

# **Skyline College**

## **Cosmetology**

### **Program Review**

### **Executive Summary**



## **Program Mission and Goals**

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Mission Statement: To prepare a diverse global community of future professionals for rewarding careers in the Cosmetology and Wellness industry.

Goals: The Cosmetology/Wellness program provides technical training for California State licensure as well as real world salon and spa experience. Program goals include:

- Developing technical and interpersonal skills of students, creating experiences for implementation of skills at multiple levels of learning.
- Expanding networks and partnerships with the local business community, as well as nationally recognized brands, and industry leaders.
- Training students in entrepreneurial skill sets including development of business plans, hospitality and financial models.

## **Three Strengths of the Program**

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### **First Strength: Affordable, Accessible, Timely**

The cosmetology program at Skyline is desirable to students seeking an alternative to more expensive private education. Local competition is predominantly composed of private education centers which typically cost up to 4 times as much as Skyline. The Cosmetology and esthetic courses do not have pre-requisite requirements for entrance, allowing prospective students to begin directly working towards their goal upon arrival at Skyline. In keeping with the Skyline promise to “Get in, Get through, Get out... On time” the Cosmetology program is designed to be a fast paced program completed in 2-3 semesters. Students are required to meet 90% attendance which has pushed the programs retention to a consistent 85% or higher over the last 6 years.

### **Second Strength: Staff and Faculty**

The Cosmetology team is dedicated to providing the highest quality of industry focused training. With diverse educational and professional backgrounds, each member of our team has something unique to offer. Multiple members of the cosmetology team are currently active as stylists and professionals in the salon and spa industry, bridging the gap between academic and industry. The team as whole participates in multiple professional events each semester, focusing on technological advancements and educational pedagogies as well as technical and interpersonal skill building.

### **Third Strength: Collaboration with Skyline College Community**

Skyline has a vast network of learning and social communities available for students, staff and faculty. Skyline resources including DRC, SparkPoint, Financial Aid, the Grove Scholarship, and the Business department are just a few of the opportunities our students have used this semester. Our collaboration with these resources assist in making this program affordable, accessible, and achievable to all students including international.

## **Three Suggestions for Improvement**

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### **First Suggestion: Outreach and Enrollment**

Currently new student enrollment is about 20-30 students each semester. The program goal for student enrollment is 40 students per course, allowing 80 per semester. Our team has discovered a need for marketing and outreach to attract more diverse learners into the program. In spring of 2017 the department began more specific marketing and outreach, uncovering a need for direct attention to attracting new students specifically in lesser represented areas.

### **Second Suggestion: Clientele**

The Cosmetology department moved to Building 4 about 5 years ago, based on a need for new facilities. Building 4 was built to function as a full service salon and spa. The spa area of our facility thrives. Unfortunately, the salon is under-utilized. Currently, we serve 20% of the possible clients that we could accommodate with only about 1% coming from campus. Ideally, with more exposure and utilization of campus resources and social media channels we could quadruple our clientele. Our department's goal is to see 20% of the clientele generating from campus.

### **Third Suggestion: Encouraging Department Growth**

The cosmetology industry is ever changing, and our program would like to reflect that by making a few improvements. We would like to integrate professional product lines for back-bar and retail use, promoting a salon quality experience for both practitioner and client. These product lines will support our students by providing guest educators quarterly. Our department has also researched the need for incorporating new courses and programs such as: entrepreneurship, barbering, and license cross-overs to support industry demands.

## Short Summary of Findings

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The Skyline Cosmetology Program offers an affordable and academically accessible path to licensure as well as career development. The experienced faculty and staff provide an educational foundation customized to individual learners. Our networks and partnerships allow students to explore career options and begin forging a professional relationships prior to completion as well as providing the opportunity for program development to continue aligning with industry needs. The Cosmetology program has consistently proven to provide a comprehensive education to future industry leaders.

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### *Faculty Signatures*

Cassidy Ryan

*Type in name & Sign*

Lynsey Hemstreet

*Type in name & Sign*

Robyn Ledesma

*Type in name & Sign*

Tammy Calderon

*Type in name & Sign*

Carmen Richardson

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Division Dean: Christine Roumbanis

*Type in name & Sign*

Date Submitted: 3/31/17



**Program Title:** Cosmetology

**Date Submitted:** March 31, 2017

**1. Planning Group Participants** (include PT& FT faculty, staff, students, stakeholders)

**List Names and Positions:**

Cassidy Ryan- *Cosmetology Program Coordinator*

Robyn Ledesma- *Cosmetology Program Assistant*

Cat Nguyen- *Cosmetology Staff Assistant*

Lynsey Hemstreet- *Cosmetology Aide*

Ronda Wimmer- *Wellness Faculty*

**2. Contact Person** (include e-mail and telephone):

Cassidy Ryan

[ryanc@smccd.edu](mailto:ryanc@smccd.edu)

