



# Fullerton College

## Self-study for Cosmetology Program

2025

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### Section 1: Introduction

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1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

#### **Cosmetology Program Overview – Fullerton College**

The Cosmetology Department at Fullerton College offers both day and evening programs to meet the diverse scheduling needs of our students. Our comprehensive **1600-hour Cosmetology Program** remains highly sought after, even after the state reduced the minimum licensure training requirement to 1000 hours effective January 1, 2022. Despite this reduction, students consistently choose our program because of its structured curriculum, strong alignment with industry standards, and commitment to evolving trends. Enrollment demand remains high, our classes and waitlists fill quickly, reflecting the program's reputation for quality education and career preparation.

In addition to the Cosmetology Program, we offer a **600-Hour Instructional Techniques Program** designed for licensed professionals who aspire to become educators in the beauty

industry. This program equips future instructors with advanced teaching methodologies, classroom management skills, and curriculum development strategies, further supporting workforce development and leadership in the field.

Our programs provide clear pathways for students to earn certificates, pursue associate degrees, and access transfer opportunities, supporting both educational and career advancement. To promote financial accessibility, the cost of required lab kits is divided into two phases, allowing students to purchase essential materials at the start and the remainder after the first course. We work closely with student support services to ensure alignment with financial aid and support timelines.

### **Student Success and Program Outcomes**

Enrollment declined during the pandemic, dropping from 350 students pre-pandemic to 270 during remote instruction. However, after returning to in-person instruction in 2023, enrollment rebounded to 360, surpassing pre-pandemic levels. Course success rates have remained strong, increasing from 92% to 94%, and degrees awarded rose from 13 to 22. These outcomes demonstrate resilience and growth, even amid industry changes and challenges. Students continue to seek the full 1600-hour program for its depth and rigor, which enhances employability and leadership skills.

### **Orientation and Community Engagement**

New student orientation provides comprehensive information about program requirements, including curriculum, scheduling, costs, licensure preparation, and campus resources. Our department actively engages with the community through outreach events, offering free services to elementary students, veterans, and first responders. Students also volunteer at nonprofit and campus events, gaining real-world experience and strengthening community ties.

### **Collaboration and Continuous Improvement**

We collaborate with other departments to streamline student support and explore new partnerships across campus and in the community. These efforts foster student success, leadership, and engagement, advancing the mission of Fullerton College.

### **Alignment with Institutional Goals**

Our program outcomes directly support Fullerton College's Strategic Goals:

- **Goal 2: Success for Every Student**
  - Objective 2: Increased degrees and certificates (from 13 to 22).
  - Objective 5: Graduates employed in careers closely related to their field.

Objective 6: Efficient completion of degrees and certificates through structured pathways.

- Objective 7: Reduced success gaps between online and in-person courses (success rates maintained above 90%).

- **Goal 3: Strengthen Connections with Our Community**

- Objective 2: Increased enrollment post-pandemic (from 270 to 360).
- Objective 5: Expanded collaborations with local businesses and civic organizations through outreach and volunteer events.

- **Goal 4: Commit to Accountability and Continuous Quality Improvement**

- Objective 1: Resource prioritization through phased lab kit costs and strategic partnerships.

Through these initiatives, the Cosmetology Department continues to deliver exceptional education, foster community engagement, and prepare students for successful careers in the beauty industry.

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## Section 2: Students

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### 2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

The Cosmetology Department primarily serves Latina/o/x/e female students, who continue to make up the majority of enrollments. In the 2024–2025 academic year, underrepresented groups in comparison include:

- **Asian** students at 5%
- **Black or African American** students at 3%
- **White** students at 15%
- **Two or More Races** 3%
- **Unknown** at 2%

While Latina/o/x/e enrollment has grown overall in the past four years, there was a 3% decline between 2021 and 2023. Black or African American enrollment increased by 1%, while White student enrollment declined by 8% since 2020–2021. Other groups have seen

slight decreases of 1–2%.

These shifts may reflect broader socioeconomic challenges and program funding cuts that disproportionately impact underrepresented students. Reduced financial aid availability, limited access to support services, and economic instability can create barriers to enrollment and persistence, particularly for students from historically marginalized communities.

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2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Over the past five years, the Cosmetology Department has experienced significant shifts in enrollment. In 2020–2021, total enrollment was 805 students. This number declined over the next two years, reaching a low of 611 in 2022–2023, primarily due to the impact of the COVID-19 pandemic, which required a full transition from in-person instruction to remote learning via Zoom.

Enrollment began to rebound in 2023–2024, increasing to 678 students, and continued to rise in 2024–2025 with 762 students, an increase of 84 from the previous year and just 43 enrollments shy of the pre-pandemic peak. This upward trend reflects the department's phased return to in-person instruction, which began in Spring 2023 with first-course cohorts. The day program fully transitioned back to campus in Fall 2023, followed by the evening program in Spring 2025.

These trends reflect the program's adaptability and students' preference for hands-on, in-person learning experiences essential to cosmetology training.

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3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

Over the past five years, the Cosmetology Department has experienced significant shifts in enrollment. In 2020–2021, total enrollment was 805 students. This number declined over the next two years, reaching a low of 611 in 2022–2023, primarily due to the impact of the COVID-19 pandemic, which required a full transition from in-person instruction to remote learning via Zoom.

