Cosmetology
Program Annual Assessment
Fall 2004-Spring 2005

College Mission Statement

The Hawai‘i Community College Act of 1964 established the UH Community College System. As amended by the “University of Hawai‘i Community Colleges Plan” (November 1977) the purposes of the University of Hawai‘i Community Colleges are to:

- Broaden access to higher education in Hawai‘i by providing the opportunity for any high school graduate or adult aged 18 or older to enter quality educational programs within his or her community.
- Specialize in the effective teaching of diverse liberal arts and sciences so that Community College graduates are prepared to enter the workplace or advance with confidence toward baccalaureate degrees.
- Provide semiprofessional, technical and vocational education and training that prepares crafts people needed for Hawaii’s businesses and industry.
- Offer continuing education in the form of general and customized employment training, as well as non-credit instruction that emphasized occupational advancement, career mobility, and personal enrichment.
- Contribute to the cultural and intellectual life of communities throughout Hawai‘i by sharing leadership, knowledge, problem solving skills, and informational services. By members can both exercise creativity and appreciate creative work of others.

Additionally, the State Apprenticeship Law of 1977 states that “Related instruction for apprentices, coordination of instruction with job experiences, and the selection and training of teachers and coordinators for instruction shall be the responsibility of the Community College Division of the University of Hawai‘i.”

With these purposes to uphold, Honolulu Community College is committed to a comprehensive offering of technical-occupational and liberal arts programs as well as continuing education courses. The College offers open-door admissions and equal opportunity for all students regardless of their prior educational experience, quality teaching, affirmative action for non-traditional students, and responsiveness to the community’s needs for up-to-date technical training.

Consistent with the missions mentioned above as well as the mission of the University of Hawai‘i System, and the State Vocation master Plan, the mission of Honolulu Community College is based on the belief that:

- Education as a lifelong process
- Universal access to quality higher education is available to everyone
- Education takes place in a learning-centered environment
• Promotion of citizenship and individual community involvement is expanded through education.
• Continuous evolution to ensure that students are prepared for the realities of participation in an ever-changing society is paramount.

As such Honolulu Community College’s mission is to

• Serve the community as an affordable, flexible, learning centered, open-door comprehensive Community College that meets the post-secondary educational needs of individuals, businesses, and the community.
• Serve the Pacific Rim as the primary technical training center in areas such as transportation, information technology, education, communications, construction, and public and personal services.

Program Mission Statement

The Cosmetology program’s mission is to serve the community as an affordable, learner-centered, open-door program which is committed to the development and delivery of innovative, high-quality education for the hair and beauty industry and empower individuals to maximize their potentials and elevate the professionalism of the industry.

External Demand
Labor Market & Student Applications

Available data show that the current annual jobs and projected 2005-2012 job outlook for the general occupational cluster Hairdresser, Stylist, Cosmetologist are 1721 and 288 respectively in Honolulu County…and 2232 and 334 within the State of Hawai‘i.

There were 173 applicants to the Cosmetology program in Fall 2004, and 62 applicants to the program for the Spring 2005 Semester. Overall, among those Fall and Spring applicants, 224 appear to have been accepted by the college and admitted to the program, while 11 appear to have cancelled applications, or been redirected etc. Among those accepted and admitted, available data show that 94 actually enrolled in the semester initially applied for.

• Overall, our sense of the labor market and its relationship with the number and enrollment yield of applicants to our program is projected to grow about as fast as the average for all occupations through 2014, because of an increasing population, rising incomes, and growing demand for personal appearance services. In addition to those arising from job growth, numerous job openings will come about from the need to replace workers who transfer to other occupations, retire, or leave the labor force
for other reasons, as stated by the U.S. Department of Labor; Bureau of Labor Statistics.

**Internal Demand**

Registration headcount of actively enrolled students in Fall 2004 and Spring 2005 show that the Cosmetology Major carried 254 total certificates and degrees in the Cosmetology program.

Available data show that of fall; 143 and spring 111 students in the major for Fall 2004 and Spring 2005, 95 or 66.4% were enrolled in Department classes in Fall--and 79 or 71.2% enrolled in Department classes in Spring.

Program major’s enrollment in department classes generated 1007 student semester hours in Fall 2004 for an average of 10.6 semester hours, and 1017 student semester hours in Spring 2005 for an average of 12.87. The resulting credit hours generated equate with 67.1 fall and spring 67.8 fte respective Fall 2004 and Spring 2005 Full Time Equivalent (FTE) enrollments.

There were also program non-majors enrolled in Department classes—2 fall and 0 spring respectively in Fall 2004 and Spring 2005--generating 25 fall and 0 spring student semester hours overall respectively.

We see from available data 25 of these students are primarily from the human services program at Honolulu Community College.

Enrollment by program majors and non-majors accounted for the 1032 for the fall and 1017 for the spring ssh generated by the department subject code(s) COSM in Fall 2004 and Spring 2005 respectively.

Overall, students under our program major enrolled for totals of 1528 semester hours in Fall 2004, and 1421 in Spring 2005. As mentioned above, they generated 1007 and 1017 in Fall 2004 and Spring 2005 respectively within the department.