(650)738-4421

**3. Program Information**

**3A. Program Personnel**

Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

**FT Faculty: 4**

**PT/OL Faculty (FTE): 2**

**FT Classified: 4**

**PT Classified (FTE): 3**

**Volunteers: 0**

**Student Workers: 1**

**3B. Program Mission and Goals**

State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Discuss how this program coordinates, impacts and interacts with other programs in the College. Explain how this program meets the needs of our diverse community. (200-word limit recommended)

The focus of the Cosmetology program is to create a clear and concise path with well-defined educational goals. By working with counselors of secondary institutions we have promoted an existing concurrent enrollment course that allows prospective students to explore and prepare for post-secondary education, specifically in a career focused field. Our collaboration with Business Computer Systems and Management has provided an opportunity for students to gain relevant industry knowledge while supporting and growing their entrepreneurial goals. The Cosmetology department has developed and continues to grow relationships with programs and communities on campus to create events like photo shoots, productions, service promotions, and educational workshops.

The cosmetology program offers daytime and evening sessions catered to the needs of working professionals as well as students with family commitments. The long term goal of the department is to increase the number of course and session offerings as well as creating more opportunities for dual licensure. The cosmetology staff and faculty strive to create a salon and spa that reflects consumer based needs. By incorporating up to date technology as well as multiple delivery methods our students are provided with a customized learning experience that they lead.

#### 4. Summary of Student Learning Outcomes and Program Data

##### **4A. Drawing from the TracDat PSLO report, summarize recent course and/or program SLO assessment, identify trends and discuss areas in need of improvement.**

Submit the [TracDat](#) PSLO report with the completed comprehensive program review report.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Respond to the following:

- Review the PSLO report and note any trends over the last five years
  - Instruction: Highlight the major areas on the course and program level in which students are doing well and those in need of improvement.
  - Student Services: Highlight the major areas in which students are doing well and those in need of improvement, including on the course level when applicable.
  - Career Technical Education: Note any trends in the last three years compared to the preceding three years or further.
- Identify changes that have occurred in your program as a result of annual SLO assessment.
- Explain any modifications to the program's SLO assessment process or schedule.
- Note that the PSLOs on TracDat match the ones listed on the departmental/ service area website and in the College Catalog.

**Type your answer here:**

The Cosmetology department has assessed all but two courses and all program SLO's in 2016-17. It is challenging to uncover past trends as the system was not properly being utilized.

After reviewing the assessments of 2016-17 we discovered multiple areas students were exceling as well as areas students were not achieving benchmarks. We found students averaged well above the benchmarks we set in the first five core classes taught in the program, however we did notice negative results coming in in the last 3 core classes of the program. We believe this is due to the scope of subjects taught in the later courses. Because of this result we have decided to move forward with modifying the program to spread the subjects out across the program. We will be submitting modified courses over the next two years in order to make a more balanced learning experience for the student.

We have submitted a new three year schedule of assessment after reviewing all courses this year. We plan to commit to that schedule and review data and trends as a part of the course modifications.

**4B. Summarize courses/services in the program that map to institutional student learning outcomes and discuss the results of the assessment and analysis.**

Respond to the following:

- Explain what the course level assessment results reveal about student fulfillment of ISLOs.
- If the department participated in campus wide assessment, explain what insights were obtained.

**Type your answer here:**

The cosmetology department continues to incorporate all elements of Skyline College's student learning outcomes which include:

1. **Citizenship-** The cosmetology program provides a diverse learning community with the opportunity to explore multiple cultures. We provide our students with the competency to service a diverse clientele while training them to be active members of society in a variety of career paths.
2. **Critical thinking-** Cosmetology students learn to use math and science in conjunction with mixing chemicals and offering services.
3. **Communication-** Cosmetology students are immersed into a customer service experience for day one of the program. Graduates can be expected to communicate with maximum efficiency in the form of verbal and written.
4. **Lifelong Learning and Lifelong Wellness-** Students in the program focus on bettering themselves and their clients on a daily basis. They understand the need for continuing education and holding themselves accountable to access student services.

All of the above ISLO's are mapped to our seven core courses as well as the two esthetic courses. We did not participate in this year's campus assessment but feel Cosmetology would exceed the assessment expectations.



