

Program Name: CSM Cosmetology
Program Contact: Aurora Medrano, Deborah Baker, Tasia Scott, Kim Salido
Academic Year: 2023-24
Status:
Updated on:

1. 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
 - CSM Forward 2028 - Education Master Plan

Stratified learning leads a cohort of students through the 1000 hours 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 (38 units) and may pursue an AA Degree with a concentration in Cosmetology (60 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, SMCCD 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 passing of SB-803 by the California Board of Barbering and Cosmetology (CBBC) has impacted our program in the following ways:

- Reduces the cosmetology and barbering programs to 1,000 hours (from 1,600 and 1,500 respectively).
- Creates a 600-hour program for a new (non-chemical) hairstylist license.
- Changes the esthetic scope of practice to include lash and brow tinting and perming.
- Removes the practical examination and therefore eliminates the pre-application process.
- Allows for a streamlined endorsement process to license an individual from another state that holds a valid license in that state.

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

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

- Previous Goals
- Results Achieved
- Changes Implemented
- Plans still in progress
- Any notable or surprising results and outcomes

b) Explain any curriculum or programmatic changes since last program review

- To specific courses, or to any discipline as a whole
- Includes degree, certificate, or course sequences, program delivery or structure, etc.

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. Your summary should explain:

- SLO/SAO
 - What did the assessment focus on?
 - Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
 - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment results
 - What was the activity or intervention?
 - What were the outcomes?
- Program improvements implemented
 - What did you learn from it?
- What changed?

In our previous program review, we were still in the throes of adapting fully to online instruction. The change created a challenge for students and impacted the instructors' ability to deliver hands-on, practical operations. However, we all learned valuable lessons about delivering distance education. Faculty members embraced Canvas and the district's learning management platform (LMP) to deliver assignments and assessments, and students learned how to self-assess their progress, conduct student-to-student and student-to-faculty interactions, and quickly access links to campus support centers. As we headed

back to campus and face-to-face instruction, faculty expanded their knowledge of Canvas and incorporated the LMP in all our courses of instruction.

Each semester, the department gets a barrage of inquiries about whether or not we offer part-time courses. Enrollment had become a barrier for many who work or have families, and cannot attend the cosmetology program Monday through Friday from 8:00 a.m. until 4:30 p.m. Recognizing this learning opportunity equity gap, and considering how proficient faculty had become with Canvas, the department approved and now offers a part-time program in which they offer all courses in a hybrid modality.

Since the last program review, we have frequently discussed new offerings such as a barbering crossover course and an instructor training certificate in faculty and staff meetings. We made the decision to offer an esthetics program because esthetics is a natural progression from cosmetology. A new esthetics program will offer a more concentrated focus on skincare and will teach the modalities, treatments, and expanded services that professional skincare specialists provide. An esthetics program gives students more choice over where they prefer to focus. Rather than having to complete the cosmetology program, which includes hair and nail care, they can specialize only in skin care if that's where their interests lie. The new program has been written in hopes of securing approval to start courses in the fall.

Now that students are able to attend the cosmetology program on a part-time and hybrid basis, the department has seen an increase in enrollment. The anticipated CA SB803 bill, which has now been signed into law, has further contributed to student enrollment. The bill allows students to complete the program in 1000 hours rather than 1600 hours, and this change has been very attractive to students because they can complete the program in two semesters if they choose to attend full-time, rather than two semesters and one summer. Of course, faculty had to restructure and adopt changes.

One equity gap that continues to be a challenge is the delay students experience receiving the textbooks and cosmetology kits/supplies they need to start the first day of class. Often, a financial wait time causes students to fall behind and leaves them with the frustrating challenge of catching up. Or, if students don't qualify for financial aid, the almost \$2,500 it costs to purchase what they need for this course can be discouraging enough to create an enrollment barrier. For that reason, the department has invested in starter/loaner kits to assist students with their hands-on practical application the first few weeks of class. However, we are unable to provide any more than that. The department is looking into Milady Cima, which is an online learning platform that complements the Milady educational materials the department currently utilizes. However, this solution may create additional barriers because the key students must have to use the platform has an associated cost.

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 2023-24	Ethnicity	First Gen	Age	Gender	Total
Enrollments (duplicated)	Latinx 58.9% White 67.1% Asian 73.9% Filipino 0% Multiracial 100% Black 3% Pacific Islander 0% Unknown 44.4% Native American 0%	62.2% of enrollments were by students who are the first in their family to go to college.	19 or less 77.6% 20-24 48.0% 25-29 63% 30-34 46.7% 35-39 80% 40-49 38.1% 50+ 100%	Female 59.8% Male 60.0% Non-disclosed or non-binary 84.2%	449 enrollments

- a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.
- **Findings:** What has changed from the previous program review?
Since the Institution has zero fees for registration the student enrollment has increased from an average of 18 student per class to 40 students per class. The classes are now hybrid.
 - **Analysis:** What factors do you feel contribute to these gaps?
The students continue have difficulty with transportation. The college is currently working with public transportation and Rideshares.
 - **Resources:** If you were granted a resource request, please note what that was and the impact it had.
The department is currently writing in an Esthetics program. Through Resource Request money was allocated for esthetics equipment needed for students to be up to date with current spa equipment. For examples: Mannequins heads with shoulders.

(c) **Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

The department continues look for opportunities to offer diverse services to public. This summer the department will be offering a certificate in braiding and hair design.

4. Planning

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps.** Your summary should explain:

- SLO/SAO

COSMETOLOGY 712,722, 732,742 were redesigned due to the passing of SB-803 to meet to new Licensing requirements by the California Board of Barbering and Cosmetology. As a part of this redesigned we offer part time and have changed modality to hybrid. Within the redesigned the department will be offering an Esthetic and Barbering licensing program. The Esthetic program is 600 hours of instruction in theoretical and practical. The goal is to launch the Esthetic program by Fall 2024.

SLO 3: Demonstrate understanding and correct execution of theoretical and practical cosmetology competencies in health and safety as designated by the California Board of Barbering and Cosmetology

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 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 is it prioritized:

We redesigned our Cosmetology program to be flexible and accessible to a broader student population, therefore, giving students different form of instruction for example; Asynchronous hours were added for students to work on their own pace, and step by step instructional videos are being upload for students to review at their own time. Quizzes and Test are accessible to students via Canvas (online). Also, this is how the California Board of Barbering and Cosmetology conducts all written exams at different facilities.

What is the planned activity or intervention:

The redesign of the program brought to surface a few barriers from past. For example: students being in class 5 days a week for 8 hours a day. dress code, test anxiety, cultural awareness. Curriculum delivery will continue to be a priority as it is mandated by CBBC for licensing. These are areas where the department has made changes.

- Part time enrollment is available
- Shorten face to face time
- Added Asynchronous hours
- Provided equipment needed for each student saving them over \$500.00 on their kits.
- Removing strict dress code and encouraging student to express their individuality. Welcoming culture expression.

Describe next steps and the timeline for your SLO/SAO assessment

This is the first semester applying the new program it is important to look and obtain data from this point on, to assess the new changes. There will be different form of assessment for each class per semester. Student feedback will be by a form of discussions, surveys and state testing outcomes at the end of the semester. The following questions will be asked:

1. Did you take advantage of the part time program?
2. Do you think groupwork will help you prepare for quizzes and exams?
3. Was having less time face to face and more time asynchronous beneficial?

- Resources for SLO/SAO assessment
 - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

Currently the department has moved to the 14 Edition of the curriculum approved by CBBC text book and supporting material of Milady's. For the asynchronous classes CIMA program is needed for students' online studies. The cost per bundle is approximately \$570.00 plus taxes. The faculty supporting material is free.

b) **Program goals**

The goals for this program will continue to be:

- 1) Provide minimized difficulty understanding curriculum by simplifying and breaking down the delivery of material. Closing the gap for students with learning difficulties, and ESL.
- 2) Record step by step videos for students to watch. This will help students that need additional time to learn a skill.
- 3) Provide students with mock written test via online.
- 4) Continue with skill drill (hands on) practical testing.
- 5) Students will continue to obtain experience working on clients. This exposes them to people of different backgrounds.

Upon successful completion of this course (2 semesters) students will be able to pass the California Board of Barbering and Cosmetology license. Obtain a College of San Mateo Program Certificate of Achievement. Also accruing 38 units towards their AA or AS degree.

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:

- [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
- [Employment data](#) (by Program Top Code) from the State Chancellor's Office

The State of California Employment Development Department (EDD), Labor Market Information Division projected from 2018 – 2028 that there would be occupational growth and a wage increase. As indicated in the table below, the year 2020 and strongly into 2021 there were major decreases in job openings and wages. The cosmetology and barbering industry took a major blow with the California mandate (many states instituted a similar mandate that affected most industries across the U.S.) to close all salon establishments due to Covid-19. When salons reopened, there became increased job opportunities and wage earnings as indicated in the shaded 2023 table below.

The “Annual Job Openings by Occupation” table below has remained unchanged for San Francisco County, San Mateo County because of the “2018” year cited from the previous program review. However, the current EDD labor market information indicates a growing increase 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. Overall employment of barbers, hairstylists, and cosmetologists is projected to grow 8 percent from 2022 to 2032, faster than the average for all occupations.

