Cosmetology
Honolulu Community College
Fall 2009 Annual Assessment Report
Covering the Fall 2008-Spring 2009 Semesters

College Mission Statement
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, learning-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 potential and elevate the professionalism of the industry.

Part I: Quantitative Indicators for Program Review

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<th>Fall of Year</th>
<th>2005</th>
<th>2006</th>
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<tbody>
<tr>
<td>Annual New and Replacement Positions State</td>
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<td>236 / 163</td>
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<td>Annual New and Replacement Positions County</td>
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<td>Student/ Faculty Ratio (calculated field)</td>
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<td>Number of Majors Per FTE (workload) Faculty</td>
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<td>Number of classes that Enroll less than 10 students</td>
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<td>Number Certificates Earned</td>
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<td>Perkins Core Indicator - 1P1</td>
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<td>Perkins Core Indicator - 4P2</td>
<td>6.52</td>
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Part II: Analysis of the Program

- List the names of your instructional faculty who taught in the Fall 2008 / Spring 2009 semesters.
  - Stella Akamine / Instructor
  - Jessie Aki / Professor
  - Jessica Kaniho / Assistant Professor
  - Lynnette McKay / Instructor

- List the names of your instructional lecturers who taught in the Fall 2008 / Spring 2009 semesters.
  - Philip Hervas / Lecture; Cosmetology

- List the names of any non-instructional (support) faculty or staff in your program for the Fall 2008 / Spring 2009 semesters (if not applicable, just skip).
  - Keri Ann Nakasone / APT

- What are the strengths of this program?
  - The core of the cosmetology program is the Pivot Point educational system, designed to focusing on learner readiness, engaging learner thinking, supporting learner performance and deepening learner understanding.
  - Access to national and international educational leaders in the cosmetology industry.
  - Dedicated instructor’s who strive to accomplish goals for our student’s future.
  - Constantly thinking of innovating ways to present course materials that will engage the learners critical thinking skills.

- What are the weaknesses of this program?
  - Faculty’s inexperience with the Pivot Point educational system. The publisher has revised all their educational materials.
  - Not enough time to work on the learning outcomes.
  - Low client turnout for the students hands on experience in the Labs.

- What opportunities exist for the program?
  - Expanding into other industry areas.
  - The creation of advanced course work for post graduates.
  - Faculty development opportunities from educational partners.
  - Networking with the industry leaders to expand course material, going beyond the basic cosmetology and esthetics education.

- What challenges (threats) exist for the program?
  - The dependence on client base labs that impact the students learning experiences.
  - Possibility of budget cuts.
  - Faculty workload is currently overloaded in order to have the students finish course in a timely manner for the licensing exam.

- How do you know that students are achieving your stated Program SLO’s?
  - Through written exams, Benchmark achievements, capstone projects and practical skill assessments in all areas of cosmetology and esthetics.
  - Grads passing the state licensing exam for licensure.

- What kinds of evidence can you provide?
- In the lecture courses; COSM 20, COSM 30, COSM 40, COSM 50V, COSM 60 and COSM 70 examples of written exams scores, capstone projects and knowledge surveys, workbooks and study guides.
- In the lab courses; COSM 21L, COSM 31L, COSM 41L, COSM 50V, COSM 61L and COSM 71L examples of rubrics, benchmark projects and performance skill exams.

(You don’t have to include the evidence in this report. Just list some of the ways that you collect evidence on student learning. Examples include knowledge surveys, projects, writing samples, observations, portfolios, performance tests, capstone experiences, etc.)

- Does the program have sufficient resources to promote student learning?
  - Yes, in the lecture classes.
  - No, in the labs, and classrooms. Facilities need to be updated with electricity and better lighting. The industry depends upon the skill of thermal styling skills and the use of electric hair clippers in order to service their clientele. They are basic entry level skills that are required for employment.

- Are other resources needed such as personnel, facilities, or equipment?
  - A part time APT is needed for the esthetics courses. Currently the estheticians’ courses are utilizing student help. The cosmetology APT is ordering equipment and supplies for the esthetician courses, doing the inventory and setting up the front desk for the estheticians’ clinic before she goes home. Often after her work hours are done. The cosmetology APT also trains a new student help each semester.
  - The Instructor is left alone with her class in the building, for safety reasons when the instructor must step out of the lab there is no one for the students to go to in case of an emergency.
  - Lighting in some of the labs needs to be improved. Currently the lab in room 101 has some work stations that are dimly lit and hard to see their workmanship and for the instructor to evaluate their skills.