**4C. Summarize results of student data packets from the Office of Planning, Research and Institutional Effectiveness (PRIE), and where appropriate, any other relevant data.**

Tool: <http://www.skylinecollege.edu/prie/programdata.php>

Respond to the following:

- Review 5-year data to describe trends in student success, retention, demographics.
- Were any student populations disproportionately impacted or underperforming?
- Analyze trends and discuss plans to address significant findings.
- Analyze trends in student success with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education

**Type your answer here:**

The five-year data shows a success rate range of 82-92% and a retention rate of 92-96%. We believe our faculty and staff are the driving force behind our extremely successful retention rates. Due to the clear path to success our program offers as well as the ability to communicate with instructors and administrators about meeting core objectives, the students find that the program accommodates their post-secondary needs. Our facility which was updated in 2011 recreates a salon environment, prompting students to enter a professional mindset driven by hard work and dedication to customer service.

After evaluation of the data we found that the population of males and African Americans was highly disproportionate to the program as well as being the most underperforming demographic. It is our goal to further our outreach efforts into areas of need especially African American communities, as well as open courses and sessions directed towards a male based clientele.

In the last five years the Cosmetology program has seen a decrease in the number of enrolled students. We believe this can be directly related to an improving economy as well as the lack of marketing and outreach. The cosmetology student demographics are similar to that of the college wide demographics. The most successful age group is 23-28, which reflects our outreach to a diverse group of learners, specifically adult learners. We have seen a growth in multi-racial students which has uncovered a need for diversifying our curriculum.

We have made significant improvements to allow students to self-manage and become accountable for their personal success in the program. By integrating technology such as computerized time clocks, web based course management, and technology in the classroom our students must fine tune their critical thinking skills and written communication to participate more directly in their education. We do not offer distance learning at this time.

#### 4D. Program Enrollment and Efficiency

For programs with curricular offerings, state the last three years of fall semester FTES, FTE and LOAD. Spring semester data may also be submitted as needed. For programs without curriculum offerings, and those with curriculum offerings and services, please provide information on the efficiency of services. Assess the efficiency of the program. (Program efficiency information can be obtained from PRIE).

Type your answer here:

Year	FTEF	FTES	Load
2011-2012	12.57	281.17	671
2012-2013	10.31	260.66	759
2013-2014	12.47	209.34	504
2014-2015	10.42	190.63	549
2015-2016	9.35	210.72	676

The Cosmetology program achieved three years of optimal load level. Currently, our 2015-16 numbers reflect a return to traditional faculty structure. As our student body increases we will begin to see the load levels exceed that of college average.



**only)**

**4E. Career Technical Education Program Required Information and Data (CTE Programs**

Tools: Major Employers in San Mateo County:

<http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>

Staffing Patterns in Local Industries and Occupations:

<http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>

Respond to the following:

- Review the program's Gainful Employment Disclosure Data. Identify any areas of concern.
- Discuss the role of the Advisory Committee and provide minutes of the most recent Advisory Committee meeting.
- Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the program.

**Type your answer here:**

The Gainful Employment Disclosure Data page needs updated information on job placement (not required) for graduates and alumni.

The current Advisory Committee has agreed to meeting once per semester. The board consists of salon and spa industry professionals. Their role in this program is to provide pertinent feedback to the department, specifically related to growth and development of our students. Advisory meetings have yielded ideas for curriculum rebuilding, graduate transition, and updated salon and spa techniques. They have also provided a network of potential employers for graduating students.

As the licensure exams for Cosmetology and Esthetics changed in 2015-16 our department researched the changes and altered the licensure preparation section of our program. Our classrooms are in need of technology updates such as Bluetooth or wireless connections to devices allowing our classrooms to become student and instructor led learning facilities. Transfer requirements to UC or CSU do not directly affect our program as the certificate stands alone. Transfer students perusing an AS will be guided towards a major pathway that will prepare them for success in the salon and spa industry as professionals. Staff are encouraged to build technical skills with classes in color, design or texture as they also develop classroom leadership, team building and technology skills to support pedagogy.

## 5. Curricular Offerings

Tools: CurricUNET: <http://www.curricunet.com/smcccd>

**5A. Program Curriculum and Courses. If your program does not offer curriculum please state "N/A".**

Respond to the following:

- All courses, including prerequisites, must be reviewed and updated at a minimum of every six years. (Be sure to complete Appendix D: Course Outline and Prerequisite Checklist Table).
- List courses that have been banked/deleted.
- NOTE: Be sure to add any new courses to the department's three-year calendar of assessment and request that they be added to TracDat.
- NOTE: If new courses were added since the last CPR, be sure that they've been mapped to ISLOs and PSLOs on TracDat, including relevant interdisciplinary degrees.

