

COMPREHENSIVE PROGRAM REVIEW TEMPLATE –

Cosmetology and Esthetician

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Gilbert Ramirez

Division: Division 50 - Career Technical Education

Department: Cosmetology

II - CO-CONTRIBUTORS

- 1) Nicolette Boyd

III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).
The Cosmetology Department is comprised of a 1,000-hour course of instruction in all areas of cosmetology. It fulfills the requirements set forth by the State of California Department of Consumer Affairs, Board of Barbering and Cosmetology. Gavilan College offers the required hours in a three-module sequence of classes. Career opportunities include cosmetologist, manicurist, esthetician, educator and salon owner/manager. Our program also offers a comprehensive skin care program that meets the State of California Board of Barbering and Cosmetology requirements for licensure. State Licensing requires 600 hours for the practice of Esthetics. Instruction also includes client services. Cosmetology program provides the opportunity for students with different backgrounds to build their social potential by having them work as trainees/assistants for established professionals in their salon. Cosmetology offers traditional and non-traditional students the ability to earn a certificate and state license and/or an AS degree improving their economic potential to secure gainful employment in the beauty industry.
2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the

progress/accomplishments of each goal. (Enter each goal separately)

PIPR Program Goal	Accomplishment
Use student learning outcomes assessment results to inform program plans and make program improvements	Adhere to curriculum regulations mandated by the Board of Barbering and Cosmetology. Follow the standards set by Curriculum committee: SLO assessments using data to correct/improve instructional methods.

Goal: Reestablish the Esthetics program.

- a. The Esthetics program restarted Fall 2024. It is currently taught by 2 adjunct faculty splitting the load. The schedule is Monday through Friday 5:30-9:30. This schedule allows students, including those looking for career change, access to a flexible pathway towards completion.

Goal: Hire Full-time Cosmetology Instructor.

The Cosmetology department hired 1 full-time instructor beginning Fall 2023. The instructor has taken a leadership role in revitalizing student engagement and community outreach. They now serve as faculty advisor for Cosmo Club through ASGC. In addition, the instructor has expanded professional partnerships with Salon Centric, Matrix, and Redkin. These partnerships have resulted in new guest speakers, donated products, product knowledge, and professional mentorship for new grads. The instructor has expanded the programs outreach efforts by presenting Cosmetology and Esthetics pathways to middle school and high school students, helping build early awareness of career opportunities and strengthening future enrollment pipelines. These efforts support Guided Pathways goals, enhance program visibility, and contribute to student recruitment and retention.

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

The Esthetics program began Fall 2024. We have two adjunct faculty splitting the load. The Cosmetology program is still operating as before but with 2 full time faculty teaching.

IV - STUDENT AND PROGRAM OUTCOMES

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#).

1. **(Instructional Only)** Find your program's course success information. Consider your

program success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

College: year 2022/23 overall 72%

Cosmetology success rate 2022/23 95 %

College: year 2023/24 overall 72%

Cosmetology success rate 2023/24 95%

College: year 2024/25 overall 73%

Cosmetology success rate 2024/25 92%

Success is achieved by having an established pathway towards beginning and completing our program towards licensure.

2. **(Instructional Only)** Now find your program's persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

College Persistence rate:2022/23 61%

Cosmetology PR: 2022/23 65%

College Persistence rate 2023/24 62%

Cosmetology PR: 2023/24 73%

College Persistence rate: 2024/25 62%

Cosmetology PR: 2024/25 75%

The persistence rates are higher for the cosmetology program alone due to the high rate of success with program completion and passing rates with licensing through the State. The program pathway set up for students leads to higher success rates. Cosmetology department has students graduating every semester that a cohort is not continuing to the next semester that the persistence rate is lower compared to completion rate. Both these rates should be same for the department in 90%.

We do not have Esthetics data as the program re-started this year.

3. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

While the College average stayed flat, Cosmetology has increased the persistence rate 13 points. The upward trend in Cosmetology persistence suggests students are increasingly staying enrolled term-term. This supports the clearly defined program pathway, strong completion guidance, and motivation tied to state licensure outcomes.

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?
Our program goal for course success is to maintain a success rate of 80% or higher across all cosmetology courses. Over the past three years, the Cosmetology program has exceeded this benchmark, with course success averaging approximately 90%, indicating that both individual course and overall program rates consistently meet—and surpass—our established goal. These outcomes reflect the effectiveness of the program’s structured, sequential pathway and the state licensure requirements.
5. How many students did your area serve (if you don’t have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? (200 words or less)
The Cosmetology program has steadily served a growing number of students. In 2022, the program served 78 students, followed by 74 students in 2023, 86 students in 2024, and 112 students in 2025. This upward trend reflects increased student interest and confidence in the program’s structured pathway and licensure driven outcomes and the reinstatement of the Esthetics program.
6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)
Cosmetology students demonstrate strong course success, high persistence, and improved completion rates, as evidenced by program success rates averaging above 90% and persistence rates that exceed the college average across multiple years. These outcomes suggest that students who engage in the Cosmetology program benefit from a clearly defined cohort model, hands-on instruction, individualized faculty support, and the motivation associated with state licensure requirements.
7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).
Over the past three years, the program has demonstrated consistently high course success rates averaging above 90%, along with steadily increasing persistence rates that exceed the college average. Enrollment has also grown significantly, indicating strong student interest and confidence in the program’s outcomes. These trends suggest that the program’s clearly defined, cohort based pathway, hands-on instructional model, and strong connection to state licensure requirements are effective in supporting student retention and completion. Students benefit from structured sequencing, consistent faculty support, and a clear understanding of program expectations and career outcomes. To further support success and retention, key initiatives include continuing early intervention strategies for students who may be at risk, strengthening academic and personal support through increased faculty mentoring, and maintaining alignment between curriculum, industry standards, and licensure requirements. Additional initiatives include expanding outreach and onboarding efforts to

ensure students fully understand program commitments prior to enrollment, as well as ongoing review of Student Learning Outcome data to guide instructional improvements.

V - EQUITY

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps? How can your area help increase disproportionate student success? (200 words or less)?

Within the Cosmetology program, male participation has remained low, with an average enrollment of approximately 2 male students per year over the past three years. This reflects an ongoing gender imbalance that is common within the cosmetology field and may be influenced by societal perceptions of the profession, limited early exposure, and traditional gender norms.

Despite this, overall student success rates remain high, and equity data for historically underserved racial and ethnic groups show strong outcomes. Success rates for African American students have remained above 90%, indicating minimal equity gaps in course completion. The program's cohort based structure, clear sequencing, and guided pathway have been effective in supporting equitable outcomes across student populations.

To address remaining equity challenges, particularly for male students and other disproportionately impacted groups, the program will continue outreach efforts, strengthen onboarding and career awareness activities, promote inclusive representation in instruction, and maintain early intervention and individualized support strategies.

2. **(Instruction Only)** Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

NA

3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *“Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District’s Principles of Community. The District values the worth and dignity of every person, the pursuit of*

truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism.”

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)*

Our cosmetology program actively supports district efforts to create an inclusive college environment by prioritizing diversity in staffing, curriculum, and community engagement. Of our seven staff members, four identify as Latinx, and we maintain gender balance with one male and five females. This representation helps foster cultural awareness and inclusiveness in the classroom.

We partner with local Latina-owned businesses to bring in guest speakers who share expertise and entrepreneurial experiences. These sessions cover specialized topics such as chemical relaxers, curly hair services, makeup techniques, and hair lightening for darker bases—skills essential for serving diverse clients. By incorporating these perspectives, we ensure students gain practical knowledge that reflects real-world diversity.

