Identification of Program: Cosmetology
Program Evaluation Team: Robert Ortenzi
PEP Team Members: Edward Beanes, Kelly McCann, Christina Rivera

The Vintage Academy was in the process of receiving accreditation from the Napa Valley College through its partnership. As of November 12, 2009, the Board of Trustees recommended not to extend funding to the program at this time. In light of these facts, the verification team met with the Vice President of Instruction and Chairperson Judith Walter Burke and was told to continue with the report. The PEP team identified characteristics of the program that were both strong and characteristics in need of improvement. The PEP team reviewed the report data and the following observations and suggestions are offered should the program be reinstated in the future.

Status of Curriculum Revision:
Student Learning Outcomes Matrix was succinct and clearly represented the information in the course outlines of record. If the program is reinstated the Course Outline of Record (COR) will need to be reviewed for updates in text, methodologies, etc. If the program is reinstated in the future, the program may want to consider adding coursework provided by the Business program for any students interested in pursuing opening their own salon / business.
Note: the Vintage Academy syllabus and student contract would need to be revised.

Statement of Completion:
The PEP process and evaluation will need to be repeated if the program is reinstated.

Strengths of the Program:
The program had been affiliated with local (community) business, Vintage Hair Academy, for a long standing period with a strong indication of increasing enrollment. The program appealed to a large female population. Cosmetology was a vocational program that prepared graduates for work in an industry that is stable and well-suited for retraining students interested in career change. A strategy was in place for faculty to keep up on field trends. Program actively participated in local High Schools’ annual career days.
Areas for Program Improvement:
If the program is reinstated, it is crucial that Vintage Academy seek accreditation with the governing California cosmetology agency. This will enable students of the program to fully partake in the student services offered by Napa Valley College, most importantly, financial aid services. The program will need an effective method to promote awareness of all NVC student services, including an effective collaboration with the NVC Career Center. Collaboration should extend to the local Workforce Investment Board and Workability Program-NVC. There may also be possible on-the-job-training monies through these local agencies. Even though the program has a high retention rate, the data shows low success rates; however, a high percentage of the student body that graduated from the program successfully passed the California State Board of Cosmetology (CSBC) exams. Communication pathways between the college and the academy did not appear to be as effective as it could have been. If reinstated, developing an organizational chart with clearly defined roles will assist with communication pathways between the college and the academy. The program will need an effective way to garner, glean and respond to student feedback as well as have a plan to track and report student success rates, assessments, retention efforts, demographics, and ethnic representation. It is also advisable that the program develop a strategy to respond to ‘at risk’ students. Per the student feedback provided in the report, it is advisable that there be some consideration and planning for updates to the facility. Should the program be reinstated, the instructor qualifications should be clarified with the college Human Resources department and Office of Instruction.

Summary:
The PEP process and evaluation will need to be repeated when the program is reinstated with the above observations offered as an initial guide for future consideration.
Instructional Program Evaluation  
Part 1

Program: COSMETOLOGY PROGRAM

Date: SPRING 2009

1. Mission

A. Program Mission Statement  
This section should be a short, clearly stated purpose of the program or services. In other words, what does the program/service/department contribute to Napa Valley College’s (NVC) Mission. Write or revise your program mission statement in the space below. The NVC Mission is provided for reference.

The mission of the Napa Valley College Cosmetology Program is to prepare students for entry-level employment as a hair stylist or manicurist by preparing them with the knowledge, skills, and abilities to obtain the required state license.

B. The program falls within one or more of the following categories (check all that apply):

- ☐ Transfer/Degree
- ☒ Vocational
- ☐ Remediation
- ☐ Non-Credit/Community Services

2. Accreditation and External Reviews

A. Review NVC’s Accreditation Planning Summary (available on the PEP website “Documents”) and results of previous program evaluations. Discuss the recommendations of the review teams relevant to the program and how the program responded.

Napa Valley College contracts with the Vintage Hair Academy to provide the entire Cosmetology Program. The Napa Valley College Cosmetology Program at the Vintage Hair Academy is not currently accredited by any agency. Students enrolled in the program are not currently eligible for financial aid because the program is not accredited.