**Type your answer here:**

Our staff and faculty began reviewing all course outlines and SLO's this past January. Each course has been entered into curricuNET for modifications and has been reviewed by the curriculum committee.

Attached is a list of deleted courses as well as a three-year assessment plan.

**5B. Identify Patterns of Curriculum Offerings. If your program does not offer curriculum please state “N/A”.**

Reflections:

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates, degrees, and transfer.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

**Type your answer here:**

The traditional 2-year curriculum cycle is shorter in cosmetology and esthetics programs which can be completed in 3 semesters or 2 semesters, respectively. This timeline supports the Skyline College promise to “get in, get through and get out on time.” All courses can be repeated, allowing students to re-enroll the next semester instead of requiring them to wait another full academic year before continuing their education.

Strengths of the curriculum include the adherence to traditional licensure preparation while encouraging students to learn and practice salon techniques on models and clients. Common themes through every class support a comprehensive learning curve that addresses basic skills at a freshman level, intermediate skills at a junior level, and mastery at a senior level according to Bloom’s taxonomy.

Challenges to the department and curriculum are updates in state board licensure examinations and a fast-paced changing industry. These challenges are addressed by communicating closely with the California State Board of Barbering and Cosmetology and training staff and faculty in emerging techniques. Guest artists and educators help to keep up with trends. Since 2011, the average percentage of students in cosmetology programs transferring with an AA or AS has hovered around 15-20%, while students with the goal of earning an AA or AS ranges from 9-17%. It is our goal to increase the number of them earning AS degrees in cosmetology. Increased attention to majors and pathways to AS degrees that allow students to focus on relevant knowledge and skills will support students in achieving higher levels of education.

Future developments include proposed barbering and crossover programs to allow students to become dual licensed. These programs fulfill a geographical need for more barbering schools in the Bay Area while also attracting our most under represented demographic. It is the aim of faculty and administration to evaluate and redesign the complete cosmetology curriculum within 3 years.



## 6. Action Plan

**Provide your action plan based on the analysis and reflections provided in the previous sections.**

Tool: <https://sanmateo.tracdat.com/tracdat/>

### Actions:

- Identify next steps to be taken and set a timeline.
- Identify questions that will serve as a focus of inquiry for the next Annual Program Plan and/or Program Review.
  - Determine the assessments; set the timeline for tabulating the data and analyzing results.
  - Describe what you expect to learn from the assessment efforts.

### **Type your answer here:**

Currently the majority of courses have been assessed in TracDat. The obstacle to the Cosmetology department is a lack of prior assessment, therefore an inability to evaluate long term trends. This is a discussion that is vital to the success of the department as it will provide responses to the following questions:

- How can we better assess our courses to uncover the factors that contribute to underperforming demographics?
- How are instructors assessing personal pedagogies in relation to student performance?
- Which assessment tools are they utilizing?
- How can we utilize assessments as a tool to meet state and college requirements?
- Which tools and assignments are faculty using in their classroom?
- Is the level of quality and engagement consistent through courses in the department?

The Cosmetology department has committed to a three-year assessment plan incorporating multiple assessments of each course. This process will allow the program to better collect, report, analyze, and share assessment data. The department expects that the results and data collection will assist in creating a program that provides consistent education with clear goals. We plan to create this process through the following steps:

1. Determine specific benchmarks for each progressing level of the program. Discuss a standardized rubric outline to be advanced by level.
2. Create assessment assignments and deadlines for each individual course. (Three-year assessment plan)
3. Assess PSLO's at the completion of spring semesters for a yearly data capture.
4. Discuss the assessment outcomes as a department and re-evaluate PSLO's and SLO's to align with department growth.

The Cosmetology department has also discussed and partially implemented ideas for furthering the success of the program. These include: Program Development, Industry and Collegiate Involvement, and Community Outreach. We feel this will build a larger, stronger program and grow Skyline Cosmetology into a pillar of the community.