Through these collaborations, we identified barriers such as limited exposure to textured hair care and cultural beauty practices. In response, we integrated hands-on training and theory addressing a wide range of hair types and skin tones. These changes prepare graduates to meet industry demands while promoting equity and cultural competence.

Additionally, classroom discussions encourage students to explore cultural influences on beauty standards and client expectations. By embedding diversity into instruction and practice, we create an environment where all students feel represented and empowered to succeed in the global beauty industry.

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

Our cosmetology program addresses student and employee equity by embedding inclusivity into curriculum, support systems, and hiring practices. For students, we create opportunities for historically underserved populations by offering training that reflects diverse cultural beauty practices, including services for textured hair, darker bases, and makeup for a range of skin tones. We also invite Latina business owners as guest speakers to share expertise and entrepreneurial experiences, providing mentorship and representation that inspires student success.

To address EEO outcomes in hiring, we prioritize diversity and cultural competence in recruitment. Our current team includes four Latinx professionals and maintains gender balance, which reflects our commitment to representation. Moving forward, we will continue using inclusive job postings, diverse recruitment channels, and equity-focused interview practices to ensure fair and unbiased hiring decisions.

These efforts aim to close equity gaps, empower underserved students, and sustain a workforce that models inclusivity and cultural awareness.

VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? YES
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? NO
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? NO
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? YES
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

To bring outcomes into compliance, the Cosmetology program will conduct a comprehensive review and revision of all existing SLOs and PLOs to ensure alignment with current curriculum, industry standards, and state licensure requirements. Faculty will collaborate to update outcomes and develop an assessment schedule that ensures all outcomes are assessed on a regular cycle. Assessment results will be reviewed during department and bi-annual advisory meetings to identify trends, make instructional improvements, and document actions taken.

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?

Across most assessments, approximately 85% of students met expectations,

5% exceeded expectations, and 10% were approaching expectations. These results suggest that current instructional and service practices are effective in supporting student learning and achievement of stated outcomes.

Based on this assessment data, the primary improvement focus will be on supporting students who are *approaching expectations* to ensure they fully meet the outcomes. Planned improvements include targeted instructional adjustments such as increased formative assessments, clearer alignment between learning activities and outcomes, and additional scaffolding or support resources for students who demonstrate early signs of difficulty. Where applicable, faculty and staff will also engage in brief discussions during department or area meetings to share effective strategies that contributed to high success rates.

These improvements will be implemented during the next academic year, beginning in the Fall semester, and will be evaluated through subsequent SLO assessments. Success will be measured by an increase in the percentage of students meeting or exceeding expectations and a corresponding decrease in the percentage of students approaching expectations, while maintaining the overall high level of student achievement

2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

The program's Student Learning Outcomes (SLOs) are intentionally aligned with Gavilan College's Institutional Learning Outcomes and collectively support student development across academic, personal, and civic domains.

ILO A: Develop and apply critical and creative thinking skills, including information literacy and aesthetic responsiveness.

Program SLOs support this ILO by requiring students to analyze information, apply discipline specific concepts, and demonstrate problem-solving and decision-making skills. Students engage in activities that promote critical evaluation of information, synthesis of ideas, and application of knowledge in authentic or real world contexts such as "Perform and describe artificial nail enhancements utilizing safety and disinfection procedures". Assessment results indicate that a high percentage of students meet or exceed expectations in demonstrating these skills.

ILO B: Express and exchange ideas effectively through listening, speaking, reading, writing, and other modes of interpersonal communication.

SLOs align with this ILO by emphasizing effective communication through written, oral, and/or collaborative activities appropriate to the program. Students are assessed on their ability to clearly articulate ideas, engage in active listening, and communicate effectively with peers, instructors, and clients. These outcomes support students' academic success and preparation for professional and interpersonal environments like salons and spas.

ILO C: Develop ethical, social, and civic awareness.

Program SLOs contribute to this ILO by integrating ethical reasoning, responsibility, and awareness of social and community contexts into learning or service experiences. Students are encouraged to consider diverse perspectives, beauty standards, hair textures, hair colors, skin tones, makeup applications and understand their role within a broader community and demonstrate ethical decision making aligned with program and career standards.

