
Cosmetology: Program Review 2007-08



Division of Instructional Services



Program Review Guide: Cosmetology

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COSMETOLOGY

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A. Program Background

The cosmetology program is designed to teach students the art and science of haircutting, styling, scalp disorders, cleansing, treating, manicures and pedicures. First aid and infection control are also covered in the program. Municipal and state regulations pertaining to cosmetology, chemistry, tinting, bleaching and coloring are an intricate part of the curriculum.

Cosmetology is a full certificate program. All full certificate program at Lawson State require students to take a maximum of 54 hours. Career technical students must take Orientation (PSY100), Workplace Skills Preparation (WKO107), Vocational Technical Mathematics I (MAH101), Vocational Technical English (COM100), Vocational Technical Speech (SPC103), Introductory Computer Skills II (DPT 103), and Professional Transition (BSS220).

B. Program Mission

College

Lawson State Community College is a comprehensive, public, two-year, multi-campus college, which seeks to provide accessible quality educational opportunities, promote economic growth and enhance the quality of life for people in its service area. The College is dedicated to providing affordable and accessible lifelong learning opportunities in order to prepare students for employment or career advancement, enable students to transfer to senior colleges and universities, and provide customized training needs for business and industry.

Program

The mission of the cosmetology program is to prepare students to successfully work in the hairstyling industry.

C. Program Goals, Curriculum, and Student Learner Outcomes

Program Goals

1. To provide courses that will enable the student to become employable and competent in the hair industry.
2. To provide students with live work experiences in the hair industry.
3. To provide a curriculum using the latest and most marketable training and equipment in servicing the clientele.

4. To provide entrepreneurial, management and public relations training for students seeking shop ownership.

Curriculum

Curricula for all career/technical programs in the State of Alabama are controlled by State Articulation and Curriculum Committees. Each committee is comprised of a cross-section of instructors from the State. Recommendations are made to the Chancellor for changes. All changes are approved by the Alabama State Board of Education based on recommendation from the Chancellor.

Courses in the program of study include the following:

- Theory – one hour of theory instruction under the supervision of an instructor plus an average of two hours of out-of-class study per week.
- Experimental Laboratory – Two hours of experimental laboratory under the supervision of an instructor plus an average of one hour of out-of-class study per week.
- Manipulative Laboratory – Three to five hours of practice/manipulative laboratory under the supervision of an instructor with no out-of-class assignments per week.
- Internship – Five hours of experimental internship per week under the control and supervision of the employer on the job with coordinated employer/college representative planning.

Certificate Program - Student Learner Outcomes

1. Perform skills (shampoo/scalp treatments, cuts, styles, perms, chemical relaxing, color treatments, nails, and skin care).
2. Apply safety, infection control, state laws, policies and procedures.
3. Perform duties related to salon operations.
4. Demonstrate effective written communication skills for use in the business or work environment.

D. Strengths and Weaknesses of the Program

Strengths: The College has highly qualified and certified, licensed instructors, both full-time and part-time. The program is one of the Colleges' largest programs with a number students to receive a certificate or degree. The passing rate on the licensure examination has steadily increased over the past five years moving from 70% to 100% passage rate on the most recent examination results from the Alabama State Board of Cosmetology.

Weaknesses: An issue that has been prominent throughout the life of the cosmetology program has been the budget. Over the past five years, cosmetology' budget has fluctuated very little. The lack of change in budget has caused the department to run short on supplies required by classroom activities. It is anticipated in the 07-08 fiscal year, the program will

have exhausted its instructional supply budget months prior to the end of the program's year cycle. The program is somewhat self-supporting through live work efforts although not enough to offset the cost of supplies for the program. Due to the limitations created by the age of the facilities, the program has had boundaries placed upon it that prevent it from working at its full potential. Because of the limitation in space, many classes are overcrowded. The department utilizes facilities Monday through Friday at full capacity from 8:00 a.m. to 10:00 p.m.

Observations: The need for more physical space is one of the main reasons why the program has not been able to offer any additional courses that are in demand by the community. Classrooms, originally designed for 20 students, are overcrowded which, in turn, have created both safety and instructional issues that have been noted by our faculty. As stated, the current facility was built to accommodate approximately 60 students. Today, the same facility is expected to accommodate a much larger number of students. As the student population grows, so does the community as well as the cosmetology industry.

E. Curriculum: Degree Plans and Modifications of Changes within the program.

COSMETOLOGY (COS)

FULL CERTIFICATE PROGRAM

58 Credit Hours

PSY 100	Orientation	1
WKO 107	Workplace Skills Preparation	1
COS 111	Cosmetology Science and Art	3
COS 112	Cosmetology Science and Art Lab	3
COS 113	Chemical Methodology	3
COS 114	Chemical Methodology Lab	3
COS 121	Colorimetry	3
COS 122	Colorimetry Applications	3
COS 124	Salon Management	3
COS 131	Aesthetics	3
COS 132	Aesthetics Applications	3
COS 143	Hair Designs	3
COS 144	Hair Shaping Lab	3
COS 167	State Board Review	3
COS 191	Cooperative Work Experience	3
General education requirements		1
BSS 220	Role Transition	1

Communications		3
COM 100	Introductory Technical English I	3
Computers		3
DPT 103	Introductory Computer Skills II	3
Mathematics		3
MAH 101	Introductory Technical Math I	3
Speech		3
SPC 103	Oral Communication Skills	3

COSMETOLOGY – NAIL CARE (COS)

Abbreviated Certificate

29 credit hours

Note: PSY 100 Orientation and WKO 107 Workplace Skills Preparation are required during the first semester of attendance for all students entering this program.