- If additional resources are required, what evidence/rationale is there to support this?
  - With a designated APT for the estheticians’ courses, supplies and inventory would be handled in a more efficient and organized manner. The training of the esthetician students in the area of salon business and handling the reception desk would not be left to a student helper to oversee them in a supervisory manner.
  - There would be a staff member for the students to go to in the case of an emergency, if the instructor is not available.
  - The current industry standard on thermal styling and men’s haircutting are an entry level skill. The current facilities are not equipped with sufficient electrical outlets for the students to become proficient in the two practical skills. This has been brought to our attention from employers in the industry.
  - The lighting in the cosmetology main lab is insufficient with some dimly lit areas. The area of hair color needs to be done in true light in order to evaluate the correct tone and natural hair color. A few times the student has taken the client and or classmate outside the building in the sun light to do this.
  - The instructors will sometimes move the project or client to an area that is better lit in order to evaluate the skill level of the student.
• Do all of your instructors (both faculty and lecturers) include the course (not program) SLOs into their syllabus?
  o Yes, but due to recent changes in the course materials made by the publisher the faculty of the Cosmetology department will be revising the course SLOs
• How do you ensure that everyone is doing so?
  o I have asked them for a copy of the syllabus each semester, and keep the on file where they can be accessed for comparison in growth of the subject and where any revisions might have been made.
• Where do the instructors get the course SLOs from?
  o The instructors will be updating the course SLOs from the course materials and consulting the program advisory board.
  o The course materials have been updated by the publisher, and updating the course SLO’s soon be done to reflect the changes.
  o Do they get them from the program coordinator?
    • No, However the faculty will be working on them together, due to the “lock step” nature of the courses in the program.
  o From the division secretary?
    • No, the division secretary has limited knowledge in the cosmetology industry.
  o From the HCC Website?
    • The current SLOs on the HCC Website will need to be updated, the cosmetology department waited until the publisher finished the revisions of the course materials. This was finalized in June 2009, by Pivot Point International. Honolulu Community College; Cosmetology Programs is under the Pivot Point membership school program and as a part of the membership agreement the Pivot Point System must be taught and to include all new revisions of course materials.

Part III: Action Plan

• What tasks/goals have you accomplished from your previous action plan items on last year’s annual review report?
  o The Review of Program SLO’s
    • The Program SLO’s have been review by the faculty of the Cosmetology Faculty and have been proven to be adequate for the current year.
  o Updating the course SLO’s for each course.
    • The Cosmetology Department was notified by the Publisher (Pivot Point International) of 8 textbook revisions and instructional materials will be in a new format. It was agreed upon by the faculty to wait until textbook revisions and new formatting of instructional materials where complete before the program would start to revise the current course SLO’s.
• What tasks/goals have you set for the upcoming year (Fall 2009/Spring 2010)?
  o To create a client referral program. Will help build a clientele base for the students to practice their skills on.
  o Tracking the client referral program
• Enquire and research on “How” to get the electrical needs met in the Cosmetology Labs and classrooms.
• Revision of the Estheticians’ Lab kit, and have it placed in the Honolulu Community College Bookstore for Fall 2010
• Revise the course student learning outcomes to complement the new revised course materials.
• Add course syllabus to the, syllabus depository, and post on the Web site.

• Who will be responsible for completing these tasks/goals?
  • Building a clientele Base, using a client referral program
    ▪ Jess Aki
    ▪ Jessica Kaniho
    ▪ Lynnette McKay
    ▪ Stella Akamine
  • Tracking the client referral program.
    ▪ Keri Nakasone
  • Electrical needs in the Cosmetology Labs.
    ▪ Jess Aki
  • Estheticians’ Lab kit
    ▪ Stella Akamine
    ▪ Jess Aki
  • Course Student Learning Outcomes
    ▪ Cosmetology; Basic Cosmetology Theory (COSM 20) Jess Aki
    ▪ Cosmetology; Basic Cosmetology Laboratory (COSM 21L) Jess Aki
    ▪ Cosmetology; Intermediate Cosmetology Theory (COSM 30) Jessica Kaniho
    ▪ Cosmetology; Intermediate Cosmetology Laboratory (COSM 31L) Jessica Kaniho
    ▪ Cosmetology; Advanced Cosmetology Theory (COSM 40) Lynnette McKay
    ▪ Cosmetology; Advanced Cosmetology Laboratory (COSM 41L) Lynnette McKay
    ▪ Cosmetology; Basic Esthetician Theory (COSM 60) Stella Akamine
    ▪ Cosmetology; Basic Esthetician Laboratory (COSM 61L) Stella Akamine
    ▪ Cosmetology; Advanced Esthetician Theory (COSM 70) Stella Akamine
    ▪ Cosmetology; Advanced Esthetician Laboratory (COSM 71L) Stella Akamine
  • Syllabus to the depository.
    ▪ Jess Aki / Department Liaison