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## 2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Over the past five years, student achievement in the Cosmetology program has shown consistent growth across several key metrics:

- **Course Success Rates:** The overall course success rate increased from 92% in 2020–2021 to 95% in 2024–2025. Notably, the program has sustained a 95% success rate for the past three consecutive years.
  - **Certificate Completion:** Certificate completion rates rose from 96% in 2020-2021 to a perfect 100% in 2024-2025, reflecting strong student engagement and program effectiveness.
  - **Degree Completion (Non-Transfer):** The percentage of students earning degrees without transferring increased significantly from 62% in 2020-2021 to 95% in 2024-2025, indicating improved retention and program satisfaction.
  - **Transfer Degree Completion:** In contrast, transfer degree completions declined from 38% in 2020-2021 to 5% in 2024-2025, suggesting a shift in student goals toward direct workforce entry. Students who want to transfer need additional courses to transfer out, which may contribute to the lower transfer completion rate.
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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

There are no student groups in the Cosmetology Program whose success rates fall below the institution-set standard. All groups meet or exceed this benchmark. However, when comparing across student groups, the success rate for Black or African American students is at the minimum threshold of 83%, while all other groups are performing at 94% or higher.

Our program is well-structured, with consistent curriculum delivery and clear classroom

expectations. We provide comprehensive support to all students, addressing a wide range of needs from academic accommodations to basic needs support. Flexibility is built into our approach to help students overcome individual challenges and successfully complete their courses.

One contributing factor to the lower success rate among Black or African American students may be the relatively low enrollment numbers within this group, which can impact peer support and representation. Additionally, socioeconomic background is interfering with some of the success rates. Students have shared personal challenges with instructors, including issues related to basic needs and mental well-being, and in some cases, a lack of support systems at home compared to other students. These personal factors can interfere with success in the program.

To address these challenges, we are committed to implementing culturally responsive and culturally competent practices that acknowledge and respect students' lived experiences. This includes fostering inclusivity, targeted outreach, and personalized support to help close equity gaps and ensure all students have the resources they need to succeed.

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3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

Yes, several student groups appear underrepresented:

- American Indian or Alaska Native (1%)
- Asian (5%)
- Black or African American (6%)
- Filipino (1%)

These completion rates are notably lower than those of Latina/o/x/e students (69%) and White students (14%), who make up the majority of completers.

The data for some groups is limited across the five-year span due to no enrollment during specific academic years. For example:

- American Indian or Alaska Native data is only available for one academic year.
- Filipino student data spans two academic years.
- Black or African American student data covers four academic years.

Additionally, while no data was available for students from foster care backgrounds, this factor should be considered as it may be part of some students' lived experiences. Foster care history can influence persistence and completion due to potential challenges such as limited support systems and socioeconomic barriers. Recognizing this possibility underscores the

importance of targeted support and culturally responsive practices to address diverse student needs.

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4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

Yes, overall students in the Cosmetology program are completing certificate requirements within the expected time frame. However, completion rates for the initial Level 1 course are lower compared to the remaining four levels. This is often due to students being unable to meet the program's required hours for state board proof of training or lacking the financial resources to purchase required textbooks and laboratory kits.

To support students facing these challenges, the program has implemented several strategies:

- Providing borrowed lab kit items to students awaiting approved funding.
- Sharing information about available financial support programs during new student orientation.
- Offering additional coursework opportunities to help students make up missed hours, particularly in cases where absences were due to verified health or medical issues beyond their control. These additional hours exceed the minimum requirements and are granted with proper documentation.
- Accepting late work and allowing students to make up work for a grade rather than no credit, while maintaining the requirement that all coursework must be completed to pass the course.

These efforts have contributed to an increase in completion rates, rising from 87% in 2020–2021 to 90% in 2024–2025.

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## **2.3 Student Learning Outcomes**

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

The Cosmetology Program defines, assesses, and analyzes student learning outcomes at both the course (CSLO) and program (PSLO) levels through the efforts of each primary instructor or teacher of record, typically led by full-time faculty. Instructors individually assess CSLOs within their courses to determine which strategies are effective and which may need

adjustment to ensure students are meeting the intended outcomes.

However, there is currently no formal or scheduled process for full-time faculty to collaboratively review and discuss CSLO/PSLO data for program improvement. The only consistent opportunity for all full-time faculty to meet is during monthly department meetings, which are often focused on urgent operational matters and student concerns. As a result, discussions around student learning outcomes are brief and infrequent.

A key challenge is the limited number of full-time faculty available to lead both day and evening courses, which restricts the time and capacity for collaborative analysis and planning around student learning outcomes. This staffing limitation impacts the program's ability to engage in deeper, data-informed improvement efforts. We have been in survival mode, barely trying to keep up with essential tasks as full-time faculty. However, curriculum development is scheduled for an upcoming Flex Activity, where we plan to discuss implementation strategies and consider revisions to strengthen our approach to student learning outcomes.

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

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## **Section 3: Other Areas of Program Effectiveness**

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1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Since the last program review, the Cosmetology program has undergone several substantial curriculum and operational changes in response to state legislation, industry shifts, and student needs:

- **Transition Back to In-Person Instruction:**

After remote instruction during the pandemic, the program fully returned to in-person learning in Fall 2024 for the day cohort and January 2025 for the evening cohort.