## 7. Resource Identification

### 7A. Professional Development needs

#### Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

#### Type your answer here:

In October of 2016 the Cosmetology program created a Professional Development Committee comprised of Cosmetology staff and faculty members. This committee is responsible for planning and scheduling professional development activities for the department. Our staff and faculty also participates in individualized training according to personal needs and interests. Below is a list of the professional development activities the department participated in this year:

- Psych services/ Counseling presentation- (In-Service)
- Milady Master Educator Course- San Jose CA
- Meta-Majors
- Hiring Committee Training
- Student Barriers-(In-service)
- Hospitality and CTE resources – Andrea Vizenor
- CTTL workshops

Professional development has given the department a better understanding of college resources and student services. By serving on committees we have heightened our visibility and involvement on campus, enabling the staff to be better resources for our students. Our committee continues to plan for up-coming semesters and events with a goal of 5 Cosmetology specific offerings per semester.

## 7B. Office of Planning, Research & Institutional Effectiveness requests

### Actions:

- List your program's data requests from the Office of Planning, Research & Institutional Effectiveness.
- Explain how the requests will serve the Student/Program/Division/College needs.

### Type your answer here:

After reviewing the current data, the department discovered the biggest need was to be able to clearly follow the path of a student from start to finish. Cosmetology and esthetics are clear pathways with sequential offerings. Students who start together ideally finish together, while taking each class in a specific order. We would like data that groups a starting class and follows them through the program. This will allow us to evaluate areas of progress in the student body.

The Cosmetology department is currently offering a concurrent enrollment class created to boost fulltime enrollment in the program. We would like data that could answer the following questions about that course:

1. What is the percentage of students who take the introductory class and enroll in the program?
  - a. How soon after the completion of the course are they enrolling?
2. What is the success rate of students who take the introductory class and enroll in the program?
  - a. Do those students assess at a higher level in the program?
3. What primary demographic enrolls in the introductory class and is it made as available to our under-represented demographics?

This information will assist the department in outreach efficacy.



**7C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests**  
**Complete the table on the following page:**

# Comprehensive Program Review: Resource Needs Summary Table

Program: Cosmetology

Date: 3/31/2017

	Needs	How does this request align with your assessment of student outcomes?	How does this request align with your action plan?	Estimated cost for facilities and equipment
<b>Personnel</b>	1. Full time OAI	The addition of these positions would allow our students to utilize the lab in a more efficient manner. The support of the aide allows the instructors to provide individualized instruction.	Part of our action plan is to grow the department. The addition of these positions will allow more students to enroll as well as more time to be spent on outreach.	Cosmetology Office Assistant position: <u>\$53,960.00</u>
	2. Full time Cosmetology Aide			Cosmetology Part time aide: \$32,778.00
	3. Part time Cosmetology Aide			Cosmetology full time Aide: \$65,556.00
<b>Equipment</b>	1. N/A			
	2.			
	3.			
	4.			
<b>Facilities</b>	1. N/A			
	2.			
	3.			
	4.			

## APPENDIX A

### VISION, MISSION, VALUES AND GOALS OF SKYLINE COLLEGE

*Please check current catalog for most recent goal statements.*

#### **Vision Statement**

Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

#### **Mission Statement**

To empower and transform a global community of learners.

#### **Values Statement**

Education is the foundation of our civilized democratic society.

Thus:

**Campus Climate:** We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

**Open Access:** We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.

**Student Success:** We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.

**Academic Excellence:** We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

**Community Connection:** We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

**Shared Governance:** We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

**Sustainability:** We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability "To meet present needs without compromising the ability of future generations to meet their needs."



## APPENDIX B

### **Definition of Terms**

WSCH:	Weekly Student Contact Hours are based on the first census week of a Fall term. They do not include second census week data, but they do include all positive attendance data for the term (converted to WSCH) including classes which start after the first census
FTE:	The full-time equivalent faculty count is determined by the set of rules provided to each college at the time the data is requested. Generally, the figures are the decimal fraction of the teaching hours or units ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certified-personnel is not included.
LOAD:	Teaching Load is taken as the ratio of WSCH to FTE
N GRADES:	The total number of grades awarded ( $A+B+C+D+F+CR+NCR+I+W$ )
RETENTION:	The sum of all non-W grades divided by N grades times 100, expressed as %
SUCCESS:	$A+B+C+CR$ grades divided by N grades times 100, expressed as %

## APPENDIX C

### FREQUENTLY ASKED QUESTIONS

#### *1. Why are faculty asked to perform Program Review?*

Faculty are the members of the campus community who best understand the intricacies of the courses and the body of work within programs. Faculty work each day with students and staff within these programs and are best suited to understand the strengths and needs of specific programs. Because Program Review is also used for budget and planning, it is imperative that faculty perspective is included in that process.