• What is the timeline for achieving these tasks/goals?
  • Create client referral cards to be given out during the Spring 2010 semester.
  • Create client referral thank you cards to be mailed out for each card that is returned with a new client during the Spring 2010 semester.
  • Implement a client referral program; Spring 2010
  • Track the referral program for indicators; End of the Spring 2010 semester.
  • Contact suppliers for the estheticians lab kit; Fall 2009
o Set up students orders for Fall 2010 at the Bookstore; Spring 2010
o Course Student Learning Outcomes; Fall 2009 for the Theory course
o Course Student Learning Outcomes; Spring 2010 for the Laboratory course
o Use Course Student Learning Outcomes in the Fall 2010 syllabus.
○ Place new syllabuses in the syllabus depository in Fall 2010.

Part IV: Resource Implications (physical, human, financial)

- Are there any budgetary impacts for carrying out your action plan?
  ○ The Electrical needs will be very costly, but necessary for the program to be current with industry. Insure our student have the practical skills necessary for employment.
- Do any of your action plan items require integration into the strategic plan? (If so, have you notified your division chair/Dean of this action?)
  ○ Yes; The electrical updating in the Cosmetology Laboratories and Classrooms. I have not notified my division chair, however I have notified the Vice Chancellor, Administrative Services.

Part V: Strategic Planning Items

- Does your program have any funding requests on the current strategic plan (equipment, positions, etc.)? If yes, please write an explanation on how your program review report supports the need to fund the program’s strategic plan request
  ○ Yes; Under Program Development and Expansion
    • Institutionalize an evening esthetics option in the Cosmetology (COSM) Program.
      ○ This has been done. The Esthetics option has been very successful in recruitment, class fill and training reputation in the industry. Many of the graduates from the Esthetics option has commented how grateful they are for the esthetic courses they have taken at Honolulu Community College.
- Are all safety issues addressed?

Additional Information on the current activity of the Cosmetology Program

Over all the Cosmetology Program is very strong, our students’ knowledge and skill levels provide a strong foundation according to the feedback from employers who hire our graduates. The commitment of the faculty to constantly be on the lookout for any weak areas and creating innovating ways to keep instruction fresh for the diversity of the student who enroll in the cosmetology program is commendable.
The standards are high; the departments' commitment to take on the responsibility of molding highly qualified professionals for the cosmetology industry is evident by the departments' reputation in the community.

I would like to address some concerns with the Quantitative Indicators for Program Review;

DEMAND INDICATORS: Unhealthy

1. Annual New and Replacement Positions State for 2007 was 0, and for the Academic Year 08-09 was 4
   a. According to the "Hawaii Workforce Informer; Predicted to have a 2,100 licenses Cosmetologist working in 2007 and in the year 2009 there are 2,140 licenses Cosmetologist, which indicates a change of 40 (NOT 4) with a 1% growth in the Cosmetology Industry.

2. On #7 FTE Enrollment in Program Classes was calculated incorrectly. The sum of Fall and Spring Student Semester Hours (SSH) taken by all students in classes linked to the Program (6#) divided by 30. The Cosmetology courses class fit is *25.
   a. 1809 divided by 30 = 60.30 or 61 (which is what is on the report)
   b. 1809 divided by 25 = 73.16 or 73 or 74 (which is what is should be)

1. * This is due in accordance with the Hawaii Administrative Rules; Title 16 (Department of Commerce and Consumer Affairs) Chapter 78; Cosmetology "16-78-55 Instructor-student ratio. The instructor-student ratio shall be one instructor for every twenty-five students. A school shall have a minimum of two licensed instructors, which may include the principal, provided the principal is a licensed instructor. [Eff 7/4/64; am 4/17/70; am and ren 16-78-55, 7/2/81; am and comp 12/21/89; cosmp 2/22/05] (Auth: HRS 439-7) (Imp: HRS 439-18)