- **Senate Bill (SB) 803 Implementation:**

Effective January 1, 2022, SB 803 reduced the required training hours for Cosmetology licensure from 1600 to 1000, eliminated the practical exam (written exam only), and introduced a new 600-hour Hairstylist License for non-chemical services. In response:

- A new 1000-hour Cosmetology Program was developed to align with SB 803.
- The original 1600-hour program was retained due to continued high demand,

with full enrollment and waitlists each semester.

- Curriculum outcomes were revised to reflect SB 803 changes, incorporating more generalized terminology to stay current with evolving industry practices and technologies.

- **Crossover Barber Course Update:**

In Spring 2025, the State Board announced an increase in transferable hours from Cosmetology to Barbering from 200 to 400 hours due to the reduced training requirements under SB 803. The crossover curriculum will be revised accordingly to meet these new standards.

- **Instructional Materials Update & Faculty Development:**

The program adopted the 2nd edition of the Pivot Point coursebook and LMS platform, which includes:

- Updated theory and terminology.
- Industry-relevant content on chemical and non-chemical hair treatments, skin care, and advanced nail technologies.
- Enhanced alignment with DEIB (Diversity, Equity, Inclusion, and Belonging) principles, featuring gender-neutral design applications, expanded representation of curly hair textures, and inclusive skin tone visuals for real-world applications.

- **Curriculum Plans:**

- Update curriculum to align with the 2<sup>nd</sup> edition of the Pivot Point coursebook.
- Revise the 200-hour Barbering crossover course to meet the new required 400 hours of training.
- We are trying to offer multiple sections of the hybrid 1000-hour program and pursue development of a 600-hour Hairstylist program designed to be completed in one semester. This option is especially beneficial for students from socioeconomic backgrounds, as it allows them to enter the job market sooner.

- **Instructional Materials Update & Faculty Development:**

The program adopted the 2nd edition of the Pivot Point coursebook and LMS platform, which includes:

- Updated theory and terminology.
- Industry-relevant content on chemical and non-chemical hair treatments, skin care, and advanced nail technologies.
- Enhanced alignment with DEIB (Diversity, Equity, Inclusion, and Belonging) principles, featuring gender-neutral design applications, expanded representation of curly hair textures, and inclusive skin tone visuals for real-world applications. With the adoption of the 2nd edition, professional development will be required for all faculty to ensure effective implementation. Additionally, specialized training in the Redken professional hair color line will be necessary before these treatments can be offered in the Student Salon, ensuring both compliance and quality in service delivery.

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2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

The reopening of the Student Salon in Fall 2024 has significantly enhanced experiential learning opportunities for students. Through this hands-on environment, students apply and deepen their knowledge and skills by providing hair, skin, and nail treatments to the public. These real-world interactions allow students to practice technical competencies, “customer service”, and professional communication in a supervised setting.

To further enrich learning, the program has integrated real-world scenarios into assessments, replacing traditional laboratory/practical evaluations. These scenario-based assessments are designed to challenge students’ critical thinking and decision-making skills, better preparing them for the complexities of the professional beauty industry. Examples include the student Hair Shows, Salon Visit Project, participation in trade shows, community outreach through Trendsetters’ QUAD events, curriculum-based work experience in the laboratory dispensary and guest reception area, and use of the POS system to manage guest appointments in the Student Salon, check guests in for treatments, and process retail transactions.

These embedded experiences not only reinforce course content but also simulate workplace expectations, helping students build confidence and competence as they progress toward licensure and employment.

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Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

Several laws, policies, and statewide initiatives have significantly influenced the structure and direction of the Cosmetology program:

- **Senate Bill (SB) 803 Implementation:**

Effective January 1, 2022, SB 803 introduced major changes to the Board of Barbering and Cosmetology’s regulations:

- Reduced required training hours for Cosmetology licensure from 1600 to 1000.
- Eliminated the practical exam, requiring only a written examination.
- Introduced a new 600-hour Hairstylist License for non-chemical services.
- Expanded esthetics scope to include lash and brow tinting and perming.

In response, the program:

- Developed a new 1000-hour Cosmetology curriculum aligned with SB 803.
- Retained the 1600-hour program due to continued high demand and full enrollment.
- Revised curriculum outcomes to reflect industry trends and regulatory updates.
- **Curriculum Changes and Student Support Initiatives:**
  - Curriculum changes include updates to SLOs to ensure alignment with new licensure requirements and industry standards.
  - The Promise Program has supported enrollment by reducing financial barriers for eligible students, helping maintain strong participation and completion rates.
- **Instructional Materials Update & Faculty Development:**

The program adopted the 2nd edition of the Pivot Point coursebook and LMS platform, which includes:

  - Updated theory and terminology.
  - Industry-relevant content on chemical and non-chemical hair treatments, skin care, and advanced nail technologies.
  - Enhanced alignment with DEIB (Diversity, Equity, Inclusion, and Belonging) principles, featuring gender-neutral design applications, expanded representation of curly hair textures, and inclusive skin tone visuals for real-world applications.

