

Assessment: Course Four Column

Spring/Summer 2018



El Camino: Course SLOs (IND) - Cosmetology

ECC: COSM 10:Introduction to Cosmetology I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Predisposition Test - Students will be able to perform a Predisposition Test (skin Patch, allergy test) procedure using simulated hair products, such as, tint and peroxide.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2017-18 (Spring 2018)</p> <p>Input Date: 10/31/2013</p>	<p>Exam/Test/Quiz - Assessment Instrument: A rubric will be administered in assessing learning. Assigned point(s) are to each step according to degree of completion.</p> <p>Standard and Target for Success: 1= Average 1 2 3 1. Client Safety and Protection 2 = Good 1 2 3 2. Perform Predisposition Test 3 = Excellence 1 2 3 3. Record card</p> <p>Additional Information: Assessment Results: 23 students participated in the lab assessment. The results were:</p> <p>1. Client Safety and Protection: Average score 21/23 = 91%: Good</p> <p>2. Perform Predisposition Test: Average score 22/23 = 96%: Good</p> <p>3. Record Card: Average score 23/23 = 100%: Excellent</p> <p>Average score = 96%</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>.The student performance on predisposition test performed between 80% to 100% in the application. During the process of the PD test I notice they did very well with the step by step procedure, but it was the completion of filling out the client record card with the results they did not understand how to fill out the client record card for filling the results. (03/13/2014)</p> <p>Faculty Assessment Leader: Vivian Nemie,</p> <p>Faculty Contributing to Assessment: Patricia Gebert, Merriel Winfree</p> <p>Related Documents: PD Test Scoring Rubric.pdf</p>	<p>Action: I am going to have to do a lesson plan that just covers the filling out the record card. So they understand the procedure of keeping a record on the client. (11/11/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Performance - The State Board of</p>	<p>Semester and Year Assessment Conducted: 2017-18</p>	<p>Action: Although 90 percent of the</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Barbering and Cosmetology requires that all students that have completed their hours and credits take the predisposition (patch test) as part of their practical exam. This particular procedure is folded into the practical segment of the exam. A State Board rubric is used to assess student learning.</p> <p>Standard and Target for Success: It is expected that 90 percent of the student should score 80 percent or above on this particular segment of the State Board practical exam.</p>	<p>(Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Before applying an aniline derivative tint, a patch or predisposition test should be conducted 24 to 48 hours before. The test results should be negative, showing no swelling, burning, itching, or blisters. This is a relatively easier concept to understand and the data supports it. Only 1 student score under 80 percent. This particular student failed to administer the past test with the correct simulated product. (08/23/2018)</p> <p>% of Success for this SLO: 90</p> <p>Faculty Assessment Leader: Bruce Tran</p> <p>Related Documents: PD Test Scoring Rubric.pdf</p>	<p>class scored very well, there is still the chance that the student can grab the wrong container to administer the patch test and the likelihood of that happening increases when he/she is taking the real exam. Therefore, more emphasis should be applied to making sure the student is administering the correct product for the exam. (08/23/2019)</p> <p>Action Category: Teaching Strategies</p>

ECC: COSM 11:Introduction to Cosmetology II

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Scissor and Razor Use - Given demonstration, instruction in procedures, lab practice in haircutting, students will be able to define angles, elevations, and guidelines. Demonstrate the safe and proper use of the scissor and razor, mastery of blunt-cut, graduated uniform-layered cut, long-layered cut, and men's basic clipper cut.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Spring 2018)</p> <p>Input Date: 07/01/2013</p>	<p>Performance - Students demonstrate a blunt hair cut ,at a zero elevation by using shears and razor to cut the hair.</p> <p>Assessment Instrument: A rubric was administered in assessing the ability to perform a zero, degree haircut.</p> <p>Standard and Target for Success: Eighty percent of student should be able to demonstrated the proper way to do a blunt cut .</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>In a class of twenty students only one students fell below the standard grade of seventy this students score was sixty nine. After observing the student I was able to go and repeat the steps making sure the student understood how to do a zero blunt hair cut successfully. (01/28/2015)</p> <p>Faculty Assessment Leader: Vivian Nemie</p>	<p>Action: All students understood and were able to preform the Razor and scissor 90 degree haircut with above 75% efficiently. (06/26/2019)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>Action: Iwill review the class and I will identify the student that are having difficulty in practicing the blunt zero level hair cut and to make sure all students understand this procedure. (03/12/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: I review the class and I will identify the student that were having difficulty and practice in doing a zero blunt hair cut using shears and razor. (01/28/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Performance - The State Board of Barbering and Cosmetology requires that all students that have completed their hours/credits be proficient at a haircut using the shear and razor. Students will be evaluated on the balanced of the haircut while practicing client protection, safety and infection control procedures.</p> <p>Standard and Target for Success: It is expected that 60 percent of the student will score a 70 percent or</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>In a class of 19 students, 15 students met the standard with scoring 80 percent or higher on this particular segment of the practical exam. Only 4 student failed to demonstrated the ability to safely perform a balance layered haircut. (08/23/2018)</p> <p>Faculty Assessment Leader: Bruce Tran</p> <p>Related Documents:</p> <p>Haircutting Rubric Evaluation Procedure.docx</p>	<p>Action: The haircut segment of the State Board practical exam is a difficult concept to grasp. To demonstrate the safe and proper use of the shear and razor, mastery of layered cut under 30 minutes is difficult. My action plan is to spend more time on this subject matter and emphasize the importance of safety and infection control portion. (08/23/2019)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

above on this SLO.