ILO D: Construct personal, educational, and career goals and identify lifestyle choices that promote mental, emotional, physical, and social health.

SLOs support this ILO by helping students develop skills related to self-reflection, goalsetting, and informed decision making. Through coursework and client services, students gain tools to identify educational and career pathways, assess personal strengths and needs, and make choices that support overall wellbeing and long-term success.

Overall, the alignment between program SLOs and the college ILOs ensures that students are not only achieving program specific outcomes, but also developing the essential skills, knowledge, and dispositions needed for academic achievement, career readiness, and meaningful participation in their communities.

3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?

We are meeting our SLO success outcomes. Approximately 80% of students met expectations, 5% exceeded, and 10% were approaching expectations, which indicates strong overall attainment of learning outcomes.

The large majority meeting or exceeding expectations suggests your instructional practices and assessments are well aligned with stated outcomes.

Course success remains about 92–95% over the past three years, and persistence has climbed from 65% → 75% while the college average stayed

flat. This evidence suggests students are not only achieving SLOs but also staying on path.

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

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

Yes. The Cosmetology Department plans to update the Esthetics program by converting the existing Certificate of Proficiency into a Certificate of Achievement. The new Certificate of Achievement will provide students with a more comprehensive and formally recognized credential, improving transferability, financial aid eligibility, and labor market value. This upgrade aligns the award with statewide community college standards and better communicates to employers the rigor and licensure alignment of the program.

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

We plan to reactivate and resume offering two Cosmetology (COS) courses that have not been taught in the last three years. The first course, COS 205 (State Board Preparation), is intended to return as a focused state board exam preparation class. This course will support Cosmetology students in the fall as they prepare for the written licensure exam, and include Esthetics students in the spring for their written examination. By reintroducing this course, the program aims to strengthen student readiness for state testing and improve pass rates for both licensure pathways.

We also plan to bring back COS 207, a course designed to provide more indepth training for current students and recent graduates. This course will reinforce advanced technical skills, expand practical application opportunities, and offer additional support to students transitioning from training into the workforce. Restoring this course will help address skill building needs identified by advisory committee members, students and faculty, while ensuring graduates remain competitive and well prepared for industry expectations.

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have

distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

The Cosmetology and Esthetics programs are offered in a structured, sequential format that enables students to complete their certificate or degree within two years. Courses are scheduled in a prescribed order that aligns with state licensure requirements and ensures that students build skills progressively from foundational to advanced levels. This sequencing supports on time program completion and maintains consistency across cohorts.

All courses in the program are currently offered face-to-face, as required by the State Board of Barbering and Cosmetology, which mandates hands-on instructional hours and supervised practical experience. Because of these licensure requirements, distance education is not offered for Cosmetology or Esthetics courses, and no DE performance gaps exist for this program.

Program scheduling is designed around facility limitations and the need for separate lab spaces. Cosmetology courses run Tuesday through Friday from 8:00 a.m. to 3:30 p.m., while Esthetics courses run Monday through Friday from 5:30 p.m. to 9:30 p.m. Due to limited space and the specialized nature of the facilities, the two programs cannot run simultaneously during the same daytime hours. This staggered scheduling ensures both programs have full access to lab environments, client service areas, equipment, and storage.

Classes are held on the main campus, where all required lab and clinic facilities are located. These facilities cannot be replicated offsite, making the main campus the central instructional location for both programs.