In January 2009, The Vintage Hair Academy made application to the National Accrediting Commission of Cosmetology Arts & Sciences to begin the accreditation process. We anticipate this process being completed by January 2011. The cost of obtaining accreditation for this program is estimated to be $5000.00. Vintage Hair Academy is requesting that the College contribute to the costs of obtaining accreditation. The college is unable to provide funding at this time due to the current budget crisis. The Vintage Hair Academy has decided to proceed anyway.
B. Indicate the sources of information used in Question 2.A.

☐ Accreditation Self-Study Planning Agenda
☐ Accreditation Final Report
☐ Previous program evaluation recommendations
☐ Not Applicable

C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.

See 2A above.

D. Reflect on your responses in Section 2. Accreditation and External Reviews and write objectives for improvement on Schedule A. Program/Discipline Plan.

See attached Schedule A.

3. Curriculum and Instruction

A. Prepare/revise the Student Learning Outcomes Matrix.

In October 2008, we established Student Learning Outcomes for the program and for each of the three individual courses in the program. At the same time, we also revised all three courses. The Curriculum Committee approved the student learning outcomes and course revisions in the fall of 2008.

B. Review the course outlines of record.
   1) Assess the appropriateness of the degree and certificate requirements.

   The Cosmetology program includes a certificate and three courses. These courses adequately prepare a student to take the state Cosmetology exam.

   2) Evaluate the appropriateness of courses to the program.

   Cosmetology 300, 301, and 310 are the appropriate courses for this program as they adequately prepare the students to take the Cosmetology exam.

   3) Assess the appropriateness of current pre- and co-requisites and recommended preparation. Have the pre- and co-requisites been validated through the NVC curriculum process?

   Cosmetology 300 and 301 are a sequence of courses. Cosmetology 300 is the pre-requisite for Cosmetology 301. The Curriculum Committee has approved this pre-requisite. Cosmetology 310 is a stand-alone course.
4) Determine which course outlines have not been updated since the last program evaluation or within the past five years.

All program course outlines of record were revised in October of 2008 and approved by the Curriculum Committee in the fall of 2008.

5) Write SLOs for the program and for each course.

Student learning outcomes for the Cosmetology Program and for all three courses have been written and were approved by the Curriculum Committee in the fall of 2008.

C. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the directions provided by the Curriculum Committee.

Not Applicable.

D. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

Once a year, the California State Board of Cosmetology offers an open house to discuss relevant issues and changes in the student requirements for taking and passing the state cosmetology exam. Robert Ortenzi, the program coordinator, and members of his instructional staff from the Vintage Hair Academy attend this meeting and share at staff meetings what they learn with the other members of the staff who did not attend. Programmatic changes directly impacting student performance standards and requirements are updated in student handout materials.

When substantive changes are identified, the program coordinator works with the Dean of Career Technical Education to ensure that the official course outlines of record at the college are updated. He also ensures that course syllabi are updated to reflect any changes made to the Course Outline of Record.

E. Assess Student Learning Outcomes

1) Explain the methods used to assess student learning outcomes. Describe which student performances were assessed and where the assessment occurred (please be specific).

Formal assessment procedures will be implemented once the ad hoc Assessment Committee completes its study. However, student performance is tested using weekly exams, applicant tests involving scenarios, and a final exam. The following is a breakdown of the testing methods used for each student learning outcome. Grading is assigned on a “pass or no-pass” basis based on the instructor’s review of the student’s performance.
1. Perform basic male and female style haircuts. Students are tested on this outcome using “doll heads” and client models. An instructor evaluates the student’s work.

2. Perform a manicure and pedicure. Students are tested on this outcome using client models. An instructor evaluates the student’s work.

3. Demonstrate safety and sanitation techniques. Students take a written exam on safety and sanitation and demonstrate the use of proper techniques in every application scenario test they complete.

4. Demonstrate effective interpersonal communication techniques. Students are tested on this outcome using client models. An instructor evaluates the student’s work based on observation and feedback from the model.

5. Identify chemicals used in cosmetology. Students are tested on this outcome using written examinations. An instructor evaluates the test.