3. On #8 Total Number of Classes Taught
   a. From the Definition / Description; Total number of classes taught in Fall and Spring that are linked to the program. Includes Summer classes if year-round attendance in mandatory.
   b. On the report from 2005 to 2007 the number of classes taught was 10 and on the Overall Program Health document it is 18 classes, how did we increase with out more faculty or classrooms? However the report did not include the 4 co-requisite classes that is mandatory = total of 22 classes.

EFFECTIVENESS INDICATORS: Cautionary

1. On the report (#17) Successful Completion (Equivalent C or Higher)
   a. The grade of "C" or Higher is required to pass the course in the Cosmetology Department.
   b. The Cosmetology Department definition of a "C" grade is 76% minimum.

2. On the report (#19) Persistence (Fall to Spring)
   a. Due to the "Lock Step" nature of the Cosmetology Programs and courses, the completion of the entry level course will effect the enrollment of the
second semester courses and the second semester course completion will affect the enrollment of the third semester courses for Cosmetology. Esthetics is a two semester course.

3. On the report (#20) Unduplicated Degrees/Certificates Awarded (Overall Program Health)
   a. The Demand Indicators; (Number of Majors) 123 (#3)
   b. Withdrawals  
      i. Cosmetology
      ii. Esthetics
   c. Number of Degrees Awarded  
      i. Cosmetology
      ii. Esthetics
   d. Certificates of Achievement Awarded  
      i. Cosmetology
      ii. Esthetics
   e. Other Certificates Awarded  
      i. Esthetics
   f. 31 students to continue on to the third semester to finish for a Certificate of Achievement or on to the fourth semester to earn the Degree.

The Cosmetology takes the program review quite seriously and will make any necessary adjustment to keep and maintain the program health when it is something we can control. But when the figures are not in alignment from year to year there is a genuine concern. Questions come up; what can we do as faculty or as a department to improve the Program Health Indicators? Are we doing every thing we can as faculty or as a department to improve the areas of weakness and still maintain our strengths?

Over all the Cosmetology Program is very strong, our students' knowledge and skill levels provide a strong foundation according to the feedback from employers who hire our graduates. The commitment of the faculty to constantly be on the lookout for any weak areas and creating innovating ways to keep instruction fresh for the diversity of the student who enroll in the cosmetology program is commendable.

The standards are high; the departments' commitment to take on the responsibility of molding highly qualified professionals for the cosmetology industry is evident by the departments' reputation in the community.
### Overall Program Health

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<tr>
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<th>Academic Year</th>
<th>Cautionary</th>
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<tr>
<td>1 New &amp; Replacement Positions (State)</td>
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<td>Demand Health</td>
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<td>2 New &amp; Replacement Positions (County Prorated)</td>
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<td>3 Number of Majors</td>
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<td>4 SSH Program Majors in Program Classes</td>
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<td>5 SSH Non-Majors in Program Classes</td>
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<td>6 SSH in All Program Classes</td>
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<td>7 FTE Enrollment in Program Classes</td>
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<tr>
<td>8 Total Number of Classes Taught</td>
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### Efficiency Indicators

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<td>11 FTE BOR Appointed Faculty</td>
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<td>13a Analytic FTE Faculty</td>
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<td>14 Overall Program Budget Allocation</td>
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<td>14b Special/Federal Budget Allocation</td>
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<td>15 Cost per SSH</td>
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<td>16 Number of Low-Enrolled (&lt;10) Classes</td>
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### Effectiveness Indicators

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<td>18 Withdrawals (Grade = W)</td>
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<td>19 Persistence (Fall to Spring)</td>
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<td>20 Unduplicated Degrees/Certificates Awarded</td>
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<tr>
<td>20a Number of Degrees Awarded</td>
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<td>20b Certificates of Achievement Awarded</td>
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<td>20c Academic Subject Certificates Awarded</td>
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<td>20d Other Certificates Awarded</td>
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<tr>
<td>21b Transfers without degree from program</td>
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C/P denotes that the measure is provided by the college, if necessary.

Data current as of: 8/19/2009 - 3:30:PM