



*Research, Planning, and
Institutional Effectiveness*

Program Integrated Planning and Review

Instruction

Program Name:	Cosmetology Dept.
Academic Year:	2019/20

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Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [BP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

Program Plan and Review Timeline

When	Description	Participation
2019 Aug	Program Lead training, including website 'tour', GavDATA and other data site overview.	PIPR Chair All Program Leads in Review Cycle
Sept	Program Lead provides budget codes to PIPR for submission to Business Office (Sept 20).	Program Lead
Sept - Nov	Program Lead seeks assistance from support team, department faculty, Dean, others to gather information for report (on-going, as needed). Write Program Report draft (Sept 2 – Nov 15).	Program Lead
Nov	Initial draft due (Nov 15). Peers review report, make suggestions, and identify areas of improvement. Sign off on last page of report (No later than Nov. 22). First Draft revision begins (Nov. 19).	Program Lead Peer Review Team
Dec	2nd draft due to Dean to review, request additions/ clarifications (Finals Week).	Program Lead Supervising Admin
2020 Feb	Dean-reviewed document returned to Program Lead with revision and planning recommendations, if needed. If report is complete and approved, Dean signs and forwards completed report to PIPR (Jan 27-31). If report needs revision, Dean returns to Program Lead.	Program Lead PIPR Supervising Admin
Feb - March	If needed , Program Lead makes edits as needed to report (Feb 3-28). Final report sent to Dean for approval and signature (March 2-6). Dean forwards approved document to PIPR (March 13).	Program Lead Supervising Admin
Feb - May	PIPR reviews final documents. Approves final report (Feb 3 – May 22).	PIPR
June	PIPR Chair presents annual report to Board	PIPR Chair, Board
June- Aug	Final reports submitted to President's Cabinet as information item.	Deans Council, Cabinet
Sept	Final documents to Academic Senate and ASGC as information item.	Academic Senate, ASGC

A. Executive Summary

(Complete this section last).

1. Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Department is made up of cosmetology and esthetics. Both programs meet the requirements for licensure set forth by the State of California Department of Consumer Affairs, Board of Barbering and Cosmetology. Students have the opportunity to earn an A.S. Degree in Cosmetology, a C.A. in Cosmetology, and/or a C.P. in Cosmetology-Esthetics.

Some of the trends and highlights include: cosmetology students consistently maintain a 93% passing rate on the State licensing examination; year to year our program is 20% higher than the colleges' overall success rate; and our SLOs and PLOs are mapped and assessed on a yearly basis. Trends that have an adverse effect on the program include: the need for a full-time department assistant who can help track student success including employment, among other things; the lack of an additional full-time instructor (as recommended through the IEC review process and included in our program plans each year) to address student needs, the NIC testing criteria which has been incorporated into the California State Board testing procedures and have an effect on how students are taught in order to meet the new testing requirements needed for licensing; and to maintain the reinstated Esthetics courses (which is one of our Three-Year Program Plan Goals).

One of our goals is to reduce the drop rate of students entering the program. Increasing full-time instructional staffing will lead to a consistent teaching environment which will help our student's retention rate. This will lead to higher completion rates for our program.

Besides the goal listed above, our other Three-Year Program Plan Goals include an effort to increase the enrollment of the college's targeted underrepresented student population by actively participating in various local career fairs and events and to develop a strategy to increase staffing to help improve student success.

The Cosmetology department looks forward to growing by providing a consistent Esthetics program, keeping their high student success rate, maintaining a 90% and above passing rate on the State licensing exam, and all while continuing to work to hire a full-time instructor and full-time department assistant.

B. Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Cosmetology Department is comprised of a 1600-hour course of instruction in all areas of cosmetology. It fulfills the requirements set forth by the State of California Department of Consumer Affairs, Board of Barbering and Cosmetology. The Western Association of Schools and Colleges also accredits this program. Gavilan College offers the required hours in a four-module sequence of classes. Career opportunities include cosmetologist, assistant stylist, manicurist, color specialist, esthetician, platform artist, educator and salon owner/manager. Our program also offers a comprehensive skin care program that will meet the State of California Department of Consumer Affairs, Board of Barbering and Cosmetology requirements for licensure. State Licensing requires 600 hours for the practice of Esthetics. Two courses are offered to meet the requirements for Licensure: Scientific Skin Care and Advance Scientific Skin Care. Instruction also includes client services.