Performance - Students were ask to demonstrate using to establish a guide with a razor using vertical partings in the rear section of the head and then use the scissors to complete a 90 degree haircut using horizontal partings,

Standard and Target for Success: It is expected that all students understand the difference between a vertical and horizontal guideline.And perform the haircut the haircut with 75% proficiency

ECC: COSM 16abcd:Cosmetology Applications

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #2 Chemical Products - Students will identify potential chemical hazards in products used for cosmetology service used to protect client and cosmetologist. Students will compare and contrast the chemical hazards and list them.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Summer 2014), 2014-15 (Fall 2014), 2017-18 (Summer 2018)</p> <p>Input Date: 11/12/2013</p>	<p>Exam/Test/Quiz - Students will fill out a blank pictogram handout; draw in the pictograms hazard symbols and list the names of the effected hazards that are associated with the symbols; list the 16 categories of information required on the Safety Data Sheet (SDS), and identify the disinfectant chemicals that are used in the salons. Write out the step-by-steps procedures for cleaning and disinfecting electrical and nonelectrical tools and implements, Whirlpool, Air-Jet, Pipeless Foot Spas, Basins or Tubs, Proper Hand Washing and Blood Exposure Incident.</p> <p>Standard and Target for Success: It is expected that students will score 70% or above on this SLO.</p> <p>Related Documents: Hazardous Handout</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Students did satisfactory on the test. There were 24 students who took the test; 21 students passed (87.5%), and 3 students performed unsatisfactory (12.5%). Overall-students did very well on the test; teaching strategy and materials were appropriate for students learning. Students enjoyed learning about disinfectant products because they found the information informative and tangible to real life experiences. (12/18/2014)</p> <p>Faculty Assessment Leader: Merriel Winfree</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Summer 2014)</p> <p>Standard Met? : Standard Met</p> <p>The results were satisfactory. Students scores were 75% and above; most students were knowledgeable and took great interest in reading and performing universal precautions by studying classroom materials and researching OSHA safety hazards materials on the internet. (09/05/2014)</p> <p>Faculty Assessment Leader: Vivian Nemie</p> <p>Related Documents: AssessmentImpactByCourseObjectives</p>	<p>Action: Students will work in smalls groups. (02/02/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: No Action is necessary. (12/17/2014)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: The Milady's curriculum that's used in the classroom need not to be change due to the satisfactory passing rate. (09/05/2014)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Follow-Up: The next follow up will be after 2016. (09/05/2014)</p>
	<p>Exam/Test/Quiz - Students are lectured and introduced to chemical products used for hair, skin and nail services. Students are given the health & safety procedures of handling chemicals and lectured on the chemical ingredients listed in the 16 categories of information required on the Safety Data Sheet (SDS). Students are lectured on how to identified and how to properly</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Summer 2018)</p> <p>Standard Met? : Standard Met</p> <p>In this particular semester I had a class of 23. 18 student passed with (85% and above), 5 students passed with 70% . Students did very well on the written test and the practical procedure. The lectures, handouts and demonstrations helped the students to relate chemical safety giving them a clear understanding of the importance of this subject matter and how it relates to cosmetology.</p>	<p>Action: The next time this is assessed I will offer more visual aid to go along with the chemical product. (09/06/2019)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>use disinfectant chemicals that are common in the salons today. Students are given a step-by-step procedures from the State Board of Barbering & Cosmetology for cleaning and disinfecting electrical and nonelectrical tools and implements, Whirlpool, Air-Jet, Pipeless Foot Spas, Basins or Tubs, Proper Hand Washing and Blood Exposure Incident.</p> <p>Standard and Target for Success: It is expected that students will score 70-75% or above on this SLO.</p>	<p>(09/06/2018)</p> <p>Faculty Assessment Leader: Linda Nishihara</p>	

ECC: COSM 2A:Intermediate Cosmetology

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Hair Bleach - Students will apply hair bleach on a client by using a professional decolorization product.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Spring 2018)</p> <p>Input Date: 08/24/2015</p>	<p>Performance - Performance test based on State Board Ruberic.</p> <p>Standard and Target for Success: Success expected 80% of class should 75% should be expected to pass.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Out of 27 students 20 scored 85% -- 5 students scored in the 75%. Only 5 students failed to meet the criteria.</p> <p>(08/24/2018)</p> <p>Faculty Assessment Leader: Michelle Cooper</p>	<p>Action: Next time I will have more practice on the state board procedure applications.</p> <p>(08/24/2019)</p> <p>Action Category: Teaching Strategies</p>