With the adoption of the 2nd edition, professional development will be required for all faculty to ensure effective implementation. Additionally, specialized training in the Redken professional hair color line will be necessary before these treatments can be offered in the Student Salon, ensuring both compliance and quality in service delivery.

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## Section 4: Faculty and Staff

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### 4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

Several laws, policies, and statewide initiatives have significantly influenced the structure and direction of the Cosmetology program:

- **Senate Bill (SB) 803 Implementation:**

Effective January 1, 2022, SB 803 introduced major changes to the Board of Barbering and Cosmetology's regulations:

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With the adoption of the 2nd edition, professional development will be required for all faculty to ensure effective implementation. Additionally, specialized training in the Redken professional hair color line will be necessary before these treatments can be offered in the Student Salon, ensuring both compliance and quality in service delivery.

2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Since Fall 2021, the Cosmetology program has experienced a reduction in full-time faculty, from five to four, while the number of adjunct faculty has increased from 23 to 33. This shift has significantly impacted the program's ability to achieve several strategic action plans.

One major goal has been to expand certificate offerings, including revising the hours for the Cosmetology Crossover to Barbering course from 200 hours to 400 hours, and a new 600-hour Hairstylist License program in response to SB 803. However, these initiatives have been delayed due to the limited number of full-time faculty available to lead curriculum development. The current full-time faculty are already stretched thin, serving as lead

instructors responsible for consistent classroom instruction and student support.

Additionally, one full-time faculty member also serves as the Department Coordinator and has continued into a second term due to the lack of available full-time support. This dual responsibility further limits the time available for strategic planning and curriculum innovation.

Another strategic goal has been to fully implement and utilize the POS system to track student hours for state board proof of training. While the system is in place, it requires training and consistent use across all faculty. With a large number of adjunct instructors and limited full-time faculty to lead and support the training process, full implementation has not yet been achieved.

Beyond staffing challenges, accommodation of classrooms to house those classes can potentially be a problem, as securing a room for anything has become increasingly difficult. Notably, class sizes have been increasing, which makes providing one-on-one student time challenging. Some students have expressed disappointment, as individualized attention is highly valued. Larger class sizes also underscore the need for more qualified instructors to maintain instructional quality and student satisfaction.

Overall, the shortage of full-time faculty has created a bottleneck in advancing key strategic initiatives. To move forward with program expansion, improve operational systems, and better serve the growing student population, additional full-time faculty are critically needed. Without this support, the program's capacity to innovate and meet long-term goals remains limited.

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## **4.2 Staff Support and Professional Development**

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

SubSection

Yes

\*1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

Currently, full-time faculty meet once a month, approximately four times per academic semester, alongside staff to address immediate departmental operations and student-related

concerns. While these meetings are essential for maintaining daily program functions, they do not allow sufficient time to engage in focused discussions around equitable grading, attendance, late work, extra credit policies, or other strategies that support equitable student success.

Due to conflicting teaching schedules and the heavy instructional load carried by full-time faculty, it has been extremely challenging to designate additional time for collaborative conversations on these important topics. The only opportunity we have had to explore such issues has been during proposed Flex activities, which occur once per academic semester and are limited to 3.5 hours. While helpful, this time is not enough to engage in meaningful, sustained dialogue or to develop and implement consistent, equity-minded practices across the program.

Lead/primary instructors (full-time faculty) meet individually or in group meetings with their adjunct faculty team instructors within the course level taught to ensure assignments, grading, and attendance are handled in a consistent manner. These meetings are designed to ensure alignment within each course level, not across the entire program, and typically occur during, before, or after department Flex meetings. It is important to emphasize that these meetings are per course, not program-wide, and therefore do not address broader program-level goals such as achieving Program Learning Outcomes (PLOs). Currently, there are no regular discussions at the program level.

To truly prioritize and advance equitable student success strategies, the program would require additional support, such as substitute coverage, to allow full-time faculty the time and space to meet regularly and intentionally as a focus group. Without this, our ability to reflect on and improve equitable practices remains limited.

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2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

Our program has not had sufficient conversations around equitable grading, attendance, late work, or extra credit policies. The primary reason is the lack of available time for full-time faculty to engage in focused group discussions. Due to conflicting teaching schedules and the demands of classroom instruction, faculty are stretched thinly and unable to meet outside of essential department meetings.

While we recognize the importance of these topics, the current staffing structure does not allow for the dedicated time needed to explore and implement equitable practices consistently across the program. Planning for such professional development also requires time, which is challenging to find with the shortage of full-time faculty.

Not all adjunct faculty participate in these conversations, which typically occur once per academic semester during department Flex meetings. As a result, timecard protocols are not consistently followed by all faculty, and needing to locate these instructors to correct timecard inconsistencies creates delays in completing timely timecard audits. This issue also impacts Student Salon operations, including managing guest treatments. Individual communication is often required for those who do not attend these meetings. Despite these challenges, we ensure to maintain consistency in key program requirements such as breaks, uniforms, and timecard protocols.

Meaningful progress in this area would require additional support, such as substitute coverage or designated professional development time, to allow faculty to collaborate intentionally on strategies that promote equitable student success.

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3. What additional areas of professional development could help your faculty and staff engage in this work?