PSY 100	Orientation	1
WKO 107	Workplace Skills Preparation	1
COS 124	Salon Management	3
COS 151	Nail Care	3
COS 152	Nail Care Applications	3
COS 153	Nail Art	3
COS 154	Nail Art Applications	3
COS 156	Career and Personal Development	3

General education requirements for the abbreviated certificate in Cosmetology – Nail Care:

COM 100	Introductory Technical English I	3
DPT 103	Introductory Computer Skills II	3
MAH 101	Introductory Technical Math I	3

F. Faculty: Demographical Data

In order to meet the demands of business and industry, the cosmetology program at Lawson State Community College is designed to prepare students for certification in the field of cosmetology. Ms. Alice Williams, Mrs. Gwendolyn Hunter, and Mrs. Nelsena Duncan, professional, qualified, full-time faculty members, are responsible for the day-to-day

operation and instruction in the department. Four adjunct instructors complete the staff of the program.

Master's Degree	Bachelor's Degree	Associate's Degree	Certification
1	3	1	2

Faculty Development

Faculty support, including professional development, technology, and sponsored research is sufficient to meet the demands of the department; however, the ability of the faculty to utilize offerings in professional development and sponsored research is hindered by heavy teaching and service loads in the department. The department benefits from the Office of Sponsored Programs and Development. Additionally, all cosmetology faculty have the opportunity to participate in the state-wide professional development activities and training during the Alabama College Association Annual Conference.

G. Library: Resources available, Number of Requests for Resources

Library resources, technology access and computer services for the department are sufficient for the unit. Students in the program utilize the Alabama Virtual Library in completing assignments. There are two computer labs with printers in the A G Gaston Building are available for student use in the department. All computers in the lab have Internet access and are controlled via the College local area network. Problems with computers are addressed via the helpdesk procedures utilized throughout the College. Two televisions equipped with DVR and VCR players are available for use within the division.

Instructors periodically review the library holdings to assess current holdings and the adequacy of the holdings. Resources for cosmetology are in print and non-print media. This includes a number of titles with videos, CDs, and audio formats. Cosmetology students have access to the main library for additional computer usage.

H. Budgetary Information: Annual Operating Cost: Personnel and Instructional Resources

Budget: Presently, the department's operating budget provides funds for professional development, photocopying equipment, postage, and office supplies. Funds are provided to supplement faculty travel for presentations and faculty development. The department's computer labs are furnished, maintained, and supported by the student technology fee. All faculty participate in the budget preparation process in April annually. Each faculty member develops a needs assessment for their individual class prior to meeting with the departmental chair. In a collective meeting, the faculty members develops a unit budgets based upon their needs, wants, desires for instructional improvement. These budgets are presented to the institutional Budget Committee through a Budget Hearing process in which the assistant

dean, associate dean, and the vice president for instructional services participate. All faculty are invited to attend the budget hearing for the occupational and technical programs.

Teaching Assignments and Salary: Each full-time faculty member in the department may be assigned a maximum of 30 contact hours per week. This includes time for classroom preparation. Faculty members are required to display their teaching schedule and office hours each semester on the locator card. Time must be allocated for academic advising and student inquiries or help. Full-time faculty members have one College-wide committee assignment annually. Part-time faculty may be assigned a maximum of 19 contact hours per semester which includes preparation time.

Faculty salaries are determined from the Alabama Community College Salary Schedule based upon instructional or administrative position. Instructors' salaries are determined from the "D" Salary Schedule and administrator's salary will come from the "B" or "C" schedule. Funds are adequate to support the program. Clerical and administrative assistants' salary is established through the "E" schedule for non-instructional personnel. Adjunct (part-time) instructors' salary is paid by the hour. The rate varies.

I. Budgetary Information: Annual Equipment Acquisition and Expenditures

Budget	\$47,152.39
Equipment	
Furniture	\$10,935.40
Handy TV	\$ 4,229.89
Materials	\$21,987.10
Beauty Supplies	
Office Supplies	
Instructional Materials	

J. Physical Facilities and Space utilization

Renovations: Due to the rising competition of surrounding barbering and cosmetology schools as well as industry standard demands, renovation of the cosmetology department is a necessity in an effort to maintain a marketable standard for recruitment as well as improve morale of students and instructors. The areas of renovations will include both the A G Gaston and Howard buildings. These changes will be consistent with industry standards and conducive to curriculum tasks and allow two or more instructors to utilize labs at the same time as necessary when teaching various tasks. Listed below are areas that must be addressed for efficiency and safety in performance labs:

- Lighting/track lights
- Hot water heaters/tanks

- HVAC
- Electrical upgrades for wattage increase and plugs for electrical appliances
- Plumbing upgrades

Aesthetic improvements will include:

- Sheetrock walls fro wall coverings (wallpaper, decorative items and paint)
- High grade linoleum flooring
- Lacquered coverings for exposed plumbing fixtures of shampoo bowls/sinks (safety issues)
- Table type desk and chairs in the classrooms to accommodate most body types and to give a college classroom appeal

Other improvements will include:

- Student workstations – surgical countertops that are heat resistant and easy to sanitize. Workstation will be wall to wall with an overhang to allow students to mount mannequin. Counters will also have a faux beveled front to cover wall anchors and brass knobs/fixtures.
- Beveled mirrors per student station/per style chair/each with student stylist orthopedic anti-fatigue mat.
- Additional shampoo sinks and utility sinks in lab with lacquered coverings.

