally there was a short hiring freeze.

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB5

2. Results of Previous Program Review (200-500 words)

- a) Describe the results of your previous Program Review’s action plan and for identified equity gaps.

a. Previous Goals

- A. Improve enrollment related to underrepresented population groups.
- B. New course and certificate offerings to include a career exploration course.
- C. Utilize Canvas as an online resource for students within each course.
- D. Write and publish a CSM Cosmetology Criteria.
- E. Create retail sales opportunities for students as per Advisory Committee recommendation.

b. Results Achieved

- A. Partnering with CSM PR & Marketing, we created an award-winning program brochure highlighting underrepresented population groups.
- B. One realized goal was the conversion of COSM 746 and COSM 749 to be fully online, as these courses cover state license testing.
- C. Faculty fully embraced Canvas as an online repository of support materials, video demonstrations, calendars, and other course information. All nine of our active courses were converted to being fully online.
- D. The department is authoring a manual for students that will be an all-inclusive, professionally vetted text with step-by-step instructions. We anticipate that this document will become a takeaway reference guide that students will use throughout their professional career.

E. Actual retail sales has not occurred. We are not allowed to sell under the District's retail sales license and it is unlikely that a department retail sales license would be approved as a great deal of auditing is required.

c. Changes Implemented

A. We worked with CSM, and other community institutions engaged in preparing students for successful careers, by participating in career exploration and readiness events.

B. Faculty were able to convert the state testing practical (hands on) operations to online learning and practice modes. When we return to in person courses, faculty will continue to provide online content for this area of testing as it has proven to be extremely valuable to students.

C. Canvas became a repository of information, and a meeting place where students could chat, get peer-to-peer feedback, and manage self-assessment tied to goal setting, by utilizing easy to understand progress indicators. Faculty will maintain a Canvas presence while teaching in any mode.

D. In progress and completed criteria work will be reviewed through an equity lens to ensure we are not creating barriers that delimit learning relative to ability, class, age, nationality, gender, religion, race, sexual orientation, and other identifiers/demographics.

E. Faculty discuss retail sales with students.

d. Plans still in progress

A. Due to faculty overload constraints, the student intake survey to track how students had learned about the program, was not launched; we will review for benefits.

B. The pandemic derailed nearly all new course projects. We are still working on an Introduction to Cosmetology course, Cosmetology Instructor Training Certificate, and a Cross-over Barbering course with face-to-face, hybrid, and online learning options.

C. The department is committed to the compilation of a video library focused on NIC test preparation support and other course demonstrations and lectures on Canvas.

D. The criteria is in progress and may meet the original completion date of fall 2021.

E. The faculty and staff have discussed creating a game or other simulations where students can practice retail sales.

e. Any notable or surprising results and outcomes

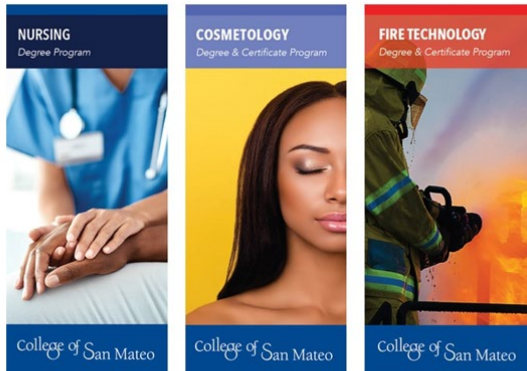
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- A. We were thrilled when our program brochure won an award, but to date, we have no indicators that underrepresented population groups are being reached via campus and program marketing efforts.

Community Relations & Marketing Office Wins Four Statewide Awards

CSM's Public Relations & Marketing Department won four awards at the annual statewide Community College Public Relations Organization (CCPRO) awards ceremony last week. The winning entries were:

- 2nd Place: Career Education Brochure Series



Concept, design, production, support, and funding by Heidi Diamond, David McLain, Cindy James, Christy Baird, Leslie Anne Punzalan, Enna Trevathan, Judith Cheung, and Rich Rojo.

- 3rd Place: Cosmetology Career Education Brochure



Concept, design, production, support, and project funding by Heidi Diamond, David McLain, Cindy James, and Rich Rojo.

- B. Online course conversions opened our eyes to the potential of using online/hybrid options for teaching certain aspects of our CTE offerings. An equity driven design will be utilized when considering course offerings and modes of delivery.

- C. Faculty and staff have shown admirable innovation, flexibility, and resiliency as they have moved to the Canvas online environment.