ECC: COSM 3:Advanced Cosmetology Applicatn

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Curl Patterns - Given demonstration, instruction in procedures, and lab practice in thermal styling, students will be able to demonstrate on-base, off-base, half-off base, and over-directed curl patterns and choose the type of base curl according to the desired volume.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Summer 2018)</p> <p>Input Date: 08/27/2018</p>	<p>Performance - Students will demonstrate sectioning the mannequin hair into four panels; perform the on-base, off-base, half-off base and over-directed curl patterns in the top crown area of the head, and match the curl patterns to the desired curl volumes.</p> <p>Standard and Target for Success: Ninety percent of students should be able to section the hair into four panels and match the curl patterns to the desired curl volume.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>In a class of 27 students 25 students successfully understood how to evenly distribute the hair evenly around the iron, form a complete curl, and form curls so that hair is smooth and unmarked. Also, students successfully performed the four base curls patterns in the top crown area of the head and verbally pointed out the four different curl volumes.</p> <p>Assessment Instrument: A rubric will be administered in assessing learning. Assigned points are applied to each curl pattern according to degree of completion.</p> <p>1 = Failure Questions: 1. Over-directed 2 = Below Average 2. On-base 3 = Average 3. 1/2 off-base 4 = Above Average 4. Off-base 5 = Excellance (02/05/2015)</p> <p>Faculty Assessment Leader: Merriel Winfree</p>	<p>Action: I will identify students earlier that are having difficulty in performing the four curl patterns and have students spend more time practicing the four curl patterns technique on their mannequin. (02/05/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The next follow-up will be after 2016 program reveiw. (02/05/2015)</p>
	<p>Performance - Students will be observed while performing the state board four curl patterns. The first curl pattern is the over-directed curl, the second is the on-base curl, the third is the half-off base curl, and the fourth is the off-base curl.</p> <p>Standard and Target for Success: It is expected that 90% of students will be able to perform the four curl patterns with efficiency that meets state board standard.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Summer 2018)</p> <p>Standard Met? : Standard Met</p> <p>Students were successful at completing the four curl patterns without intervention and met state board standards. (08/27/2018)</p> <p>% of Success for this SLO: 92</p> <p>Faculty Assessment Leader: Merriel Winfree</p>	<p>Action: No action is necessary since students are meeting state board standards in performing the four curl patterns. (08/27/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The next assessment will be 2021 (08/27/2018)</p>
<p>SLO #2 Hairstyling for the Client - After study, instruction and completion of this level, the student will be able to demonstrate the</p>	<p>Exam/Test/Quiz - At the end of this semester students will know how to demonstrate and understand the individual hairstyle by identifying</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>understanding of individual hairstyling by giving a brief overview of the subject and by identifying the facial structures, and knowing the importance of the profile shapes in order to achieve the perfect hairstyle for their client facial shape.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Summer 2015), 2017-18 (Summer 2018)</p> <p>Input Date: 01/02/2014</p>	<p>the facial structures.</p> <p>Exam/Test/Quiz - At the end of this semester student will know how to demonstrate and understand the individual hairstyle by identifying the facial structures.</p> <p>Standard and Target for Success: It is expected that 85% of the students will score 75% or above on this exam at the end of this semester.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Summer 2015)</p> <p>Standard Met? : Standard Met</p> <p>In a class of 25 students 18 students successfully understood and identify the 5 different facial structures; the remaining 7 students had trouble identifying the heart and diamond shape. (08/12/2015)</p> <p>Faculty Assessment Leader: Ms. Winfree</p> <p>Faculty Contributing to Assessment: Mr. Tran</p> <p>Related Documents: Facial Shape Rubric.pdf</p>	<p>Action: Next time we would spend more time on distinguishing the difference between the heart shape and diamond shape. The other 3 shape (oval, round and square) are pretty easy to identify. (08/12/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Action will be implemented and reassessed in a year. (08/12/2016)</p>
	<p>Exam/Test/Quiz - Students will take a 50 question multiple choice test to assess their knowledge on facial shapes to select the best hairstyle for the client.</p> <p>Standard and Target for Success: It is expected that 80 % of the students will score 75% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Summer 2018)</p> <p>Standard Met? : Standard Met</p> <p>Out of 26 students 10 passed with 90% 10 passed with 80% 6 passed with 75% (08/28/2018)</p> <p>Faculty Assessment Leader: Charlene Brewersmith</p>	<p>Action: Although 100% of the students passed the assessment with 75 % or above , next time I will spend more lecture time on evaluating facial shapes for hair styles (08/28/2019)</p> <p>Action Category: Teaching Strategies</p>