The overall concept is to have a wet lab (Lab A) area and a dry lab (Lab B) area that will permit instructors to schedule lab tasks and team teach.

Howard Building: This building houses cosmetology, chemistry on level one and plumbing on the basement level. The following recommendations have been made in to create additional space for cosmetology programs:

- Gutting the entire building.
- Removing walls of instructors existing offices so that left side of building is dry lab area with surgical heat resistant countertop work stations, mirrors, style chairs and LED projection set up.
- Workstations will be wall to wall along both sides along left of the building with faux front with overhand for mannequin mounts and brass/fixtures on faux front.
- Wet lab will be on the right side of building which consists of shampoo bowls, utility sinks, washing machine and dryer, pedicure spa chairs, facial chairs, nail stations and hair dryers.
- Common office area for all instructors to share with phone lines and computer drops.
- The entrance will accommodate a waiting/lounge area.

A G Gaston Building: The concept is to house instructor offices, lab overflow for live work labs and state board reviews, computer lab with observation window. These changes would

assist with traffic flow, locating faculty/students and better organization to minimize congestion.

- Gutting the entire area.
- Take out walls of existing classroom and office to create four offices for instructors each with labeled door and observation window.
- Repair bathroom within department.
- Create storage area in back shampoo area.
- Shampoo bowls with lacquered covering for exposed plumbing; to include pedicure spa chairs.
- Create an open lab with wall to wall surgical heat resistant workstation counters with faux front to cover anchors and mounting with an overhang to allow students to mount mannequin and brass knobs/fixtures on front.
- Individual beveled mirrors for each student stylist station.
- Style chair with orthopedic anti-fatigue mats.
- Waiting area/reception.
- Sheetrock walls for foundation for wall coverings/chair rails.
- Quality linoleum flooring.
- Possible second entrance at back of department from the hallway.
- Computer lab with observation window.

Based on input from the instructors, the area will become more easily marketable and equally competitive as other cosmetology schools.

K. Enrollment

Enrollment Profile for Cosmetology

	Fall 2005- 2006	Spring 2005-2006	Summer 2005-2006	Fall 2006- 2007	Spring 2006- 2007	Summer 2006- 2007	Fall 2007- 2008
Cosmetology	137	121	41	130	112	45	117

On a per term basis, students classified as non-traditional gender comprise approximately 10% of the enrollment.

L. Annual FTE

Program	FA05-2006	SP 05-2006	SU 05-2006	FA 06-2007	SP 06-2007	SU 06-2007	FA 07-2008	SP 07-2008	SU 07-2008
Cosmetology	96.3	82.9	21.6	100.5	64.7	26.7	79.8	68.9	26.0

M. Graduate Survey/Completers

Cosmetology	2005	2006	2007	2008	Total
Full Certificate	15	36	18	4*	73
Short Certificate	6	0	0	0	6

* Represents completers through Fall 2007.

All completers earn the State of Alabama Career Readiness Certificate. The Career Readiness Certificate (CRC) is an assessment-based credential that gives employers and career seekers a uniform measure of key workplace skills.

All completers receive the Career Credentials Document *Skills Documentation for Career Advancement*. The document is intended to assist graduates as they seek to enter the workforce or advance in existing employment. The Career Credentials Document also helps employers improve hiring practices by providing information that goes beyond the typical resume and transcripts of letter grades.

N. Viability Findings and Course Grade Distributions

Viability: Viability standards are established by the Alabama Commission on Higher Education. Standards require that programs of study must maintain 7.5 completers for any three year period. To maintain viability status, new students must enter the program each term and students who have completed at least one semester must be retained in order to meet completion requirements. Data gathered for the past three years revealed that seventy-three (73) students received full certificates and six (6) students received short certificates. The current full certificate program is designed for students to complete in four (4) semesters. The program has an average of twenty-three (23) completers per year for the past three (3) years. Currently, the enrollment is one hundred seventeen (117) students with the prospects of another twenty-five (25) students entering the program in the upcoming semester. The cosmetology program more than meets the standard for viability and in doing so demonstrates adequate program retention.

Course Grade Distributions: Course completion rates and the identification of courses that put students at greatest risk for non-progression are evaluated and addressed in a variety of

ways. Basic data in the form of Course/Grade Distributions are provided by the Office of Institutional Research and Evaluation to each departmental chairperson. Such reports provide faculty with the quick feedback necessary to analyze their own grading patterns relative to course difficulty and their own teaching histories. At the departmental level, department heads can ascertain potential issues with grade inflation or deflation and provide faculty with consultation on enhancing teaching performance and student achievement. These reports are also used cumulatively for each year's performance evaluation for faculty.

O. Employment Data

Program Cosmetology	Completers	Employed In Field	Employed Out of Field	Continuing Education	Unknown
2006-2007	18	11	7	0	0
2007-2008	17	13	3	0	1

P. Graduates Satisfaction

Program Quality: The quality of the cosmetology program is reflected in the *Course/Instructor Evaluations* and *Employer Evaluations*. Students evaluate of the program through the *Course/Instructor Evaluation* which given to each class each semester. The results of 2007 evaluations indicate student satisfaction with the program courses, level of instruction and their teachers. Several items from this evaluation are used in the instructor's annual evaluation which is done through two processes. The first is a mid-year evaluation that is conducted at the end of the first semester and then prior to the need of the academic year the annual employee evaluations occur.

