

El Camino Community College

PROGRAM REVIEW 2021-2022

INDUSTRY AND TECHNOLOGY

COSMETOLOGY



DEAN:

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SECTION 1 Program Overview

- A) Provide a brief narrative description of the current program, (e.g., the program’s mission statement, a description of the students it serves) and any highlights of the program’s previous success, future vision, and related needs.

Mission Statement for the Cosmetology Department

The El Camino Cosmetology Department provides quality instruction and effective pedagogical methods designed to help students pursue valuable careers in this exciting field. Our program offers advanced career training to help students on their way to obtaining licensure through the California State Board of Barbering and Cosmetology and prepare them for lucrative employment in the beauty industry.

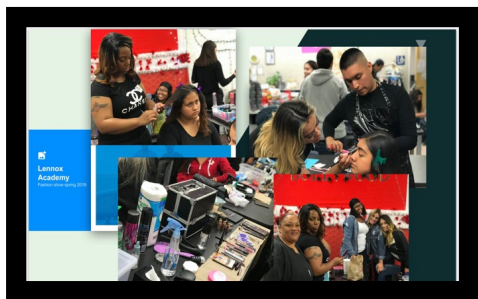
Program Description

The ECC Cosmetology Department provides students with alternative learning environments by employing innovative instruction to address the diverse range of topics related to cosmetology. Upon successful completion of the program, students will earn the 1,000 hours of classroom instruction, both in lecture and lab environments, which are necessary to qualify for a written licensure examination through the California State Board of Barbering and Cosmetology. The students will also gain proficiency in industry knowledge of health and safety regulated by the California State Board of Barbering and Cosmetology Rules and Regulations, and the Cosmetology Act. Furthermore, the students will learn advanced manipulative skills in all chemical and practical procedures pertaining to cosmetology, professional trade ethics, and salon work habits for success in the cosmetology industry.

Department Highlights:

The Cosmetology Program offers special services for several organizations throughout the year which helps the community and gives our students valuable hands-on experience.

2019 LENNOX Math Science & Technology Academy



Fashion Show – Inglewood, Calif.

El Camino College Cosmetology students were invited by Ms. Priscilla the educator of Fashion career and design. Her fashion shows for the academy are dedicated to preparing high school students to enter their chosen career in the fashion industry.



Our El Camino Cosmetology students assisted with helping the high school students discover their passion and career interests by servicing their fashion show models with hair designs and make-up applications.

Our group effort condones organization skills, teamwork in a fast-paced event while gaining the exposure for working on live models. Our cosmetology students are asked to take part in this fashion show every year accrediting to making a successful outcome of their event. The best part is, the high school students are excited to meet our students, ask questions about our programs and the college environment at El Camino. In all, it is a wonderful experience for both students in both programs working toward their future goals.

3rd place in Supercut Sunday 2016-2017 Haircut and Style



The 19th annual *SUPERSUNDAY* was hosted by [Supercuts of Los Angeles](#) on November 12, 2017, at the Newport Beach Marriott Hotel. *SUPERSUNDAY* is a day and evening of multiple events, dedicated to bringing education to cosmetology instructors during the day with Pivot Point. The day culminates in a Gala Awards Dinner that honors outstanding teachers, as well as cosmetology students and their schools.

Cosmetology “Big Goals” for the near future:

- Industry Partnerships and Student Job Placement
 - Marketing campaign to local shops to populate new Warrior Jobs
 - Work with the new Career Education center to boost student job placement and services as well as alumni tracking.
- Industry Certifications/License for students.
 - Expand program to include Barbering “Cross-Over” license
 - Expand program to include stipend peer-to-peer tutoring
 - Create a pathway to Certificate of Achievement and Certificate of Accomplishment
- Reputation Building
 - Create annual multi-campus student Hair/Fashion show/ industry job fair/ community service events.
 - Participate in student hair projects and contests
 - Participate in Supercut Sunday competitions
 - Market Cosmo to high school students and educate their parents about beautician career opportunities and wages.

Commented [DK1]: Very good content. Might make font/formatting more consistent.

The Students We Serve

As a community college proudly serving students from diverse community, we provide the tools students need to succeed in the workplace and attain financial independence. The El Camino Community College District (ECCCD) primarily serves the cities of **El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Manhattan Beach, Redondo Beach, and Torrance.**

B) Describe the degrees and/or certificates offered by the program.

Program Degree and/or Certificate Offered

In addition to preparing students for licensure through the State Board of Barbering and Cosmetology, our program offers students an opportunity to earn an A.S. Degree in Cosmetology, a Cosmetology Level I Certificate of Accomplishment, and a Cosmetology Level II Certificate of Achievement. Specifically, the A.S. Degree in Cosmetology indicates that the student is proficient in hair cutting, coloring, hairstyling, and chemical texture services; completion of a Cosmetology Level I Certificate of Accomplishment indicates that students have the basic skills for entry level positions as Specified by the Board of Barbering and Cosmetology; completion of the Cosmetology Level II Certificate of Achievement program comprises 1,600 hours of hands-on and theoretical instruction, preparing students for the written examination to acquire a California state cosmetologist license through the California State Board of Barbering and Cosmetology and enter their new profession.

C) Explain how the program fulfills the college's mission.

The mission of El Camino College is to make a positive difference in people's lives by providing a comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

The ECC cosmetology program proudly serves students from diverse backgrounds in our local and urban communities and provide them with necessary tools and education needed to enter the work force to gain financial independence. In our efforts to reach students where they are we practice equity in the delivery of teaching to create a student-centered focus classroom. Students in our advance program are given the opportunity to apply industry services to our community to reinforce their learning and to ensure a positive learning experience in our cosmetology program. At the end of our program, students are given referrals, help them create professional portfolios, assist them with registering for their State Board examination and help students gain potential employment for the purpose of finding a livable wage.

D) Discuss the status of recommendations from your previous program review.

If more than ten recommendations were presented in the previous program review, expand the enumerated list below as needed.

1. ITEC Esthetician 2019-20 – Rec #1 - Completed

Recommendation: Purchased additional supplies and machines are needed for advanced level course which was offered in the fall 2019 semester.

Status: **Completed**

Notes/Comments: The supplies and machinery that was needed to start the program was met.

2. ITEC Cosmetology 2019-20 Instructional Equipment Rec 1 – Completed

Recommendation: Purchased Diamond Microdermabrasion Machine & LED Lights to Support Esthetician Program

Status: **Completed**

Notes/Comments: The Diamond Microdermabrasion Machine that was needed to start the program was met.

3. ITEC Cosmetology 2018-19 Instruction Equipment Rec 2 – Abandoned

Recommendation: Purchased Course Management Guide Binder & Course Management Guide on CD to support and provide educational materials for the Esthetician Program.

Status: **Abandoned**

Notes/Comments: The Course Management Guide Binder & CD were discontinued by the Publishing Company.

4. Cosmetology (I&T) 2018-2019 Program Review Timekeeping Software, Software/Hardware Rec No. 1 - Abandoned

Status: **In Progress**

Recommendation: New Time Keeping Software

2022 Course Key

Purpose: Modernizing Attendance system by updating the Cosmetology Department manual time tracking system. Providing and promoting an ability to synchronize students, instructors, administration, and the student counseling office with real time online digital software compatible with our Canvas (LMS)

Link: <https://youtu.be/uZYS7QH02yA>

Automated Time Tracking will:

- a. Tracks and records in real-time.
- b. Eliminate the use of paper records by automatically recording digitally.
- c. Eliminates instructor administration task and hours for manually recording attendance and hours of operations.
- d. Helps schools and students keep track of their progress toward graduation in real time.
- e. Automatically transfer data from Canvas into your student information system.

- f. Promotes student accessibility to view their own attendance and hours of operations instantly by accessed by app capabilities.
- g. Online Synchronous authentic face and fingerprint ID verification.

Course Key – platform offers attendance and engagement tools for career education institutions to capture time and attendance while managing student retention, compliance, and efficiency.
 Link <https://coursekey.com>

5. Cosmetology 2017-2018 Program Review STAFFING Req #4 [Can hire PT through Division Office once program starts] - Completed

Recommendation: Hire 2 part-time Esthetician Teachers

Status: **Completed**

Notes/Comments:

6. Cosmetology 2017-2018 Program Review STAFFING - Recommendation #1 [This needs to be requested through Faculty Position ID Process] – Completed

Recommendation: Hire 2 full-time faculty members

Status: **Completed**

Notes/Comments:

7. Cosmetology 2016-2017 Program Review: INSTRUCTIONAL EQUIPMENT Recommendation #2 – Completed

Recommendation: Instructional Equipment for the Program

Status: **Completed**

Notes/Comments:

Commented [DK2]: What instructional equipment was this?