IX - PROGRAM AND RESOURCE ANALYSIS

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Click Add Item to enter information for each year

Select Year 1: 2023-2024

Number of Full Time Faculty: 2

Number of Part Time Faculty: 2

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 1

Number of Full Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

Number of Part Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

Select Year 2: 2024-2025

Number of Full Time Faculty: 2

Number of Part Time Faculty: 3

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 1

Number of Full Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

Number of Part Time Manager, Confidential or Administrator: **Click or tap here to enter text.**

Select Year 3: 2025-2026

Number of Full Time Faculty: 2

Number of Part Time Faculty: 4

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 1

Number of Full Time Manager, Confidential or Administrator: 0

Number of Part Time Manager, Confidential or Administrator: 0

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

Over the next three years, the program anticipates a full-time faculty retirement, which would reduce the department from two full-time instructors to one. This will significantly impact personnel load and program stability because Cosmetology/Esthetics requires consistent supervision, hands-on skills instruction, and predictable sequencing tied to state licensure. With only one full-time instructor, the program risks greater inconsistency in course delivery, and reduced scheduling flexibility. These impacts will likely increase reliance on part-time faculty; however, recruiting and retaining qualified instructors is increasingly difficult due to compensation that is not competitive to industry earning potential.

3. Additional Comments: **Click or tap here to enter text.**

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

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

Select Year 1: 2023-2024

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

Total Allocation (Irrespective of Funding Source): \$31,397

Funding Source **(select all that apply)**

Unrestricted General Fund: ☒
Grants & Categorical Programs: ☒
Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$31,397

Select Year 2: 2024-2025

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

Total Allocation (Irrespective of Funding Source): \$32,272

Funding Source (**select all that apply**)

Unrestricted General Fund: ☒
Grants & Categorical Programs: ☒
Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$32,272

Select Year 3: 2025-2026

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

Total Allocation (Irrespective of Funding Source): \$71,500

Funding Source (**select all that apply**)

Unrestricted General Fund: ☒
Grants & Categorical Programs: ☒
Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$71,500

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)

The resources allocated for the Cosmetology program have been effective in supporting student success, persistence, and completion. Resource allocations have provided materials necessary for hands-on instruction such as facial beds, steamers, facial products, hair colors, lighteners, developers, LED lamps, and manikin heads. Because Cosmetology and Esthetics relies on state mandated practical training hours, consistent access to updated tools, supplies, materials and space is essential for student learning and state board readiness.

The resources provided have strengthened advising, supported hands-on skill development, and ensured alignment with licensure requirements, all of which contribute directly to student achievement, program completion, and successful preparation for careers in the beauty industry.

3. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)

Over the past three years, program costs have remained aligned with the allocated

budget. Annual resource allocations increased gradually from \$31,397 in 2023–2024 to \$32,272 in 2024–2025, with a significant increase to \$71,500 in 2025–2026 to support rising enrollment, expanded program needs, and updated instructional materials required for hands-on licensure training. All funds allocated were fully spent each year, indicating that program expenses were appropriately managed within budgeted limits.

The increase in the 2025–2026 allocation appears consistent with program growth, including higher student participation and the demands of operating two licensure based programs that rely on consumable supplies, specialized equipment, and extensive lab hours. No inconsistencies or unexpected spending patterns are noted in the available data. Instead, spending trends reflect the program’s ongoing need to replenish consumables, maintain state mandated instructional environments, and support student success through hands-on training.

XI - INTEGRATED PLANNING AND INITIATIVES

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

The Cosmetology program works closely with the Counseling Department through the Guided Pathways framework to improve student success, retention, and on time program completion. Our partnership is centered on ensuring that students understand the structured, cohort based sequence required for licensure and receive consistent academic advising from entry through completion. Counselors help students develop clear educational plans, understand program expectations, and prepare for the time commitment required for hands-on training in both Cosmetology and Esthetics.

Through this collaboration, students receive early onboarding support, clarification of licensure requirements, and regular check-ins to ensure they stay on track with the program’s two year pathway.