6. Explain proper hair care and treatment. Students are tested on this outcome using written examinations. An instructor evaluates the test.

7. Apply state laws and regulations related to cosmetology. Students are tested on this outcome using written examinations. An instructor evaluates the test.

8. Pass the California State licensing examination. Students are tested on this outcome by taking and passing the state examination with a score of at least 70%.

2) Summarize your findings from the data.

We have not completed a formal assessment of the student learning outcomes. However, results from written examinations and student performance in the application scenario tests are used to identify weak areas of instruction and to make improvements in instruction.

3) Describe how you used the data and the results to improve teaching and student learning?

The data received from the state on how students performed on the state examination is used to modify instruction and course content in ways that better prepare students for success.

4) An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:
   X Syllabi
   X Catalog
   X Brochure
   ☐ Articulation/Transfer agreements
   X Website
   ☐ Other_______________________________________
F. Instructional Methods

1) Discuss the methods used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline?

The program coordinator monitors all aspects of instruction with particular attention to how the official course outline of records is reflected in the instruction provided by the Vintage Hair Academy staff. Staff meetings are used to discuss discrepancies and to ensure that program standards are maintained. Instructors also participate in annual update training on new rules, regulations, and requirements provided by the State.

2) Discuss the instructional methods used by the program faculty to address the diverse student population and to encourage retention and persistence?

The speed of acquisition of skills and techniques by students varies. Students are allowed to move through the program at their own pace under the direct supervision of an instructor. Instructors ensure that foundational skills are achieved and that students are given adequate time to practice in preparation for testing. This is accomplished through one-on-one instruction provided by Vintage Hair Academy instructors. Students repeat exercises until they master the required skills. The only requirement is that all work must be completed by the end of the course.

3) Discuss the instructional methods used by the program faculty to address the differences in learning styles and to encourage retention and persistence?

The instruction provided throughout the Cosmetology program includes lecture, demonstration, and hand-on practice using “doll heads” and model clients. Because the program is self-paced, students are able to spend more time in areas of weakness and to progress more quickly in the areas of strength. All instruction and student support is self-contained and provided by the Vintage Hair Academy staff.

G. On-line Services

1) List the on-line and hybrid courses that are offered in this program.

2) Is 50% or more of the program offered through a mode of distance or electronic delivery? Yes____ No XX

3) Discuss the program’s plans for future on-line offerings.

4) Describe any challenges that have been identified and needs that must be addressed to support the development of on-line offerings.

None of the Cosmetology Program courses are offered online, and there are no plans to develop online components for the program as online instruction is not compatible with the skill development required to pass the courses in the program.

H. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?
The Cosmetology Program is an exclusive job-training program contracted with the Vintage Hair Academy by Napa Valley College. There are no programs offered on high-school campuses that would articulate with this program.

I. Reflect on your responses in Section 3. Curriculum and Instruction, and write objectives for improvement on Schedule A.

See attached Schedule A.

4. Community Outreach and Articulation

A. Off-Campus Offerings

1) List the off-campus courses offered in the program and the location (Upper Valley Campus, American Canyon/South County, other/identify).

The Cosmetology Program is a contracted program by Napa Valley College with the Vintage Hair Academy. State licensing regulations restrict offering licensed training programs off-site. The Vintage Hair Academy is the only site licensed by the State of California to offer training.

2) Discuss the program’s plans for future off-campus offerings.

The current facility is of sufficient size to accommodate the program. There are no plans to develop additional sites or to seek licensing of off campus facilities.

3) Describe any identified challenges and needs that must be addressed to support off-campus offerings.

   Not applicable.

B. What recruitment and/or community outreach activities has the program engaged in or initiated?

   Vintage Hair Academy staff works closely with both the Napa County and Solano County Department of Rehabilitation to place students seeking job re-training into the Cosmetology Program. In addition, the Program participates in the annual high school career day activities at St. Helena High School, Napa High School, and Chamberlain High School. The Program also hosts site visits for high school students.