1. 9- Function Multi-Purpose Facial Machines– 10 units at \$1,199.00 ea. /\$11,990.00
2. Maintenance Contract for equipment, approximately \$5,000.00 per year.
3. Stainless Steel Facial Carts – 10 units at \$430.00 ea. /\$4,300.00
4. (4) Paragon Towel Warmers & (4) Paragon Towel Warmer Carts
5. Paragon Facial Vaporizer & Mag. Lamp – 2 units at \$790.00 ea. /\$1,580.00
6. Facial Stool –
7. units at \$130.00 ea. /\$520.00

SECTION 2 Program Assessment

Program Contribution to Student Success and Equity

For the program under review, examine the following data for the last four years by:

- Disaggregating by race/ethnicity, gender, and age where possible.
- Discussing internal and external factors contributing to constant, increasing, or decreasing trends.
- Highlighting equity gaps found among different groups of students.

Commented [Z13]: Maybe we need a bit more of a narrative that discusses these trends overall and highlighting where there are equity gaps, as well as what may be done to remedy those moving forward.

- ❖ If the program under review is a Career Education Program, please examine a) through k) from the list below.
- ❖ If students taking courses from the program under review end with a degree or certificate issued by the program, please examine a) through h) from the list below.
- ❖ If students taking courses from the program under review do not end with a degree or certificate issued by the program, please examine d) through g) from the list below.

OVERALL ENROLLMENT TABLE									
SPRING & FALL TERM 2017-2020									
Gender	Spring Term	2017		2018		2019		2020	
		#	%	#	%	#	%	#	%
	Female	104	97.2	90	96.8	110	90.2		
	Male	3	2.8	3	3.2	12	9.8		
	Total Headcount	107		102		122			
	Fall Term	2017		2018		2019		2020	
		#	%	#	%	#	%	#	%
	Female	97	97	95	93.1	96	89.7	82	88.2
Male	3	3	7	6.9	11	10.3	11	11.8	
Total Headcount	100		93		107		93		
Ethnicity	Spring Term	2017		2018		2019		2020	
		#	%	#	%	#	%	#	%
	African American	31	29	20	21.5	35	28.7		
	Asian	9	8.4	9	9.7	9	7.4		
	Latino	47	43.9	52	55.9	59	48.4		
	White	10	9.3	9	9.7	11	9		
	Two or more	5	4.7	3	3.2	5	4.1		

	Unknown/Decline to Answer	5	4.7	0	0	3	2.5		
	Total	107		93		122			
	Fall Term								
	African-American	22	22	24	23.5	32	29.9	22	23.7
	Asian	8	8	7	6.9	10	9.3	9	9.7
	Latino	53	53	55	53.9	48	44.9	48	51.6
	White	14	14	11	10.8	8	7.5	2	2.2
	Two or more races	2	2	5	4.9	3	2.8	4	4.3
	Unknown/Decline to Answer	1	1	0	0	6	5.6	6	6.5
	Total	100		102		107		93	
Age Group	Spring Term	2017		2018		2019		2020	
		#	%	#	%	#	%	#	%
	17 or younger			1	1.1	1	0.8		
	18-19	24	22.4	17	18.3	15	12.3		
	20-24	44	41.4	39	41.9	50	41		
	25-29	22	20.6	26	28	33	27		
	30-39	15	14	8	8.6	15	12.3		
	40-49	1	0.9	1	1.1	7	5.7		
	50 or older	1	0.9	1	1.1	1	0.8		
	Total	107		93		122			
	Fall Term								
	17 or younger	1	1	1	1	1	0.9	0	0
	18-19	24	24	18	17.6	30	28	25	26.9
	20-24	39	39	42	41.2	34	31.8	34	36.6
	25-29	22	22	27	26.5	26	24.3	22	23.7
	30-39	12	12	11	10.8	13	12.1	10	10.8
40-49	2	2	1	1	3	2.8	2	2.2	
50 or older	0	0	2	2	0	0	0	0	
Total	100		102		107		93		
Class Load	Spring Term	2017		2018		2019		2020	
		#	%	#	%	#	%	#	%
	Full-time	19	17.8	16	17.2	35	28.7		
	Part-time	88	82.2	77	82.8	87	71.3		
	Total	107		93		122			
	Fall Term								
	Full-time	24	24	14	13.7	24	22.4	23	24.7
	Part-time	76	76	88	86.3	83	77.6	70	75.3
Total	100		102		107		93		

Academic Level	Spring Term	2017		2018		2019		2020	
		#	%	#	%	#	%	#	%
	College Degree	8	7.5	8	8.6	8	6.6		
HS Grad	79	73.8	72	77.4	100	82			
Not a HS Grad	0	0	0	0	1	0.8			
K-12 Special Admit	0	0	0	0	1	0.8			
Unknown	20	18.7	13	14	12	9.8			
Total	107		93		122				
Academic Level	Fall Term								
	College Degree	8	8	4	3.9	3	2.8	3	3.2
	HS Grad	83	83	87	85.3	92	86	72	77.4
	Not a HS Grad	0	0	0	0	0	0	0	0
	K-12 Special Admit	0	0	1	1	3	2.8	3	3.2
	Unknown	9	9	10	9.8	9	8.4	15	16.1
	Total	100		102		107		93	

Educational Goal	Spring Term	2017		2018		2019		2020	
		#	%	#	%	#	%	#	%
	Intend to Transfer	37	34.6	36	38.7	45	36.9		
Degree/Certificate Only	18	16.8	17	18.3	20	16.4			
Retrain/Recertify	9	8.4	11	11.8	14	11.5			
Basic Skills/GED	5	4.7	2	2.2	0	0			
Enrichment	4	3.7	5	5.4	10	8.2			
Undecided	23	21.5	18	19.4	17	13.9			
Unknown	11	10.3	4	4.3	16	13.1			
Total	107		93		122				
Educational Goal	Fall Term								
	Intend to Transfer	36	36	40	39.2	33	30.8	34	36.6
	Degree/Certificate Only	19	19	19	18.6	15	14	11	11.8
	Retrain/Recertify	12	12	11	10.8	13	12.1	7	7.5
	Basic Skills/GED	4	4	0	0	2	1.9	2	2.2
	Enrichment	1	1	8	7.8	9	8.4	4	4.3
	Undecided	22	22	19	18.6	14	13.1	11	11.8
	Unknown	6	6	5	4.9	21	19.6	24	25.8
Total	100		102		107		93		

GRADE DISTRIBUTION									
Campus On	Spring Term 2017								
	A	B	C	D	F	W	Total	Success Rate	Course Completion

	Cosmo-10									
	Cosmo-11									
	Cosmo-20									
	Cosmo-21									
	Cosmo-2A									
	Cosmo-2B									
	Cosmo-2C									
	Cosmo-2D									
	Cosmo-4									
On Campus	Fall Term 2017									
		A	B	C	D	F	W	Total	Success Rate	Course Completion
	Cosmo-1	8	11				3	22	86.40%	86.40%
	Cosmo-10	8	3	2			2	15	86.70%	86.70%
	Cosmo-11	5	4					9	100%	100.00%
	Cosmo-20									
	Cosmo-21									
	Cosmo-2A	5	1	3	1	1	3	14	64.30%	78.60%
	Cosmo-2B	10	11	5			4	30	86.70%	86.70%
	Cosmo-2C	4	9	6	2		1	22	86.40%	95.50%
	Cosmo-2D									
	Cosmo-4	14	6	4		1		25	96.00%	100.00%
On Campus	Spring Term 2018									
		A	B	C	D	F	W	Total	Success Rate	Course Completion
	Cosmo-1	7	9	4	1		1	22	90.90%	95.50%
	Cosmo-10	3	2	1	1		3	10	60.00%	70.00%
	Cosmo-11	5	2	5			2	14	86%	85.70%
	Cosmo-20									
	Cosmo-21									
	Cosmo-2A	13	12	5	3		2	35	85.70%	94.30%
	Cosmo-2B	15	8	4			1	28	96.40%	96.40%
	Cosmo-2C	2	6	3			2	13	84.60%	84.60%
	Cosmo-2D									
	Cosmo-4									
On Campus	Fall Term 2018									
		A	B	C	D	F	W	Total	Success Rate	Course Completion
	Cosmo-1	14	6	6			1	27	96.30%	96.30%
	Cosmo-10	3	3	1	2		1	10	70.00%	90.00%
Cosmo-11	1	3				1	5	80%	80.00%	

