

MEMORANDUM

TO: Dr. Mary A.Y. Okada
President

FROM: Dr. R. Ray D. Somera
Chair, Reduction-in-Force (RIF) Committee for Cosmetology

Fred Q. Tupaz
Co-Chair, Reduction-in-Force (RIF) Committee for Cosmetology

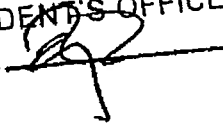
SUBJECT: RIF Committee Report & Plan of Action

Date: March 4, 2016

Gram Community College

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PRESIDENT'S OFFICE
Initials: 

Pursuant to your memo on 15 January 2016 convening the Reduction-in-Force Committee for the Cosmetology program, we are respectfully submitting this RIF Committee Report & Plan of Action.

This document was prepared jointly by all members of the committee, namely: Dr. R. Ray D. Somera, Chair; Fred Q. Tupaz, Co-Chair; and the following members: Dr. Virginia C. Tudela, Donna M. Cruz, Dr. Michael L Chan, Robin P. Roberson, Joann W. Muna, and Imelda D. Arce.

We thank all offices and individuals who provided valuable data and information that assisted the committee in its review and analysis.

Per Article XV.D.6 of the BOT-Faculty Union Agreement, it has also gone through the participatory governance process with letters of transmittal sent to the Faculty Senate President and College Governing Council Chair.

CC: Virginia Tudela, Donna Cruz, Michael Chan, Robin Roberson, Joann Muna, Imelda Arce.

GUAM COMMUNITY COLLEGE

**REPORT FOR
PROGRAMMATIC REDUCTION-IN-FORCE REVIEW
OF COSMETOLOGY PROGRAM**

Submitted to:

**Dr. Mary A. Y. Okada
President**

Submitted by:

REDUCTION-IN-FORCE COMMITTEE MEMBERS

**Dr. R. Ray D. Somera, Chair
Fred Q. Tupaz, Co-chair
Dr. Virginia C. Tudela
Donna M. Cruz
Dr. Michael L. Chan
Robin P. Roberson
Joann W. Muna
Imelda D. Arce**

March 4, 2016

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REPORT FOR PROGRAMMATIC REDUCTION-IN-FORCE REVIEW OF COSMETOLOGY PROGRAM

INTRODUCTION

This report seeks to fulfill the mandate stipulated in President Mary Okada's memo dated 15 January 2016 (see Appendix A) convening the Reduction-in-Force Committee (henceforth, referred to as RIF Committee) for a programmatic review of the *Industry Certification in Cosmetology* at Guam Community College.

Purpose

The objective of this programmatic reduction-in-force review process is to ensure a comprehensive, fair and impartial review of programs and curricular offerings as part of Guam Community College's mission as a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia. The RIF committee was tasked with evaluating the Cosmetology program and providing recommendations in accordance with Article XV.D of the Board of Trustees-Faculty Union Agreement, 2010-2016 (henceforth, referred to as the Agreement).

Composition

The Agreement specifically states the following:

The College President, with the concurrence of the Board of Trustees shall initially convene a Faculty Reduction in Force Committee in the case of **Other Circumstances**, as defined in Article XV. B4 below:

Other circumstances – instances involving program deletions or cutbacks due to prolonged diminished enrollment or prolonged inability to hire sufficient faculty numbers in a program, program deletions or cutbacks as a result of well documented changing needs, and/or the reorganization of degree or curricular offerings or requirements resulting from change in the mission, academic requirements of the College, or technological changes. Instances such as these involve changes occurring over the course of more than one academic year. (BOT-Faculty Union Agreement, p. 70)

The committee shall meet within five (5) duty days of being convened by the President and shall be comprised of the following college personnel:

1. Vice President for Academic Affairs
2. Deans (TPS & TSS)
3. Human Resources Administrator
4. GCC Faculty Union President
5. Equal number of faculty representing non-instructional, post-secondary instructional, and faculty assigned to secondary programs, as appointed by the Union President

The Agreement also states that the Programmatic RIF Review may also provide a basis for the following actions:

1. Shared load between departments and/or programs
2. Reassignment to another department and/or program
3. Supplement assigned duties with alternative duties
4. Demotion
5. Reduction in salary
6. Transfer within the college
7. Inter-agency transfer
8. Early retirement
9. Involuntary transfer, demotion, or reduction in salary
10. Reprogramming of college-wide budget

Basic Principles

The Programmatic RIF Review process is based on the following:

1. The Academic Vice-President and the Faculty Union President shall serve as co-Chairpersons
2. Minutes are kept and made available for review by faculty and administrators
3. Review is based on relevant information including, but not limited to:
 - a. Program needs
 - b. Enrollment patterns and projections
 - c. Efficiency of program
 - d. Program staffing requirements
 - e. Current level of support and future program plans
 - f. Assessment
 - g. College planning documents
 - h. Stakeholder interviews
4. Programmatic needs of the College are considered
5. Faculty staffing essential to the program is reviewed
6. Alternatives are identified in accordance with Article XVD. 4

Timelines

1. Initial meeting within five (5) duty days of being convened by the College President
2. Prior to submitting to the College President, review of the Plan of Action must be conducted by:
 - a. Faculty Senate
 - b. College Governing Council

*Written comments and/or recommendations (if any) will be appended to the Plan
3. Within forty-five (45) calendar days submit its review and recommendations to the College President

Process

The Programmatic RIF Review committee shall ensure that:

1. Meeting timelines are set
2. Data is gathered and analyzed
3. Stakeholders are provided an opportunity to provide input
4. The Programmatic Review should maintain the needs of the college first and foremost to ensure degree or curricular offerings are of high standards of excellence for academic and career and technical curricula
5. Input is provided by all stakeholders and evaluated to ensure consistency with the strategic objectives and goals of the college and the department
6. Evidentiary documentation necessary to substantiate or refute any actions or alleged perceptions of program
7. Formal rationale shall be the basis for selection of alternatives and providing recommendations

RIF COMMITTEE REPORT

This section of the report is a result of the careful and thoughtful review of secondary data and evidence (e.g. curriculum documents, Banner reports, IDEA surveys, etc.) made available to all members of the RIF committee during its initial meeting on January 22, 2016. For report writing purposes, the committee divided up the work into sections, based on an initial outline agreed upon by all committee members, with writing assignments given to each member. Gaps in the data analysis were supplemented by primary interview data provided by the key stakeholders of the program. Interview questions were jointly developed by both faculty and management teams (see Appendix B for questions, and Appendix C for answers). An Action Plan, incorporating the key recommendations of the committee, was developed out of the RIF Committee Report.

Background of the Program

The first program document related to the Cosmetology program was submitted in the Fall of 1992. The document was a pilot program for a Certificate in Cosmetology submitted by the Special Needs Department of the college at that time. The pilot program consisted of nine courses, with a total of 43 credit hours. The program was developed to meet the educational standards set by the Guam Board of Cosmetology as a prerequisite to taking the licensure examination. Upon its development in 1992, it would undergo a pilot period of the first full three-semester instructional cycle that was to be completed in December 1994. When the pilot period was completed in December 1994, six students received their Certificate in Cosmetology. In addition, three students also completed the program and received their certificate after having transferred to GCC from other institutions. As a result of the pilot period, changes to the program document were submitted in 1995. The changes requested included the following: 1) reduce semester credits of CM116 Intermediate Cosmetology Lab and CM215 Advanced Cosmetology Lab from seven to six credits; 2) schedule laboratory course sections in three-hour blocks so that students may enroll in one or both sections during a semester; and 3) shift permanent wave and hair color content from courses to be taken later in the student's program to earlier courses.

The Spring 1995 revision to the Certificate in Cosmetology program was submitted by the Cosmetology Department under the School of Technology and Human Services. The revised program was comprised of nine technical courses, with 38-41 total required credits. After eleven years of its existence as a Certificate program, an overhaul to the program document was submitted for approval in 2006 to remain competitive within the community in order to meet the 1600 hours of training as required by the Guam Board of Cosmetology. The major revisions included consolidating theory classes from five courses to two courses: CM105 and CM110 were restructured and became CM101, as a lecture/lab class and CM106. CM111, and CM210 were combined and as a result, it became CM201 as a lecture/lab class. The lab structure at the time was also revamped in the 2006 revised program document. The six individual sections of lab, per level, were replaced with one six-hour block period. This allowed students to enroll in only one course per level, CM102L Salon I and CM202L Salon II for a total of six credits per level. The Spring 2006 substantive revision included the combining of multiple courses into lecture/lab classes and the inclusion of a Co-op course. This revision resulted in 38 total required credits for the program, with a minimum of 1600 total contact hours.