Overarching observation of program quality is that through student evaluations, faculty evaluations, advisory committee, completion rates and employee satisfaction is that the program has a high level of academic quality and integrity. The results indicate satisfaction with our completers and their accomplishments indicate success.

Q. Performance of College Transfer Students

The University of Alabama System and other state institutions of higher learning provide the College with an analysis of the academic performance of Lawson State's students in relationship to first time traditional students. These primarily focus on students who are in the College transfer programs. Rarely, does the College receive reports on the academic program of students in the career technical education field. Currently, no such data exit on the performance of Lawson State students who completed technical program and are now matriculation at a four year institution.

R. Current Program Plans

The strategic plans for the program include the following parts: Section I: Student Learner Outcomes and Assessments, Section II: Collaboration with Other Units, and Section III: Community Outreach. In *the student learner outcomes assessments section* specific outcomes are addressed, methods of assessments, data sources for outcomes analysis, and collaboration with other units within the college. The section on *collaboration with other units* embraces the concept of making advisory committees and integral component of the program in order to make it successful. The *outreach section* addresses involvement with other educational institutions, the community, and students.

Section I: Student Outcomes Assessment

Certificate Program Student Learner Outcomes

- Perform skills (shampoo/scalp treatments, cuts, styles, perms, chemical relaxing, color treatments, nails, and skin care).
- Apply safety, infection control, state laws, policies and procedures.
- Perform duties related to salon operations.
- Demonstrate effective written communication skills for use in the business or work environment.

Methods of Assessment

Methods of assessing student success are through:

- Exams/quizzes
- Research papers
- In-class discussions
- Mock state board practical and written exams
- Critical thinking activities
- Individual and group projects
- Demonstration lectures
- Laboratory assignments
- Interaction with the community

Each faculty member designs assignments to assess the student's understanding of the course material. Instructors are capable of setting their own grading scales as long as they comply with the institutional grading guidelines. Many instructors design grading rubrics in order to fairly assess all students to ensure that the assessment accurately measures the learner outcomes.

Standardized Course Syllabi for each class are kept on file in the department and are provided to students at the beginning of each semester via the curriculum management software used by the college (BlackBoard) and /or hardcopy.

Data Sources for Assessment Analysis: Key to assessing student outcomes are state board pass rates and industry feedback.

a. State Board pass rates

The state board pass rates are the highest priority in assessing outcomes of students. Without meeting this outcome measure, the student will not be licensed and cannot be employed. The curriculum is designed by the Department of Postsecondary Education and is distributed to institutions. The faculty members in the department constantly examine the interpretation of the curriculum. The program has averaged a pass rate of 82 percent pass rate on the state board exam over the past three years. Inconsistencies in preparation for the state board exam have been addressed. Instructors now prepare students across three semesters for the state board exam. Also, students participate in a mock state board exam.

b. Industry feed back

Past and present advisory committees, guest speakers, product companies, and corporations indicate that Lawson State Community College students are among the most sought after entry level employees. Industry feedback is a viable resource and indicator that students are entering the field with the required skill set. In the past the advisory committee has met once a year. The current advisory committee is comprised of members from industry, trade shows, other schools, manufacturers and students. The committee has met twice yearly with high attendance and has focus groups to accommodate specific items. This group has been instrumental in outlining the skills sets required by industry. It has also led to businesses stating that Lawson State Community College students are highly employable.

Section II: Collaboration with Other Units

Leadership provided by the advisory committee has proven instrumental in guiding, organizing, and supporting the curriculum. The advisory committee is comprised of community leaders who have collaborated with faculty in efforts to develop instructors that will infuse high quality standards of occupational education into cosmetology programs on campus and throughout the region. Cosmetology faculty relies on guest speakers from the community to apprise students of current trends and issues. As a result of interactions with the Advisory Committee, the program is more knowledgeable about current trends in the job market and are, therefore, aware of the need for revised certificate based upon patterns and changes in the industry that have created a need for additional courses in cosmetology.

The departmental chairperson communicates with the instructors to address any changes in program requirements. The departmental chairperson works closely with the recruiters by providing written information on the program. Instructors advise students on the appropriate prerequisite courses to take to meet completion requirements. The departmental chairperson attends all workshops and helps conduct career events.

Facilities has been involved and work very closely with the cosmetology department to provide janitorial services and responding to electrical, plumbing, and heating/air conditioning, outages and issues. During the summer of 2006 facilities performed tasks that were required by the department including the building of storage cabinets for each instructor.

The cosmetology department has also:

- Recruited high school students for articulated credit.
- Provided makeovers for students in the JOBS program.
- Worked with the state curriculum committee.
- Worked in collaboration with disabled student services in meeting the needs of students.

Section III: Outreach

1. Education Institutions

Cosmetology participates in career days to promote the program. Ongoing outreach to neighboring high schools and job fairs provide exposure to cosmetology and its related fields. Articulation agreements are maintained between the College and all local school systems in the Birmingham Metropolitan area.

2. Community

Cosmetology outreach efforts in the community include:

- Public workshops and training throughout the region.
- Guest speakers and lectures that education students about community resources.
- Participation in community benefits
- Student activities sponsored hair shows.

The cosmetology discipline works in partnership with many organizations such as:

- Area Salons for Cooperative learning opportunities.
- Local area High School for recruitment and workshops.
- National Interstate Council of State Boards of Cosmetology for testing and licensure.
- Alabama State Board of Cosmetology.