	Cosmo-20									
	Cosmo-21									
	Cosmo-2A	9	8	9	1	1	1	29	89.70%	96.60%
	Cosmo-2B	7	6	1		1		15	93.30%	100.00%
	Cosmo-2C	11	11	2			5	29	82.80%	82.80%
	Cosmo-2D	1		2		1	1	5	60.00%	80.00%
	Cosmo-4								96.00%	
	Spring Term 2019									
On Campus		A	B	C	D	F	W	Total	Success Rate	Course Completion
	Cosmo-1	12	6	2			7	27	74.10%	74.10%
	Cosmo-10	1	9	4		1		15	93.30%	100.00%
	Cosmo-11	1	3	2				6	100%	100.00%
	Cosmo-20	8	10				2	20	90.00%	90.00%
	Cosmo-21									
	Cosmo-2A	9	13	1	1		2	26	88.50%	92.30%
	Cosmo-2B	11	11	6			3	31	90.30%	90.30%
	Cosmo-2C	4	6	6			1	17	94.10%	94.10%
	Cosmo-2D	3	1	3			1	8	88%	87.50%
Cosmo-4										
	Fall Term 2019									
On Campus		A	B	C	D	F	W	Total	Success Rate	Course Completion
	Cosmo-1	8	7	2	1		5	23	73.90%	78.30%
	Cosmo-10	3	5	1	3			12	75.00%	100.00%
	Cosmo-11		4	1		1		6	83.30%	100.00%
	Cosmo-20									
	Cosmo-21	5	9	2			1	17	94.10%	94.10%
	Cosmo-2A	12	6	2		1	1	22	90.90%	95.50%
	Cosmo-2B	14	5	2				21	100.00%	100.00%
	Cosmo-2C	15	3				2	20	90.00%	90.00%
	Cosmo-2D									
Cosmo-4										
	Spring Term 2020									
Online		A	B	C	D	F	W	W	Success Rate	Course Completion
	Cosmo-1									Covid-19
	Cosmo-10									Covid-19
	Cosmo-11									Covid-19
	Cosmo-20									Covid-19

	Cosmo-21										Covid-19
	Cosmo-2A										Covid-19
	Cosmo-2B										Covid-19
	Cosmo-2C										Covid-19
	Cosmo-2D										Covid-19
	Cosmo-4										Covid-19
Online	Fall Term 2020										
		A	B	C	D	F	W	Total	Success Rate	Course Completion	
	Cosmo-1	13	3	1		2		3	77.30%	86.40%	
	Cosmo-10	5	1	1	1	2	3	13	53.80%	76.90%	
	Cosmo-11	1	1	3		1	1	7	71.40%	85.70%	
	Cosmo-20	9	1	1			4	15	73.30%	73.30%	
	Cosmo-21										
	Cosmo-2A	7	2	1		2	1	13	76.90%	92.30%	
	Cosmo-2B	7	2	1	2	1		15	66.70%	86.70%	
	Cosmo-2C	6	1	3	2	1	2	16	68.80%	87.50%	
	Cosmo-2D										
	Cosmo-4										

Program Degree and/or Certificate Offered

In preparing students for licensure through the State Board of Barbering and Cosmetology, our program offers students an opportunity to earn an A.S. Degree in Cosmetology, a Cosmetology Level I Certificate of Accomplishment, and a Cosmetology Level II Certificate of Achievement. Specifically, the A.S. Degree in Cosmetology indicates that the student is proficient in hair cutting, coloring, and permanent cosmetology; completion of a Cosmetology Level I Certificate of Accomplishment indicates that students have the basic skills for entry level positions as Specified by the Board of Barbering and Cosmetology; completion of the Cosmetology Level II Certificate of Achievement program comprises 1,600 hours of hands-on and theoretical instruction, preparing students for the written and practical examination to acquire a California state cosmetologist license through the California State Board of Barbering and Cosmetology and enter their new profession.

2. Program Contribution to Student Success and Equity: Analysis of Research Data

A. Degrees and Certificates Awarded:

Degrees Completions:

	2016-2017	2017-2018	2018-2019	2019-2020
Awards-AA/AS	3	10	7	8
**Certificate/Cosm.	45	44	45	42
Certificate	37	39	44	23
AA/AS - Average Units Earned	32	56	68	94

Certificate – Average Units Earned	50	53	56	60
GPA- AA/AS	3.20	3.12	3.01	3.19
GPA - Certificate	3.15	3.00	3.06	3.27

ECC data does not match the data that the cosmetology department have gather over the past four years. Our total certificates numbers are respectively more in line with the year 2018-2019 numbers. However, our students are petitioning for their certificates prior to graduating from the program. The year 2019-2020 numbers are low in references to the previous years, due to the Covid-19 Pandemic that cancelled class in spring 2020.

Students are completing more units towards earning their AA/AS degrees. The increased is caused by on-line offering that allows our students to work on their degrees while attending cosmetology program at the same time.

Transfer Destination: University

	2016-2017	2017-2018	2018-2019	2019-2020
Long Beach			2	
Arizona State			1	
Dominguez Hills				1
Northridge				1
Cincinnati			1	

Our students are starting to take advantage of the on-line courses that allows them to complete their academic requirements to transfer to a university. Hopefully, the numbers will continue to grow in the future to allow students to continue their education at a university.

Scheduling of Courses:

The cosmetology program offers a full schedule of daytime (1, 2A, 2B, 2C, 2D, 99) and evening classes (2A, 2B, 2C, 2D, 10, 11, 99). Student are given the opportunity to choose between the Day Program which is Full-Time and Night Program which is Part-Time. Day classes have approximately 60 students enrolled, and evening classes also have 30 students enrolled. The course sequences do support the Day and Night programs. Day students have opportunity to complete the program in a year and the night students complete the program in two years. The course sequences that are offer to students every semester support the scheduling courses due to the capacity that’s allowed in the department.

Grade Distributions:

The distribution of grades is relatively consistent across the years, having success ratios of 75% in 2017, 79% in 2018, 77% in 2019, and 78% in 2021. Most of those success are A’s and B’s. Four years later and the department have not reached the 85% goals that was mentioned in the previous four-year Program Review. There’s always room for improvement so the department will focus on slightly decreasing the percentage to 80% based on consensus among faculty members. I believe that’s a more realistic goals for our student reach in the next program review cycle.

Head Count of Students in Program:

The head count in the cosmetology program is averaging 121 students each term. The data indicates student's population in the cosmetology program over the last four years. These numbers show strong support for the program. Our program has continued to change to meet the needs of our student based on various factors including our advisory committee recommendations. Our student body is diverse, encompassing a range of genders and ethnicities.

Comparison of Success and Retention Rates:**Gender:**

In the area of gender, our program has a higher percentage of women relative to ECC's overall student population. ECC's student population for 2017 was 53% female. Gender data collected in Spring 2017-2021 92% in the program remained female consistent throughout the four years. These ratios reflect similar gender trends at cosmetology schools. In the future, offering a crossover barber program may influence gender ratios to include a higher percentage of males.

Enrollment by Ethnicity:

Our program reflects the overall student enrollment populations at ECC in that the ethnic groups on campus are African American, Latinos, Asian, White and Others. For example, in Fall 2017, our program's students in attendance were African American and 60%, and Latino 67%. In Spring 2018, ethnicity data remained mostly consistent, showing a modest increase in Latino students. The data reflect the ethnic makeup of the local areas that the College serves. Future ethnic demographic data may shift in our program to reflect changes in local community population trends.

Enrollment by Age/Age Group:

The data indicates that our vocational program serves the age groups of 20-24 at 83% and the age groups of 25-29 at 88%. This is representing students who are willing to learn a new skill to gain employment in a new career and provide an opportunity to increase potential salary and/or wages

Academic Levels:

Overall, the cosmetology program's enrollment by academic attainment remains mostly comparable to overall trends for ECC. Two sub-categories strongly represented are students with college degrees and students with a high school diploma. The percentage of students in our program with college degrees ranged from a low percentage that data is not collected on. The percentage of students in the cosmetology program enrolled with high school diplomas ranged from 80.3% (Fall 2018) to 82.5 % (Spring 2019). Three factors contribute to the breakdown of cosmetology program enrollment by academic attainment: (a) the popularity of the cosmetology program with recent high school graduates in surrounding areas; (b) the ability for students attending the cosmetology program with a high school diploma to enter the workforce after a one-year program, versus a four-year degree after graduation; and (c) effective recruitment outreach methods to local high school populations by ECC, which have created a pipeline for program enrollment.

Success Rate:

Course grading over the last four years has been consistent, with the distribution of grades in the A, B, and C range. The “W” is a concern, but typically a result of personal issues and financial challenges rather than institutional issues. Students enrolled in cosmetology represent more female (92%), than male, and a high percentage of recent High School graduates (80%), between the ages of 20-25 and 25-29. Despite some students not knowing what their educational goals are, ECC offers counseling to first-year students to get organized and set a path to completing the required program.

The cosmetology success standard would be to offer a Barbering Crossover Program to get more male students in the program. The male students’ enrollment is currently 7%. The department will have to work on recruiting more male students in the program in the future.

