Career & Technical Education	
College Name:	Shawnee Community College
Academic Years Reviewed:	2018-2022

Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Cosmetology Technology (COS 2139)	**One-Year Certificate**	**40**	**120401**	**N/A**

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable
credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The one-year certificate Cosmetology program is designed to provide students with basic knowledge and technical skills compatible with Illinois Department of Financial and Professional Development Regulations (IDFPR). The purpose of the program is to result in licensed Cosmetologists. A minimum of 1500 contact hours and 36-semester hours of college credit will prepare the graduate for the Illinois State Board Cosmetology Licensing Examination. The program learning objectives are as follows: 1. The student will demonstrate the necessary formulations and practical sequence of chemical selection and application. 2. The student will demonstrate appropriate communication skills through business management scenarios, guest service interactions, and client consultation. 3. The student will perform appropriate formulations and application techniques based on communication with a client regarding a service request. 4. The student will apply the knowledge gained from the program to successfully pass the state board written and practical examinations.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates,*	Achievement of the program objectives are measured with both written and practical application evaluations. The pass rate of the Illinois State Board Licensing Examination and employment of graduates indicate that the Program Learning Objectives are being met. The pass rate of the Illinois State Board Licensing Examination indicates that the Program Learning

passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)	Objectives are being met.

Eighteen (18) graduates have taken the licensing exam in the last five (5) years, and all have passed it. The 100% pass rate indicates the objectives of the program are being achieved.

Sixteen (16) of those who pass the licensing exam are employed. Of the two who are currently not employed in the industry, one moved out of state, and the other left the industry to be a stay-at-home parent. |
| **Past Program Review Action**
What action was reported last time the program was reviewed? Were these actions completed? | It was noted in the last Program Review that past practices were weaknesses of the program. New faculty were hired to teach in the program and have updated practices. This has resulted in more stringent record keeping for IDFPR compliance and more stringent student attendance requirements, which have resulted in fewer Incompletes recorded for students.

A lack of marketing and an inconsistent enrollment interest were also listed as weaknesses of the program in the last Program Review. The Public Relations Department of the college has created intentional publicity for the program on an ongoing basis. The program has been highlighted in television commercials and is often in social media spotlights. Additionally, the program faculty and currently enrolled students participate in community events in as many areas of the college district as possible (i.e., parades, fair booths, community flea markets). |
| **Review Team**
Please identify the names and titles of faculty and staff who were major participants in the review of this program.

Also describe their role or engagement in this process. | The faculty and department chair contributed to writing the narrative of the review and provided the outcomes data for the program. Additional contributors helped review the report and provide data analysis for the report. Below is a list of faculty and staff who were participants in the review of the Cosmetology program.

Wendy Harris, Lead Cosmetology Instructor
Ruth Smith, CTE Department Chair
Dr. Kristin Shelby, Dean of Transfer Education
Dr. Kristy Stephenson, Dean of Career and Technical Education
Dr. Darci Cather, Vice President of Academic Affairs |
| **Stakeholder Engagement**
Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)

Also describe their role or engagement in this process. | Below is a list of area employers who were engaged in or participated in the review of the program by attending the bi-annual Advisory Council meetings:

Sylvia Needham, Brushstrokes Salon
Kelly Lunsford, Kelly's Mane Image
Rhea Korte, Hello Gorgeous
Stephanie Hayes, Smart Style Salon
Brittany Cox, Hair Innovations
Suzette Cole, New Visions Salon |

	Alex Rushing, Professional Salon Concepts (a product distribution company)
	Lynn Brannon, Cosmo Prof (a product distribution company)
	The following students have participated in the review of the program by attending the one or more of the bi-annual Advisory Council meetings:
	Nicole Kelly
	Kayliegh Bocook
	Hannah Stevens
	Calissa Cox
	Melanie Mathias
	Rachel Winters
	In-house participants have included
	Leslie Weldon, student advisor
	Mindy Reach, student advisor
	Katherine Hoekstra, Perkins Coordinator
	Heather Cassner, Perkins Coordinator
	Gregory Mason, Dean of Career and Technical Education
	Lydia Dover, Director of Workforce Development
	Ginger Harner, Adult Education Director
	Emily Forthman, Human Resources