In Spring 2008 and Spring 2009, two non-substantive curriculum revisions related to SLO mapping were submitted. This was followed by a program substantive revision, which was submitted in May 2012. Because this was intended to address issues identified in the 2010 Barbering and Cosmetology Act as enacted by the Guam Legislature, a comprehensive program review was spearheaded by the Adjunct Associate Dean, in consultation with the program faculty as curriculum authors. The recommendations of the program review included consolidation of courses, course revisions, revision of lab fees, and the implementation of running a cohort cycle where no new cycle begins until the previous cycle has been completed. The revision changed the program from a *Certificate in Cosmetology* to *Industry Certification in Cosmetology*. The revised program was cohort-based and consisted of four courses, totaling 17 credits. One of the courses was a practicum course. The last program revision was submitted in Spring 2015. This revision resulted in the removal of the practicum requirement and an increase in total clock hours from 1600 to 1800.

As of the Spring 2016 semester, the cohort cycle of the Cosmetology program is still in practice with a course revision submitted in 2015 for CM104a Cosmetology III and a program revision submitted to change the clock hours from 250 to 450 and to split CM104 into two parts – 104A and 104B.

Personnel/ Program Faculty

Since the inception of the program in 1992, there have been several personnel changes in the Cosmetology program. The faculty profiles described below give the reader a glimpse of the educational credentials and experience of the teaching faculty in the program since the enactment of the Cosmetology Act of 2010:

Faculty A has been employed with the Guam Community College for twenty six (26) years. A was hired on January 8, 1990 as a limited term Assistant Instructor with the Special Needs Department - Cosmetology. On August 16, 1990, A was placed on probationary status as an Associate Instructor. On August 16, 1991, A was placed on permanent status as an Instructor. On October 1, 1992, A received a promotion to Assistant Professor. On October 1, 1997, A received a promotion and became Associate Professor. A has been an Associate Professor in

Cosmetology for the past 18 years. A's current salary is \$67,180 for nine (9) months. A has received a satisfactory or better performance evaluation for the past twenty six (26) years. A's credentials include the following: HS Diploma from Abbeville High School in Louisiana, B.S. General Studies from the University of Louisiana, Cosmetology Diploma from the Institute of Cosmetology, Trichology & Esthetics. A held a cosmetology license in Louisiana in the 1980s, and currently holds a cosmetology license on Guam since 1990.

Faculty B was employed with the Guam Community College for fifteen (15) years. B was hired on January 18, 2000 as a limited term Assistant Instructor with the Business & Professional Services – Cosmetology. On January 16, 2002 B competed for the position and was given probationary status as an Assistant Instructor. On January 7, 2003, B was placed on permanent status as an Assistant Instructor. B retired on September 28, 2015 under the Defined Contribution Retirement Plan. B's last salary was \$40,643 for nine (9) months. B received a satisfactory or better performance evaluation during B's fifteen (15) years of employment with GCC. B's credentials include the following: HS Diploma from John F. Kennedy High School on Guam. B attended the Trendsetters Beauty College in Pearl City Hawaii and completed 1800 hours. B held a cosmetology license in Hawaii in the 1990s, and also a cosmetology license on Guam since 1996.

Faculty C was employed with the Guam Community College for one (1) year as a limited term Assistant Instructor for the Trades & Professional Services – Cosmetology. C's salary was \$35,712 for nine (9) months. C's credentials include the following: Certificate in Cosmetology from the Guam Community College, Cosmetology Instructor Diploma from Mariacy Beauty Academy, and BS in Criminal Justice from the University of Guam. C has held a cosmetology license on Guam since 2003.

Personnel files at the Human Resources Office indicate the pattern of movement for the Cosmetology services/program through the years. In 1990, an Occupational Education Services, Special Needs, Cosmetology, existed within the Academic Affairs Division. In 1997, Cosmetology was listed under the School of Technology & Human Services in personnel files. then in 1998, it was under the School of Business & Professional Services. The Cosmetology program found a home in the School of Trades & Student Services in 2003 and then in 2011, it was placed under the School of Trades & Professional Services.