Retention Rates:

The department retention rate for the past years has been successful. Having success ratios of 93% in fall 2018, and 84% in spring 2019, and 78% 2020. The data indicates that our students are committed in completing the program and receiving few “W” withdrawal from our course. The reason for the 78% retention rate might be from the number of night class that is repeated twice because of the number of hours that students receive per semester (320). It is four days a week and 5 hours per day. It’s a slower pace for night students to accumulate 1600 clocked hours, it takes 2 years to complete the program, and most students have full-time jobs in the day, family, children, who advertently could impact student grades and the program retention rates.

The Cosmetology Program allows students the opportunity to learn job skills in one year for day students and two years for night students, to become self-employed, employed, up-grade job skills, and earn specialized certificates that contribute to students completing the requirements that impact the department success and retention rates. The classes are filled every semester and some students are turned away due to limited space.

Annual Earnings: Salary, Growth & Career –Bureau of Labor Statistics
Cosmetologists

Percent change in employment, projected 2020-30

Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Employment Projections program

Growth:

Overall employment of barbers, hairstylists, and cosmetologists is projected to grow 19 percent from 2020 to 2030, much faster than the average for all occupations.

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.

Career:

Much of the projected employment growth in these occupations is due to recovery from the COVID-19 recession that began in 2020 and is likely to occur early in the decade.

Salary:

Careers associated with this program have a salary range from \$23,000 to over \$208,000 with an average salary of \$50,000.

Demand:

The need for barbers and hairdressers will stem primarily from population growth, leading to greater demand for basic hair care services. In addition, an increased demand for hair coloring, hair straightening, and other advanced hair treatments is expected to continue over the projection's decade.

Hairdressers, hairstylists, and cosmetologists continue to compete with providers of specialized services, such as nail and skin care. Consumers often choose manicurists and pedicurists and skincare specialists for these services, rather than to visit hairdressers, hairstylists, and cosmetologists for them. Still, employment is expected to grow to meet increased demand for personal appearance services.

Job in the field of study: The department have not come up with a tracking system that can give information on how many students are currently practicing cosmetology in the field. This is a difficult task because students are mobile, email addresses changes, some students decided not to practice cosmetology after completing the program; students do not return to the department to give information on their current employer. Also, the labor department does not keep an account of who is employed in the cosmetology industry.

Curriculum and Outcomes Assessment

a) Examine the program curriculum using an equity lens by responding to the following questions: To what extent does the curriculum:

- o **Prepare students to actively engage in a diverse society?**

In our ECC cosmetology program, we offer a relevant salon style classroom where we service live clients from our campus and the community. The program prepares students to engage a diverse society in the areas of a front desk receptionist, salon

management, client consultation and lab technician. Students are encouraged and developed to work on hair, skin, and nails of clients from different social, racial, and ethnic backgrounds.

- **Include multicultural content?**

In our lesson plans, we integrate multicultural content visually and physically. Images depicting hair styles, skin care and nail care are shown in various ethnicities. Additionally, students are taught how to style hair on different textures of hair and what and how to use the proper products. They are prepared for what the beauty industry has to offer them in their community and outside of it.

- **Respond to diverse students' learning needs?**

Our program provides students with a comprehensive instructional approach encompassing visual, auditory, and tactile techniques to encourage all students to learn, regardless of their learning styles. Our learning management system coupled with our hybrid curriculum provides a healthy balance of both face-to-face and online instruction for each student. Online instruction gives students more flexibility in managing their college education.

- **Encourage instructors and students to investigate their own views, biases and values and discuss multiple perspectives different from their own?**

Cosmetology instructors attend a minimum of 4 hours of equity training in professional development to become more aware of their own biases. The instructors of our department meet regularly to discuss different perspectives that can be relevant. Students are free to express themselves however they wish. Everyone is encouraged to show empathy and respect one another.

- **Use critical/equity-oriented pedagogy?**

With our program, students are given additional help when needed and deadlines are extended when necessary. Also, students can have the opportunity to redo some assignments to improve their competency, which supports skill development. To figure out the cause of the drop in grades, we become proactive when students are failing. El Camino College Connect is also used to inform other services like counseling so they can continue to assist students who may have challenging circumstances.

- **Ensure creating an empowering classroom environment?**

We foster an atmosphere of inclusion by building relationships with our students in order to create an empowering student center classroom environment. Our goal is to create a psychologically safe environment for students by letting them know their

opinions and concerns are valued. For students to feel welcome and motivated to learn, we encourage them to inform the instructors of how they wish to be identified.

- **Use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding?**

Students can demonstrate their learning through various ways such as: written tests, reciting procedures, recording videos, submitting photos, giving verbal presentations, writing summaries, and creating portfolios of their work.

- b) Summarize SLO and PLO assessment results over the past four years for key/gateway courses. Gateway courses are determined by your department & division – contact your dean.**

Over the past four years, the faculty has had the opportunity to assess 9 SLOs illustrating excellent standards and targets for student success in the following 3 key/gateway courses:

- COSM 1 – Introduction to Cosmetology Procedures
- COSM 10 – Introduction to Cosmetology I
- COSM 11 – Introduction to Cosmetology II

Because the cosmetology program is vocational in nature, assessment method descriptions consist mostly of performance. The 9-cosmetology practical performance assessment data results illustrate 100% of standards and targets for success being attained. One example is COSM 1 (Spring 2017) SLO #2, Predisposition Test. The assessment result indicates that 92% of students assessed met the standard and target for success with a 100% average score. Another example is COSM 11 (Spring 2017) SLO #3, Sanitation; again, the assessment indicates that 93% of students assessed met the standard and target for success with a 98% average score of students present. Completing and maintaining thorough SLO assessment aims provides an opportunity for instructors to reflect on current instructional curriculum and improve student learning through consistency in instructional valuation.

Although the 9 SLO results are exemplary and reflect high quality instruction in up-to-date pedagogical methodologies, there is room for improvement in student participation by increasing student course attendance. As has been previously recognized, students struggled to purchase necessary tools and supplies required for practical assessment methods. This may affect the total number of students able to participate effectively and may add unnecessary stressors in achieving their educational aspirations.

Our cosmetology students have socioeconomic challenges and providing complimentary products during assessments and daily instruction supports student success. As a result, prior and ongoing conversations revolving around decreasing initial entry costs, providing products, and loaning tools to our valued cosmetology students have proven effective. This faculty's collective action, in combination with the discovery of additional financial support for our program's student body, promotes student equity.

PLO Recommendations

Over the past four years, the faculty has had the opportunity to assess 3 PLO's illustrating excellent standards and targets for student success in the following 3 key/gateway courses:

- **PLO #1 – Licensure Exam:** Upon completion of the El Camino College Cosmetology Program, students will pass the written portion of the California State Board of Cosmetology licensure examination with a score of 75% or higher.
- **PLO #2 – Cosmetology Practicum:** Upon completion of the El Camino College Cosmetology Program, students will independently perform a permanent wave procedure on a mannequin, following manufacturer's directions applying the waving solution and neutralizer to hair.
- **PLO #3 – Advanced Cosmetology:** Upon completion of the El Camino Cosmetology program, students will successfully perform three unique haircuts requested by salon owners as part of the interview/hiring process.

Three of the Cosmetology PLO's do not align with the college's mission statement, do not cover all the fundamentals of the program's curriculum, and are limited in their structure.

As a result, the department have discussed the possible ways of rewriting the PLO statements. This will be reflected on the next program review report.

Current PLO Language:

PLO #1 Licensure Exam: Upon completion of the El Camino College Cosmetology Program, students will pass the written portion of the California State Board of Cosmetology licensure examination with a score of 75% or higher.

PLO #2 Cosmetology Practicum. Upon completion of the El Camino College Cosmetology Program, students will independently perform a permanent wave procedure on a mannequin, following manufacturer's directions applying the waving solution and neutralizer to hair.

PLO #3 Advanced Cosmetology. Upon completion of the El Camino Cosmetology program, students will successfully perform three unique haircuts requested by salon owners as part of the interview/hiring process.

Recommended PLO Language Change:

PLO #1 Licensure Exam: Upon completion of the El Camino College Cosmetology Program, students will pass the written portion of the California State Board of Cosmetology licensure examination

PLO #2 Cosmetology Practicum. Upon completing the El Camino College Cosmetology Program, students will be able to perform chemical services on clients and follow manufacturer's instructions when applying chemicals to hair.

PLO #3 Advanced Cosmetology: Upon completing the El Camino College's Cosmetology Program students will be able to perform a service required in the cosmetology industry while on the clinic floor.

c) **Discuss programmatic factors contributing to constant, increasing, or decreasing trends in the results for SLO and PLO assessment within the previously examined courses.**

- **COSM 1 – Introduction to Cosmetology Procedures**
Considering the results from fall 2017 and fall 2019, the assessment averaged out to be that students were consistent in their performance, scoring 80% and meeting the target standard.
- **COSM 10 – Introduction to Cosmetology I**
Despite the fact that our students passed the SLO assessment in spring 2018 and spring 2021, two students applied the incorrect product, and as a result their test results were slightly reduced.
- **COSM 11 – Introduction to Cosmetology II**
Our findings for spring 2015 and spring 2019 indicate that students did not do as well in 2015 due to personal hardship that reflected in their testing results. In contrast, the spring 2019 cohort was split into smaller cohorts so students would perform better in tests.