The Cosmetology program provides the opportunity for students to build their social potential by having them work as trainees/assistants for established professionals in their salon. Student's academic as well as economic potential is being developed by proving them with the ability to earn a certificate and state license and/or an AS degree.

Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
- Each goal since the last program plan and review and
 - PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
Create an institutional approach to offer and integrate student outreach activities,	Actively participate during finals week providing stress reducing techniques to students. Participate in school club activities providing services to fellow students.
Strengthen career programs by participating in regional career technical education collaborative and initiatives from the Chancellor's Office. recruitment, assessment, orientation, counseling, retention and follow-up efforts, with particular attention to educationally under-represented student populations.	- Staff development offered through the college such as annual Special Populations Conferences, specialized Cosmetology based workshops and trainings. - Actively participating in various local career fairs and events targeting under-represented students with a guided career pathway opportunity.
Use student learning outcomes assessment results to inform program plans and make program improvements.	- Adhere to curriculum regulations mandated by the Board of Barbering and Cosmetology. - Follow the standards set by the Curriculum committee: SLO

	assessments using data to correct/improve instructional methods.
Develop professional development activities for faculty to improve quality of teaching and curriculum for basic skills, career technical, and transfer courses.	- Attend State Board conferences to keep up with changes in licensing, enforcement, and testing procedures - Attend conferences for training for full-time and part-time instructors (Barristar: project and San Jose "A Student Event")
Provide a means to develop meaningful connections with educational and community partners.	- In constant contact with professional community members to provide additional workshops and advice to enhance the quality of education offering on the job education for the students. - Have increased the number of community business members that participate educating students as guest speakers providing a variety of career training opportunities.

3. Have the services of your program changed over the past three years? Please explain (300 words or less).

We ended the Esthetics program at the end of Fall 2017 with the successful completion of the requirements needed for students to be eligible to take their State Board examinations. The program had been closed from Spring 2018 to Fall 2019. The program started again in Fall 2019 with a full class.

C. Program Overview

1. List program degrees and certificates under this department according to the [college catalog](#).

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Cosmetology A.S Degree
Cosmetology Certificate of Achievement
Esthetician Certificate of Proficiency

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

Our advisory board is made of licensed professional stylists and salon owners that are actively providing input towards improving student training. Former students are also a part of the advisory committee so as to offer meaningful feedback on how we can best help our students. The advisory committee meets with the department at least twice a year in order to stay on top of latest trends and advice members have to help our students succeed in our industry.

D. Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [\[view\]](#) by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed **a degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCCO Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Path: [GavDATA](#) Program Review/ Equity D1. Course Success Rates by Group

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall-success to the college average.

1. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

College: year 2018/19 overall 71%

Year 2017/18 overall 71%

Cosmetology success rate 2017/18 92%

2018/19 success rate 89%

Success is due to the guided pathway established for successful completion of the program and for licensure through the State.

This consistent as our success rate. We expect this high success rate.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Path: [GavDATA](#) Program Review/ Equity D2. One Year Persistence Rate

2. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

CE Persistence Rates: fall 2016 - 48%, Fall 2017 - 50%. College persistence rates Fall 2016 - 48%, fall 2017 47%.

Although the CE Programs persistence rates are equal to or slightly above the college's rate, I believe that the persistence rates would be higher for the cosmetology program alone due to the high rate of success with program, completion and passing rates with licensing through the State.

3. What are your set goals for course success? Do your individual course and department rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: [GavDATA](#) Program Review/ EquityD3. Course Rates by Unit

Our goals for success are at 80% and higher. We achieve that annually and consistently achieve approx.. 90% success rate. We would like to establish a goal of 90%g success rate for our program.