3. Students

The foremost outreach effort undertaken between cosmetology and its students is the responsibility to schedule creatively. Advertising in brochures, news letters, and flyers are offered to community members to advertise state certificates. Cosmetology outreach to neighboring high schools and job fairs give exposure to students in related fields. The program continues to move beyond boundaries of the college in the supporting the community. Student competitions provide the student with an opportunity for integrating services.

S. Other Data: Environmental Scan

Nationally, barbers, cosmetologists, and other personal appearance workers held about 825,000 jobs in 2006. Of these, barbers and cosmetologists held 677,000 jobs, manicurists and pedicurists 78,000, skill care specialists 38,000, and shampooers 29,000. Theatrical and performance makeup artists held 2,100 jobs.

Most of these workers are employed in beauty salons or barber shops, but they also are found in nail salons, day and resort spas, nursing and other residential care homes. Nearly every town has a barbershop or beauty salon, but employment in this occupation is concentrated in the most populous cities and States. Theatrical and performance makeup artists work for movie and television studios, performing arts companies, and event promoters. Some apply makeup in retail stores.

About 46 percent of all barbers, cosmetologists, and other personal appearance workers are self-employed. Many of these workers own their own salon, but a growing number of the self-employed lease booth space or a chair from the salon owner.

Employment and annual average job openings by hairdressers, hairstylists, and cosmetologists for the Jefferson County Workforce Development Region are listed below.

Occupational Title	Est. 2004	Projected 2014	Growth Rate	Total Openings	Growth	Replacement
Cosmetologists	1530	1620	0.57	40	10	30

Occupation and wage estimates for the Birmingham area are listed below.

Occupational Title	Est. Employed	Mean Wage	Entry Wage	Experienced Wage
Cosmetologists	690	16.26	7.32	20.73

T. Recommendation

1. Complete renovations outlined in this report.
2. Increase the pass rate on the state board exam.
3. Continue to utilize industry feedback to ensure students are entering the field with the proper skill sets.
4. Review the staffing matrix based on space and recruitment.

U. Summary (Should be used with the Institutional Management Plan)

Based on data from the Office of Institutional Research and Evaluation, the Facilities Department, the occupational employment statistics and informal data compiled by the department, the Cosmetology department needs to address the demand from the community and the issues facing the impacted program. As stated, the reason the program has not been able to meet the need for more course offerings nor reach its full potential is because of the lack of physical space and necessary equipment. Facilities and outside agencies have identified that upgrades to the building would help improve the enrollment and instruction in the program.

The department strategic plan for the next five year includes maximizing existing space in an effort to create new program track offerings. The planning and development of new space and the renovation for the present building will demonstrate a progressive move toward accomplishing the strategic plan.

The department's five year strategic plan includes the implementation of student follow-ups and surveys prior to the completion of the program. This will help instructors with the tracking of our students' job placement, residency, and continuing education both at Lawson State Community College and other institutions.

Appendix: Course Grade Distributions

COS111	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	7	6	5	10	3	9	22
B	21	6	6	26	11	1	5
C	11	9	2	15	2	3	2
D	9	0	1	2	1	0	1
S TOTAL	48	21	14	53	17	13	30
F	7	9	1	17	9	4	20
I	0	0	0	0	0	2	0
W	1	3	0	3	3	0	1
WP	0	0	0	2	0	0	0
WF	0	0	0	0	0	1	0
S TOTAL	8	12	1	22	12	7	21
TOTAL	56	33	15	75	29	20	51
% PASS	85.71429	63.63636	93.33333	70.66667	58.62069	65	58.82353
COS112	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	21	4	5	20	4	10	6
B	8	4	5	18	9	2	13
C	8	10	2	12	2	2	17
D	11	0	1	3	1	1	0
S TOTAL	48	18	13	53	16	15	36
F	13	11	1	16	7	2	16
I	0	0	0	0	0	0	0
W	1	4	0	3	2	2	0
WP	0	0	0	2	0	0	0
WF	0	0	0	0	0	1	0
TOTAL	14	15	1	21	9	5	16
TOTAL	62	33	14	74	25	20	52
% PASS	77.41935	54.54545	92.85714	71.62162	64	75	69.23077
COS113	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	12	8	6	5	5	3	24
B	15	5	6	20	8	5	4
C	13	9	1	25	1	2	4
D	1	0	0	4	1	0	0
S TOTAL	41	22	13	54	15	10	32
F	12	8	2	15	9	4	19
I	0	0	0	0	0	0	0
W	1	3	0	3	2	2	1
WP	0	0	0	2	0	0	0
WF	0	0	0	0	0	1	0
S TOTAL	13	11	2	20	11	7	20
TOTAL	54	33	15	74	26	17	52