Current PLO Language:

PLO #1 Licensure Exam: Upon completion of the El Camino College Cosmetology Program, students will pass the written portion of the California State Board of Cosmetology licensure examination with a score of 70% or higher.

In spring 2018 the average written exam score was 22.25% and a slight increase in test results of spring 2019 was 26.25%. By using the TERC database resource, students can revisit the scope of State Board Written exams. As a result of implementation, test results increased.

PLO #2 Cosmetology Practicum. Upon completion of the El Camino College Cosmetology Program, students will independently perform a permanent wave procedure on a mannequin, following manufacturer's directions applying the waving solution and neutralizer to hair.

PLO #2 statement is too narrow in scope, obscuring the data and not accurately reflecting the program learning outcomes.

Based on the data that was gathered for spring 2015, 85% of the student met the standard and target for success.

Based on the data that was given from the State Board of Barbering and Cosmetology in spring 2018, 69% of the student pass the overall exam and 31% failed the exam.

PLO #3 Advanced Cosmetology. Upon completion of the El Camino Cosmetology program, students will successfully perform three unique haircuts requested by salon owners as part of the interview/hiring process.

A program learning outcome statement of PLO #3 is narrowly defined and obscures the fact that it does not accurately reflect program learning outcomes.

Note: There are major changes from the State Board of Barbering and Cosmetology as of Jan. 1, 2022, that will require our department to reassess the statements and alignment for SLOs & PLOs. These changes will be reflected in the next Program Review cycle.

d) Highlight equity gaps found in SLO and PLO assessment results among different groups of students.

The data that we receive from the State Board does not disaggregate by race, ethnicity, gender, or age. Nor do we collect our SLO & PLO data based on different groups of students. This question has brought forth the importance of recognizing how we are collecting information for the Program Review document. However, the collaboration between Assessment Learning Committee and the Nuventive to streamline the way we collect data for more detailed analysis. In our department, Canvas Outcomes is being implemented with one of the gateway courses that cosmetology students will take to begin the pathway.

SECTION 3

Program Vision and Future Planning

Program Vision

A) Describe the vision of the program for the next four years considering the assessment reported in the previous section, student groups that are underrepresented in the program's field, and any relevant changes within the program field/industry. A vision statement describes the desired future state of the program.

Cosmetology practices are constantly evolving, and they are influenced by entertainment, film, music, and social media. Because of these influential markets, cosmetologists can learn new skills necessary to remain competitive, and cosmetology schools adjust their curriculum to meet the changing needs of the industry. As the cosmetology industry changes, so do our courses. As an example, we introduced color techniques such as ombre, salon highlights, and slicing, and provided students with trending colors provided by the department, for them to complete practical color assignments. We aim to reflect up-to-date industry trends in our course lessons and guest speakers, given the constant changes in the beauty industry. Added content will be incorporated into the program over the next four years. Students learn cutting-edge practical skills and are given "real-world" tools and resources, preparing them for achievement of a livable wage upon graduation.

Notes:

A) Industry Changes and Their Effects on Cosmetology.

Senate Bill (SB) 803

What exactly does SB 803 change? SB 803 does the following:

- 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.
- Changes the number of board members from 9 to 13 and requires that one licensee from each sector of the industry be represented on the Board.
- Allows for a streamlined endorsement process to license an individual from another state that holds a valid license in that state.
- Requires an apprentice to receive their pre-apprentice training from the Board prior to licensure.
- Updates the requirements for a mobile unit.
- Increases hours allowed in the extern program.

Future Planning

Future programs may include a crossover barber program. The program allows cosmetology license holders to earn the 200 hours of training that are required to sit for the written exam administered by the State Board of Barbering and Cosmetology. Students graduating from the barber program will also receive a certificate. Students are encouraged to enroll in these popular pipelines to increase student numbers and to foster academic funding in relation to the new upcoming funding formula.

The development of campus infrastructure will be necessary for the purpose of accommodating a crossover barber program. The first floor of the industry technology building would be a great place for our combined programs and would provide plenty of opportunities for instruction.

A) Based on the assessment reported in the previous section, develop program goals to be completed during the next four years in relation to:

- **Adjusting the curriculum for coherence and alignment with students' workforce needs**

Fall of 2022 the curriculum for Barbering and Cosmetology will be reviewed by the Division College Curriculum Committee and then by the College Curriculum Committee. The Chancellor Office will approve the new changes to the curriculum. We anticipate the changes to the curriculum by Spring 2023.

- **Advancing towards a more equitable program to close equity gaps among groups of students**

In researching the equity gaps that contribute to students failing on the State Board level, we are planning strategies that will help those students pass the State Board exam the first time. In considering our students from underserved populations, we have considered their unique circumstances. To offer services to our students, we use the ECC Connect as part of our strategies.

- **Clarifying students' paths to completion, further education and employment**

Commented [DK4]: Clarify. How is ECC Connect being used? How could it be used to address your students' circumstances?

To clarify students' path to completion, students are introduced to other programs that may contribute to their success and completion. These programs include EOPS, CARE, and other programs that offer resources to help students become confident and successful. In addition, our instructors keep abreast of current employment opportunities and provide referrals.

- **Helping students explore options and build foundation skills**

Students are encouraged to meet with counselors to develop a personal educational plan. To earn an Associate of Science degree, students are encouraged to complete additional educational units after completing their cosmetology requirements. Students are given classroom instruction as well as receiving instruction from professionals in the industry.

Commented [DK5]: Some Divisions have secured embedded counselors or counselors that have weekly drop-in hours in their Division building. Would something like that be something your students would want?

- **Helping students stay on the path**

The El Camino College cosmetology department is a part of the Creative Arts Meta Major. A career path was developed to assist students in staying on track. This path is offered to assist students in making career choices. Students in the Creative Arts Meta Majors are assigned specific counselors for educational and career guidance.

- **Integrating applied learning experiences**

The program will include field trips to industry-related locations such as the ISSE hair show, professional beauty supply stores, and Zoom classes on professional beauty topics. There will also be beauty professionals as guest speakers.

B) What projects will the program complete to achieve the desired goals? Please specify at least two for each goal.

The program may be expanded in the future with a few projects to achieve our goal. Through the Barber Crossover program, cosmetology license holders can earn the 200 hours of training required to sit for the written exam administered by the State Board of Barbering and Cosmetology. Graduates will receive a certificate after they complete the Barbering Crossover program. Students are encouraged to enroll in these popular pipelines to facilitate academic funding in line with the new funding formula to come.

The development of campus infrastructure or a satellite campus will be necessary for the purpose of accommodating a crossover barber program.

Commented [DK6]: Very good! Might say a little more explicitly how this will help meet the goals stated in A.

C) When the next program review is due, how will the program determine if the goals have been met? Please specify at least one quantitative target or qualitative accomplishment for each goal.

After the curriculum is completed and the location of the facility has been decided, the program will evaluate whether the department has achieved the goals it has set.

Commented [DK7]: What specific measurable outcomes would you like to see your students achieving that would mean success to you?

Program Resources

In the following areas, what are the resources needed by the program to meet the goals for the next four years?

- List resources in order of priority. You might want to prioritize them within each category and/or develop an overall prioritized list of resources.
- Explain how these resources contribute to the [College's equity goals](#).

By providing students and instructors with the materials, products, and tools they need to be successful and achieve their educational goals, these resources contribute to closing the equity gap.

a) Staffing

Full-Time Faculty:

Merriel Winfree
Charlene Brewer-Smith
Bruce Tran

Adjunct Faculty:

Michelle Cooper
Trinity Nguyen
Linda Nishihira
Youn, Yumi
Tiffany, Avery
Margaret, Gonzales

Staff:

Catherine, Morado
Phil, Mariano

(1-2 years)

#1-Recommendation: Hire full-time Esthetician instructor

It is necessary to hire a full-time instructor to provide consistency for students, keep up with increased responsibilities, and provide continuity and stability for the program. The faculty and staff stand united in providing positive and cohesive learning environment and

fostering a life-long learning climate. This empowers the students to reach their career goals of ensuring that students are prepared for State Board examination licensing and entry level position that meet the industry demands. The cost is approximately \$100,000.00 per year.

#2-Recommendation: Hire full-time Cosmetology instructor

A faculty member is retiring either spring or fall 2023. It is necessary to replace the instructor to provide consistency for students, keep up with increased responsibilities, and provide continuity and stability for the program. The faculty and staff stand united in providing positive and cohesive learning environment and fostering a life-long learning climate. This empowers the students to reach their career goals of ensuring that students are prepared for State Board examination licensing and entry level position that meet the industry demands. The cost is approximately \$100,000.00 per year.

b) Facilities and Equipment

#1-Recommendation:

The purchasing of 13 beds for the esthetician program will allow the course to have four more students in the program. 11 beds for the lab + 1 extra (in case anything happens) + 1 for the lecture room. The new beds will replace the barber chair style beds. Also, 13 bed coverings to protect and prevent staining. The cost is approximately \$1,500.00.