Instructor Credentials

As indicated in the Cosmetology Act of 2010 (P.L. 30-152), subsection 18120 Eligibility and Qualifications for Cosmetology Instructor, the following provisions are stated:

The Board *shall* admit to examination for license as a cosmetology or barbering instructor any person who has made an application to the Board in the proper form, who has paid the fee required by this Chapter, and who meets the following qualifications:

- (a) is *not less than* eighteen (18) years of age;
- (b) has completed the twelfth (12th) grade, or an accredited senior high school course of study in the Guam public schools or its equivalent;
- (c) holds a valid Guam license in good standing to practice cosmetology or barbering;
- (d) has done one (1) of the following:

- (1) completed a cosmetology or barbering instructor-training course in an approved school on Guam, or equivalent training in a school outside Guam approved by the Board;
 - (2) completed not less than the equivalent of six hundred (600) hours of practice as a teacher assistant or teacher aide in a school approved by the Board; or
 - (3) completed six (6) semester hours in vocational teaching methods or vocational curriculum; and
- (e) who has actively engaged in at least three (3) years in the occupation as a cosmetologist, or any branch thereof, on Guam or in any jurisdiction having standards for registration substantially equivalent to those of Guam.

Subsection 18128 (Schools; License) of the same Act specifies the parameters of the Board of Cosmetology for licensing schools that offer a Cosmetology program, as described below:

Sets the requirements for the license for a school of cosmetology on Guam.

Sets the number of licensed instructors and requires courses of instruction in cosmetology of not less than one thousand six hundred (1,600) hours extending over a period of not less than nine (9) months, and maintains such courses in both practical and technical instruction.

At least one (1) licensed instructor must be present on the school premises at all times students are present.

There shall be no more than twenty (20) students present for each instructor. Of the twenty (20) students permitted per instructor, no more than three (3) shall be student instructors.

To qualify for an instructional position for the Cosmetology program at GCC, the applicant must meet the minimum qualifications stated above plus the minimum qualifications as defined in the Faculty Job Specifications, GCC BOT & Faculty Union Agreement, 2010-2016 (see Appendix C).

Budget/Resources

As shown in Table 1 below, for the past five fiscal years (FY2011 to FY2015), the Cosmetology program experienced an overall loss of \$257,840.71 and only showed one year of profit of \$72,557.53 in FY2012. This table reflects direct expenditures only and does not account for indirect costs for building, maintenance, cleaning, utilities, and administrative costs. Column A reveals that revenue from tuition and fees decreased by 68.31% from \$269,472.00 in FY2012 to \$85,408.00 in FY2013. It then increased by 38.05% from \$85,408.00 in FY2013 to \$117,910.00 in FY2014 and decreased by 70.91% from \$117,910.00 in FY2014 to \$34,300.00 in FY2015. Revenue from tuition and fees are based on student enrollment. Consequently, changes in enrollment directly correlate with changes in revenue.

Table 1. Cosmetology Profit/Loss Comparison, FY 2011 – FY 2016

	A	B	C = A - B	D = C/A
	Revenue Tuition & Fees	Actual Expenditures	Profit/(loss)	%
FY2011	\$ 150,002.00	\$ 177,407.92	(\$27,405.92)	-18%
FY2012	\$ 269,472.00	\$ 196,914.47	\$72,557.53	27%
FY2013	\$ 85,408.00	\$ 162,704.18	(\$77,296.18)	-91%
FY2014	\$ 117,910.00	\$ 172,633.17	(\$54,723.17)	-46%
FY2015	\$ 34,300.00	\$ 178,461.51	(\$144,161.51)	-420%
FY2016 (as of 02/18/16)	\$ 25,300.00	\$ 52,111.46	(\$26,811.46)	-106%
TOTAL	\$ 682,392.00	\$ 940,232.71	(\$257,840.71)	

Source: GCC Controller, Finance & Administration Division

The table below reveals that actual expenditures were less than what was budgeted in FY2012 through FY2015. In FY2011, the program's actual expenditures exceeded the budgeted amount by \$8,159.22. Expenditures for FY2016 are currently ongoing. This table reveals that the program had adequate budgeted financial resources overall from FY2012 to FY2015.

Table 2. Comparison of Budget versus Actual Expenditures

	A	B	C = A - B	D = C/B
	Budget (Fund 1,5,11,12)	Actual Expenditures	Over/(Short) Budget	Budget change
FY2011	\$ 169,248.70	\$ 177,407.92	\$ (8,159.22)	-5%
FY2012	\$ 269,834.97	\$ 196,914.47	\$ 72,920.50	37%
FY2013	\$ 232,038.51	\$ 162,704.18	\$ 69,334.33	43%
FY2014	\$ 176,306.33	\$ 172,633.17	\$ 3,673.16	2%
FY2015	\$ 179,866.33	\$ 178,461.51	\$ 1,404.82	1%
FY2016	\$ 171,131.82	\$ 52,111.46	\$ 119,020.36	228%
Total	\$ 1,198,426.66	\$ 940,232.71	\$ 258,193.95	27%

Source: GCC Controller, Finance & Administration Division

Prior to Fall 2015, the Cosmetology program was housed on the GCC campus in Building 100. At the end of Spring 2015, the program had to be relocated because of scheduled renovations to Building 100. In August 2015, the College entered into a rental agreement with EM Chen to provide a facility for the cosmetology program. In Fall 2015, \$14,500.00 in rent was paid (\$2,900.00 per month). Another \$14,500.00 in rent will be spent this Spring 2016. Since August 2015, the College spent a total of \$8,395.13 in utilities (power, water, telephone) and custodial services to support the program at the EM Chen Building. Funding for this was paid out of the Facilities budget. Payment for utilities and custodial services will continue throughout this Spring 2016 semester.

Enrollment Statistics

As seen in the table below, unduplicated enrollment in each individual course from Fall 2005 to summer 2009 was less than twenty students, with enrollments in some courses being as low as one student. Although in Fall 2009 to Spring 2016, enrollment in some courses exceeded twenty students, there continued to be a number of courses with low enrollment (less than 13 students) through the years, as Table 3 below shows:

Table 3: Enrollment Statistics for the Cosmetology Program, 1995-2009

Cosmetology Program – Unduplicated Enrollment by Course (Fall 2005-Spring 2016)		
Semester	Course	Unduplicated Enrollment
Spring 2016	CM104B	10
Fall 2015	CM104	9
Spring 2015	CM102	13
Fall 2014	CM101	20
Summer 2014	CM104	10
	CM292	10
Spring 2014	CM104	11
Fall 2013	CM102	13
Spring 2013	CM101	23
	CM292	7
Fall 2012	CM201	12
	CM202L	9
	CM203L	6
Summer 2012	CM102L	14
	CM202L	10
Spring 2012	CM101	13
	CM102L	13
	CM201	12
	CM202L	12
Fall 2011	CM101	15
	CM102L	15
	CM201	18
	CM202L	19
	CM203L	2
	CM204L	7
Summer 2011	CM103L	12
	CM203L	13
Spring 2011	CM101	20
	CM102L	20
	CM201	21
	CM202L	23
	CM203L	6

Fall 2010	CM101	21
	CM102L	18
	CM117	2
	CM198	1
	CM201	21
	CM202L	24
	CM203L	9
	CM204L	1
Summer 2010	CM103L	7
	CM203L	8
Spring 2010	CM101	11
	CM102L	11
	CM103L	1
	CM117	1
	CM118	4
	CM198	1
	CM201	19
	CM202L	23
	CM203L	3
Fall 2009	CM101	23
	CM102L	21
	CM117	2
	CM118	3
	CM201	6
	CM202L	10
	CM203L	3
	CM204L	1
Summer 2009	CM103L	2
Spring 2009	CM101	10
	CM102L	10
	CM118	4
	CM201	10
	CM202L	12
	CM203L	2
	CM204L	1
Fall 2008	CM101	13
	CM102L	14
	CM201	11
	CM202L	13
	CM203L	4
Summer 2008	CM103L	5
	CM198	3
	CM203L	1
Spring 2008	CM101	11
	CM102L	10

	CM117	1
	CM118	4
	CM198	1
	CM201	4
	CM202L	5
	CM203L	4
Fall 2007	CM101	10
	CM102L	9
	CM117	1
	CM201	4
	CM202L	9
Spring 2007	CM101	14
	CM102L	14
	CM117	1
	CM119	2
	CM201	11
	CM215	11
Fall 2006	CM106	6
	CM111	6
	CM116	8
	CM210	13
	CM215	13
Summer 2006	CM115	7
	CM116	6
	CM215	5
Spring 2006	CM105	10
	CM106	7
	CM110	10
	CM111	7
	CM115	10
	CM116	7
	CM210	11
	CM215	12
Fall 2005	CM105	10
	CM106	7
	CM110	10
	CM111	7
	CM115	10
	CM116	8
	CM210	6
	CM215	9

Source: Operational Data Store (ODS), Banner Database

Article XVIII (Post-Secondary Instructional Faculty Workload) of the current Agreement between the Faculty Union and the GCC Board of Trustees, states that “the total enrollment of a faculty’s classes shall equal a number that is an average of thirteen (13) students overall that shall be determined no later than the first (1st) day of classes.” The following table shows that since Fall 2010, there have been eight semesters where at least one faculty member has had an average student enrollment of less than 13 at the start of the semester. Three of these semesters were not cohort based (prior to Spring 2013) and five were cohort-based.