C. What has the program done to establish relationships with secondary schools and/or four-year institutions?

   See responses to above questions. The Cosmetology Program is not a transfer program.

D. What has the program done to establish relationships with the business community (if a vocational program)?
The Cosmetology Program is well connected with local salon owners and meets with an advisory committee annually to identify needs and trends in the business. In addition, the Program solicits feedback on graduate performance through this advisory committee. The Napa County ROP Program participates on the advisory committee as well.

E. How has the involvement of the advisory committee helped in improving and/or promoting the program (vocational programs only)?

Advisory committee participants have a direct connection with the faculty and program coordinator of the Cosmetology Program. They have the ability to provide direct and regular feedback about graduate performance. However, because this program is so heavily regulated by the State of California, curriculum changes are only possible through regulatory change.

F. Reflect on your responses in Section 4. Community Outreach and Articulation and write objectives for improvement on Schedule A.

See attached Schedule A.

Reviews and Signatures

Part I of the program evaluation report is to be reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

| Program Evaluation Chair Signature: ______________________________ |
| Division Chair/Supervisor Signature: ______________________________ |
| Date: __________________________________________________________________ |

Page 7 of 25
Instructional Program Evaluation
Part 2

Program:  COSMETOLOGY

Date:  FALL 2009

5. Enrollment Trends and Student Satisfaction

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

Vintage Academy has seen a major increase in new student interests. Due to the state of the economy we see a lot of people who have been laid off and are looking to be retrained. During the past two years, Vintage Academy's student enrollment has been at capacity. We offer a waiting list for new students who are not able to enroll for future classes. We have lowered the number of new students to help accommodate the students' desire for a larger work area. However, you will see an even greater drop in student enrollment due to the contract between the Napa Valley College and Vintage Academy. As of July 1 2009, Vintage Academy’s hours were cut back by 30% from the previous year. Budget cuts were the reason for this change.

COSM 310 is the Manicuring program. There are no requests to be enrolled through Napa Valley College due to the fact it is an 8-unit class and students cannot receive any financial benefits from it. Students find other financial support that suits their financial needs.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

Due to the nature of this program and the fact that it is provided through a contract that funds the program based on the number of students and hours of instruction provided, the traditional load data considered in this section is not applicable. FTES for the program for the last two complete fiscal years is provided below. It was calculated based on the actual number of hours the program was compensated for by the college’s contract.

2007/2008 – 127.60 FTES
2008/2009 – 151.92 FTES

Because of the current budget crisis, the college reduced the maximum amount of compensation available from this contract by 20%. No decision has been made about how this contract will be adjusted after December 31, 2009.

C. Review the program’s schedule of classes and the student satisfaction survey results. Discuss whether the courses are scheduled appropriately to meet student needs.

There has been no formalized and regular process of collecting student feedback and evaluation. Vintage Academy’s hours are Tuesday through Saturday 8:00 a.m. -
4:30 pm. Requirements for Cosmetology by the State of California are a minimum of 1600 hours. A student with perfect attendance would be able to graduate 9 ½ months after starting. Average time for a student to complete the Cosmetology program is approximately 10 months.

The starting of additional sections is based on the amount of funding left in the current fiscal year contract with Napa Valley College.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

Like all vocational programs, people learn and adapt to their new skills at a different pace. Some need more lecture while others need more hands-on applications. We offer a wide range of teaching techniques to teach students. During the morning sessions we use lectures to teach students. The remaining portion of the day we incorporate practical applications as well as small work groups. Practical applications consist of the students being assigned specific tasks to perform on either clients, doll head, each other, or practice fingers. These tasks are then checked by an Instructor and discussed with each student. Small work groups are separate classroom activities that address specific areas that several students share in common; for example, haircutting, coloring and styling techniques. We also offer videos which show updated trends in our industry.

In the student survey, some expressed their need for teaching techniques that we already implement. Students requested less lecture and more practical time. However, to increase one type of teaching technique would require us to withdraw from another technique. One example is “more hands on presentation”. Increasing more hands-on would require Vintage Academy to decrease the amount of theory hours. Our program requirements are mandated by the State of California’s Department of Consumer Affairs. Their requirements would not be fulfilled; therefore, not allowing the student to graduate.