(2-4 years)

#1- Recommendation:

Staffing for the future barbering program, there will need to be one full-time faculty member, one instructor for the day or night program. The cost is approximately \$100,000.

c) Technology/Software

#1- Recommendation:

To improve staffing needs in the department, it's imperative that the instructors have updated computers to be able to work efficiently and be productive in completing their administrative responsibility.

Dell Desk Top Computers -the cost approximately \$ 1,199.00 x 7= \$8,393.00

d) Contracts/Services

Not applicable currently

Commented [DK8]: What about the timekeeping/hours tracking software?

Commented [GM9R8]: Agreed. Sometimes when I talk with students about the hours they need to complete they seem to have to take an additional course to complete hours. I haven't had students express they think they weren't given the correct hours but I am wondering if there is software to make it easier for the student to see how many hours they have accumulated so it creates a higher awareness for them.

APPENDIX A CAREER EDUCATION (CE) SUPPLEMENTAL QUESTIONS

CE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CE supplemental questions below. Every two years (once between full program reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input/feedback, and institutional and program-level data to respond to the following questions:

- 1. How strong is the occupational demand for the program?** In your response, describe any changes in demand over the past 5 years and discuss the occupational outlook for next five (5) years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.

Employment projections data for barbers, hairstylist, and cosmetologist

Occupational Title	SOC Code	Employment, 2020	Change, 2020 - 2030	
			Percent	Numeric
barbers, hairstylist, and cosmetologist	39-5010	742,400	19	119,800
Barbers	39-5011	62,300	18	9,300
Hairdressers, hairstylists, and cosmetologists	39-5012	680,100	19	110,500

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

Based on our findings the overall employment of barbers, hairdressers, and cosmetologists is projected to grow 19 percent from 2020 – 2030, much faster than the average for all occupations. 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.

According to the US Bureau of Labor Statistics, much of the projected employment growth in these occupations is due to recovery from the COVID-19 recession that began in 2020 and is likely to occur early in the decade.

The need for barbers and hairdressers will stem primarily from population growth, leading to greater demand for basic hair care services. In addition, an increased demand for hair coloring, hair straightening, and other advanced hair treatments is expected to continue over the projection's decade.

Hairdressers, hairstylists, and cosmetologists continue to compete with providers of specialized services, such as nail and skin care. Consumers often choose manicurists and pedicurists and skincare specialist for these services, rather than to visit hairdressers, hairstylists, and

cosmetologists for them. Still, employment is expected to grow to meet increased demand for personal appearance services.

ECC's 7-miles circumferential service area illustrates ten industries employing barbers, hairdressers, hair stylists, and cosmetologists: (a) beauty salons, (b) nail salons, barber shops, (d) other personal care services, (e) all other general merchandise stores, (f) department stores, (g) diet and weight reducing centers, (h) warehouse clubs and supercenters, (i) all other personal services, and (j) unclassified industry. Of these ten industry areas, four encompass the highest percentages of occupations in the industry: (a) beauty salons 79.5%, (b) nail salons 9.3%, (c) barber shops 3.3%, and (d) other personal care services 3.1%. Together, they make up more than 90% of occupations in the industry. As a result, they are primary focal points analyzed in determining the occupational demand for our program. For example, from 2017 to 2021 there was a minor 1% decrease in beauty salons, a 12% decrease in barber shops, a 25% increase in nail shops, and a 34% increase in other personal care. It is important to note that a licensed cosmetologist may not provide a shave service with a straight razor and only licensed barbers are trained to use a straight-edged razor. As a result, this may minimize potential negative effects of the decrease in barber shop positions available in the industry. Overall, the change in primary industry jobs looks mostly favorable, with a combined 59% increase in nail salons and other personal care services.

ECC's service area displays a job estimate decrease in 2020 of 38% below the national average for hairdressers, hair stylists, and cosmetologists. However, the national average projected change in jobs from 2020 through 2030 shows an increase of 19%. Another positive insight is seen in California's projected job grow of 19% from 2020 through 2030. The growth in the national average and in the state of California may positively affect new jobs in ECC's service area, in relation to the cosmetology industry.

California's top ten industries statewide to employ barbers, hairdressers, hair stylists, and cosmetologists shows sustainable growth in primary cosmetology industry areas. For example, in 2019 beauty salons grew by 4%, barber shops by 7%, nail salons by 30%, and other personal care services by 11%. Two relatively small industry areas with significant potential are: (a) motion picture and video production, with 0.4%, and (b) cosmetics, beauty supplies, and perfume stores with 0.3%. For example, between 2017 and 2021 the motion picture and video production industry expanded by 80% and cosmetics, beauty, and perfume stores industries expanded by 89%. This is significant because of ECC's unique urban setting, being close to Hollywood, allows our cosmetology students to take advantage of occupational growth found in these industry areas. Overall, the economy is projected to grow, and providing service jobs in the cosmetology industry supports economic growth and cosmetology students' career goals being reached.

2. How does the program address need that are not met by similar programs in the region?

In your response, identify any distinctive components of the program (e.g., curriculum, facilities, resources) and/or describe any unique contributions the program or its students/graduates make to the community served.

Our commitment to serving the professional community is unwavering. The program strives for excellence in all areas, including public health advocacy as well as customer service. Our program is based on extensive hands-on education in cosmetology training, as well as strict adherence to State board regulations.

El Camino College Cosmetology Program's objective is to provide the latest in cosmetology education along with business and technology classes that will apply to the objective of developing student proficiency, goals, and attitudes through industry-related educational experiences.

Cosmetology Advisory Committee members provide input on industry changes, State Board updates, and recommendations that will help our students succeed at entry-level positions in the industry. Furthermore, it allows advisory members to meet once a year to collaborate on issues affecting our students' futures and careers. Whether it is about state board changes, new hair trends, workshops or seminars, or personal anecdotes. Students as well as instructors in the Cosmetology Program benefit from this forum for communication. This standard sets us apart from other programs. Other similar programs in the region include those at Santa Monica College and Cerritos College. There are also private schools, including Redondo Beach Beauty College, Flavio Beauty School, and Marinello Schools of Beauty. Our program offers college credit that could lead to an Associate degree is not awarded by these schools and they cost the students more.

- 3. What is the completion, success, and employment rates for students in the program?** In your response, identify the standards set by the program and discuss any factors that may impact completion, success, and employment rates among students in the program. Describe the status of any action plans for maintaining/improving rates relative to such benchmarks.

Summary



Quick Facts: Barbers, Hairstylists, and Cosmetologists

2020 Median Pay	\$27,630 per year \$13.28 per hour
Typical Entry-Level Education	Postsecondary nondegree award
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2020	622,700
Job Outlook, 2020-30	19% (Much faster than average)
Employment Change, 2020-30	119,800

What Barbers, Hairstylists, and Cosmetologists Do

Barbers, hairstylists, and cosmetologists provide haircutting, hairstyling, and a range of other beauty services.

The median hourly wage for barbers was \$15.61 in May 2020.

The median hourly wage for hairdressers, hairstylists, and cosmetologists was \$13.16 in May 2020.

Job Outlook

Overall employment of barbers, hairstylists, and cosmetologists is projected to grow 19 percent from 2020 to 2030, much faster than the average for all occupations.

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.

[State & Area Data](#)

Explore resources for employment and wages by state and area for barbers, hairstylists, and cosmetologists.

- 4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates.** In your response, identify any applicable performance benchmarks set by regulatory agencies and describe the status of any action plans for maintaining/improving pass rates relative to such benchmarks.

The State Board of Barbering and Cosmetology has changed the completion hours from 1600 to 1000 hours for approved schools. The 1600-hour program has been approved, although we are still awaiting approval for the 1000-hour program. It takes a student a year to a year and a half to complete the daytime program. For students enrolled in the night program, it takes two years. We stay up to date with the State Board requirements to keep our program maintained.

- 5. Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of program graduates?** Use data from student surveys, employer surveys, and other sources of employment feedback to justify your response.

The exit survey allows students to express their satisfaction with their curriculum and how it prepared them for employment. Results indicate the students were satisfied with the training they received for employment. According to the data, for question number four "Do you feel comfortable providing salon services?". Eighty-six percent of the students surveyed at the end of the spring 2019 semester answered "Strongly Agree" that they can provide salon services comfortably to clients.

On the contrary, the results of the employer survey conducted during the advisory dinner were mostly positive. However, employers also recognize that students are newly graduates with potential to expand their skill set as they pursue their professional careers.