CTE Program Review Analysis
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Students must meet college-level English competencies. Students can meet these criteria with the use of college's Multiple Measures criteria or by achieving appropriate test scores on a placement test. Students entering the Cosmetology program have demonstrated success with necessary reading and comprehension abilities. If a student does not demonstrate college-level English competencies with either the Multiple Measures or a placement test, they will be enrolled in the appropriate English course, either ENG 047 Basics of College Reading and Writing or ENG 110 English Composition I with Review.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The 40 credit hours are necessary in order to meet the IDFPR requirement of a minimum of 1500 clock hours for completion of course work and qualification for the Illinois State Board Licensing Examination and the Illinois Community College Board requirement of credit hour and clock hour equations regarding lab, clinic and theory hours.
Indicator 1: Need	**Response**

1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The statewide demand for this profession is very high. This professional service industry is expected to have a statewide increase of 11.8% between 2022 and 2026. The local need is expected to increase 6.8%.* There are 162 annual job openings within a 100-mile radius of the college. There are 10 live job listings on the date of the report. **
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand decreased by less than 5% during the pandemic due to IDFPR variances. The demand returned to previous numbers last year when the variances were lifted and is expected to surpass it during 2023. There is substantial growth projection for this industry over the next five years. The statewide projected increase is 3.55%.** The local need is expected to increase 6.8%.*
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	*ONet and Bureau of Labor Statistics **Lightcast
1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Both traditional and nontraditional tudents are recruited within the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union counties. The program benefits from the general college recruitment activities and specific high school outreach activities. The College hosts three main on-campus recruiting events for district high schools—Shawnee Experience and Career Day in the fall and CTE Day in the spring. Students participate in hands-on experiences of the program, including hair styling, facial manipulation, and polish methodology. The full-time instructor visits in-district high schools and presents information about the program to interested students. The full-time faculty instructor has also participated in Career Fairs held at individual high schools. Non-traditional students are recruited by the Cosmetology instructors, both full and part time, and the current students at community events in the college district (i.e., parades, fair booths, community flea markets). Brochures are distributed listing the clinical services provided on campus. They often have a coupon attached in order to draw potential students to campus to experience the program. In addition to recruitment activities, the Marketing and Public Relations Department intentionally promotes the program via the College's social media accounts, radio, and TV advertisements. Current students are included

	in the marketing pieces.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Proposed needs/changes are brought to the Curriculum and Instruction Team for review by faculty, academic affairs staff, and administration. This team meets monthly throughout the academic year.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	FY2023 is the first full year that all variances (restrictions) from IDFPR have been lifted since the pandemic started. This will spur an even greater increase in marketing in order to increase enrollment for both Fall and Spring start dates. Additionally, regional employers are often invited to speak to currently enrolled students to present information on job opportunities. These employers are also invited to participate in the annual Career Fair that is annually held on campus in March.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:
• Costs to the institution associated with this program
• How costs compare to other similar programs on campus
• How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).
• Revenue Analysis
• Student to faculty ratio
• Course/section fill rates
• Enrollment trends
• Credit hours earned year to year
• Scheduling efficiency
	• Costs to the institution associated with this program:
	 -one full-time faculty
	 -one part-time faculty
	 -instructional supplies for lab
	 -client-services supplies for clinic
	 -annual program license through IDFPR
	 -professional development for both faculty as
	  required by IDFPR
	 -in-state travel for professional development and
	  recruitment activities
	 -recruitment supplies
	 -Point-of-Sale costs and expenses
	• How costs compare to other similar programs on campus?
	 When the Cosmetology program is compared to the Nail Technology, Automotive, and Welding programs, it is similar. All of these programs are similar in that they use more-than-typical supplies in the hands-on portion of the program instruction.
	• How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.)?
	 The college pays for this program with tuition, lab fees, and state-generated revenue.