% PASS	75.92593	66.66667	86.66667	72.97297	57.69231	58.82353	61.53846
COS114	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	19	12	5	15	11	2	2
B	9	4	3	11	7	0	19
C	9	8	1	14	3	1	17
D	7	0	1	2	1	0	0
S TOTAL	44	24	10	42	22	3	38
F	12	6	0	12	9	0	14
I	0	0	0	0	0	0	0
W	1	4	0	2	1	0	1
WP	0	0	0	2	0	0	0
WF	0	0	0	0	0	1	0
S TOTAL	13	10	0	16	10	1	15
TOTAL	57	34	10	58	32	4	53
% PASS	77.19298	70.58824	100	72.41379	68.75	75	71.69811
COS121	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	6	15	3	7	9	5	1
B	4	10	5	0	13	2	6
C	5	8	3	0	3	3	6
D	0	1	0	0	2	0	0
S TOTAL	15	2	11	7	27	10	13
F	2	0	1	3	12	1	5
I	0	1	0	0	0	0	0
W	0	1	0	2	1	0	0
WP	0	0	0	0	0	0	1
WF	0	0	0	0	0	0	0
S TOTAL	2	2	1	5	13	1	6
TOTAL	17	4	12	12	40	11	19
% PASS	88.23529	50	91.66667	58.33333	67.5	90.90909	68.42105
COS122	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	3	18	5	6	13	4	3
B	7	9	4	1	10	3	3
C	4	8	1	1	4	3	5
D	0	0	0	0	2	0	0
S TOTAL	14	35	10	8	29	10	11
F	1	2	1	3	9	1	3
I	0	0	0	0	0	0	0
W	0	1	0	1	1	0	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S TOTAL	1	3	1	4	10	1	3
TOTAL	15	38	11	12	39	11	14
% PASS	93.33333	92.10526	90.90909	66.66667	74.35897	90.90909	78.57143

	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
COS124							
A	10	9	1	4	0	3	4
B	12	8	1	4	3	0	3
C	5	4	1	14	7	0	2
D	0	2	0	0	0	0	1
S TOTAL	27	23	3	22	10	3	10
F	1	2	1	3	0	0	4
I	0	0	0	0	1	0	0
W	1	3	0	0	0	1	1
WP	2	0	0	1	1	0	0
WF	0	0	0	0	0	0	0
S TOTAL	4	5	1	4	2	1	5
TOTAL	31	28	4	26	12	4	15
% PASS	87.09677	82.14286	75	84.61538	83.33333	75	66.66667
COS131							
A	3	15	6	8	4	8	3
B	2	13	3	0	9	6	0
C	6	3	1	0	2	5	5
D	1	2	1	0	2	0	0
S TOTAL	12	33	11	8	17	19	8
F	1	4	1	2	12	5	4
I	0	0	0	0	0	0	1
W	0	1	0	1	1	2	0
WP	0	1	0	0	0	0	0
WF	1	0	0	0	0	0	0
S TOTAL	2	6	1	3	13	7	5
TOTAL	14	39	12	11	30	26	13
% PASS	85.71429	84.61538	91.66667	72.72727	56.66667	73.07692	61.53846
COS132							
A	4	28	0	7	7	0	7
B	4	7	0	2	8	0	11
C	5	2	0	5	3	0	6
D	1	1	0	0	4	0	0
S TOTAL	14	38	0	14	22	0	24
F	0	5	0	2	11	0	4
I	0	0	0	0	0	0	0
W	0	0	0	1	1	0	0
WP	1	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S TOTAL	1	5	0	3	12	0	4
TOTAL	15	43	0	17	34	0	28
% PASS	93.33333	88.37209	#DIV/0!	82.35294	64.70588	#DIV/0!	85.71429

COS143	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	10	4	0	6	0	0	8
B	13	7	1	7	6	0	4
C	5	1	1	10	4	0	6
D	3	2	0	0	0	0	0
S TOTAL	31	14	2	23	10	0	18
F	2	0	0	2	0	0	5
I	0	0	0	0	0	0	0
W	1	1	0	0	0	0	1
WP	3	0	0	1	0	0	0
WF	0	0	0	0	0	0	0
S TOTAL	6	1	0	3	0	0	6
TOTAL	37	15	2	26	10	0	24
% PASS	83.78378	93.33333	100	88.46154	100	#DIV/0!	75
COS144	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	9	4	0	1	2	0	8
B	14	3	1	13	0	0	8
C	5	6	0	9	7	0	3
D	2	2	0	0	0	0	0
S TOTAL	30	15	1	23	9	0	19
F	3	0	0	2	0	0	6
I	0	0	0	0	0	0	0
W	1	1	0	0	0	0	1
WP	2	0	0	1	0	0	0
WF	0	0	0	0	0	0	0
S TOTAL	6	1	0	3	0	0	7
TOTAL	36	16	1	26	9	0	26
% PASS	83.33333	93.75	100	88.46154	100	#DIV/0!	73.07692
COS151	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	9	4	0	10	1	3	17
B	8	5	0	9	4	1	3
C	6	3	1	3	5	0	2
D	2	1	0	0	0	0	0
S TOTAL	25	13	1	22	10	4	22
F	1	1	0	4	0	0	2
I	0	0	0	0	0	0	0
W	1	1	0	0	0	1	1
WP	3	0	0	0	1	0	0
WF	0	0	0	0	0	0	0
S TOTAL	5	2	0	4	1	1	3
TOTAL	30	15	1	26	11	5	25
% PASS	83.33333	86.66667	100	84.61538	90.90909	80	88
COS152	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008

A	0	1	0	0	0	1	0
B	0	0	0	0	0	1	0
C	0	0	0	0	0	0	0
D	0	0	0	0	0	0	0
S TOTAL	0	1	0	0	0	2	0
F	0	0	0	0	0	0	0
I	0	0	0	0	0	0	0
W	0	0	0	0	0	1	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S TOTAL	0	0	0	0	0	1	0
TOTAL	0	1	0	0	0	3	0
% PASS	#DIV/0!	100	#DIV/0!	#DIV/0!	#DIV/0!	66.66667	#DIV/0!
COS153	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	0	5	0	0	0	0	0
B	0	1	0	0	0	0	0
C	0	0	0	0	0	0	0
D	0	0	0	0	0	0	0
S TOTAL	0	6	0	0	0	0	0
F	0	1	0	0	0	0	0
I	0	0	0	0	0	0	0
W	0	1	0	0	0	0	0
WP	0	1	0	0	0	0	0
WF	0	0	0	0	0	0	0
S TOTAL	0	3	0	0	0	0	0
TOTAL	0	9	0	0	0	0	0
% PASS	#DIV/0!	66.66667	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
COS154	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	0	2	0	0	0	0	0
B	0	0	0	0	0	0	0
C	0	0	0	0	0	0	0
D	0	0	0	0	0	0	0
S TOTAL	0	2	0	0	0	0	0
F	0	0	0	0	0	0	0
I	0	0	0	0	0	0	0
W	0	0	0	0	0	0	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S TOTAL	0	0	0	0	0	0	0
TOTAL	0	2	0	0	0	0	0
% PASS	#DIV/0!	100	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
COS167A	FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008
A	2	12	6	17	9	3	17