Exit Student Survey:

1. Did the ECC Cosmetology program have enough community outreach events?
 - Strongly Disagree
 - Disagree
 - Neutral/Undecided
 - Agree
 - Strongly Agree
2. Did the course content align with job readiness?
 - Strongly Disagree
 - Disagree
 - Neutral/Undecided
 - Agree
 - Strongly Agree
3. How effective were the lessons that were taught from ECC Cosmetology instructors?
 - Great
 - Good
 - Bad
 - Undecided
4. Do you feel like you can provide salon services comfortably?
 - Strongly Disagree
 - Disagree
 - Neutral/Undecided
 - Agree
 - Strongly Agree
5. During the lab, did the teachers provide instruction to meet student needs?
 - Strongly Disagree
 - Disagree
 - Neutral/Undecided
 - Agree
 - Strongly Agree
6. Did the program prepare you with salon business skills?
 - Strongly Disagree
 - Disagree
 - Neutral/Undecided
 - Agree
 - Strongly Agree
7. How likely are you to recommend a friend to attend the ECC Cosmetology program?
 - Very likely
 - Likely
 - Not Likely
 - Undecided
8. Did the ECC Cosmetology program prepare you for a diverse clientele?
 - Strongly Disagree
 - Disagree
 - Neutral/Undecided

- Agree
- Strongly Agree

What improvements would you like to see from ECC Cosmetology program?
[COMMENT]

Advisory Survey:

1. Did the ECC graduate deliver the results and quality that were promised to clients?
 - Less than expected
 - As expected
 - More than expected
 - Consistently more
2. How well did students' entry skills match industry expectations?
 - Less than expected
 - As expected
 - More than expected
 - Consistently more
3. Were the students' soft skill (attitude, team player, communication, etc) expectations met?
 - Less than expected
 - As expected
 - More than expected
 - Consistently more
4. Were the students' able to complete salon services independently?
 - Less than expected
 - As expected
 - More than expected
 - Consistently more
5. How satisfied are you with the ECC graduates?
 - Very satisfied
 - Satisfied
 - Not satisfied
 - Undecided
6. Overall, do you feel this graduate student is a good value for your salon/shop?
 - Yes, an extremely good value
 - Yes, somewhat of a good value
 - No, not a good value at all
7. How likely are you to recommend our graduate students to other salons/shops?
 - Very likely
 - Possibly would
 - Probably would not
 - Definitely would not
8. How likely are you to continue hiring graduate students from ECC?
 - Very likely
 - Somewhat likely
 - Not Likely
 - Undecided

9. How many graduate students have you been employed from ECC cosmetology?
- o More than one
 - o More than five
 - o More than ten
 - o None

What do you like to see from ECC graduates? [COMMENT]

- 6. Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input and feedback been used in the past two years to ensure employer needs are met by the program?** Describe the status and impact of any advisory committee recommendations.

California Education Code 78016 requires that the review process for CE programs includes the review and comments of a program's advisory committee. **Provide the following information:**

- a. Advisory committee membership list and credentials.
- b. Meeting minutes or other documentation to demonstrate that the CE program review process has met the above Education Code requirement.

CE Supplemental Questions

Is the Advisory committee satisfied with the level of program graduates? Yes. We have salons in the community that contacts the department throughout the semester requesting newly graduated students to apply for employment at their establishments. How has advisory committee input and feedback been used in the past two years to ensure employer needs are met by the program? The department curriculum supports the employer needs by having outside industry people come into the classroom to teach, train, and provide workshops for our students. Salons uses social media outlets to communicate with their clients, so students are taught in the freshman and advanced classes to set up social media accounts and create a profile of their work designs. We continue to expand and encourage our students to learn up-to-date techniques to become employable with high level skills.

- 6a. Advisory committee membership list and credentials.

2018 - ADVISORY COMMITTEE MEMBERS & CREDENTIALS:

- 1. Jessica Davis – Spa 313 Beauty Salon
- 2. Unique Dandridge – Unique Unleashed LLC
- 3. Lloyd Encarnacion – Lloyds' Barber Shop
- 4. Cherry Phan – Nail Boss Salon
- 5. Ashely George – Regis Corporation Super Cuts
- 6. Andrea – Regis Corporation Super Cuts
- 7. Evelyn - Creative Cuts Hair Salon
- 8. Shirley Rehfro – Clarins Business Manager

2019 - ADVISORY COMMITTEE MEMBERS & CREDENTIALS:

- 1. Erica Chancellor – State Board Examiner & Erica's Style Salon

2. Kina Walker – Kinadoeshair’s Salon
3. Jeanette Lucero – CosmoProf Beauty Supply (Hawthorne Store)
4. Joanna Ruiz- CosmoProf Beauty Supply (Torrance Store)
5. David Gallegos – StyleEnvy Nail Kit Company

2021 - ADVISORY COMMITTEE MEMBERS & CREDENTIALS:

1. Erica Chancellor – State Board Examiner & Updates
2. Jessica Davis – Social Media Skills
3. Jeanette Lucero – Cosmo Pro – Customer Service & Interviewing Skills
4. Patrice Dawson – Makeup Skills
5. Marc Ford – Business & Branding Ski

6b. Meeting minutes or other documentation to demonstrate that the CE program review process has met the about Education Code requirement.

2018 Advisory Meeting Minutes:

Advisory Board Committee Meeting
Cosmetology Minutes
April 29, 2018
6:00 p.m. – 7:30 p.m.

Faculty: Merriel Winfree, Charlene Brewer-Smith, Bruce Tran
Adjunct: Michele Cooper, Veronica Stevens
Staff: Phil Mariano

ADVISORY COMMITTEE MEMBERS & CREDENTIALS:

1. Jessica Davis – Spa 313 Beauty Salon
2. Unique Dandridge – Unique Unleashed LLC
3. Lloyd Encarnacion – Lloyds’ Barber Shop
4. Cherry Phan – Nail Boss Salon
5. Ashely George – Regis Corporation Super Cuts
6. Andrea – Regis Corporation Super Cuts
7. Evelyn - Creative Cuts Hair Salon
8. Shirley Rehfro – Clarins Business Manager

A. CALL TO ORDER: Charlene Brewer-Smith introduced the full-time faculty members to the advisory committee members, had everyone to sign-in, and update contact information on the roster provided. From there the committee members introduced themselves and company affiliation.

B. EXPLAIN DATA: Charlene Brewer-Smith went into explaining the data on Regional Trends, Certificates, Degrees, Industry Growth, and how these areas impact our department decisions, about Student Learning Outcomes, Program Review and CTE programs. The topics ignited

interesting questions from the committee members who wanted to know more about our program. We spent a fair amount of time collaborating, sharing, and conversing about how important the industry plays in shaping and impacting our programs. We also went into great details about how our students can receive an Associate in Science degree in cosmetology by completing cosmetology courses, and six academic courses to fulfill requirements. Bruce Tran explained the difference between Certificates of Achievement and Certificates of Accomplishment that students received after completing the freshman class and the program. We advised committee members that we are launching an Esthetician program fall 2018, and that we are in the process of creating a Barbering Cross-over program for our cosmetology students who have completed 1600 clocked hours and for the surrounding community.

C. New Courses, A.S. Degree, Certificates of Achievement and Accomplishment:

Cosmetology:

- **AS Degree**
- **Certificates of Achievement Level II**
- **Adding Cosmetology 2D & 6**

Barbering:

- **AS Degree**
- **3 new courses**
- **1500 clocked hours**
- **Certificate of Achievement**

Cosmetology Cross Over Program

- **Cosmetology to Barbering**
- **200 clocked hours**
- **Creating Certificate**

D. COMMITTEE QUESTIONS: Bruce Tran, Merriel Winfree and Charlene Brewer-Smith created six questions for the advisory committee members to answer and discussed during the meeting. These questions were geared toward how the industry is changing, and what future trends should the department be teaching to help students become employable after completing the program? The questions below were discussed during the meeting:

1. Are employers satisfied with the level of preparation of graduates from our program?

No. Students need more hands-on practical training.
Students need to be more tech savvy.
Students need to work on social skill with interacting with clients.

Yes. Some committee members are satisfied with student's skills level from our program.

2. What would you like to see in a new graduate portfolio?

Committee members like to see students with portfolio of their work; however, they are more concerned with skills level, students willing to learn, and social medial type of haircuts they are comfortable performing.

3. What are graduates lacking in the interview process?

Students are lacking in dressing properly for interviews, confidence, and polished photographs for their portfolio.

4. What skills set would you like to graduate to have at an entry level position?

Basic business knowledge, and social skills.

5. What is the trending style in hair, make-up, nails, and skin?

Natural hairstyles, tattoo eyebrows, and barbering skills.

6. Is cellular phone an issue at work?

- Absolutely! The cellular phone should be allowed for photos but not while working on clients.
- Yes, learn to balance using phone for business promotions.
- It depends on the person social media, it's important but there's a time and place for personal phone time.