	• Revenue Analysis There is a Revenue Analysis conducted by the college administration team on an annual basis when the budget for the next fiscal year is prepared. • Student to faculty ratio The student-to-faculty ration meets IDFPR. The program can house 20 students, and the required ratio is 10:1. • Course/section fill rates The Cosmetology courses tend to fill to capacity with Fall starts. The Spring starts are consistently less full. • Enrollment trends The enrollment trends for this 5-year review are non-typical due to the IDFPR-required variances that were in place during the pandemic. The program continued with enrollment, but it was not allowed to be at full capacity due to distance-restrictions and other variances. • Credit hours earned year to year Because IDFPR requires a student to complete the 1500 clock hours within a 12-month period, the credit hours earned year to year remain consistent. • Scheduling efficiency In order to allow students ample time to meet the clock-hour requirement, the program is scheduled so that students are on campus 4 full days per week of the semesters and complete an internship concurrent with coursework in their last semester.
2.2 What are the findings of the cost-effectiveness analysis?	Fees were raised to make student kits self-contained and to cover clinic costs for client services. Limited revenue from salon services and retail sales.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The largest cost of the program other than tuition is the cost of student kits, which are an IDFPR requirement. PELL and scholarship funds can be applied to this cost. The benefit to the student is that it is a professional-level kit, and they are work ready when they take it with them upon completion of the program. Even though the Cosmetology program itself is not identified as an ICCB Program of Study to make use of Perkins funds, the students who are enrolled in the program still have the option to apply for assistance if they are Perkins eligible. Students have access to in-house scholarships. The majority of Shawnee students receive PELL.

2.5 How will the college increase the cost- effectiveness of this program?	ICCB has responded to an inquiry that a Cosmetology program within the state has received approval as a Program of Study. Perkins funds would again be available to increase the cost-effectiveness of this program if it were submitted to ICCB and approved as a Program of Study.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Fees were raised to make student kits self-contained and to cover clinic costs for client services. Limited revenue from salon services and retail sales.

Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Course content is delivered through face-to-face lecture, online course delivery, and hands-on lab experiences that is reinforced with student mastery demonstrated through completion of reading assignments, class participation, performance of hands-on activities, and satisfactory completion of daily quizzes, exams and comprehensive final. The theory courses are taught online (Section 95N), and the lab courses are taught face-to-face (Sections 01 and 02). Course modality vs. success rate is a performance indicator measured in the college's Strategic Plan. Data is readily available to faculty and administrators in the form of a data dashboard developed by the Office of Institutional Effectiveness. Success rates are measured according to the following criteria:

Instructional Delivery Method	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count
Hybrid/Do Not Use				1		1	1
Internet-Based Course		34	29	41	18	122	44
Internship			1			1	1
Internship/Clinical/Field Exp				1	7	8	8
Lab	36	52	38	53	25	204	50
Lecture	36	6	2	1		45	14
Count:	72	88	69	96	50	375	50

Grades	American Indian	Black or African American	White	Duplicated Student Count
A		17	105	122
B	1	26	57	84
C	3	18	50	71
Lower Than C	4	8	86	98
Total Students	8	69	298	375
Total C or Better	4	61	212	277
Success Rate	50.00%	88.41%	71.14%	73.87%

Grades	18-20	21-25	26-30	31-40	41-50	51-61	Duplicated Student Count
A	85	9		16	8	4	122
B	42	13		17	5	7	84
C	43	10	4	6	5	3	71
Lower Than C	64	26	6	2			98
Total Students	234	58	10	41	18	14	375
Total C or Better	170	32	4	39	18	14	277
Success Rate	72.65%	55.17%	40.00%	95.12%	100.00%	100.00%	73.87%