Over the next three years, the program and Counseling will continue to strengthen communication around program sequencing, expand career focused advising for cosmetology and esthetics pathways, and integrate more structured touchpoints for students as they progress through each module. This collaborative approach supports student persistence, improves program navigation, and enhances overall readiness for state licensure and career entry

XII - OTHER OPPORTUNITIES AND CHALLENGES

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

The Cosmetology and Esthetics programs are experiencing both opportunities and challenges as student interest and enrollment continue to grow. One major opportunity is the increasing demand for licensed professionals in the beauty and wellness industry, which supports strong enrollment and motivates students to complete their licensure pathways. The recent addition of the Esthetics program and the planned transition from a Certificate of Proficiency to a Certificate of Achievement strengthen the program's visibility, financial aid eligibility, and labor market alignment.

A significant constraint is limited facility space, which requires staggered scheduling and prevents both programs from running simultaneously during daytime hours. This limitation may become more challenging as enrollment continues to rise. Additionally, the anticipated retirement of a fulltime faculty member within the next three years presents a potential threat to program stability, given the difficulty of recruiting qualified instructors and the need for consistent supervision in licensure based programs.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? **(300 words or less)**
3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**

Remote instruction does not work for the Cosmetology and Esthetics hands on training.

Several ongoing issues continue to impact the Cosmetology and Esthetics programs and are likely to persist unless addressed. The most significant challenge is limited facility space, which prevents the two programs from running simultaneously during daytime hours and restricts the department's ability to expand enrollment to meet growing student demand. This limitation also constrains scheduling flexibility and reduces opportunities to add additional course sections or offer alternative time blocks that may better support student needs.

In addition to space constraints, the program faces staffing challenges, including the need for additional fulltime faculty, an office assistant, and lab support. The anticipated retirement of a fulltime instructor will further strain instructional coverage, consistency, and supervision—especially given the hands-on, licensure based nature of both programs. Recruiting qualified parttime faculty is increasingly difficult due to compensation that is not competitive with industry earnings, creating long-term staffing vulnerabilities.

Without addressing these issues—facility expansion, increased staffing, and dedicated lab support—the program will remain limited in its ability to grow, sustain high success rates, and fully meet student and industry needs. Addressing these constraints is essential for maintaining program quality and supporting future enrollment growth.

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal (One Sentence Limit):** Set Designated account for student kits each term.
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): **To prepare students for state licensure and entry level positions.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: **Click or tap here to enter text.**
- Proposed Activity to Achieve Goal: **Meet with Dean and Business department to establish rotating dedicated fund for students kits.**
- Responsible Party (One Sentence limit): **Department lead, Dean, Business office.**
- Timeline to Completion: Semester/Year: **Fall/2027**
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit):

Student kit funds will be clearly ear marked apart from other department expenditures.

- **Goal (One Sentence Limit): Esthetician Program Certificate of Achievement Implementation**
- Alignment to Strategic Goal **Goal 3: Academic Program Innovation and Development - To prepare students with the skills and knowledge needed to thrive in the evolving job market.**
- Alignment to SLO or SAO (Enter Department SLO or SAO that aligns to this goal): **To prepare students for state licensure and entry level positions.**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Create opportunities for higher employment and financial aid qualified
- Proposed Activity to Achieve Goal: **Update the curriculum to create the program proposal.**
- Responsible Party (One Sentence limit): **Faculty, department lead and dean**
- Timeline to Completion: Semester/Year: Fall 2027
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **Approved Certificate of Achievement offering in the catalog.**

- **Goal (One Sentence Limit): Onboard new part-time office admin.**
- Alignment to Strategic Goal **Goal 4: Community Engagement and Partnerships - To increase community engagement and enrollment through strategic outreach, effective marketing campaigns, and collaborative partnerships.**
- Alignment to SLO or SAO (Enter Department SLO or SAO that aligns to this goal): **Provide best customer service and industry experiences to students and community**
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Workplace experiences for students and clients
- Proposed Activity to Achieve Goal: **Work with HR, Division office and faculty to hire and onboard the replacement classified position**
- Responsible Party (One Sentence limit): **Department lead, Dean, HR.**
- Timeline to Completion: Semester/Year: Fall/2026
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): **Having trained classified employee**

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. Request Name (short title): Hire Full-time Faculty - Cosmetology
2. Request amount: \$120,000
3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (enter goal from above) **Hiring a full-time**

Cosmetology instructor directly supports the college's Instructional Program Goal and Student Services Goal by increasing instructional consistency, student support, and equity-minded practices across the program.