Vintage Academy is not able to decide what is taught. Students have to complete the requirements dictated by the State of California. We teach students the information, both practical and theory, for them to get their license and be able to work in the cosmetology field. Not all students progress at the same speed. Some students are challenged with the basics, whereas for others, it comes as second nature. We teach and train students as best as possible on an individual basis.

On a side note, the survey was taken right after the students were informed of several policy changes. These policy changes were made in order to comply with Napa Valley College. The policy changes were in regards to consequences in attendance and behavior habits. Previous consequences were suspension and fees. These have since been removed. The new policy is that if a student doesn’t attend on an 80% average, the student will receive a failing grade and be dropped from the program. It caused quite an issue for several students and reflected in their personal opinions about Vintage Academy. Surveys are continuously being given to students to keep Vintage Academy in touch with students’ needs and desires for the future.

Students have noted areas for improvement to be towards new equipment. Rising costs and decreasing funding makes this very difficult at this time. However any time any equipment is broken it has and will be removed and replaced. Our industry is
fashion oriented based on what’s new and trendy. Our equipment is quite the opposite. Our equipment is outdated, but still works. One item that is brought up in several discussions is students’ chairs. To replace 62 working chairs with new updated working chairs would cost approximately $35,000.00. If a chair is broken, it is removed then replaced with a new chair.

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

In California, the number of Hairdressers, Hairstylists, and Cosmetologists is expected to grow much faster than average growth rate for all occupations. Jobs for Hairdressers, Hairstylists, and Cosmetologists are expected to increase by 23.1 percent, or 10,400 jobs between 2006 and 2016.

In Napa County, the number of Hairdressers, Hairstylists, and Cosmetologists is expected to grow much faster than average growth rate for California. Jobs for Hairdressers, Hairstylists, and Cosmetologists are expected to increase by 75.0 percent, or 60 jobs between 2006 and 2016.
(Source: http://www.labormarketinfo.edd.ca.gov/oecguides/Summary.aspx?Soccode=395012&Geography=0604000055)

Vintage Academy in the past was able to offer a student a career in the field of cosmetology at a great price. The only other local Cosmetology school in the area charges $15,000 per new student where as Vintage Academy charged $1,090 for students’ kits plus $688 in unit fees.

The program provides training to students based on the requirements established by the California Department of Consumer Affairs. There are no other additional features of the program that distinguish it from what the state requires.

F. Reflect on your responses to Section 5. Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A.

See attached Schedule A.

Approved: _______________________________  Date__________

Director, Institutional Research

6. Student Success and Equity

A. Review the data on enrollment, retention, and successful course completion. Discuss program trends relative to college-wide and course level trends. Identify areas where disparity exists for any demographic group (race/ethnicity, gender, age, disability)

The 2009 PEP process identified some unique aspects of the COSM program that makes the method of calculating successful course completion rates at the institutional level inappropriate for COSM. COSM 300 is comprised of the first 800 hours of a student’s training where as COSM 301 is comprised of the final 801-1600
hours. Due to the length and timing of each section (COSM 300/COSM 301), students are given a non completion if they do not complete in the same semester. Vintage Academy offers 6-8 starting dates throughout the year. A student who starts in April would not be able to complete COSM 300 until mid September.

Based on attendance records maintained by the Vintage Hair Academy, seventy-seven percent of the students (75/97) that began their enrollment in the year 2008 completed the program. Ninety-two percent (69/75) of those students who completed went on to get their license through the State Board of Cosmetology. This statistic is based on data provided by the California Department of Consumer Affairs.

Vintage Academy, like most Cosmetology schools, has far fewer male students than female students. Disabled students for the most part are unaware of the assistance that they could receive through the college. We currently have one disabled student who receives tutoring through the Department of Rehabilitation. Physical disabilities pose a major setback to those individuals who seek to make a profession in the Cosmetology industry.

The number of students successfully completing the Cosmetology Program exceeds the average completion rate of traditional courses offered by Napa Valley College. However, the Cosmetology Program is unique to any other program offered by the college aside from an entire traditional degree program.