Grades	F	M	Duplicated Student Count
A	122		122
B	76	8	84
C	59	12	71
Lower Than C	90	8	98
Total Students	347	28	375
Total C or Better	257	20	277
Success Rate	74.06%	71.43%	73.87%

3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	In addition to the regularly updated IDFPR curriculum standards, the program draws significantly on the advice and feedback provided by industry professionals on its advisory council so that it may be aligned with industry standards.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently not a Program of Study as defined by Perkins V. The college has inquired of resubmission under non-traditional definitions as explained by Perkins V. This program is approved by ICCB. Once Perkins funds are available they will increase the cost-effectiveness of this program.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If	This program does not currently meet the definition of a career pathway program; however, a goal of the college's Strategic Plan is for all CTE programs to be aligned to industry standards.

no, please describe if and how the college will improve the program based on the career pathway elements.	
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The Lead Instructor has worked with both Chi and Paul Mitchell to obtain corporate partnerships. The benefits for students with these partnerships include free additional industry certifications beyond the one-year certificate from the college and access to unlimited free corporate-sponsored professional development after graduation.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual Credit is not an option due to limitations put in place by IDFPR.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The program meets the need for student work-based learning opportunities with COS 160-Cosmetology Internship. Students are able to work for 150 hours in a licensed salon to obtain real-work experience that aligns classroom and workplace learning through the application of academic, technical, and employability skills in a workplace setting. Students can receive simultaneous support from the SCC Internship Coordinator and workplace mentors.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	N/A
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Students enrolled in the program are given the opportunity to achieve additional industry-recognized credentials. They are as follows: Reese Roberts Eyelash Extension Certification GK and Enviro Keratin Blowout System Certification CND Master Painter Certification NCEAA Certification in Electronic Modality Application Paul Mitchell Certified Colorist Satin Smooth Hair Removal Certification
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A
3.11 Please list all applicable licensure and industry/professional	Graduates must take and pass the Illinois State Board Cosmetologist Licensing Examination prior to operating as a Cosmetologist.

examinations. Include examination pass rates and the number of students who took each respective exam.	Eighteen (18) graduates have taken the licensing exam in the last five (5) years, and 100% have passed it.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	While there have been discussions and finalized plans are in place for an articulation of the Cosmetology program to articulate into the Bachelor of Science degree in Fashion Design and Merchandising Fashion Stylist at Southern Illinois University, there are no current articulation or cooperative agreements for the program at Shawnee Community College.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	N/A
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Partnerships have been developed with regional employers in all areas of the district where there are licensed salons to provide locations for internships, which have been reinstated into the program in recent years.
3.15 *What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?* *What additional professional development is needed?*	All of the full and part-time Cosmetology faculty participate in professional development to meet the industry requirements as they are stated by IDFPR. The most common ones that they attend are Illinois Association of Cosmetology Schools Teaching Methodologies Annual Conference America's Show by the Cosmetologists Chicago Group Milady Master Educator Professional Development Courses
3.16 *What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?*	Presentation on diversity Fall 2021 Presentation regarding providing a safe space Spring 2022 Presentation regarding open dialogue with students Spring 2023
3.17 *What is the status of the current technology and equipment used for this program?*	The Cosmetology program has a designated computer lab/classroom space. The computers were installed three years ago. The Cosmetology clinic has a Point-of-Sale system that is six years old. The equipment that is used for all aspects of the program include • Hair cutting stations, including chairs • Wash stations • Nail technology stations, including chairs for both manicures and pedicures • Tables for esthetic services