- D. District, campus, and program efforts towards solidarity with an emphasis on anti-racist policies offers us the opportunity to create a criteria document that will serve all students. It is notable that we are seeing areas where we can improve such as adding procedures for styling curly hair instead of strictly straightening it.

- E. Our Advisory Committee was adamant about adding retail sales practice, we will be exploring options.

- b) Explain any curriculum or programmatic changes since last program review
- a. To specific courses, or to any discipline as a whole.

COSM 712 course modification has been submitted to the COI to remove 'Recommended edibility for READ 400' as this course is being banked.

- b. Includes degree, certificate, or course sequences, program delivery or structure, etc.

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The campus closure forced all active classes to convert to a synchronous online format. Faculty created innovative, CBBC sanctioned methods to audit and track student work. Practical training was closely monitored; students did well with consistent informal, formative, and summative feedback.

3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2020-21	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 19% Filipino 7% Multi Races 7% African American 3% Pacific Islander 2% Unknown 4% Native American 0%	48% of our students are the first in their family to go to college.	66% Under 24 yrs. 20% Ages 25-34 15% over 35 yrs.	50% Female 47% Male 2% Unknown	10,910 students
Enrollments (duplicated)	Latinx 32% White 25% Asian 19% Filipino 7% Multi Races 8% African American 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	73% Under 24 yrs. 16% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Unknown	32,761 enrollments

(a) Student population equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-gen, age, gender and total enrollment), or student population served.

- Findings: What has changed from the previous program review?

The three-year average from 2018/2019 through the 2020/2021 academic years shows a success rate of 88.6%, retention at 93.1% and withdrawal rate of 6.9%. These numbers remained fairly stable as modes of delivery changed.

Between 2018-2019 and 2019-2020 academic years, enrollment dropped by -7.14% with a surprising rebound between 2019-2020 and 2020-2021 of +7.69%.

Cosmetology continues to report impressive statistics within the areas of success, retention, and withdrawal. Taken at face value, aggregated positive statistical outcomes are good; however, data disaggregated by demographic variable, reveals a need for improvement in enrolling male identifying students, as well as underrepresented ethnic groups to include Black, Filipino, Native American, and Pacific Islander.

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Our largest ethnic group identifies as Latinx, and the most predominant age range is 20-24, as was true in our last program review. The past three years have shown more students identifying themselves with having a disability and enrollment increasing from 8.9%, to 10.6% and finally 13.4% respectively; with these students achieving an impressive 90-100% success rate, and zero withdrawal rate.

On average (over three years), other improvements of note include first generation students as 62.6% of our student population, compared to the college average of 46.5%. Over the same time frame, the program low-income students were at 63.87%, versus the college rate of 24.27%. These numbers show we are doing a great job enrolling and retaining groups that may be at risk for not completing.

Analysis: What factors do you feel contribute to these gaps?

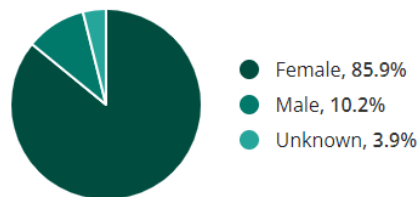
Underrepresented ethnic groups that include Black, Filipino, Native American, and Pacific Islander within our program may be correlated to the demographic makeup of San Mateo County.

Our program has had historically low enrollment for male identifying students, and this is an industry trend. Statistically more female identifying individuals pursue this career field in the United States (see chart below).

COSMETOLOGIST STATISTICS BY GENDER

Among cosmetologists, 85.9% of them are women compared to 10.2% which are men.

Cosmetologist ▾



<https://www.zippia.com/cosmetologist-jobs/demographics/>

- Resource Requests:

2018-2019 Replacement of aged smart classroom electronics, electrical facial beds, diverse manikin heads, state testing manikins, and replacement facial steamers. New classroom electronic equipment allowed for uninterrupted curriculum delivery. Diverse manikin heads enabled the teaching and practice of more inclusive types of styling, and state testing manikins allowed faculty to practice and demonstrate new testing guidelines to students. Replacing

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broken/aging facial steamers ensured enough equipment was available for an entire class to practice required operations.

2019-2020 New pedicure stools, pedicure work carts, (one faculty) vented manicure table, and individual student manicure tables improved curriculum delivery by providing faculty and students ergonomically sound equipment to use during practical lab time as they worked with each other, manikins, and community clients.

2020-2021 Lecture lighting for faculty online teaching, student lab stations (total: 135 stations) retrofit w/shelves/lockable door, replace 5-260-280 sink backsplash w/brushed stainless steel, locking door for lab office 5-270C, plexiglass social distancing barriers (1) for front desk 5-251, (1) for dispensary 5-270A, facial room 5-220 wiring fixed in floor (remove daisy-chain extension cords). Faculty lighting improved synchronous Zoom demonstrations and video recording. Student station retrofit is currently in progress and we expect that when students return to campus, there will be fewer trips to the small/enclosed locker room as students will be able to store equipment/supplies directly at their stations. Stained sink backsplashes were replaced with tile, to ensure CBBC Inspectors will not fine our department for soiled work areas. A beautiful split, locking door was installed for office 5/270C allowing instructional aides to safeguard personal items, CSM electronics, and student documents. Plexiglass barriers were delivered to 5-251 and 5-270A which addressed safety concerns for staff working on campus during the closure. The facial room 5-220 floor wiring is in work, the expectation is that we will be removing trip and electrical hazards which will improve student, staff, and client safety.

- Plans to address opportunity gaps: What has your program done to address these gaps?

Partnering with CSM PR & Marketing, we created an award-winning program brochure highlighting underrepresented population groups. A culturally diverse faculty and staff merge discipline talents with demonstrated attitudes, behaviors, structures, and policies that enable effective cross-cultural work. Team members participate in professional development activities that study anti-racism and equity, and that ensure discipline currency and innovative teaching and learning.

To appeal to underrepresented population groups, program philosophies must translate ideas into action as we “...undergo an institutional paradigm shift. We are committed to critically examining our policies and practices.” We pledge to prioritize an anti-racist culture and provide students “...a safe learning environment that celebrates their intersectional identities, fosters their agency, and develops their capacity for self-advocacy. (CSM Mission and Values Statement, CSM Strategic Goals, District Solidarity Statement).

Prospective students typically do not start due to kit and uniform costs. We have used grant funding to create student loaner kits which include lab smocks and equipment to enable student lab work until financial aid funds are disbursed and students are able to purchase equipment kits and uniform items.

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The department has not seen any direct data to show that the new program brochure is reaching underrepresented population groups. Also, we have not had enough time to study the loaner kit program for efficacy.

The program partnered with the sister of an alumni to create the Natasha P. Souranoff Memorial scholarship, in the amount of \$500 per semester for a CSM Cosmetology student. The first cycle was successfully awarded, and we expect this scholarship to be a great financial help with purchasing equipment kits and textbooks.

The department participates in all CSM Public Relations and Marketing prospective student outreach events, to include high school and adult school career fairs, juvenile hall presentations, and campus events. To reach underrepresented population groups, we believe CSM, and the department must reach further afield to market the program. Social media campaigns are also desirable, at one point we were working to create short video bursts with CSM PR & Marketing, but the project was not completed.

(b) Modes of Delivery equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps since last program review?

The greatest change since the last Program Review has been converting all our courses to the online modality. We are a CTE program that is 75% practical (hands on) learning. Our program has a stellar reputation for outstanding educational experiences; we provide students with the wonderful opportunity of working on the public by providing low-cost services to a robust number of loyal clients. This real-world experience allowed for invaluable training in a simulated work environment under the supervision of a highly skilled staff. The campus closure ended this critical part of the student experience in our department, and students have been working on strictly manikin heads since then.

Students lost hours and operations as the California Board of Barbering and Cosmetology (CBBC) struggled to figure out how to bypass regulations and allow for online learning credit. Part of our agreed plan with the CBBC included holding synchronous online classes where faculty and staff watched students work the entire time, with cameras on continuously to receive credit for hours and work completed. Not every student had access to equipment and a suitable environment required for successful online learning.

Per the faculty that taught the fundamental classes during the last three academic years, one of the greatest equity gaps that was observed after courses were converted, was that students did not have the required equipment or stable internet service to manage online work.

Faculty reported, that with a class of twelve students:

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- 1) Three students did not own a laptop nor a smart pad, those who had a smart phone found themselves with limited/unstable Wi-Fi.
- 2) Six students did not have Wi-Fi, so they had to learn about hot spots. Some had to work from their cars to connect to Wi-Fi.
- 3) Two students dropped due to constant family interruptions while trying to stay in class.
- 4) Three students found themselves unable to retain or learn course information in an online format.

- Analysis of gaps: What factors do you feel contribute to these gaps?

Students were not able to work on clients as many did not have anyone at home able to give their time for practice work. Many family members did not want to be onscreen, and it was difficult to manage individual break out rooms for this type of work with limited staff.

Financial ability to purchase computer equipment as well as pay for highspeed internet was one factor that contributed to students becoming frustrated with online work. Frequently entire families were working from home and Wi-Fi bandwidth could not handle the load. It was also clear which students had adequate technological skillsets to manage online courses; many students needed assistance accessing Canvas and navigating through it and other online resources.

- Plans to address opportunity gaps: What has your program done to address these equity gaps?

Students that needed computer equipment and internet were directed to campus resources and many received loaner laptops and hot spot access. If assistance was needed with Canvas or Zoom, students were helped by Instructional Aides, Faculty, and were also shown website tutorials and CSM resources to support online learning.

During the summer of 2020, Faculty and Instructional Aides completed the Regular and Substantive Contact and DE QOTL (Quality Online Teaching & Learning) training to facilitate the conversion of all courses as well as to better understand the student perspective on distance education.

At the end of the spring 2020 semester, the faculty determined that students were not ready for the normal summer courses COSM 758 Advanced Techniques/Photo Shoot and COSM 759 Advanced Techniques/Hair Specialties. We offered COSM 757 Advanced Supplemental Cosmetology VII summer of 2020, which is not part of the Cosmetology Certificate and is only used as needed. With this solution, students were able to catch up with state requirements, and with a small schedule deviation, most graduated nine weeks later than usual.

After a period of adjustment, when the new learning routines became more comfortable, students were able to find the positive aspects to online learning; no commute, snacks in reach, more one-on-one feedback, and feeling safe and secure in their own home during a frightening pandemic. Excellent Student Success and Core Program Indicators during DE time frames are proof that students are resilient and able to adjust to online learning.

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California Board of Barbering and Cosmetology license testing results for this past year are remarkable, considering these students did not have the opportunity to work on many live models.

In 2020-2021, (13) students took the CBBC state licensing practical exam and (8) passed.
(14) students took the CBBC state licensing written exam and (12) passed.

As a comparison:

2018-2019, (50) students took the CBBC state licensing practical exam and (44) passed.
(55) students took the CBBC state licensing written exam and (41) passed.

2019-2020, (18) students took the CBBC state licensing practical exam and (13) passed.
(18) students took the CBBC state licensing written exam and (13) passed.

Additional CBBC Testing data:

2020 - 2021 Academic Year						
	PRACTICAL			WRITTEN		
	Pass	Fail	%	Pass	Fail	%
Q3	7	1	88%	10	2	83%
Q4	1	2	33%	2	0	100%
Q1	NO EXAMS			NO EXAMS		
Q2	0	2	0%	NO EXAMS		
Total	8	5	62%	12	2	86%

2019 - 2020 Academic Year						
	PRACTICAL			WRITTEN		
	Pass	Fail	%	Pass	Fail	%
Q3	3	0	100%	2	1	67%
Q4	8	3	73%	10	3	77%
Q1	2	2	50%	1	1	50%
Q2	NO EXAMS			NO EXAMS		
Total	13	5	72%	13	5	72%

2018 - 2019 Academic Year						
	PRACTICAL			WRITTEN		
	Pass	Fail	%	Pass	Fail	%
Q3	6	0	100%	5	1	86%
Q4	9	0	100%	10	0	100%
Q1	15	4	79%	13	6	68%
Q2	14	2	88%	13	7	65%
Total	44	6	88%	41	14	75%

Online courses have the continuous challenge of students, staff, and faculty having stable and dependable internet. Zoom freezes and failures happen daily. Learning is interrupted and there is a frequent need for faculty and staff to repeat themselves multiple times and/or help troubleshoot technology problems.

Some students are regularly interrupted by family members during class. While students know the importance of working on camera to earn state mandated hours and operations, it may be hard to explain these stringent parameters to family members of varying relationships and ages.

Faculty have mentioned that they often wish they could reach through the computer screen to actively help a student. Translating practical skills to students on a laptop is not the same as working with them in person. In the online environment, faculty have said they could use more Instructional Aides as a 2:1 teacher to student ratio seems to work best when providing feedback for practical operations.

(c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, **including any activities undertaken to address equity or delivery mode gaps.**

- SLO/SAO

COSM 749 Final mock state licensing exam written test results.

SLO 3: Demonstrate understanding and correct execution of theoretical and practical advanced cosmetology competencies by achieving a passing grade on a final written exam and skills application test.

PLO 3: Graduates will pass the National Interstate Council (NIC) California Board of Barbering and Cosmetology theoretical (written) section of the cosmetology licensing exam.

The assessment was discipline-specific, and we asked ourselves these questions:

1. Do students feel confident taking the written final mock State Board exam (rote learning versus actual learning)?
2. Which subjects do they feel need improvement? (Anatomy, nail diseases, skin histology, etc.)
3. What study methods are students using?
4. How can the department better support students in learning the more difficult material?

- Why was it prioritized?

Theoretical curriculum continues to reflect rote learning versus meaningful learning/understanding and stratified retention of theory. Meaningful learning is demonstrable as it enables students to retrieve and use information critically during practical (hands on) operations, as well as pass tests and quizzes that are reflecting stratified learning. Student accumulative (program) theoretical learning is assessed in a mock State Board written exam, which historically has low test results.

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Note: Student written test results on their **actual** State Board written licensing exam are universally lower than on their practical test. The preparation for and results of this test were prioritized as program cumulative learning is assessed via the mock written exam. We expected that areas needing improvement would be called out by the students and literal and figurative course corrections might be found to be necessary. Faculty desire meaningful learning to occur as this will better prepare emerging stylists to use their knowledge base and critical thinking skills when taking their licensing test and when working with the public.

- What was the activity or intervention?

1. Survey graduating class COSM 749; before they take their mock NIC State Board Written exam; how well prepared do they feel to take the exam?
2. Survey graduating class COSM 749 after they take their mock State Board written exam; what subjects will require additional study before taking the licensing written exam?
3. Disaggregate mock State Board written test scores and analyze problem areas as well as successes. Are we doing something different with curriculum delivery in problem areas versus successes?

- Assessment results:

The first set of surveys was given to fourteen students in the spring of 2019.

The survey was voluntary; six students took the pre-mock NIC written exam survey and five students took the post-mock NIC written exam survey. These low numbers did not provide us with a large enough data set to assess. We did include a few questions on the practical portion of the test as well since theory and practical work are connected. This class also had a special circumstance (not related to this assessment) that made the survey difficult to administer and interpret; however, we did gain some insight into areas needing improvement:

1. Students requested additional theoretical review, quizzes, and tests; group work, study tips, and in-class time to prepare.
2. Students felt too much time was spent on client services versus preparing for the mock NIC exam.
3. Students felt well prepared to take the practical portion of the mock state exam, but not the written section.
4. Students requested more clarity on preparing the mock NIC test kits.
5. Not much changed between the pre and post surveys.

The second set of surveys were given in the fall of 2019. The surveys were voluntary; nine students took the pre-mock NIC written exam and thirteen students took the post-mock NIC written exam.

These survey results indicate student suggestions for improvement are similar to the concerns of the first set of student surveys. Areas of note:

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1. The majority of students on a scale of 1 to 5 with 5 being well prepared, felt they were a 3.
2. While they did participate in and appreciate the extra class time given to prepare, none of the students participated in an outside study group (as faculty recommended) and the majority of students felt that two extra class hours per day would have been helpful.
3. Eight of the nine students responded that they did feel confident taking the written test, with one not responding.
4. Areas of weakness listed for the practical portion of the test were the NIC haircut, sculptured nails, and finishing during the allotted time.
5. Areas of weakness listed for the written portion were diseases and infection, nails, anatomy, chemistry, electricity, and the need to study more.
6. In the post-mock NIC survey students reported that they needed to review 'everything' and several students noted that English is a second language and they needed more study on vocabulary terms in order to understand the questions.
7. In the post-mock NIC survey students had specific practical areas to improve on before taking the actual test; they reported the test was extremely helpful in showing them weaknesses in their practical skills.

- Program improvements implemented:

Faculty realized the importance of stressing the need to study source materials and vocabulary throughout the entire program as well as provide more assistance to students with English as a second language. It is also clear that students need support in learning multiple study methods, and since our classes run for eight hours a day, more time in class to study theoretical concepts.

Another opportunity for improvement is changing how faculty review previously covered curriculum. Students need more help connecting the dots in an environment where stratified learning builds upon itself.

Faculty re-wrote the mock NIC written exam to ensure there were no dated or confusing questions. Spanish textbook bundles were purchased for students to check out as needed. More time has been given in class to study theoretical concepts, and faculty have created more opportunities to study vocabulary each week.

Faculty continued to give students informal surveys when courses converted to an online modality, and they use this information to better prepare students for their written exam. Test results have improved internally, additional study needs to be done on assessing the CBBC actual NIC written test results.

(c) Challenges and Opportunities:

CA SB 803 is currently on the Governor's desk waiting his signature. This bill will impact the legal aspects of licensing to include the number of hours diminishing from 1600 to 1000 as well as deleting the practical (hands on) test portion and only having a written test. If this bill is signed into law, we will need to completely restructure the program.

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

We were initially concerned with meeting our program and course learning outcomes when courses converted to online. Success indicators and state NIC testing results have shown that students are being highly successful in the areas of success, retention, completion, and successful state licensing.

4. Planning

Program goals:

- A. A historically acknowledged equity gap is the delay in students being able to purchase textbooks and cosmetology kits/supplies because of the lag time in receiving their financial aid. Students who are unable to make necessary purchases for supplies and other coursework materials fall behind and are left with the frustrating challenge of catching up or deciding to drop from the course.

One tool that may help to address this issue is MindTap, a digital learning platform that is an extension of the Cengage Learning, Milady instructional material that is already being utilized. Incorporating MindTap would help to close the equity gap and allow learning for all enrolled students on day one. MindTap helps support learning by providing access to reading materials, videos, and activities to support learning and re-enforce instructor's directions. MindTap's learning platform is accessible on all devices, so students can log on anywhere and access their coursework and progress at any time. We would like to beta test MindTap with an incoming fundamental class.

Another solution is to request grant money to purchase loaner textbook bundles to check out to students until they can purchase their own. We are currently putting together student equipment loaner kits and expect to use them spring 2022. Acquiring textbook bundles has been assigned to the Program Assistant, working in their role as Adjunct Faculty/special projects.

Expanding the cosmetology department's current Milady instructional material to include MindTap would be an easy transition that would include professional development with training from Cengage Learning, Milady. This has been added to the Program Review Resource Requests and will be managed by the new full-time faculty teaching fundamental courses.

Measurable outcomes may include higher enrollment numbers and fewer withdrawals due to lack of funds and overall better student outcomes in all areas of study.

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- B. Online learning exposed equity gaps in access to technology, the internet as well as some students having limited skillsets with electronics. Note: When in person learning resumes, faculty have indicated they will continue to use Canvas as a support tool for students.

Faculty have discussed collaborating with the computer center and engaging students with technology during their fundamental courses. Some class hours could be dedicated to supporting students in learning how to navigate in Canvas as well as other online resources.

The fundamental faculty will manage this when we are back on campus, and we would expect to see greater student satisfaction from acquiring these skills, and an enhanced ability for students to self-assess their progress and set goals accordingly. A bonus would be the creation of other online opportunities like creating e-portfolios in LinkedIn and learning about online appointment setting and marketing applications.

- C. Converting courses to an online modality has shown us that certain aspects of curriculum delivery can be delivered online with great success. Considering equity gaps as they pertain to learning opportunities, we pledge to study course offerings and increase modes of delivery where possible.

The program will utilize monthly faculty and staff meetings to formulate plans on adding course offerings, this will include an in-progress barbering crossover course and instructor training certificate. The Program Assistant working in their role as Adjunct Faculty/special projects will add this project to the agenda and all faculty will be responsible for this project. Measurable outcomes should include increased enrollment by reaching more students and closing equity gaps by breaking down obstacles to learning access.

- D. Returning to campus and in person learning will offer all new challenges to the program, faculty, staff, and students. While our discipline already had stringent health and safety guidelines, we know that additional precautions must be taken for quite a while, possibly with no termination date.

Faculty and staff are working on standard operating procedures for their jobs and how they relate to student interactions, curriculum delivery, and practical feedback, while maintaining a safe work environment for all.

A timeline has been established to review procedures in the staff/faculty meetings in November and December of 2021 with each person responsible for bringing recommended guidelines and updates to the table.

Measurable outcomes will be how well we perform with in person learning; we may see some data in withdrawals and retention, but most likely we will be looking at data relating to Covid-19 exposures. Resources may include the request of PPE.

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- E. Marketing to underrepresented population groups to include male identifying students is an ongoing challenge. We will work with PR & Marketing to hopefully create and complete some video pieces that can be used with social media and online marketing tools. The Staff Assistant will reach out this year to see what resources are available internally with PR & Marketing. When career fairs resume, we will be present and engage in appropriate communication with all community partners (often PR & Marketing are the point of contact). There is no specific timeline for this as these events are ongoing. Measurable outcomes will be apparent in demographic indicators.
- F. We anticipate that when CA SB803 is signed into law, the program will require a complete restructuring to bring training hours down from 1600 to 1000. This restructuring may occur during the next two years or may be further in the future. The timeline for implementation will be set by input from the California Board of Barbering and Cosmetology (CBBC) once the bill is active. All faculty will be responsible for the restructuring, with initial measurable outcomes simply being completing the transition successfully within state mandated time frames. Resources needed may include Institutional support in redefining the parameters of a Cosmetology Certificate of Achievement and over-time salary requests.

5. CE Only

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:
 - a. [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):

The State of California Employment Development Department (EDD), Labor Market Information Division projections from 2018 – 2028 indicate a robust number of expected job openings (8,130) in the San Francisco and San Mateo County areas (see table below). These numbers are well above the number of students graduating from cosmetology schools located in the two counties, which means there will likely be more jobs than licensed cosmetologists available. Note: cosmetology licensing includes the ability to work on nails and provide skin care within its scope of practice (see table below).

Projections of Employment by Occupation, 2018 - 2028

Selections:

TOP Code(s):

- 300700 Cosmetology and Barbering

Geography: San Francisco-Redwood City-South San Francisco MD

Includes: San Francisco County, San Mateo County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
395012	Hairdressers, Hairstylists, and Cosmetologists	3,140	4,270
395092	Manicurists and Pedicurists	2,750	3,460
395094	Skin Care Specialists	300	400
	Total	6,190	8,130

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

The EDD anticipates a 7% growth rate in job openings with an hourly mean wage of \$18.76; this does not include gratuities. Note: Data for San Mateo County is not available and data for San Francisco, Redwood City, and South San Francisco has been substituted.

Hairdressers, Hairstylists, and Cosmetologists
(SOC Code : 39-5012)

in San Mateo County

Provide beauty services, such as shampooing, cutting, coloring, and styling hair, and massaging and treating scalp. May also apply makeup, dress wigs, perform hair removal, and provide nail and skin care services.

Employers are usually looking for candidates with Post secondary vocational training .

San Mateo County is part of the San Francisco-Redwood City-South San Francisco MD, which includes San Francisco and San Mateo counties.

Occupational Wages [\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
San Francisco-Redwood City-South San Francisco MD	2021	1st Qtr	\$18.76	\$14.52	\$16.16	\$19.71

Data for San Mateo County are not available. Data for San Francisco-Redwood City-South San Fra has been substituted.

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand") [\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Annual Avg Openings
		Estimated	Projected	Number	Percent	
San Francisco-Redwood City-South San Francisco MD	2018 - 2028	3,140	3,360	220	7.0	4,270

Data for San Mateo County are not available. Data for San Francisco-Redwood City-South San Fra has been substituted.

<https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?careerID=&menuChoice=&eogArea=0604000081&soccode=395012&search=Explore+Occupation>

Data from Labor Insight (Burning Glass Technologies) which includes San Mateo, San Francisco, Santa Clara, Contra Costa, and Alameda reports there were 978 job postings in the last twelve months offering a median income of \$41,403 per year.

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The CSM Cosmetology Program also meets a Nationwide labor market demand in an industry where the U.S. Bureau of Labor and Statistics states that, “Overall employment of barbers, hairstylists, and cosmetologists is projected to grow 19.5% from 2020 to 2030, much faster than the average for all occupations.

In the U.S., about 85,300 openings for barbers, hairstylists, and cosmetologists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.” <https://www.bls.gov/ooh/personal-care-and-service/barbers-hairstylists-and-cosmetologists.htm>

b. Employment data (by Program Top Code) from the State Chancellor’s Office

Perkins Core Indicators of Performance reflect a program that is meeting and exceeding state metrics in most areas.

<u>Perkins</u>	<u>Core 1</u>	<u>Core 2</u>	<u>Core 3</u>	<u>Core 4</u>
Academic Year	Skill Attainment	Completions	Persistence	Employment
2018-2019	93.28%	98.44%	96.64%	86.89%
2019-2020	93.33%	100%	100%	90.63%
2020-2021	97.65%	95%	82.35%	84.62%

Core Indicators 5a and 5b and have improved over the three-year span of this report but highlight the underrepresented male identifying group mentioned earlier. This is an area for us to study and assess for improvements.

Core Indicator 5a non-traditional participation:

- i. Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
- ii. Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

Core Indicator 5b Non-traditional completion:

- i. Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
- ii. Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

- b. Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.

Data from Labor Insight (Burning Glass Technologies) which used data from the national Center for Education Statistics (NCES) IPEDS database from 2015-2019, indicates that within our Program of study: Associate degree – Cosmetology/Cosmetologist, General (12.0401) OR Program of study: Award of at least 1 but less than 2 academic years – Cosmetology/Cosmetologist, General (12.0401), in 2018 there were (41) degree/certificate conferrals, and in 2019, (36).

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Upon successful completion of our program, students earn a Certificate of Achievement. With high program success and completion rates, we anticipate maintaining desirable student outcomes as far as degree and certificates conferred are concerned. We will continue to provide active program students with in class opportunities to update their education plans, and frequently discuss the value of obtaining a degree.

- c. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc).

Date of Last CSM Cosmetology Advisory Committee Meeting: April 22, 2021

CSM COSMETOLOGY ADVISORY BOARD MEMBERS 2021

First Name	Last Name	Business	Member Status
Pati	Geraghty	Eva's Esthetics	Returning
Chrissy	O'reilly	Drybar	Returning
Venus	Yu	Drybar	New
Brittany	Paz	Drybar	Returning
Kristine	Tran	Drybar	New
George	Ferrer	X.L. Salon	Returning
Terry	Demarco	Barberia Salon	Returning
Madelaine	Melissa	Barberia Salon	Returning
Karla	Barrick	Salon Kavi	Returning
Victoria	Pelaez	Salon Kavi	Returning
Rhea	San Diego - Chin	La Reve Salon	Returning
Julie	Eagher	La Reve Salon	Returning
Lenny	Chiang	L-Salon	Returning
Jessica	Fascenda	L-Salon	Returning
Lisa	Rolle	DBE CosmoProf	Returning
Tiffany	Montalbano	Alexander's Aesthetics Inc	Returning
Kathie	Morales	Goldwell	Returning
Anna	Morris	Skin Utopia (Esthetician)	New
Jennifer	Hilliard	Bria Salon	Returning
Michele	Perkins	Renew Salon	Returning
Rachelle	Analla	Rogue	Returning
Gino	Manaois	European Wax Center	New
Tasha	Tsung	European Wax Center	New
Jennifer	Johnson	European Wax Center	New
Lisa	Wood	Burmax	New
Jennifer	Szelenyi.	Steel Magnolias	New

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Lisa	Loufas	Strands Salon	Returning
Jeffrey	Villeneuve	Strands Salon	New
Deb	Clending	Salon 1322	New
Michele	Perkins	Renew Salon	New

DEPARTMENT ATTENDEES

Oksana Brinson	<i>Storekeeper</i>
Rafael Delgado	<i>Staff Assistant</i>
Erin Gruman	<i>Instructional Aide</i>
Cindy James	<i>Adjunct Faculty / Program Assistant</i>
Aurora Medrano	<i>Associate Professor</i>
Andria Nalls	<i>Professor</i>
Kim Salido	<i>Assistant Professor</i>
Yvonne Williams	<i>Instructional Aide</i>

STUDENT ATTENDEES

Karen Bozeman – Fundamental Student
Sonal Sehgal – Advanced Student
Thelma Ripp – Alumni

The animated and successful meeting brought together a diverse group of industry experts, staff, alumni, and current students that were eager to weigh in on new Covid-19 protocols, the cost of doing business in a world of greater health and safety precautions, and recommendations for new students and graduates.

Typically, we have a very structured agenda, but with some of our friends and families losing livelihoods and businesses, we wanted to allow for more unpressured open dialogue. We asked our committee members that were working or intending to go back to work how they are managing health and safety coupled with client flow and asked for suggestions for curriculum additions. We had a robust discussion on how the industry will move forward, and what our new normal will look like in schools and salons.

- d. What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?

Prior to the meeting, we polled our current students to see what they would like to ask our industry partners and they overwhelmingly wanted to know if they would have difficulty being hired with little to no experience working on clients. The students were relieved to find out that salons and spas would not be expecting the same level of training.

To augment training, suggestions were made regarding internships and several committee members offered to give advanced online classes to emerging stylists. The department disclosed that we had been having discussions regarding creating a strictly client-based lab class where graduated students could work on clients under the supervision of faculty and staff, and this idea was well received.

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- e. Only for 2021-22 Program Review, please review the TOP codes, SOC codes, SAM codes, and CIP codes for your courses to ensure that they are aligned and provide any updates below.