#### *2. How do I know that all the work I put into this document will have any impact?*

A well thought through and completed Program Review will have its greatest impact on the program and its faculty/staff. Evaluation of practices, procedures and student outcomes is the hallmark of successful educational programs and institutions. A thoughtful analysis of the results and findings of the Program Review should be used to improve student outcomes. The Curriculum Committee and College Council have developed a process which requires the Program Review to impact the College planning, budget, SLOAC and resource allocation processes.

#### *3. Why the oral presentation to curriculum committee?*

The oral presentation of your Program Review serves two purposes. Primarily, it will allow the program exposure to a cross-section of the campus community. Many members of this community are not aware of the accomplishments of programs or their needs. It allows each program to shine! Secondly, it allows the Program Review process to become more personal. Committee members and program personnel will have the opportunity to interact, question each other, and respond to the Program Review. Finally, it will help the College do systematic planning and coordinate our efforts.

#### *4. I am a one-person department – I don't have the capability or time to perform this review.*

Each Division Dean is available to assist you in gathering information and preparation of the self-study. Please utilize him or her. Also, keep track of the amount of time spent on the self-study. When submitting your evaluation of the Program Review process, please include the total hours involved in the process. This will help with future planning and modifications to the review process.

#### *5. How will the self-study questions be kept current and useful?*

The Curriculum Committee, through the Academic Senate, will have that responsibility.

## Appendix D

**Program:**

**Semester:**

COURSE OUTLINE AND PREREQUISITE CHECKLIST TABLE									
1	2	3	4			5	6	7	
Prefix & Number	Course Title	Curric-UNET Review Date (Month/Year)	Transfer			G.E.	Prerequisites, Co-requisites, and/or Recommended Preparations	Reviewed	
			C	S	U				
COSM 665	Selected Topics in Cosmetology	5/2017				X	N/A	Pending	
COSM 665SB	Introduction to Cosmetology	3/2017				X	N/A	Yes	
COSM 695	Independent Study in Cosmetology	5/2017				X	N/A	pending	
COSM 700	Cosmetology Concepts and Practice I	3/2017				X	Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent	Yes	
COSM 710	Cosmetology Concepts and Practice II- Facials	3/2017				X	Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent Prerequisites: Completion of COSM 700 with grade of "C" or better	Yes	
COSM 720	Cosmetology Concepts and Practice III- Chemicals	3/2017				X	Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent Prerequisites: Completion of COSM 700 with grade of "C" or better	Yes	
COSM 730	Cosmetology Concepts and Practice IV- Nails	3/2017				X	Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent Prerequisites: Completion of COSM 700 with grade of "C" or better	Yes	
COSM 735	Cosmetology Concepts and Practice V- New concepts	5/2017				X	Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent	pending	



COSM 740	Cosmetology Concepts and Practice V	3/2017			X	Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent Prerequisites: Completion of COSM 710, COSM 720, COSM 730 with grade of "C" or better	Yes
COSM 745	Cosmetology Concepts and Practice- VI	3/2017			X	Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent Prerequisites: Completion of COSM 710, COSM 720, COSM 730 with grade of "C" or better	Yes
COSM 750	Cosmetology Brush Up I	3/2017			X	Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent Prerequisites: Completion of a state approved cosmetology program	Yes
COSM 775	Esthetician I	3/2017			X	Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent	Yes
COSM 776	Esthetician II	3/2017			X	Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent Prerequisites: Completion of COSM 775 with grade of "C" or better	Yes







**APPENDIX E**  
**SKYLINE COLLEGE**

**INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW**

**RESPONSE SHEET**

**Program:**

Thank you for your time and effort in preparing this Program Review. Your Resource Needs Summary has been shared with the College Budget Committee and the Resource Needs Summary and Executive Summary, with recommendations, has been shared with the College Council.

**College President**

*Comments:*

\_\_\_\_\_  
*Signature*

**Separate boxes for each**

**College Vice President(s)**

*Comments:*

\_\_\_\_\_  
*Signature*

**Curriculum Committee**

*Comments:*

\_\_\_\_\_  
*Signature*

**Appendix F**  
**Skyline**  
**College**

**Evaluation of the Program Review Process**

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 200 hours

1. Was the time frame for completion of Program Review adequate? If not, explain.

Yes

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Yes it was clear, understandable, and easy to use. The action plan section lacked direction.

3. Were the questions relevant? If not, please explain and offer suggestions.

Yes.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

Yes. We feel we have uncovered a lot of valuable information as well as helped the department to focus on our goals.

5. Was the data you received from the Office of Planning, Research and Institutional Effectiveness complete and presented in a clear format? Would you like additional data?

It was completed and clear. An un-duplicated version would be preferred.