3.18 What assessment methods are used to ensure student success?	Student evaluation methods used as part of the assessment process include • Paper/online tests • Observations • Demonstrations • Oral reviews
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The data is analyzed on the semester Core Competency Assessment Forms for consideration of any potential changes that may need to occur in the instructional processes.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Due to an evaluation of the causes of multiple students receiving Incompletes while in the program, the consideration of the organization of the courses resulted in a restructuring of the program. The courses went from 16-week courses to 8-week courses. While the courses are more condensed, they became more doable for students based on course longevity and hands-on application of content.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	**(The location of formal graduate survey data is unknown.)** Graduates of the program have expressed extensive satisfaction with the program. Intensive preparation in the program allowed them to be adequately prepared to take and pass the Illinois State Board Cosmetology Licensing Examination. Many of the graduates are confident enough in their skills that they have become self-employed. Information regarding student satisfaction is gathered by the Lead Instructor through informal communications with the students at industry-specific professional development events.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The participants of the program advisory committee willingly participate in conversation and discourse about the Cosmetology program and how it meets the needs that they have for future employers. The participating group is fluid, which allows for input to be regularly received from various areas of the college district. The fluidity of the group could possibly become more static if it were possible to consider set meeting dates from year to year.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	In addition to the professionals that participated in the program advisory committee, the following entities have either hosted interns or allowed employees to present to the students as guest speakers: Great Clips Sport Clips SmartStyle Icon Shears

	Essence Company
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Information regarding employer satisfaction with student preparation is collected formally with the evaluations that are completed as part of the Internship. All Cosmetology students complete an internship in their last semester of coursework. The feedback is positive in regards to academic knowledge, industry-specific skills and abilities, and soft skills.
3.25 What are the program's strengths?	Student success is enhanced with all of the following: Highly qualified instructors Up-to-date equipment Current hands-on opportunities for students Corporate partnership with Paul Mitchell Corporate partnership with Chi Success is achievable to all cultures represented within the college district Welcoming to outside sources for in depth education as needed
3.26 What are the identified or potential weaknesses of the program?	Location of the college is inconvenient for many students and clients. Allowable square footage limits expansion.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	N/A

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

N/A

Performance and Equity
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort.

CTE Program	Cosmetology				
CIP Code	120401				
	2018	2019	2020	2021	2022
Number of Students Enrolled	23	19	17	18	19
Number of Completers	15	9	8	7	10

Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	

Ethnicity	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count
American Indian		4			4	8	2
Black or African American	32	22	11	4		69	7
White	40	62	58	92	46	298	41
Count:	72	88	69	96	50	375	50
Unduplicated Count:	12	18	13	18	16		

Gender	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count
F	64	80	67	88	48	347	47
M	8	8	2	8	2	28	3
Count:	72	88	69	96	50	375	50

Age Range	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count
18-20	40	44	52	64	34	234	30
21-25	8	10		28	12	58	10
26-30	4			2	4	10	3
31-40	12	12	15	2		41	5
41-50		16	2			18	2
51-61	8	6				14	2
Count:	72	88	69	96	50	375	50

Grades	2020	2021	2022	2023	2024	Duplicated Student Count
A	17	33	29	43		122
B	25	31	20	8		84
C	22	12	14	23		71
Lower Than C	8	12	6	22	50	98
Total Students	72	88	69	96	50	375
Total C or Better	64	76	63	74	0	277
Success Rate	88.89%	86.36%	91.30%	77.08%	0.00%	73.87%

How does the data support the program goals? Elaborate.	The data supports the goals in that the program is available to individual regardless of race, ethnicity, gender and age. All students are given equal opportunity to successfully complete the program and are able to meet state qualifications. The completer data supports the goals in that students successfully complete the program and are
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The enrollment data for gender indicate that there is a predominate practice among female to enroll in the industry-specific program rather than males. This is common to the industry. However, the program is marketed to district residents in all of the demographic categories of data gathered. The enrollment vs. completer data is not unique to the program. The program encounters numerous students who are parents, work outside of school, lack personal transportation, or have other various responsibilities of everyday life that are non-school related. The program faculty remain as flexible as possible in order to help students meet the program requirements.