4 – 6: N/A

Consider addressing success goals in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. Using the path above, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

Path: [GavDATA](#) Program Review/EquityD7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

Male population 2018/19: -39, 2017/18: -6, 2016/17: +4.
Number of males in the program continues to be lower than the college average.
Increasing male enrollment continues to be a priority by attending career fairs and events show casing males participation in the industry. Focusing on male styling techniques are also being utilized to increase potential male attendance (as advised by our advisory committee).
Disability individuals with disability: 2018/19: +11, 2017/18: -5, 2016/17: +3.
Veterans: 2018/19: N/A, 2017/18: +8, 2016/17: N/A.
Foster youth: 2018/19: -9, 2017/18: -22, 2016/17: -11
The department will continue to with the Dean (Carr) on the larger CE outreach efforts regarding the identified targeted populations.

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

Currently the department has seven total instructors: One full-time, six adjunct.
 Male; 1, Female: 6
 Latino: 5, White 2
 Our program has a high number of Latino instructors which is consistent with the student population in our program. Through the advisory board and the close connections we maintain with the professional field, we are always in touch with potential educators that can bring diversity and professional growth to our program,

9. Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: [GavDATA](#) Program Review/ EquityD9. Course Success Rates Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

N/A

10. N/A

Conferred Award Trends

11. Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "[Majors by Program, 2008-2019](#)" for declared majors by year, unduplicated headcount.

Path: [GavDATA](#) Program Review and EquityD11. Count of Degrees and Certificates Awarded

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Year	Degree/ Certificate	Goal for Completion	Actual Degree Completion
16/17	Associates Degree:	3	3
	Certificates:	28	24
17/18	Associates Degree:	3	0
	Certificates:	24	22
18/19	Associates Degree:	0	2
	Certificates:	21	25

12. What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

Our program has always and continues to have a strong enrollment rate. Our goals have been to have a high success rate of students finishing our program and getting licensed versus just a degree or a certificate. With the reinstatement of the Esthetics program, our certificates will increase.

Due the size of the facility and the limited number of stations, our program is limited on the number of students we can enroll at any given time.



If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.

[curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

Yes: x

No:

14. Are your SLOs and PLOs up to date in [curriQunet](#) **AND** on the [reporting website](#) ([←requires your email log-on](#))?

Yes: x

No:

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes: x

No:

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes: x

No:

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance (200 words or less)?

N/A



Consider addressing this in your Three-Year Program Plan at the end of this document.

Learning and Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

Student Learning Outcomes (SLO)

Path: Gavilan College Intranet [curriQunet](#)

18. What are your individual course goals for SLO success? If you don't have set goals, what should they be? Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

Minimum success rate of the course goals for SLO success should be at least 80%. There are a few outcomes that are at 70 and above. Plans to improve success rates are to increase lecture and lab time working on theory and practical skills based on SLO assessments.

SLO Disaggregation

19. How do your SLO results vary across your courses? Are there any patterns that stand out (200 words or less)?

Results vary by course depending if it is a beginning, intermediate or advanced course. No patterns emerged, as some courses need increased theory lecture and some need increased lab training to ensure student success.

Program Learning Outcomes (PLO)

Path: [Gavilan College Intranet](#) Program Planning Student Learning Outcomes Assessment Reporting Program Level SLO (Far left) Instructional Select program

20. What is your set goal for PLO success? Helpful question: If your PLO results are lower than your goals, what are your plans to improve them (200 words or less)?

The goal of being eligible for and passing the State licensing examination. The program set goal is an 80% or higher passing rate for testing and passing for licensure. Currently our passing rate is at 93%.

Institutional Learning Outcomes (ILO)

21. How aligned are your SLOs and PLOs to the ILOs (200 words or less)?

SLOs and PLOs are aligned.

22. N/A



Consider addressing LOs in your Three-Year Program Plan at the end of this document.

E. Curriculum and Course Offerings Analysis

Curriculum Analysis

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

Our goal at this time is to consistently offer the Esthetics program training every school year.

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

N/A

Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

Path: Gavilan IntranetArgosGavilan ScheduleSchedule by Division and DepartmentSelect term, division and your department then press 'run dashboard'.

To Create a PDF of your results above: After obtaining results, go to the top of the screen: ReportsSchedule Reports by Division and Dept svcRun

Location/Times/Delivery Method Trend Analysis:

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

Due to the nature of the program, the location and face-to-face training is needed. Hours must be maintained according to State Board Licensing regulations.



Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

F. Program and Resource Analysis

Program Personnel

1. Please list the **number** of Full and Part Time faculty in this program for the past **two** years

* **Path:** [GavDATA](#) Program Review/ Equity F1. Faculty workload (FTEF) by Full-time/ Part-timeFind Program

Academic Year	Number of Full Time faculty	Number of Part Time faculty	Faculty Workload* FT PT	Overall FTEF*
Example	3	7	FT: 7.2 or 39.9% PT: 10.4 or 57.6%	8.63
2017-18	1	4	FT: 2.1 PT: 0 Mixed: 75.2%	8.3
2018-19	1	4	FT: 3.2 PT: 0 Mixed: 83.5%	19.7

How have and will faculty with reassigned time, grant commitments and activity, projected faculty retirements and sabbaticals affected personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

There is no impact and not a factor at this time.

Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

* **Path:** [GavDATA](#) Program Review/ Equity F2. Enrollment Variables and TrendsFind Program

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
Ex: 1999	7.1	153	377	\$385,462	\$366,273
16/17	Not available on Gav. data	142(obtained information from old IEC selfstudy 17/18)	232(obtained information from old IEC selfstudy 17/18)	\$397,575.00	\$460,642.31
17/18	8.3	111	224	\$387,494.00	\$431,106.04
18/19	19.7	119	101	\$441,746.76	\$457,911.95

Your Program Cost per FTES average is: **\$3,847.99**

College-wide Cost per FTES average is: \$7,203.44

Statewide Funding per FTES: \$3,727.00

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

Our cost per FTES, is about half the college-wide FTES and in-line with the Statewide funding per FTES. Our cost is in alignment with our FTES generation.
 We can try to work on staying within the budgeted amount given to us for the program each year.

Evaluation of Resource Allocations

4. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: \$10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
\$30,000	General	2017-18	Replace old and broken facial equipment - New and updated facial equipment is needed to maintain current trends in the Cosmetology field.	Program was able to maintain a 93% passing rate due to their being able to stay current on new technology being used in our industry.
\$15,000	VTEA	2016/17	Purchase instructional supplies (manikin heads, extension pieces, haircutting supplies, facial supplies, color supplies, wet supplies). Paid for instructional training (SLO, PLO updates, classes) esthetic and cosmetology equipment replacement and repairs.	Utilized needed supplies to better prepare the students to provide current technology and trends being used in our industry
\$12,479.53	VTEA	2017/18	Purchase instructional supplies Paid for instructional training (SLO, PLO updates, classes) esthetic and cosmetology equipment replacement and repairs. Provided meetings to improve program operations	Replaced needed supplies and equipment. Improved classroom management styles. Assessed SLO's to see if program is meeting the needs of the students
29,687.69	VTEA	2018/19	Purchase instructional supplies (manikin heads, extension pieces, haircutting supplies, facial supplies, color supplies, wet supplies). Paid for instructional training (SLO, PLO	Replaced instructional equipment needed for program so program can maintain a high standard of

			updates, classes) esthetic and cosmetology equipment replacement and repairs.	instruction. Student success rates continue at a high.
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Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

We participate with school functions through ASGC providing services for college hour events. We participate during Health Fairs, Career fairs at the college. We partner with outreach to promote our program through Gavilan College at local High Schools. Students may volunteer their time with theater functions, these hours are not counted towards their mandated hours of training



Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

6. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the [Educational Master Plan](#), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

Lack of full-time instructional support to the program is a problem

- The Cosmetology Dept. was next in line to have a full time instructor hired since spring of 2015 and school year 2016-17 to present day. We should have had a full time hire in spring of 2015 but gave up our spot in line for an emergency hire for the Aviation Dept. We have been passed over many times due to "emergency" hires.

Lack of hiring full time support personnel to work with students:

- State Board documentation needs to be maintained for each student according to state board regulations.
- regular documentation audits need to be done for each student to verify-

The Cosmetology Dept. was next in line to have a full time instructor hired during spring of 2015 and school year 2016-17. We should have had a full time hire in spring of 2015 but gave up our spot in line for an emergency hire for the Aviation Dept. requirement completions.



Consider addressing this in your Three-Year Program Plan at the end of this document.