B. Compare student enrollment, retention, and successful course completion rates for online courses to equivalent data for conventional and hybrid courses.

Not applicable.

C. Compare student enrollment, retention, and successful course completion rates for off-campus courses to equivalent data for on-campus offerings.

Not applicable. All courses are held at the Vintage Academy

D. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

Students have access to their attendance records and can track their progress toward fulfilling the requirements of the 1600 hours of training. There are no strategies in place to identify or assist students at risk.

E. What has the program done to formalize links with support services for students?

The only student support service the program works with on campus is Financial Aid. However, because the Cosmetology Program is not accredited, financial aid is no longer available for students. The program does not have any relationship with any other student support service on campus.

F. Review the full-time/part-time instructor ratio. Discuss trends and needs.

Vintage Academy employs four full-time instructor and one substitute instructor. State law requires at least one full-time instructor per 25 students. Vintage Academy
currently has 71 students enrolled. At this point there is no need to employ more instructors.

G. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

I was not aware that in the year 2007-2008 Vintage Academy was supposed to inform a specific faculty member of the NVC of a student’s graduation. At the completion of every semester Robert Ortenzi would post Credit/No Credit on grades. In the beginning of 2008 I was informed that there is a separate form to fill out for a certificate. This is why there were no certificates awarded in the past compared to what is currently being awarded.

At this current time, Vintage Academy has not made contact with past graduates to complete a job placement percent. However, with the current 92% licensing statistic, Vintage Academy is effectively training students to perform in the field of Cosmetology. Vintage Academy is currently considering methods for tracking students’ employment. Phone calls and mailings are two methods being reviewed at this time.

H. Reflect on your responses in Section 6. Student Success and Equity and write objectives for improvement on Schedule A.

See attached Schedule A.

Approved_______________________________________________    Date_________

Director, Institutional Research

7. Planning and Budget Requests

While answering the questions in this section, consider the staffing available, the existing budget, as well as the objectives that you included on Schedule A. Schedule A will be your program plan and will be sent to your division chair to be included as part of the division plan. Complete Schedules B-F, as needed, to justify requests for additional resources.

A. Program Plan. Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

B. Faculty and Staff. Summarize the staffing resource needs identified in Schedule A. Discuss any changes needed. Complete Schedule B. Request for Permanent Faculty and Staff form as needed.

C. Operational Budget. Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C Request for Operating Budget Augmentation form as needed.
D. Program-Specific Equipment. Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D Program Specific Equipment Request form as needed.

E. Technology. Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E Technology Request form as needed.

F. Facilities Improvement/Renovation. Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F Facilities Improvement/Renovation Request as needed.

G. Professional Development. Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff. Based on the goals that resulted from this program evaluation, complete the Schedule G Professional Development Needs form to indicate what areas of focus have been identified for future faculty/staff development.

Note: Budget requests for Travel and Conference should be addressed on Schedule C. Operating Budget.

H. Learning Resources/Media Materials. What learning resources (i.e., books, periodicals, videos) are needed to enhance program success? Complete Schedule H Learning Resources/Media Materials Request form as needed.

I. Research. If the program/department needs additional data or research conducted to inform decision making or planning, complete Schedule I, Research Project Request form.
## INSTRUCTION PROGRAM/DISCIPLINE PLAN

### PROGRAM NAME COSMETOLOGY

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th><strong>Objectives</strong></th>
<th>Priority In Rank Order</th>
<th><strong>Program Activities/Actions</strong></th>
<th><strong>Resources</strong>*</th>
</tr>
</thead>
</table>
| 1, 2                      | 4                           | 1. Develop a method of collecting feedback from local employers on graduate performance. | 1.                      | 1. Create an advisory committee made up of salon owners from the region.  
2. Establish a meeting schedule for at least 2 meetings each year.  
3. Schedule a meeting focused on gaining feedback on program content. | None.                      |
| 1, 2, 3                   | 5                           | 1. Develop a process for collecting student feedback and evaluation on a regular basis. | 2.                      | 1. Develop a course evaluation form.  
2. Administer the form at the completion of every course.  
3. Review the results with program staff and making appropriate changes. | None.                      |

* New requests should be defined on resource forms and included in the unit budget.