To help faculty and staff engage more deeply in equitable student success work, our program would benefit from professional development opportunities that provide **dedicated time and structured support for collaborative dialogue**.

Additional areas of professional development could include:

**1. Equity-Focused Workshops and Training**

Sessions that explore best practices for equitable grading, inclusive attendance policies, and strategies for supporting diverse learners. These should be interactive and provide actionable tools faculty can implement immediately.

**2. Collaborative Planning Time**

Designated time, supported by substitute coverage, to allow full-time faculty to meet regularly as a program-wide focus group. This would enable sustained dialogue and alignment of equity-minded practices across all course levels.

**3. Adjunct Faculty Engagement Strategies**

Training and resources to ensure adjunct faculty are consistently included in equity conversations and implementation plans. This could involve virtual participation options or stipends for additional meeting time.

**4. Data-Informed Decision-Making**

Professional development on analyzing student success data to identify equity gaps and inform policy changes. This would help full-time faculty connect grading and attendance practices to measurable outcomes.

**5. Curriculum and Assessment Alignment**

Opportunities to review and revise assignments, rubrics, and policies to ensure they reflect equity principles and support achievement of Program Learning Outcomes

(PLOs).

Without these targeted supports, full-time faculty remain limited by heavy instructional loads and conflicting schedules, making it difficult to move beyond course-level alignment toward program-wide equity goals. Providing structured time and resources for these conversations is essential to advancing equitable student success.

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## Section 5: Program Planning

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### 5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

#### **SAP 1: Creating Curriculum & Course Content for New State Board Licensure Requirements (SB 803 Bill)**

Our goal was to develop curriculum and course content to meet the new state board licensure requirements effective January 1, 2022. The updated 1000-hour Cosmetology Program curriculum was successfully approved; however, we have not yet implemented this option because it still requires state board approval. Meanwhile, the 1600-hour Cosmetology Program remains in high demand, with full enrollment and waitlists.

To support modernization, we purchased *Milady's 14th Edition (2022) Cosmetology Instructor Materials* and course management guides, which have been used to create new written tests and provide professional resources. However, no additional resources for program modernization or accessibility have been made available. Additionally, we have not yet produced professional videos for new student orientation, including financial aid FAQs, which would help prepare students and support their success and completion.

#### **SAP 2: POS System Support**

We identified and implemented a POS system that can be customized to meet program needs, including tracking student hours, managing department inventory, and supporting Student Salon guest relations. Customization efforts are ongoing to ensure the system accurately tracks daily theory hours and hands-on laboratory operations for state board proof of training compliance.

The system currently uses two classroom monitors:

- **Monitor 1:** Displays a job board tracking student attendance, breaks, and progress.

- **Monitor 2:** Provides department and campus announcements, resource information, and showcases student work such as hair shows to promote success and recognition.

The POS system is actively used for Student Salon guest check-ins and treatments rendered, offering real-world training opportunities. It also supports community outreach, including free haircuts for Anaheim Elementary students with basic needs and complimentary haircuts for veterans and first responders. Additionally, the system enables accurate reporting of all student and guest relations data.

### **SAP 3: Hire Full-Time Faculty with Dual Licensure (Cosmetology & Barbering)**

This goal has not yet been achieved. Since the last review, faculty numbers decreased from five full-time instructors to three in 2023, followed by the hiring of one full-time Cosmetology-licensed faculty member in 2024. Currently, only one of four full-time faculty members holds dual licensure in Cosmetology and Barbering. Due to limited classroom space and insufficient Barber-licensed faculty, we have not been able to offer the Crossover Cosmetology-to-Barbering course.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

The absence of additional funds during the last review cycle significantly affected our ability to fully achieve the goals outlined in our Strategic Action Plans (SAPs):

#### **SAP 1: Curriculum & Course Content Development**

Funding was not provided to support the purchase of Milady's professional resources. To ensure students had updated study materials for state licensure preparation, the department had to reallocate its own limited budget, which reduced flexibility for other priorities. Additionally, no funds were available for other essential professional resources or for creating video content for new student orientation, including financial aid information.

A major impact was the lack of funding for substitute instructors, which prevented full-time faculty from dedicating time to revising and updating curriculum or creating new curriculum to expand program offerings and provide additional pathways into the workforce. These gaps limited modernization efforts and restricted opportunities for program growth and student success.

#### **SAP 2: POS System Support**

Funding was provided for the POS system, which remains a critical component of daily operations and real-time reporting. Continued funding is essential to maintain and further customize the system for tracking student theory hours and hands-on lab operations to meet state board requirements. Without sustained financial support, the system's functionality and

compliance capabilities could be compromised.

### **SAP 3: Hiring Full-Time Faculty with Dual Licensure**

No funds were allocated to hire a new full-time faculty member with dual licensure in Cosmetology and Barbering. This lack of funding has prevented us from implementing the Barbering Crossover Program, limiting program expansion and student opportunities. Faculty shortages continue to be a major barrier to meeting this strategic goal and focusing on other essential program needs, including assessing progress toward outcomes and success rates for continued growth.