B	12	7	6	13	6	4	0
C	8	3	2	16	3	1	1
D	4	0	0	3	0	0	0
S TOTAL	26	22	14	49	18	8	18
F	7	7	1	13	7	7	17
I	0	0	0	0	0	0	0
W	1	6	0	4	2	2	5
WP	0	0	0	2	0	0	0
WF	0	4	0	0	0	1	0
S TOTAL	8	17	1	19	9	10	22
TOTAL	34	39	15	68	27	18	40
% PASS	76.47059	56.41026	93.33333	72.05882	66.66667	44.44444	45
COS167B							
FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008	
A	3	5	7	11	9	0	2
B	5	19	1	0	13	6	3
C	7	7	3	0	5	6	6
D	0	1	1	0	1	0	1
S TOTAL	15	32	12	11	28	12	12
F	0	3	1	4	8	1	3
I	0	0	0	0	0	0	0
W	1	0	0	1	1	0	0
WP	0	1	0	0	0	0	0
WF	0	0	0	0	0	0	0
S TOTAL	1	4	1	5	9	1	3
TOTAL	16	36	13	16	37	13	15
% PASS	93.75	88.88889	92.30769	68.75	75.67568	92.30769	80
COS167C							
FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008	
A	10	9	1	5	2	4	7
B	14	4	1	13	3	0	1
C	11	1	0	7	2	0	2
D	3	1	0	0	0	0	0
S TOTAL	38	15	2	25	7	4	10
F	1	1	0	2	0	0	2
I	0	0	0	0	0	0	0
W	1	1	0	0	0	0	0
WP	2	0	0	1	0	0	0
WF	0	0	0	0	0	0	0
S TOTAL	4	2	0	3	0	0	2
TOTAL	42	17	2	28	7	4	12
% PASS	90.47619	88.23529	100	89.28571	100	100	83.33333
COS191							
FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008	
A	10	14	1	0	3	0	0
B	7	3	0	0	4	0	0

C	3	1	0	0	2	0	0
D	0	0	0	0	0	0	0
S TOTAL	20	18	1	0	9	0	0
F	1	1	0	0	0	0	0
I	0	0	0	0	0	0	0
W	1	2	0	0	0	0	0
WP	2	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S TOTAL	4	3	0	0	0	0	0
TOTAL	24	21	1	0	9	0	0
% PASS	83.33333	85.71429	100	#DIV/0!	100	#DIV/0!	#DIV/0!
COS191A							
FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008	
A	0	0	0	14	0	0	0
B	0	0	0	5	0	0	0
C	0	0	0	4	0	0	0
D	0	0	0	0	0	0	0
S TOTAL	0	0	0	23	0	0	0
F	0	0	0	3	0	0	0
I	3	0	0	0	0	0	0
W	0	0	0	0	0	0	0
WP	0	0	0	1	0	0	0
WF	0	0	0	1	0	0	0
S TOTAL	3	0	0	5	0	0	0
TOTAL	3	0	0	28	0	0	0
% PASS	0	#DIV/0!	#DIV/0!	82.14286	#DIV/0!	#DIV/0!	#DIV/0!
COS191C							
FA05-06	SP05-06	SU05-06	FA06-07	SP06-07	SU06-07	FA07-2008	
A	0	0	0	0	0	3	8
B	0	0	0	0	0	0	2
C	0	0	0	0	0	0	2
D	0	0	0	0	0	1	0
S TOTAL	0	0	0	0	0	4	12
F	0	0	0	0	0	0	2
I	0	0	0	0	0	0	0
W	0	0	0	0	0	0	0
WP	0	0	0	0	0	0	0
WF	0	0	0	0	0	0	0
S TOTAL	0	0	0	0	0	0	2
TOTAL	0	0	0	0	0	4	14
% PASS	N/A	N/A	N/A	N/A	N/A	100	85.71429

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**INSTRUCTIONAL
PROGRAM REVIEW**

Evaluation Guide

Division of Instructional Services

This checklist is to validate that the program review addressed these items directly or indirectly. It is not to serve as the program review. It is only a tool for evaluating that which is in the program review document.

PART ONE

CENTRALITY OF PROGRAM TO THE INSTITUTION'S MISSION AND GOALS. The mission, planning principles, goal statement, and items addressed in the **Institutional Management and Strategic Plans** reveal the philosophical basis for a program with regard to education and learning. The narrative of each program review must address how the program under review relates to the fulfillment of the institution's role and mission.