E. ADVISORY RECOMMENDATIONS:

- Creating business courses
- Creating social skill courses

F. FACULTY RECOMMENDATIONS:

Faculty members will work on developing pertinent questions for the next advisory meeting that is industry related in supporting our CTE Program and Program Review questions.

G. EVALUATION PACKAGE: Completed

H. ADJOURNED - 7:45 p.m.

2019 Advisory Meeting Minutes

Advisory Board Committee Meeting
Cosmetology Minutes
April 23, 2019
4:00 p.m. – 8:00 p.m.

Faculty: Merriel Winfree, Charlene Brewer-Smith, Bruce Tran
Adjunct: Michele Cooper, Sheila Murray, Linda Nishihira, Trinity Nguyen,
Staff: Phil Mariano

ADVISORY COMMITTEE MEMBERS & CREDENTIALS:

1. Erica Chancellor – State Board Examiner & Erica’s Style Salon
2. Kina Walker – Kinadoeshair’s Salon
3. Jeanette Lucero – CosmoProf Beauty Supply (Hawthorne Store)
4. Joanna Ruiz- CosmoProf Beauty Supply (Torrance Store)
5. David Gallegos – Style Envy Nail Kit Company

A. CALL TO ORDER: Charlene Brewer-Smith introduced the full-time faculty members to the advisory committee members, had everyone to sign-in, and update contact information on the roster provided. From there the committee members introduced themselves and company they represented.

B. EXPLAIN DATA: Charlene Brewer-Smith went into explaining the data on Regional Trends, Certificates, Degrees, Industry Growth, and how these areas impact our department decisions, about Student Learning Outcomes, Program Review and CTE programs. The topics ignited interesting questions from the committee members who wanted to know more about our program. We spent a fair amount of time collaborating, sharing, and conversing about how important the industry plays in shaping and impacting our programs. We also went into great details about how our students can receive an Associate in Science degree in cosmetology by completing cosmetology courses, and six academic courses to fulfill requirements. Bruce Tran explained the difference between Certificates of Achievement and Certificates of Accomplishment that students received after completing the freshman class and the program. We advised committee members that we are launching an Esthetician program fall 2018, and that we are in the process of creating a Barbering Cross-over program for our cosmetology students who have completed 1600 clocked hours and for the surrounding community.

C. New Courses, A.S. Degree, Certificates of Achievement and Accomplishment:

Cosmetology:

- AS Degree
- Certificates of 3D Make-Up, 3D Nails, Extension Eyelashes, & Micro-blading

Barbering:

- AS Degree
- 3 new courses

- **1500 clocked hours**
- **Certificate of Achievement**

Cosmetology Cross Over Program

- **Cosmetology to Barbering**
- **200 clocked hours**
- **Creating Certificate**

D. COMMITTEE QUESTIONS: Bruce Tran, Merriel Winfree and Charlene Brewer-Smith created six questions for the advisory committee members to answer and discussed during the meeting. These questions were geared toward how the industry is changing, and what future trends should the department be teaching to help students become employable after completing the program? The questions below were discussed during the meeting:

1. What would like to see in a new graduate portfolio?
 - Photos of students 'hair styles
 - Photos of students' performing their work
 - Good customer services
 - Resume Classes
2. What are graduates lacking in the interview process?
 - Marketing Skills
 - Communicate effectively
3. What skills set would you like graduates to have at an entry level position?
 - The ability to understand why they are being licensed
 - Difference between porous and disinfection items
 - Provide professional customer services
4. Is the cell phone an issue at work/station? What are you doing to solve it?
 - Yes, consequences and stiffer consequences for repeated issues with the cell phone
5. How do you think we can better serve the Z generation?
 - Educate outside the "box"
 - Question their thinking?
 - Do role playing in the classroom
6. Are you satisfied with the training students are receiving from the school
 - Yes, I tell people the teacher are great and train students to prepare for the salon when they graduate
 - Students needs more basic training in shampooing, blow-drying, 10 minutes finishing techniques, front desk and phone etiquette, and social media apps experience.

7. What are the trending styles in hair, makeup and nails?

- Trending Hair: Olaplex smoothing, bonding agents, Balayage (fantasy colors: silver/titanium)
- Makeup: Extension Eyelashes, skin beauty (esthetician), contour, 3D makeup
- Nails: Nail Dipping, Building Gels Nails, and Chrome Effect

E. ADVISORY RECOMMENDATIONS:

- Creating business courses
- Creating social media apps courses

F. FACULTY RECOMMENDATIONS:

Faculty members will work on developing pertinent questions for the next advisory meeting that is industry related in supporting our CTE Program and Program Review questions.

G. EVALUATION PACKAGE: Completed

H. ADJOURNED – 8:00 p.m.

2021 Advisory Meeting Minutes

Advisory Board Committee Meeting
Cosmetology Minutes
April 23, 2021
3:00 p.m. – 5:00 p.m.

Faculty: Merriel Winfree, Charlene Brewer-Smith, Bruce Tran,
Adjunct: Michele Cooper, Tiffany Avery, Linda Nishihira, Trinity Nguyen,
Staff: Phil Mariano, Cathy

ADVISORY COMMITTEE MEMBERS & CREDENTIALS:

1. Erica Chancellor – State Board Examiner & Updates
2. Jessica Davis – Social Media Skills
3. Jeanette Lucero – Cosmo Pro – Customer Service & Interviewing Skills
4. Patrice Dawson – Makeup Skills
5. Marc Ford – Business & Branding Skills

VISITORS:

1. Lizzie Lu – ECC student
2. Amanda Griggs - ECC student

A. CALL TO ORDER: Charlene Brewer-Smith introduced the full-time faculty members to the advisory committee members who attended the advisory meeting.

B. EXPLAIN DATA: Charlene Brewer-Smith went into explaining the Pandemic Operation Plan for fall 2021 semester.

C. Cosmetology Program Duties: The Ms. Winfree, Ms. Smith & Mr. Tran

Program Review& Planning (PRP): Merriel Winfree introduced the Program Reviewing & Planning program to the committee members and talked about how the PRP impacts our department decisions, Student Learning Outcomes, and Program Review. The committee was given a brief tour through Nuventive on how PRP works, and how it serves as a central area for inputting our program's information. Also, David Gonzales contributed by explaining the second phase of the PRP in choosing and expending the funds to the chosen departments.

Student Learning Outcome (SLO): Brue Tran presented a power point presentation explaining in detail the operational structure for completing student learning outcomes.

Curriculum: Charlene Brewer-Smith presented CURRICULOG to the committee members. She talked about the information that is required for completing the document.

D. Esthetician Program: Trinity Nguyen & Tiffany Avery discussed the growth of the program. They would like to provide new section(s) in the future to teach students who have an interest in esthetics. They talked about Medical Esthetic, how popular it is, and that it's currently in demand.

E. COMMITTEE QUESTIONS: Bruce Tran, Merriel Winfree and Charlene Brewer-Smith created questions for the advisory committee members to answer and discussed during the meeting. These questions were geared toward how the industry is changing, and what future trends should the department be teaching to help students become employable after completing the program. The questions below were discussed during the meeting:

1. Erick Chancellor – State Board Updates

- State Board Exams – Back log of 7,000 students
- Looking for other facilities to help with the backlog
- Focus on health & safety during pandemic
- Keratin Products- Need good ventilation & oxygen when using products in salons

2. Jessica Davis – Social Media Skills

- Salon owners are looking at your work online
- Create social media portfolio; market yourself
- Document your work – consumers want to book appointment with you
- Build relationship with other stylist in the industry

3. Jeanette Lucero – Customer Service & Interviewing Skills

- Continue educating yourself; be updated with new hair trends
- Have products knowledge
- Provide professional customer services
- Build relationship with other stylist in the industry
- Have hair coloring solution skills
- Have social media posting
- Have communication skills & email written skills

4. Patrice Dawson – Makeup Skills

- Make sure students learned skin undertones
- Practice sanitation & health procedures
- Take online makeup courses
- Learn to accentuate client's feature with makeup
- Diversified makeup skills from bare to glamour

5. Marc Ford – Business & Branding Skills

- Take business & marketing courses
- Keep updated with the latest social media
- Learn graphic design to create your own advertisements

F. STUDENT'S QUESTIONS:

Lizzy Lu & Amanda Griggs – Both students wanted information about finding work while in school. They were advised that they can be Receptionist in a salon while finishing up their education.

Commented [GR10]: studen's -> student's

G. ADVISORY RECOMMENDATIONS:

- Creating business courses
- Creating social media apps courses

H. FACULTY RECOMMENDATIONS:

Faculty members will work on developing pertinent questions for the next advisory meeting that is industry related in supporting our CTE Program and Program Review questions.

I. ADJOURNED – 5:00 p.m.