Then, augmenting coursework within the department, 100 Program Majors were enrolled in a total of 521 student semester hours of coursework in other departments in the Fall 2004, while 83 enrolled for 404 student semester hours outside the department in the Spring 2005 semester.

We see from additional data that program major’s coursework outside the department was primarily in the subject areas Art, Chemistry, English, Math and Speech, with Art 10, Chem 20, Eng. 30, Math 34, and Sp. 22 of our program majors enrolling for Art 30, Chem 60, Eng 100, Math 98, Sp 66 student semester hours respectively in Fall 2004.
In Spring 2005, major’s coursework outside the department was again primarily in the Philosophy, Chemistry, English, Math and Speech subject areas, with Phil 9, Chem 17, Eng 18, Math 25 and Sp 27 students enrolled for Phil 81, Chem 51, Eng 58, Math 73 and Sp 81 student semester hours respectively.

- Our sense from comparing major’s average credit hours within department classes’ fall 10.6 and spring 12.87 and outside the department 5.2 fall and spring 4.9. There are” certificate only" courses offered in the Cosmetology program. However we encourage the student to work towards a degree. Sometimes the educational goal is not to obtain a degree, but to meet a career goal towards professional licensing.

**Internal Efficiencies**

**Scheduling and Instructional Faculty**

With 4.40 Full Time Equivalent (FTE) faculty in fall 2004, and 4.07 in spring 2005—the department offered 11 active class sections in fall and 10 in spring.

Average Class Size in fall 2004 was 16.9, and the Class Fill Rate was 79.6%. For spring 2005, Average Class Size was 16.7--with a Class Fill Rate of 69.6%.

The department utilized 3.3 and 3.3 Full Time Equivalent (FTE) BOR approved faculty in fall 2004 and spring 2005 respectively. There were an additional 1.1 Full Time Equivalent (FTE) Part Time Lecturers teaching in fall 2004, and .8 for spring 2005.

Overall in fall 2004, Full Time BOR approved faculty delivered 7 = 63.6%, taught 49 (74.2%) course credit hours, and were associated with generating 884 (85.7%) student credit hours within the department. In Fall 2004, Part Time Instructors delivered 4 (36.4%), taught 17 (25.8%) course credit hours, and were responsible for 148 (14.3%) generated student credit hours within the department.

In Spring 2005, Full Time BOR approved faculty delivered 7 (70%), taught 49 (80.3%) course credit hours, and were associated with generating 869 (85.4%) student credit hours within the department. Part Time Instructors in Spring 2005 delivered 3 (30%), taught 12 (19.7%) course credit hours, and were responsible for 148 (14.6%) generated student credit hours within the department.

Based respectively on student credit hours generated and course credit hours taught, the ratio of full time student equivalents (FTSE) to full time faculty equivalents (FTFE) was 15.64 in Fall 2004, and 16.67 in Spring 2005. The ratio of program majors to FTE faculty was 32.5 and 27.3 respectively in Fall 2004 and Spring 2005.
- Our sense of departmental operating efficiencies from considering these data is that the data is based on a 15 credits for a full teaching load, the Cosmetology program is a clock hour program. The teaching equivalency would be 25 clock hours for a full time instructor. The 4 of the department faculty is scheduled for 25 or more contact hours per week and the fifth faculty member is scheduled for 20 or more contact hours per week.

**Instructional Outcomes**

As reflected in available data for the 04/05 academic year, the department awarded 22 certificates (19 certificate of completion; 3 certificate of achievement), 31 degrees.

Available data on student grade distribution within the department subject code indicate that of all grades awarded in Fall 2004, 48.4%A, 33.7%B, 14.1%C, 1.1% D and 1.6%F. In Spring 2005, 49.1%A, 28.7%B, 12.6%C, 1.2%D and 6.0%F

Student Persistence within the subject code COSM from Fall 2004 to Spring 2005 was 04/05 53.6%; persistence of majors in the same period (whether enrolled in department courses or not) was 04/05 56.9%.

Review of department major’s performance on the Perkins Core Indicators indicates…..

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<thead>
<tr>
<th>2004-2005 Core Standard</th>
<th>81.81%</th>
<th>90.00%</th>
<th>36.00%</th>
<th>71.00%</th>
<th>90.00%</th>
<th>14.18%</th>
<th>12.86%</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSM Actual Performance 04/05</td>
<td>85.48%</td>
<td>96.15%</td>
<td>55.13%</td>
<td>75.00%</td>
<td>94.44%</td>
<td>4.48%</td>
<td>6.52%</td>
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- Given consideration of these data, our sense of instructional outcomes is good. The department is evaluating both instructional and student learning outcomes to track progress more efficiently.

**OVERALL**

Department demand for the 04/05 academic year was calculated at 2.6, which translates to a healthy or above satisfactory demand status.

Department efficiency for the 04/05 academic year was calculated at 78.5, which translates to a healthy or above satisfactory efficiency status.

Department Outcome for the 04/05 academic year was calculated at 80.3, which translates to a healthy or above satisfactory outcome status.

- Given consideration of these demand, efficiency, and outcomes indicator data together, our sense of overall program health is healthy.
Department future goals for the next academic year will include the following:

- To re-evaluate the Programs Learning outcomes
- To evaluate the course student learning outcomes
- To identify any instructional weakness.
- To improve the student tracking system