1. Is the program consistent with the mission of the college? Yes
2. Did the program meet its goals and objectives last year? Yes
3. Does the program provide lifelong learning opportunities? Yes
4. Does the program prepare students for employment or advancement? Yes
5. Upon COC/SACS accreditation will the program remain a non-transfer, occupational program? Yes
6. Does the program assist students in achieving professional and personal goals? Yes
7. Does the program provide customized, non-credit training for business and industry? Yes
8. Does the program have articulation agreements with 100% of the secondary programs in the college's service area? Yes
9. Are relevant and current practices of the occupation(s) taught in the program? Yes
10. Are all course standards/competencies complete? Yes
11. Are employability skills adequately integrated into the program? Yes
12. Are students meeting Work Keys Skill levels? Yes
13. If not, is the instructor's plan adequate to reach the 78% target level of performance for each of the skill areas? Yes

Comments: _____

PART TWO

VITALITY OF THE PROGRAM. Vitality refers to the activities and configuration of a program including recruitment, advising, etc. These characteristics document the program's potential for continuing effectiveness and efficiency. Vitality is measured by a program plan of evaluation focusing on goals, clientele served, nature of educational offerings, methods employed to deliver the program, and the use of resources.

1. Is there a variety of instructional materials, methods and technologies used in the program? Yes
2. Are there certification, licensure, or other regulatory requirements for occupations relevant to the program? Yes
3. Are there optional certification or licensure examinations available in occupations relevant to the program? Yes
4. Is the success rate for students on licensure/certification exams at or above the 80% success rate for each of the past three years? Yes
5. Does student input effect program change? Yes
6. Does the advisory committee represent a cross-section of the appropriate business and industry community? Yes
7. Based on the number of new enrollees each year is the program growing? Yes
8. Does the program meet viability standards (7.5 graduates per year)? Yes
9. During the past three years, are there graduates of each award offered by the program? Yes
10. Does the program have a 50/50 ratio of completers to leavers? No
11. Has the student retention rate increased over the past three years? Yes
12. Does the program have an annual in-field, job placement rate of 75% or higher for its graduates? Yes

- | | | |
|-----|--|-----|
| 13. | Is the starting hourly wage of graduates appropriate for the award? | Yes |
| 14. | Do all instructors take an active role in advising students? | Yes |
| 15. | Is student progress adequately monitored in the program? | Yes |
| 16. | Have curriculum changes occurred over the past two years? | No |
| 17. | Are the admission criteria adequate? | Yes |
| 18. | Does the program have strengths and unique features? | Yes |
| 19. | If program inadequacies, limitations, or deficiencies are found are they being properly addressed? | Yes |
| 20. | Does the following documentation meet college standards? | |
| | Program outline | Yes |
| | Course syllabi (complete set) | Yes |
| | Course standards/competencies (complete set) | Yes |
| | Sample of the lesson plans | Yes |
| | Sample of student competency progress chart(s) | Yes |
| | Advisory committee minutes (two from the previous year) | Yes |
| 18. | Are the appropriate instructional demographic data provided? | Yes |

Comments: _____

PART THREE

DEMAND FOR PROGRAM. Demand for the program reflects the need for the program measured by student demand as well as society as a whole. Societal components might include world of work, social development, cultural advancement, and useful activities for graduates after completion. The demand component should focus on current and future demand for the program over the next four to seven years.

1. Is there a demand for the program?
Yes

2. Is the demand for the program expected to increase over the next four to seven years?
Yes

Comments:

PART FOUR

EFFECTIVE USE OF PROGRAM RESOURCES. Effective use of resources includes, but is not limited to, financial support, use of facilities (including library, laboratory, and computer equipment), support services, and human resources in the form of faculty and staff. Efficiency factors would include variables such as the following:

- 1. Has each instructor met minimum loading standards each term for the past three years? Yes
- 2. Are room usage, capacity, and conditions adequate for the program? No
- 3. During a typical week are the rooms used at least 75% of the time? Yes
- 4. Are the facilities satisfactory for instructional use? Yes
- 5. Are the facilities and instructional equipment current? No
- 6. Is there an active evening/weekend program? N/A
- 7. Is there consistency between day and evening courses? Yes
- 8. Are all classes for the certificate, diploma or associate degree offered in a timely manner for evening/weekend students? Yes
- 9. Are there short-term, non-credit educational opportunities offered through the program? No
- 10. Are books and materials in the library/learning resource center integrated into the curriculum? Yes
- 11. Do instructors recommend college services and activities? Yes
- 12. Does the department offer appropriate services and activities to ensure student success? Yes
- 13. Have all instructors participated in professional development activities, seminars, or continuing education courses? Yes

Comments:

PART FIVE

UNIQUENESS OF THE PROGRAM. Unique programs are those with special characteristics, special populations, or special market niches.

- 1. Is this a singular program? Yes
- 2. Is there an adequate plan to promote the unique qualities of the program? Yes
- 3. Are there student populations with special needs served by the program? Yes
- 4. Does the program need modifications to better serve the needs of special student populations? Yes
- 5. Does the program meet the 12% target for nontraditional student enrollment? Yes
- 6. Does the program utilize unique instructional techniques? Yes
- 7. Does the program have unique characteristics and/or activities that enhance the college's image? Yes
- 8. Does the program offer unique clinical, co-op, apprenticeships, internships, or practical application experiences? Yes
- 9. Do faculty members hold special certifications? Yes
- 10. Is the program certified by an agency approved by the Department of Postsecondary Education? Yes
- 11. Does the program have a special market niche? Yes
- 12. Do the instructors have an appropriate plan to improve program marketability? Yes
- 13. Do the instructors have an appropriate plan to modify the program based on future technological changes? Yes

Comments:
