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 Instructor Training (COS 2169)	**Less-than-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 Cosmetology Instructor Training program is designed to provide experienced licensed Cosmetologists with the required hours, skills, and knowledge required by IDFPR and BECENT act to become a licensed cosmetology instructor. Per the requirements of the Illinois Department of Financial and Professional Regulation (IDFPR), the student may be eligible to waive COS 221 based on an applicable and qualified work verification audit.

The program learning objectives are as follows:
1. The students will prepare industry-specific lesson plans.
2. The student will provide instruction under the direct supervision of a qualified cosmetology instructor in both theory and practical courses.
3. The student will demonstrate classroom management skills. |
|---|---|
| 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, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)* | Achievement of the program objectives are measured with the pass rate of the Illinois State Board Licensing Examination and employment of graduates indicate that the Program Learning Objectives are being met.

___2____ completers 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. |

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. Theory coursework has been placed online to allow for more dedicated time to lab work. Specific days have been designated as clinic days so there is no infringement on the academic portion of the program on lab days. 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. The program faculty have worked to increase interest with expanded experiences for visiting high school students on recruitment days to allow for direct hands-on activities in order to provide a strong sense of engagement and create interest in the program. 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). Brochures are distributed listing the clinical services provided on campus. They often have a coupon attached in order to draw community members to campus to experience the program.
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 Instructor Training 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 Cosmetology Instructor Training 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 Cosmetology Instructor Training 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

College 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 be currently licensed Illinois Cosmetologists. Per the requirements of the Illinois Department of Financial and Professional Regulation (IDFPR), the student may be eligible to waive COS 221 based on an applicable and qualified work verification audit.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The certificate requires 24 credit hours.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	While the SCC data source (Lightcast) does not list Cosmetology Instructor Training as a separate category for data, there is indication that the market for career-specific educators is strong within a 100 mile radius of the college.

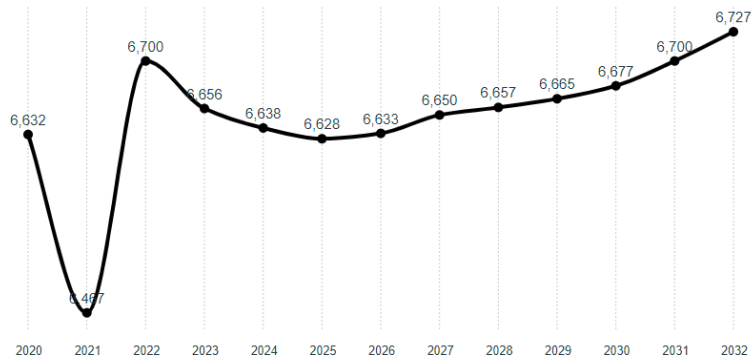|	**Career/Technical Education Teachers, Postsecondary** **$31** per hour — Median Salary **907** Job Openings **6,656** Currently Employed
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Due to multiple variances that were implemented by IDFPR during the pandemic, the demand for Cosmetology Instructors decreased for a few years. The current projection is expected to have a slight decline in the near future and then begin a steady increase. **Employment Projection** ⓘ There are 6,700 Career/Technical Education Teachers, Postsecondary employed in Shawnee CC Service Area. Employment count based on latest year available (2022). Projected data shown for 2023 - 2032.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	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?)	Nontraditionl students are recruited within the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union counties. The program benefits from specific outreach activities geared toward regional Cosmetologists that are implemented and conducted by the program faculty, both full- and part-time. Additionally, the College hosts continuing education events for regional Cosmetologists, and information about the Instructor certificate are shared at that time. The full-time

	instructor visits regional business 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. 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 Instructor Training program is compared to the Nail Technology, Automotive, and Welding programs, it is cost efficient. This program does not require separate materials and supplies. This program makes use of the supplies that are purchased for the Cosmetology program for student 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 ratio meets IDFPR limits with student enrollment as Independent Study. The program can then meet the IDFPR required ration of 1:1. • Course/section fill rates In order to maintain quality with the independent studies, the number of enrollees is kept to 5 or below. • 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 was required to maintain distance-restrictions and other variances. • Credit hours earned year to year Because IDFPR requires a student to complete the a set amount of clock hours within an academic year, 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.
2.2 What are the findings of the cost-effectiveness analysis?	There are no costs to this certificate other than the Independent Study stipend that is paid to the instructor, which is at a lesser rate than typical credit hour load.
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,	PELL and scholarship funds can be applied to the program cost. Even though the Cosmetology Instructor Training 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.

Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	
2.5 How will the college increase the cost- effectiveness of this program?	The college will continue to recruit and market to industry professionals for education advancement.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Limited revenue from salon services and retail sales continues to be received. The salon is open to clients two days of the week.
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?	This course is offered as independent study, course content is delivered through face-to-face lecture, with supplemented online content as well as hands-on lab experiences that are reinforced with student mastery demonstrated through hands-on activities of instruction and classroom management. 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.
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 not a Program of Study as defined by Perkins V and approved by ICCB because the college administration does not consider it to be a program that meets the necessary criteria for the application. 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.
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	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.

education and training, prior learning assessment, dual credit, support services, career services). If 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 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 the opportunity for the students to develop lessons and present them to the students during intentional instructional settings.

These opportunities provide the student-instructor with real-life experiences to improve their individual techniques. |
| 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 if they have not previously attained them in their education or career. 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 examinations. Include examination pass rates and the number of students who took each respective exam.	Graduates must take and pass the Illinois State Board Cosmetologist Instructor Licensing Examination prior to operating as a Cosmetologist. Two (2) graduates have taken the licensing exam in the last five (5) years, and both 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 who will work with the student-instructors if they call with requests for guest speakers or classroom visitors.
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 Instructor Training 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 • 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. Learning outcomes are measured with Rubric reports and verified with contributed findings of competency with outcome evidence.
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 the IDFPR allowance that a student with verifiable work experience can waive one of the required courses in the certificate, a process was developed for that to occur.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Graduates of the program have expressed extensive satisfaction with the program. Preparation in the program allowed them to be adequately prepared to take and pass the Illinois State Board Cosmetology Instructor Licensing Examination. 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 Instructor Training 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 informally collected. 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 Instructor Training				
CIP Code	120401				
	2018	2019	2020	2021	2022
Number of Students Enrolled	2	1	0	1	1
Number of Completers	2	1	0	1	0

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 table** 	Ethnicity	2022	Duplicated Student Count	Unduplicated Student Count
Black or African American	1	1	1
Count:	1	1	1
Unduplicated Count:	1		| **Gender table** | Gender	2022	Duplicated Student Count	Unduplicated Student Count
F	1	1	1
Count:	1	1	1 | **Age Range table** | Age Range	2022	Duplicated Student Count	Unduplicated Student Count
51-61	1	1	1
Count:	1	1	1 | **Grades table** | Grades	2022	Duplicated Student Count
---	---	---
Lower Than C	1	1
Total Students	1	1
Total C or Better	0	0
Success Rate	0.00%	0.00%	

| 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. |

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 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:

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	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	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.

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 Instructor Training certificate 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 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?	N/A