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**Program Evaluation Section**

2. Accreditation & External Reviews  
3. Curriculum & Instruction  
4. Community Outreach & Articulation  
5. Enrollment Trends & Student Satisfaction  
6. Student Success & Equity
Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
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<tbody>
<tr>
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</table>

*N=New, R=Replacement

Submitted By: ___________________________ Approved By: ___________________________

Budget Center Manager

President/Vice President
SCHEDULE C

REQUEST FOR OPERATING BUDGET AUGMENTATION
PROGRAM/UNIT NAME COSMETOLOGY

Budget Center: _______________________ Activity _______________________

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget

This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
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<tbody>
<tr>
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<td></td>
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</table>

Submitted By: ______________________  Approved By: ______________________

Budget Center Manager: __________________________ President/Vice President: __________________________

Internet address: www.napavalley.edu/apps/comm.asp?$1=262
**Accreditation rationale:** Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
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<tbody>
<tr>
<td>A. Instructional</td>
<td>Not applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Budget Center Manager**

**President/Vice President**

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer-related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:
1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

Not applicable

Cost estimates will be provided for priority projects only.

Submitted By: 

Approved By: 

Budget Center Manager 

President/Vice President

Internet address: www.napavalley.edu/apps/comm.asp?$1=262
Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Small project include remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $20,000.

Larger scale projects include construction and renovation projects costing more than $20,000.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

**List in priority order.**

Provide a description of the project that includes:

- How the project supports the mission and objectives of your program
- Project description
- Location of the proposed project
- Health and safety impacts of the project
- On-going maintenance that will be necessary

Describe Small Project(s) under $20,000

Not applicable

Describe Large Project(s) over $20,000

Not applicable

Cost estimates will be provided for priority projects only.

Submitted By: ___________________________  Approved By: ___________________________

Budget Center Manager  President/Vice President
PROFESSIONAL DEVELOPMENT NEEDS
PROGRAM/UNIT NAME: COSMETOLOGY

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   Not applicable

2. What pedagogical training needs have been identified in your program review?
   Not applicable

3. What types of technology does your program use? What technology training needs have you identified?
   Not applicable

4. What are the leading publications specific to your discipline and/or program?
   Not applicable

Submitted By:                                      Approved By:

Budget Center Manager                              President/Vice President

Internet address: www.napavalley.edu/apps/comm.asp?$1=262
**Books including Reference:**

Number of titles to add: _____ Not applicable

Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:

Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.

Recommendations/comments:

Estimated cost for new materials:

---

**Periodical Titles:** (Newspapers, Journals, Magazines)

Number of titles to add: _____ Not applicable

Recommendations/comments:

Estimated cost for new materials:

---

**Electronic Databases and Indexes:**

Number of databases to add: _____ Not applicable

Recommendations/comments:

Estimated cost for new materials:

---

**Media Collection** (closed captioned or DVD):

Number of titles to add: _____ Not applicable

Recommendations/comments:

Estimated cost for new materials:

---

Are library/learning resource service hours adequate for this course/program? Yes ___ No ___

Is the quantity of materials sufficient for students within needed time frame? Yes ___ No ___

Will library/learning resources assignments be used in your course? Yes ___ No ___

Will this course/program require the assistance of library faculty for orientations or other information competency instruction? Yes ___ No ___

_____ I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

_____ To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.

Internet address: [www.napavalley.edu/apps/comm.asp?$1=262](http://www.napavalley.edu/apps/comm.asp?$1=262)
Accreditation references:

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data. (Standard I.B.3)

The president guides institutional improvement of the teaching and learning environment by ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions. (Standard IV.B.2.b)

If a need for research or interest in a research project is identified through the Program Evaluation & Planning (PEP) process, please complete this form. If you have any questions, contact the Office of Institutional Research for assistance.

List research projects/requests in priority order.
Provide the following information about each project/request:

- Project description
- Purpose of project
- Link between project and NVC’s strategic goals
- Question(s) project is intended to answer
- Potential changes to current practice that will result from research findings
- Relevant page(s)/section(s) of PEP report identifying need for research

None.