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## **SAPs**

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### **Advancing POS System Capabilities: Training and Innovation for Operational Excellence**

#### **Short Description:**

The Cosmetology Department will implement POS System training for faculty, staff, and students, along with continuous development of the system's capabilities to support and report daily program operations. This initiative expands the current POS functionality, which tracks student proof of training hours, to also include lecture/theory hours and hands-on laboratory practice for accurate State Board licensure documentation. The POS System is also integral to guest check-in and recording treatments performed in the Student Salon, while managing inventory for salon supplies, products, tools, and equipment used in both the salon and classrooms. These upgrades will streamline compliance, improve operational efficiency, and enhance student learning experiences.

**Student Workforce Preparation:** Experiences in the Student Salon prepare students for the real-world workforce, teaching them how to manage and sustain a business financially while meeting consumer demands. Integrating these functions into the POS System ensures students gain practical skills in business operations, inventory control, and client service, critical competencies for career success.

**Issues Addressed:**

- **Operational Efficiency:** Current manual processes for tracking theory and lab hours, guest services, and inventory are time-consuming and prone to error. Upgrading the POS system will centralize these functions, streamline reporting, and improve accuracy. This will reduce administrative burden and allow faculty to focus more on instruction and student engagement.
- **Faculty and Staff Preparedness:** Training ensures all stakeholders can effectively use the system for real-time data entry, monitoring, and reporting. This includes managing student progress toward licensure, guest service records, and inventory control. Well-trained staff will maximize the system's capabilities and maintain compliance standards.
- **Student Success and Compliance:** By integrating all instructional components, lecture, theory, lab practice, and salon services, into the POS system, students will have transparent access to their progress toward

licensure requirements. This fosters accountability, improves retention, and supports timely completion of certificates and degrees. Connection to Enrollment and Success Data: Enrollment declined from 805 students in 2020–2021 to 611 in 2022–2023 due to pandemic-related remote learning but rebounded to 762 in 2024–2025, nearing pre-pandemic levels. Success rates remain strong: • Course Success: Increased from 92% to 95%, sustained for three years. • Certificate Completion: Rose from 96% to 100%. • Degree Completion: Jumped from 62% to 95%. These trends highlight the need for continued investment in technology and training to maintain growth, sustain high success rates, and ensure compliance.

**Measurable Outcomes:**

The implementation of POS System training and capability enhancements is expected to produce measurable outcomes in both operational efficiency and student success. Specifically, we anticipate:

- Improved Compliance and Tracking: 100% accurate documentation of lecture/theory hours, hands-on lab practice, and salon services for State Board licensure requirements.
- Operational Efficiency Gains: Reduction in manual tracking errors and administrative time by at least 50%, freeing faculty to focus on instruction and student engagement.
- Student Success Impact: Maintain the current 95% course success rate and 100% certificate completion rate, while aiming for a 2–3 percentage point increase in degree completion, moving from 95% to 98%.
- Enrollment Growth: Support continued upward enrollment trend by improving program reputation and operational capacity, targeting an increase from 762 students to 800+ students within the next academic year, surpassing pre-pandemic levels.
- Workforce Readiness: 100% of students will gain hands-on experience in salon operations, inventory management, and client service through the POS system, preparing them for real-world business demands. These outcomes will be monitored through POS-generated reports, enrollment data, and success metrics to ensure accountability and continuous improvement.

**College Goals:**

3.2 Reduce equity gaps in degree/certificate completion

**SAP Phase:**

New

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## **Readiness Matters: Preparing Students for Program Demands**

**Short Description:**

We plan to create a one-unit “Introduction to Cosmetology” course as a prerequisite for program entry. This course will include a placement test to ensure comprehension at the 10th-grade level, as required by State Board regulations. The course will emphasize the time commitment required, outline program expectations, and introduce students to the subjects they will encounter, such as anatomy and physiology, chemistry, electricity, and infection control, areas that often surprise new students. Students will learn about:

- Required minimum hours for proof of training (1600 hours for

licensure). • Attendance policies outlined in the Learning Agreement, stressing that excessive absences can prevent course and program completion. • Standard procedures for infection control, personal health, and hygiene, ensuring students are “prepped and ready” for both classroom and salon environments. This proactive approach aims to catch potential issues before they arise, reducing attrition and improving readiness for program rigor. Issues Addressed: • Student Readiness: Many students enter without understanding the academic depth or time commitment required. • Retention and Completion: Early orientation and placement testing will help identify gaps and provide support before enrollment. • Compliance: Reinforces State Board requirements for comprehension and training hours. Connection to Enrollment and Success Data: Enrollment declined from 805 students in 2020–2021 to 611 in 2022–2023 due to pandemic disruptions but rebounded to 762 in 2024–2025, nearing pre-pandemic levels. Success rates remain strong: • Course Success: Increased from 92% to 95%. • Certificate Completion: Rose from 96% to 100%. • Degree Completion: Jumped from 62% to 95%. This initiative will help sustain enrollment growth and maintain high success rates by ensuring students enter the program fully informed and prepared.

### **Measurable Outcomes:**

The creation of a one-unit Introduction to Cosmetology prerequisite course is expected to produce measurable improvements in student readiness, retention, and completion. Specifically, we anticipate: -Improved Retention and Completion: Reduce first-semester attrition by 15–20% by ensuring students understand program expectations and academic rigor before enrolling. -Higher Success Rates: Maintain the current 95% course success rate and aim for a 2–3 percentage point increase in degree completion, moving from 95% to 98%. -Enrollment Stability: Support continued growth by reducing withdrawals, helping enrollment surpass 800 students within the next academic year, exceeding pre-pandemic levels. -Compliance and Preparedness: 100% of incoming students will meet the 10th-grade comprehension requirement and demonstrate readiness for subjects such as anatomy, chemistry, and infection control. -Workforce Readiness: All students will begin the program with foundational knowledge of professional standards, time commitment, and health/hygiene protocols, improving their ability to complete the required 1600 training hours for licensure. These outcomes will be tracked through enrollment data, success metrics, and withdrawal rates to ensure accountability and continuous improvement.

### **College Goals:**

2.5 Increase sense of belonging/mattering

### **SAP Phase:**

New

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## **Program Cohesion: Aligning Faculty and Staff for Success**

### **Short Description:**

We plan to provide substitute coverage for full-time faculty to allow dedicated time for creating a Department Handbook that will serve as the foundation for consistent practices across all faculty and staff. This handbook will include program operations, classroom management protocols, student conduct procedures, and student support resources to ensure alignment and efficiency across the department. Planned Activities Include:

- Developing a Department Handbook: -Covers daily operations, communication standards, classroom management, and proactive strategies for addressing student conduct and support needs.
- Mandatory Training for All Faculty and Staff: -New hires: In-depth initial training on program expectations and student support strategies. -Annual Review Training: Conducted at the start of each academic year to reinforce standards and updates.
- Student Support Emphasis: Training will teach faculty how to identify early signs of student need, approach students appropriately, and connect them to resources for basic needs and academic success.
- Delivery Methods: -Real-time sessions via Zoom for accessibility. -Creation of a video training module with required completion tracking for accountability.
- Compensation for Participation: Faculty and staff will be compensated for attending these sessions to encourage engagement and compliance.

Issues Addressed

- Operational Alignment: Since the last Program Review, full-time faculty decreased from five to four, while adjunct faculty increased from 23 to 33, creating a heavier reliance on part-time instructors and a need for standardized procedures.
- Communication and Consistency: Misunderstandings between faculty and staff impact classroom management and student conduct handling. Training ensures everyone is on the same page.
- Student Success and Support: Faculty must be equipped to identify and respond to student needs early, reducing attrition and promoting completion.
- Workload Challenges: Despite enrollment rebounding to 762 students in 2024–2025 (up from 611 in 2022–2023), staffing remains insufficient to fully meet growing student demand, impacting instructional quality and operational efficiency.

Connection to Enrollment and Success Data: Enrollment declined from 805 students in 2020–2021 to 611 in 2022–2023 due to pandemic disruptions but rebounded to 762 in 2024–2025, nearing pre-pandemic levels. Success rates remain strong:

- Course Success: Increased from 92% to 95%.
- Certificate Completion: Rose from 96% to 100%.
- Degree Completion: Jumped from 62% to 95%.

This initiative will help sustain enrollment growth and maintain high success rates by ensuring faculty alignment, proactive student support, and consistent program operations.

### **Measurable Outcomes:**

The implementation of substitute coverage, handbook development, and mandatory training will produce measurable improvements in program alignment and student success. Specifically, we anticipate:

- Operational Consistency: 100% of faculty and staff will complete annual training and video modules, ensuring standardized practices across classroom management, student conduct, and communication.
- Student Support Impact: Faculty will be trained to identify and address student needs early, reducing attrition and improving retention. We aim for a 2–3 percentage point increase in degree completion, moving from 95% to 98%.
- Enrollment Growth: By improving program efficiency and student experience, we expect to sustain the upward enrollment trend, increasing from 762 students to 800+ students within the next academic year, surpassing pre-pandemic levels.
- Instructional Quality: With clear protocols and proactive support strategies, we anticipate

maintaining the current 95% course success rate and 100% certificate completion rate. Faculty Engagement: 100% participation in annual training sessions and handbook implementation, tracked through completion reports. These outcomes will be monitored through enrollment data, success metrics, and training compliance reports to ensure accountability and continuous improvement.

**College Goals:**

3.5 Increase participation in DEIAA focused professional development

**SAP Phase:**

New

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## Resource Requests

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### Standard Facial Equipment for Advanced Skincare Practices

**Enhancement:**

The allocation of new standard facial equipment will significantly enhance the Cosmetology program's ability to align with current industry standards and global beauty trends, ensuring students are prepared for a competitive workforce. Beginning Summer 2026, the department will expand Student Salon services to include skin care treatments, creating authentic, real-world learning experiences for students while meeting consumer preferences. Current equipment is outdated and does not support the level of innovation required to keep pace with the industry. The new resource allocation will provide equipment for the Student Salon and classroom training for student exchange practice before students transition to performing treatments in the Student Salon. Having adequate number of equipment ensures all students gain hands-on experience with modern tools and techniques prior to working with guests. Equipment includes:

- Facial machines with handheld tools
- Facial steamers

Faculty are scheduled for Professional Development in Spring 2026 on current skincare trends to ensure instruction aligns with curriculum updates and industry expectations. This investment will:

- Support hands-on learning and skill-building in classrooms and the Student Salon.
- Enhance student achievement and readiness for licensure.
- Prepare graduates to be marketable and industry-ready, meeting consumer demands and global beauty standards.

**Personnel-Related:**

No.

**Resource Category:**

Equipment

**Quantity:**

20

**Unit Cost:**

\$2,500.00

**TotalCost:**

\$50,000.00

## **Professional Trolley Carts for Student Salon Treatments**

### **Enhancement:**

The Student Salon currently operates with outdated equipment, and no public treatments have been offered since 2020 due to pandemic restrictions. After a gradual reopening in Fall 2024, the program plans a full grand reopening with comprehensive services by Fall 2026. Professional trolley carts will significantly enhance the salon's functionality by improving organization, mobility, and efficiency during treatments. This resource will allow students to perform services in a professional setting that mirrors industry standards, fostering hands-on learning and client interaction. By presenting a modern, professional atmosphere for guests and students, the program will strengthen its reputation, elevate student confidence, and ensure graduates are prepared for real-world salon environments, ultimately improving student learning outcomes and achievement.

### **Personnel-Related:**

No.

### **Resource Category:**

Equipment

### **Quantity:**

5

### **Unit Cost:**

\$500.00

### **TotalCost:**

\$2,500.00

## **Ergonomic Demonstration Tables for Effective Teaching**

### **Enhancement:**

Our program currently faces challenges with multiple instructors teaching in the same course, each requiring different physical setups for demonstrations. The lack of mobile, functional tables limits flexibility in arranging the classroom for optimal student viewing and engagement. Demonstration tables that can be easily moved will allow instructors to position themselves for the best visibility, improving instructional delivery and student comprehension. Additionally, transporting teaching items from storage cabinets to standard tables consumes valuable class time. By providing tables with integrated storage for daily demonstration materials, we can significantly reduce setup time, allowing instructors to focus more on hands-on instruction and

student interaction. This improvement will create a more efficient, professional learning environment, enhance engagement, and better prepare students for real-world salon practices, ultimately supporting higher achievement and skill mastery.

**Personnel-Related:**

No.

**Resource Category:**

Equipment

**Quantity:**

6

**Unit Cost:**

\$2,000.00

**TotalCost:**

\$12,000.00

**Technology Refresh: Projector Screens and Clickers for Dynamic Teaching**

**Enhancement:**

Classroom projector screens are outdated and no longer operate remotely; instructors must use manual pull-down strings, and many screens have visible markings or tears. Upgrading to modern projector screens and providing wireless clickers for all 33+ faculty will significantly improve instructional delivery. Clickers allow instructors to move freely around the classroom while advancing PowerPoint slides, fostering greater engagement and interaction with students. This mobility enables instructors to monitor classroom activity, reduce distractions, and maintain student attention on lessons. Overall, these upgrades will create a more dynamic, professional learning environment that enhances student participation and achievement.

**Personnel-Related:**

No.

**Resource Category:**

Supplies

**Quantity:**

6

**Unit Cost:**

\$5,000.00

**TotalCost:**

\$30,000.00

## **Professional Support Staff to Elevate Student Salon Operations**

### **Enhancement:**

Currently, the Student Salon operates only two days per week for the day program and one day per week for the evening program due to limited staffing. To expand services and improve student learning, additional support is essential. Hiring one non-faculty staff member for the day program and a second for the evening program, preferably licensed cosmetologists, will allow us to offer more salon days each week. These staff members will manage the reception area, assist guests during treatment check-ins, and oversee daily operations, creating a professional environment and supporting course curriculum through improved student engagement. While we already offer free haircut sponsorships for a local elementary school and special events for veterans and first responders, we cannot expand these community services or add more treatment days without additional support. With dedicated staff, we can offer more treatments to the public and strengthen community involvement. Expanding staffing will create more hands-on learning opportunities, improve operational efficiency, and allow instructors to focus on instruction rather than administrative tasks. This resource allocation will elevate student achievement, foster professional skills, and broaden community outreach.

### **Personnel-Related:**

Yes, this resource request is personnel-related. The Cosmetology program does not have sufficient staffing to sustain operations or meet growing demand. Student-to-instructor ratios, staff-to-department ratios, and public-to-student salon ratios are all imbalanced, creating challenges in instructional quality and operational efficiency. Since the last Program Review, full-time faculty decreased from five to four while adjunct faculty increased from 23 to 33, signaling heavy reliance on part-time instructors. Enrollment rebounded from 270 students in 2022–2023 to 336 in 2024–2025, yet staffing levels have not kept pace. The Student Salon currently operates only two days for the day program and one day for the evening program, limiting hands-on learning and community engagement. Reception and dispensary duties, critical curriculum-based experiences, are often canceled due to insufficient coverage, directly impacting students' ability to complete required assignments. Hiring one dedicated staff member for the day program and another for the evening program will allow us to expand salon days, improve student engagement, and strengthen community partnerships. These positions are essential to maintain program integrity, support curricular requirements, and ensure equitable access to practical training for all students.

### **Resource Category:**

Non-Faculty Personnel

### **Quantity:**

2

### **Unit Cost:**

\$50,000.00

**TotalCost:**

\$100,000.00