6. Please offer any comments that could improve and/or streamline Program Review.

The creation of coach positions for program review would be very helpful. There are times an extra point of contact would be helpful.

**Appendix G**  
**Skyline College**

**Program Review Completion Check off Sheet**

Before submitting your self-study report, please make sure that all forms are submitted by using the checklist below:

		Checked if Completed
1.	Executive Summary	X
2.	Program Review Self-Study (including TracDat PSLO report)	✗
3.	Resource Needs Summary Table	X
4.	Course Outline and Prerequisite Checklist Table (Appendix D)	X
5.	Response Sheet (Appendix E)	X
6.	Evaluation of the Program Review Process (Appendix F)	X

Approved by Curriculum Committee 11/6/13  
Revised 10/26/16



COSMETOLOGY ASSESSMENT SCHEDULE			
Instruction	2016-2017	2017-2018	2018-2019
(F) Fall		COSM 710 COSM 720 COSM 730	COSM 745 COSM 775
730(SP) Spring	COSM 700 COSM 745 COSM 775 COSM 776	COSM 740 COSM 750	COSM 700 COSM 776
(SUM) Summer	COSM 665		COSM 665
ISLO Assessment Schedule	(F) Information Literacy (SP) Citizenship	(F) Lifelong Wellness	(F) Effective Communication (SP) Critical Thinking

# Assessment: Department Four Column



## SKY Dept - Cosmetology

Department Assessment Coordinator: Cassidy Ryan (Coordinator) Robyn Ledesma (Program Assistant) Ronda Wimmer (Wellness)

PSLOs	Assessment Methods	Results	Actions
<p><b>Course Completion</b> - Completion of 1600 hours in the Cosmetology Program, 600 hours in the Esthetician Program.</p> <p><b>PSLO Status:</b> Active</p> <p><b>Start Date:</b> 10/27/2012</p>	<p><b>Instructional PSLOs -- Roll Up</b></p> <p><b>Course Assessment Results</b> - Roll up course level assessment results.</p> <p><b>Success Criterion:</b> 90% of students who enter the program will complete with their class on time.</p> <p><b>Related Documents:</b></p> <p><a href="#">Cosmetology Class of Spring 2017 starting roster.pdf</a></p> <p><a href="#">Cosmetology class of spring 2017 ending roster.pdf</a></p>	<p><b>Reporting Cycle:</b> 2016- 2017</p> <p><b>Result Type:</b> Criterion met</p> <p>Class meeting completion in Spring 2017 started with 14 students, 13 completed. 92% completion. (03/28/2017)</p> <p><b>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:</b> Entire Staff &amp; Faculty- 3/21/17</p>	<p><b>Action:</b> Evaluate completion of next group. (12/15/2017)</p> <p><b>Action Plan Category:</b> Conduct further assessment</p>
<p><b>Written Exam</b> - Successfully pass the California State Board Cosmetology or Esthetician written exam.</p> <p><b>PSLO Status:</b> Active</p> <p><b>Start Date:</b> 10/27/2012</p>	<p><b>Exam</b> - Students will take the written part of the state board exam.</p> <p><b>Success Criterion:</b> 80% of students who take the exam will pass</p> <p><b>Related Documents:</b></p> <p><a href="#">2016 State Board Results.pdf</a></p>	<p><b>Reporting Cycle:</b> 2016- 2017</p> <p><b>Result Type:</b> Criterion met</p> <p>In 2016:</p> <p>92% of Cosmetology students who took the exam passed.</p> <p>84% of Estheticians who took the written exam passed. (03/21/2017)</p> <p><b>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:</b> Richardson, Ledesma, Mitchell, Ryan- 3/21/17</p> <p><b>Related Documents:</b></p> <p><a href="#">2016 State Board Results.pdf</a></p>	
<p><b>Practical Exam</b> - Successfully pass the California State Board Cosmetology or Esthetician practical exam.</p> <p><b>PSLO Status:</b> Active</p> <p><b>Start Date:</b> 10/27/2012</p>	<p><b>Exam</b> - Students will take the practical part of the state board exam.</p> <p><b>Success Criterion:</b> 80% of students who take the exam will pass</p> <p><b>Schedule:</b> In the Fall and in the</p>	<p><b>Reporting Cycle:</b> 2016- 2017</p> <p><b>Result Type:</b> Criterion met</p> <p>In 2016 96% of Cosmetology students who took the practical exam passed</p> <p>96% of Esthetic students who took the practical exam passed (03/21/2017)</p>	



PSLOs	Assessment Methods	Results	Actions
	Spring semesters <b>Related Documents:</b> <a href="#">2016 State Board Results.pdf</a>	<b>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:</b> Richardson, Ledesma, Ryan, Mitchell- 3/21/2017 <b>Related Documents:</b> <a href="#">2016 State Board Results.pdf</a>	
<b>Career Planning</b> - Identify career and continuing educational options in the field of Cosmetology, Esthetician and plan the action towards achieving those goals and objectives. <b>PSLO Status:</b> Active <b>Start Date:</b> 10/27/2012	<b>Instructional PSLOs -- Roll Up</b> <b>Course Assessment Results</b> - Roll up course level assessment results. <b>Success Criterion:</b> 80% of students will answer neutral or better on the Career Planning portion of the survey. <b>Related Documents:</b> <a href="#">survey.pdf</a> <a href="#">Survey Results- 2017.xlsx</a>	<b>Reporting Cycle:</b> 2016- 2017 <b>Result Type:</b> Criterion met 100% of the students responded with neutral and above on the Career planning portion of the survey. (03/31/2017) <b>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:</b> Entire Department	
<b>Application</b> - Apply theories, principles, and concepts to address skills learned that would apply to Cosmetology and Esthetician. <b>PSLO Status:</b> Active <b>Start Date:</b> 10/27/2012	<b>Instructional PSLOs -- Roll Up</b> <b>Course Assessment Results</b> - Roll up course level assessment results. <b>Success Criterion:</b> 80% of students will answer neutral or better on the Application portion of the survey. <b>Related Documents:</b> <a href="#">survey.pdf</a> <a href="#">Survey Results- 2017.xlsx</a>	<b>Reporting Cycle:</b> 2016- 2017 <b>Result Type:</b> Criterion met 80% of the students responded with neutral and above on the Application portion of the survey. A need for improvement in the hair cutting and salon business field were indicated. (03/31/2017) <b>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:</b> Entire Department- 3/31	
<b>Communication</b> - Exhibit strong and effective written and oral communication skills. <b>PSLO Status:</b> Active <b>Start Date:</b> 10/27/2012	<b>Instructional PSLOs -- Roll Up</b> <b>Course Assessment Results</b> - Roll up course level assessment results. <b>Success Criterion:</b> 80% of students will answer neutral or better on the Communication portion of the survey. <b>Related Documents:</b> <a href="#">survey.pdf</a> <a href="#">Survey Results- 2017.xlsx</a>	<b>Reporting Cycle:</b> 2016- 2017 <b>Result Type:</b> Criterion met 100% of the students responded with neutral and above on the Communication portion of the survey. (03/31/2017) <b>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:</b> Entire Department	
<b>Ethical Behavior</b> - Recognize the importance of and practice ethical	<b>Instructional PSLOs -- Roll Up</b> <b>Course Assessment Results</b> - Roll up	<b>Reporting Cycle:</b> 2016- 2017 <b>Result Type:</b> Criterion met	



PSLOs	Assessment Methods	Results	Actions
<p>behavior in a professional work setting, both within the work force and within the community.</p> <p><b>PSLO Status:</b> Active</p> <p><b>Start Date:</b> 10/27/2012</p>	<p>course level assessment results.</p> <p><b>Success Criterion:</b> 80% of students will answer neutral or better on the Ethical behavior portion of the survey.</p> <p><b>Related Documents:</b></p> <p><a href="#">survey.pdf</a></p> <p><a href="#">Survey Results- 2017.xlsx</a></p>	<p>100% of the students responded with neutral and above on the Ethical Behavior portion of the survey. (03/31/2017)</p> <p><b>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:</b> Entire Department</p>	
<p><b>Critical Thinking</b> - Exhibit strong critical thinking and analytical problem solving skills.</p> <p><b>PSLO Status:</b> Active</p> <p><b>Planning Year:</b> 2015-2016</p>	<p><b>Instructional PSLOs -- Roll Up</b></p> <p><b>Course Assessment Results</b> - Roll up course level assessment results.</p> <p><b>Success Criterion:</b> 80% of students will answer neutral or better on the Critical thinking portion of the survey.</p> <p><b>Related Documents:</b></p> <p><a href="#">survey.pdf</a></p> <p><a href="#">Survey Results- 2017.xlsx</a></p>	<p><b>Reporting Cycle:</b> 2016- 2017</p> <p><b>Result Type:</b> Criterion met</p> <p>100% of the students responded with neutral and above on the Career planning portion of the survey. (03/31/2017)</p> <p><b>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?:</b> Entire Staff</p>	