5. Is this a one-time or ongoing expense? Ongoing
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☒
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above

questions. (300 words)

A full-time instructor strengthens the program's ability to reduce equity gaps in course success by providing stable teaching assignments, consistent pedagogy, and regular availability for students who need additional guidance, especially those from historically underserved groups. A full-time faculty member can participate more fully in program planning, curriculum revision, SLO assessment, and equity focused interventions, all of which contribute to improving successful course completion for all students.

This position also aligns with the Student Services Goal by supporting Guided Pathways efforts, including helping students complete their comprehensive Student Educational Plans (SEPs) and connecting them with financial aid resources. Full-time faculty are essential partners in onboarding, early intervention, and ongoing student guidance—key factors that increase the percentage of first-time, full-time students who remain on track, complete their SEPs, and remain engaged through the financial aid process.

1. Request Name (short title): Hire Full-time Faculty - Esthetician
2. Request amount: \$120,000
3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*) **Hiring a full-time Esthetician instructor directly supports the college's Instructional Program Goal and Student Services Goal by increasing instructional consistency, student support, and equity-minded practices across the program. This will help to expand the program to day time offering**
5. Is this a one-time or ongoing expense? Ongoing
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☒
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

A full-time instructor strengthens the program's ability to reduce equity gaps in course success by providing stable teaching assignments, consistent pedagogy, and regular availability for students who need additional guidance, especially those from historically underserved groups. A full-time faculty member can participate more fully in program planning, curriculum revision, SLO assessment, and equity focused interventions, all of which contribute to improving successful course completion for all students.

This position also aligns with the Student Services Goal by supporting Guided Pathways efforts, including helping students complete their comprehensive Student Educational Plans (SEPs) and connecting them with financial aid resources. Full-time faculty are essential partners in onboarding, early intervention, and ongoing student guidance—key factors that increase the percentage of first-time, full-time students who remain on track, complete their SEPs, and remain engaged through the financial aid process.

The main goal of full time Esthetician program is to expand the offerings to day time and have one full-time faculty cover the evening courses.

1. Request Name (short title): New Classroom with Sink for Esthetician Program
2. Request amount: \$120,000
3. Type of Request: Non-Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*) **In order to increase the enrollment and provide industry experience for the students, Esthetician department need a large classroom. The classroom need access to a sink to wash hands and electrical outlets to accommodate 12-13 esthetician tables at minimum. Having access to 12 tables can accommodate 24 enrollment, currently we have space for only 8 tables.**
5. Is this a one-time or ongoing expense? One-Time
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☒
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☒
- Other ☐

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests*

not ranked include Safety, Compliance, Personnel, and Position.

Which of the following best describes your requests?

Ranked as priority for the department to provide a safe and working environment and industry experience for the students.

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

Currently the class space is limited to accommodate only 16 students with limited space. Having a large classroom can accommodate additional students and provide industry standard work environment. This class can be used for Cosmetology class lecture room

XV - ADDITIONAL QUESTIONS

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development? **Yes. The program provides product-specific training for faculty and classified professionals to ensure safe and effective use of the materials and equipment used in the department. However, the program does not currently offer a formal onboarding or mentoring process for new employees.**
2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion. **Yes, there is a significant need for additional faculty and classified professional support in the Cosmetology program. Over the past three years, enrollment has grown from 78 students in 2022 to 112 students in 2025, while the number of fulltime faculty has remained at two, and there is no full-time office assistant and no lab support. This imbalance strains instructional coverage, limits the amount of individualized support available to students, and increases reliance on part-time faculty at a time when recruiting qualified adjuncts is increasingly difficult. In reviewing comparable Community College cosmetology programs, many operate with three fulltime faculty, four adjunct, and two full-time lab assistants for approximately 60 students, highlighting that Gavilan's current staffing levels fall significantly below typical instructional support ratios required for licensure based, hands-on programs. Maintaining only two fulltime instructors for over 100 students places the program well below this peer benchmark. Increasing**

fulltime faculty, adding a full-time office assistant, and establishing dedicated lab support directly align with the college mission of providing equitable access, strong support services, and pathways to completion. Additional staffing will improve early intervention, enhance advising and Guided Pathways support, maintain state mandated instructional quality, and ensure students remain on track toward licensure and employment.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body? **The Cosmetology program supports the District's efforts to attract and retain faculty and classified professionals who reflect and understand the needs of our diverse student body by maintaining a highly representative staff and embedding culturally responsive practices into instruction. Of our five staff members, four identify as Latinx, and the department maintains gender diversity with one male and four female instructors, helping ensure that students see themselves reflected in their learning environment. This representation supports inclusivity and cultural responsiveness in day-to-day instruction. The program also partners with local Latina owned businesses to bring in guest speakers who share expertise in services such as chemical relaxers, curly hair care, makeup for diverse skin tones, and lighting techniques for darker bases. These partnerships expose faculty and students to culturally specific beauty practices and industry perspectives, strengthening staff capacity to serve a diverse constituency.**
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? **The Cosmetology department has formalized a senior class department graduation at the end of each semester in a manner that celebrates the students accomplishments. Fall 2025 ceremony was held in the SS lecture room with an attendance of over 150 family members and friends. Spring 2026 will be held in a space to accommodate all our friends and family who graciously celebrate our students. The Cosmetology Club took an active role in the Fall 2025 to get involved in other ASGC events supporting the entire student population. The department has collaborated with non-credit to introduce their students to the services and potential careers we offer.**
5. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record. **The data required for the report should already be input where appropriate to increase the process of completing the analysis.**

XVI - EXECUTIVE SUMMARY

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

The Cosmetology program continues to demonstrate strong performance, stable growth, and increasing student demand. Over the past three years, both programs have maintained high student achievement, with course success rates consistently above 90% and persistence rates rising from 65% to 75%, outpacing the college average. These outcomes reflect the effectiveness of the cohort based pathway and alignment with state licensure requirements.

A major accomplishment in this cycle was the reestablishment of the Esthetics program in Fall 2024, now operating Monday through Friday from 5:30–9:30 p.m. and taught by two adjunct faculty. The Cosmetology program also strengthened student engagement and recruitment following the hiring of a fulltime faculty member in Fall 2023, who expanded industry partnerships, introduced new affordable color lines, coordinated distributor classes, and supported professional mentorship opportunities for recent graduates.

Resource allocations have supported state mandated materials and consumables essential for hands-on training and the needs of both programs. However, limited facilities and staffing remain significant challenges. Space constraints prevent Cosmetology and Esthetics from running concurrently during daytime hours, restricting enrollment growth. The anticipated retirement of a fulltime instructor and the absence of a fulltime office assistant and lab support present additional operational concerns.

Looking ahead, program goals for the next three years include:

- **Establishing a dedicated account for student kits to stabilize annual resource needs.**
- **Converting the Esthetics Certificate of Proficiency to a Certificate of Achievement to strengthen financial aid eligibility and industry alignment.**
- **Reactivating COS 205 (State Board Prep) and COS 207 (Advanced Skills) to**

improve exam readiness and expand training.

- **Strengthening Guided Pathways collaboration with Counseling to support orientation, academic planning, early intervention, and career success.**

Overall, the Cosmetology program remains a strong, high performing pathway contributing to student success, workforce preparation, and community engagement. Continued investment in facilities, staffing, and support services will be essential to sustain growth and meet industry demand.

XVII - ATTACH FILES

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.