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The college provides recruitment and marketing activities in all areas of the college district without discrimination against gender, race, ethnicity, or socio-economic status. Public transportation is made available for students if their schedules can be coordinated. And emergency funds are made available to students on a case-by-case basis.
Are the students served in this program representative of the total student population? Please explain.	The program enrollment varies from the total student population of the college. The program is predominantly white, which is mirrors the overall student population. The program enrollment remains predominantly female, which is opposite of the institutions but representative of the industry. The age of students mirrors the college. This is institution-wide data: *(see tables below)*

Ethnicity

Ethnicity	2018	2019	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count
American Indian	1	16	3	33	28	29	18	128	30
Asian	1	1	8	3	4			17	11
Black or African American	157	147	171	151	126	129	70	951	344
Hawaiian/Pacific Islander					2			2	1
Hispanic	57	52	53	78	41	38	19	338	85
Two or More Races	4	3	2	6	2	2		19	11
Unknown	13	17	13	19	21	31	4	118	50
White	848	779	725	740	749	697	220	4,758	1,474
Count:	1,081	1,015	975	1,030	973	926	331	6,331	2,006
Unduplicated Count:	491	408	437	403	391	354	130		

Gender

Gender	2018	2019	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count
F	504	450	462	470	425	462	147	2,920	1,028
M	577	565	513	560	548	464	184	3,411	978
Count:	1,081	1,015	975	1,030	973	926	331	6,331	2,006

Age Range

Age Range	2018	2019	2020	2021	2022	2023	2024	Duplicated Student Count	Unduplicated Student Count
<18	84	77	93	70	79	90		493	383
18-20	564	513	425	501	490	475	256	3,224	989
21-25	155	146	147	162	123	166	42	941	288
26-30	90	55	67	52	78	75	18	435	137
31-40	94	81	87	123	118	71	11	585	180
41-50	31	45	72	61	59	26	3	297	102
51-61	47	65	49	43	20	14	1	239	74
62-65	8	8	15	9		1		41	24
66-67	4	9	6	2	2			23	17
68+	4	16	14	7	4	8		53	22
Count:	1,081	1,015	975	1,030	973	926	331	6,331	2,006

Are the students served in this program representative of the district population? Please explain.	The program enrollment remains predominantly white female, which is representative of the district population. *(see table below)*

All Topics	Massac County, Illinois	Pulaski County, Illinois	Johnson County, Illinois	Alexander County, Illinois	Union County, Illinois
Median household income (in 2021 dollars), 2017-2021	$57,658	$40,197	$58,502	$39,871	$53,363
Race and Hispanic Origin					
White alone, percent	89.9%	65.7%	89.6%	65.2%	95.7%
Black or African American alone, percent (a)	6.5%	29.5%	8.5%	30.8%	1.4%
American Indian and Alaska Native alone, percent (a)	0.6%	0.8%	0.4%	0.5%	0.7%
Asian alone, percent (a)	0.5%	0.5%	0.3%	0.3%	0.5%
Native Hawaiian and Other Pacific Islander alone, percent (a)	Z	0.1%	Z	0.2%	Z
Two or More Races, percent	2.5%	3.3%	1.2%	3.0%	1.7%
Hispanic or Latino, percent (b)	3.4%	2.8%	3.3%	2.2%	5.5%
White alone, not Hispanic or Latino, percent	87.2%	64.0%	86.9%	63.7%	90.9%

Review Results

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Continued with Minor Improvements was chosen because the success of the program is reflected in the pass rate of the Illinois State Board Cosmetology Licensing Examination and employment rate of students. Employer satisfaction also indicates that the program is appropriate for continuation as it is.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Because the Cosmetology meets the requirements for both IDFPR and ICCB, no action steps need to be taken other than to continue the program with the current level of quality that is in place.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	All program objectives are being actively met and demonstrated.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college is currently creating various policy to address diversity, equity, and inclusion. The recruitment activities for the program are open to individuals of all races, ethnicities, and socio-economic levels. The marketing strategies for the program are directed to individuals of all races, ethnicities, and socio-economic levels.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	College recruiters Program faculty College public relations