Projections of Employment by Occupation, 2018-2028

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 Opening (1)
395012	Hairdressers, Hairstylist, and Cosmetologist	3,140	4,270
395092	Manicurist and Pedicurist	2,750	3,460
395094	Skin Care Specials	300	400
	Total	6,190	8,130

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

The EDD anticipates an 8% growth rate in job openings with an hourly mean wage of \$17.89; 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, Hairstylist, and Cosmetologist

(SOC Code: 39-5012)

In San Mateo County

Provide beauty services, such as shampooing, cutting, coloring, and hair styling, 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

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
San Francisco-Redwood City-San Francisco MD	2023	1st Qtr	\$24.72	\$16.83	\$17.89	\$24.68

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

Occupational Projections of Employment (also called "Outlook" or "Demand") Reflection of salon closure because Covid-19 closures

Area	Estimated Year-Projected Year	Employment		Employment Change		Annual Avg. Openings
		Estimated	Projected	Number	Percent	
San Francisco-Redwood City MD	2020	1,390	2,600	1,210	87.1	3,380

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

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Occupational Projections of Employment (also called "Outlook" or "Demand")

Area	Estimated Year-Projected Year	Employment		Employment Change		Annual Avg. Openings
		Estimated	Projected	Number	Percent	
San Francisco-Redwood City 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 Francisco has been substituted

U.S Occupational Projections of Employment (also called "Outlook" or "Demand")

Occupational Title	SOC Code	Employment, 2022	Projected Employment, 2032	Change, 2022-32	
				Percent	Numeric
Barbers, hairdressers, hairstylists and cosmetologists	39-5010	618,900	666,100	8	47,200

<https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?careerID=&menuChoice=&g>

Data from Lightcast Analyst (Occupational Overview) which includes San Mateo, San Francisco, Santa Clara, Contra Costa, and Alameda reports there were an average of 1,337 job postings in the 1st quarter of 2023 offering a median income of \$35,959 per year with both postings above national average.

Job Outlook

"Overall employment of barbers, hairstylists, and cosmetologists is projected to grow 8 percent from 2022 to 2032, faster than the average for all occupations.

About 89,400 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>

- 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.

Perkins	Core 1	Core 2	Core 3	Core 4
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 has improved, however it continues to be an under representative population that has been of concern for the department and the overall campus community. Campus committees are now formed to address these concerns with a push to serve underrepresented groups.

Core Indicator 5a non-traditional participation:

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

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- 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 Lightcast Analyst (Occupational Overview) which uses official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics from, 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 2021 there were a total of (458) degree/certificate conferrals.

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.).

New and returning advisory members met in May 2023. The meeting consisted of industry professional, faculty, staff and student attendees. The meeting was insightful and engaging which gave a deep dive, straight forward answers and honest observations of the salon industry. Industry professional stressed the importance for new cosmetology graduates to be “hard working, positive attitude, multi-task and an obsession with hair.” Kia, a salon professional, stated that “In today’s climate, it is important that new graduates are familiar with web technologies and other things that are going to support them in the workforce. These are tools and platforms that will allow one to be more efficient, track your money, track your interactions with your clients and just be more efficient.” That statement was well received and prompted a lively discussion on what technology should be considered, and how the cosmetology department can best adapt and teach emerging tech for student success.

At the meeting, students were interested in salon assisting programs and whether or not it was necessary after receiving their cosmetology license. It was debatable with the industry professionals; however, they emphasized regardless if they assist or not, it was important to continue to develop their skills post licensure and to be dialed in to industry trends.

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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?

1. Technology (portfolios, salon business and social media)
2. Trends like extensions, lived-in haircolor and natural hair styling
3. Esthetics - -especially emphasis on learning about skin care for people of color.

Date of Last CSM Cosmetology Advisory Committee Meeting: May 8, 2023

CSM COSMETOLOGY ADVISORY BOARD MEMBERS 2023

First Name	Last name	Business	Member Status
Lenny	Chiang	L Salon	Returning
Cameron	Edmondson	Pursuit Salon	Returning
Kia	Fay		New

DEPARTMENT ATTENDEES

- Deborah Baker – Assistant Professor*
- Oksana Brinson – Instructional Aide*
- Rafael Delgado – Staff Assistant*
- Lizette Fontana – Storekeeper*
- Erin Gruman – Instructional Aide*
- Aurora Medrano – Associate Professor*
- Kim Salido –Associate Professor*
- Tasia Scott – Assistant Professor*
- Yvonne Williams – Instructional Aide*

STUDENT ATTENDEES

- Sandy Lucas – Advanced*
- Gage St. Clair – Advanced*