Submitted By: ____________________________
Budget Center Manager

Approved By: ____________________________
President/Vice President
Program Evaluation Summary

Program: COSMETOLOGY

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Napa Valley College contracts with the Vintage Hair Academy (a private business) to provide three courses that comprise the College’s Cosmetology Program. The entire program is administered offsite under the direction and supervision of Robert Ortenzi, the owner of the Vintage Hair Academy. Historically, the supervision of the contract with the Vintage Hair Academy has been the responsibility of a dean under the Office of Instruction.

The program is funded entirely based on a per-student, per-hour basis. Historically, funding has been unlimited and, in fact, incentives have been available to train more students. The current budget crisis has caused a significant reversal of this agreement by imposing a 20% reduction on the baseline funding and eliminating any incentive for growth. In response, the Vintage Hair Academy has created a fee-based program not associated with the College to accommodate student demand for training.

The Cosmetology Program is one of the few vocational programs at Napa Valley College that supports a largely female population. It has been successful in preparing students for a career working for someone in the industry and for self-employment as a contractor or independent business owner. It is the only cosmetology program in Napa associated with a public educational institution.

This is the first time the Cosmetology Program participated in program review. In preparation for the process, the three courses in the program were revised and student learning outcomes created. All of these pieces were approved by the Curriculum Committee last school year. In addition, the student handbook and program policies were reviewed by the Office of Student Services for compliance with Title 5 and Napa Valley College policies.

In 2008, it was discovered that the Cosmetology Program was not accredited. This meant that students were no longer eligible for financial aid. The cost of getting the program accredited is prohibitive, and there is no college funding available to help the Vintage Hair Academy become accredited. Even more significant is the current budget crisis and the overall reduction in funding for the program. A disparity has been created between those students who are enrolled in the college program and those who could not enroll because of the limitation of funding and are having to pay the full cost of the training.

The Cosmetology Program has no interaction with student services on campus and provides no referrals for “at risk” or disabled students beyond what it can provide on site. There has been no formalized and regular process of collecting student feedback and evaluation. The structure of the current contract provides no support or requirement for the Vintage Hair Academy to replace equipment or to provide staff development.

This program review was written primarily by Robert Ortenzi with input and support from Greg Miraglia. Data from the Office of Planning and Research was examined and used where appropriate. Because of the non-traditional nature of the program, some of the data provided did not reflect reality. Where these discrepancies occurred, the most accurate data was used in the report.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the V.P. (Instruction or Student Services) or President with a copy to the Office of Research, Planning and Development for the verification phase.

Program Evaluation Chair Signature: ______________________________
Division Chair/Supervisor Signature: ______________________________
Date: ______________________________

Verification Phase

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified, it is forwarded to the appropriate Vice President or President (for administrative services).

Verified on: ______________________________
Verification Committee Signatures: ______________________________

Acknowledgement Phase

The Vice President/President reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to (1) base discussions and decision making on data and evaluation provided by program evaluation; (2) inform program planning; and (3) advocate for program needs.

Vice President/President ______________________________
Date Letter Sent: ______________________________
Recommend review in 2 years: Yes No
### STUDENT LEARNING OUTCOME (SLO) MATRIX

#### COSMETOLOGY

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
<th>SLO #4</th>
<th>SLO #5</th>
<th>SLO #6</th>
<th>SLO #7</th>
<th>SLO #8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSM 300</td>
<td>Perform basic male and female style haircuts.</td>
<td>Perform a manicure and pedicure.</td>
<td>Demonstrate safety and sanitation techniques.</td>
<td>Demonstrate effective interpersonal communication techniques.</td>
<td>Identify chemicals used in cosmetology.</td>
<td>Explain proper hair care and treatment.</td>
<td>Apply state laws and regulations related to cosmetology.</td>
<td>Pass the California State licensing examination.</td>
</tr>
<tr>
<td>COSM 301</td>
<td>X</td>
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<tr>
<td>COSM 310</td>
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<td>X</td>
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