G. Career Education Questions

External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)?**

Our program is regulated by the Board of Barbering and Cosmetology.
We are currently in compliance and licensed by the state.
All instructors are licensed by the Board and have been actively working in our industry for a minimum of six years with at least an A.A. degree

Employment

The following questions can be answered using the labor data from Cal-PASS Plus on [HYPERLINK "https://www.calpassplus.org/LaunchBoard/Home.aspx"Launchboard](https://www.calpassplus.org/LaunchBoard/Home.aspx). **You will need to create an account before accessing Launchboard.**

Path: Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)?**

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

Based on Launchboard 2016 data, 71% of the students were employed in the Fourth Fiscal Quarter after Exit

3. What percentage of students is attaining a living wage **(100 words or less)?**

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

There were fewer than ten students, so there was not enough information to present data

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment. **All replies should consist of 100 words or less.**

1. What training does your program provide for faculty and/ or classified professionals regarding professional development?

- Staff development offered through the college such as annual Special Populations Conferences, specialized Cosmetology based workshops and trainings.
- Attend State Board conferences to keep up with changes in licensing, enforcement, and testing procedures
- Attend conferences for training for full-time and part-time instructors (Barristar: project and San Jose "A Student Event"
- Attend continuing education classes at conferences to increase up to date training on current trends in our industry

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

See F6

3. What, if anything, is your department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies, and reflect the make-up of our student body.

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

Review Process Feedback

1. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

Three-Year Program Plan Goal Setting Worksheet

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

<p>Goal</p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested. If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>Increase proportion of EOPS students completing degrees by five percentage points</p>	<p>Mission statement: engages students of all backgrounds. Strategic Plan: Goal 4 SAO Results: Outcome 1; 76% of students completed 3 counseling visits</p>	<p>Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule</p>	<p>Dean, Special Programs</p>	<p>None</p>	<p>December 2021</p>	<p>In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase</p>
<p>Eliminate ENGL1A course success rate achievement gap between Foster Youth and general student population</p>	<p>Mission statement: Supports innovate practices Strategic Plan: Goal 4: Improve Equity SLO Results: No direct connection</p>	<p>Partner with EOPS to create a Foster Youth ENGL1A intervention team</p>	<p>Chair, Department of English</p>	<p>None</p>	<p>September 2020</p>	<p>Compare foster youth success rates in ENGL1A before the intervention and after implementation of the intervention</p>

Three-Year Program Plan Goal Setting Worksheet

Cosmetology

****Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review**

<p style="text-align: center;">Goal</p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal**</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested.</p> <p>If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion</p> <p>Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>Have the Esthetics program operating every year with a minimum of 20 students enrolled for the program every Fall Semester</p>	<p>Mission Statement: build their full academic and economic potential. Strategic Plan: Goals 1, 3, and 4. SLO Results: A consistent program could transfer to additional student success.</p>	<p>Monitor the program's enrollment. Include promotion of the program in CE outreach events and COS community activities.</p>	<p>Administration, Department</p>	<p>\$45,000</p>	<p>Sept. 2022</p>	<p>Every Fall semester enrollment at census</p>
<p>Increase the male student population in cosmetology by 5%</p>	<p>Mission statement: engages and enriches students. Strategic Plan: Goal 4 Improve Equity. SLO Results: No direct connection.</p>	<p>Attend various local community events, such as: juvenile hall for program representation, local community events(mushroom mardi gra, Gilroy street fair events) , local high school</p>	<p>Cosmetology faculty/staff/students</p>	<p>\$1,000 VTEA funds used to pay staffing/mileage costs</p>	<p>May 2023</p>	<p>Male population numbers</p>

		career fairs.				
decrease the drop rate for the first semester students of training from six to three	Mission statement: engages and enriches students. Strategic Plan: Goals 1 and 3. SLO Results: There could be an improvement in student success.	Increase instructional staffing to deliver consistent teaching methods	Dean, CE Department Chair, Cosmetology faculty/staff	None	Fall. 2020	Measure drop rate at end of every semester

Signature Page

Program being reviewed:

Date:

How to use form:

Sign off after final review and no later than:

Peer Reviewers: Nov. 27, 2019

Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	Gilbert Rameriz		
Dean			
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Sydney LaRose		12-2-19
PIPR Support Team	Simone Reyes		