Table 4: Average Enrollment for FT Faculty at the Start of the Semester (Fall 2010 to Spring 2016)

Semester	Full-Time Faculty	Full-time Load (enrollment at the start of the semester)	Average Enrollment at the start of the semester
Fall 2010	Faculty A	CM101- 15 students CM102L- 13 students CM202L- 20 students	16
	Faculty B	CM201- 18	18
Spring 2011	Faculty A	CM102L- 18 CM202L- 21 CM203L- 5	14.67
	Faculty B	CM102L-18 CM202L- 21 CM203L- 5	14.67
	LTA Faculty	CM101- 18 CM102L- 18	18
Fall 2011	Faculty A	CM202L- 14 CM203L- 2 CM204L-4	*6.67
	Faculty B	CM201- 17 CM202L- 14	15.50
	LTA Faculty	CM101- 12 CM102L-12	*12
Spring 2012	Faculty A	CM102L- 11	*11
	Faculty B	CM201- 10 CM102L- 11	*10.50
Fall 2012	Faculty A	CM203L-3	*3
	Faculty B	CM201- 10 CM202L- 9	*10.50
Spring 2013	Faculty A	CM101- 17	17
	Faculty B	CM101- 17	17
Fall 2013	Faculty A	CM102- 9	*9
	Faculty B	CM102-9	*9
Spring 2014	Faculty A	CM104- 10	*10
	Faculty B	CM104-10	*10

Fall 2014	Faculty A	CM101- 19	19
	Faculty B	CM101- 19	19
Spring 2015	Faculty A	CM102- 12	*12
	Faculty B	CM102- 12	*12
Fall 2015	Faculty A	CM104- 8	*8
Spring 2016	Faculty B	CM104B-7	*7

Source: Operational Data Store (ODS), Banner Database Note: There was only one FT faculty in Fall 2015 and Spring 2016.

Student Evaluations

The figures reflected in Table 5 below were derived from the IDEA's Student Ratings of Instruction System, which provides feedback from students and can be used to evaluate faculty. The focus of the instrument is on student learning and not opinions by students on how well they are taught. The data was derived from Spring 2011 and Fall semesters of 2011 through 2014.

Table 5. IDEA Student Ratings of Instruction System. Spring 2011 to Fall 2014

	SPRING 2011				FALL 2011		FALL 2012		FALL 2013		FALL 2014		TOTALS		% 5-Point Scale	
	CS0100830		CS010053		CS80059		Cosmetic Services		CS080529		CS080241					
	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
Progress on Relevant Objectives	2.2	1.9	3.9	3.4	1.5	1.8	3.1	2.5	3.7	3.3	2.8	2.6	2.9	2.6	57%	52%
Excellent Teacher	1.6	1.6	1.9	1.7	1.4	1.9	4.2	3.8	3.5	3.3	2.6	2.5	2.5	2.5	51%	49%
Excellent Course	2.6	1.8	3.3	2.4	2.4	2.8	4.4	3.6	4.1	3.3	3.3	2.7	3.4	2.8	67%	55%
Average of B&C	2.1	1.7	2.6	2.1	1.9	2.4	4.3	3.7	3.8	3.3	3.0	2.6	2.9	2.6	59%	52%
Summary Evaluation (Average of A&D)	2.2	1.8	3.3	2.7	1.7	2.1	3.7	3.1	3.8	3.3	2.9	2.6	2.9	2.6	58%	52%

Source: Office of Assessment, Institutional Effectiveness and Research (AIER) Note: Due to budgetary constraints, no IDEA surveys were administered in Spring 2012, 2013 and 2014.

On a scale of 1 to 5, the full time faculty in this program scored a raw score of 2.5 or 51% on average in terms of considered to be an "Excellent Teacher." When adjusted, the score remained relatively the same at 2.5 but dropped to 49%. The scores for "Excellent Course" reflected 3.4 on a 5-point scale for 67% and 2.8 on an adjusted basis or 55%.

While the data in Table 5 is not sufficient to draw conclusions about the effectiveness of the faculty in the program, it appears that the program itself, based on the course data, may require faculty to improve the delivery of the curriculum provided to GCC students.

Summary of Student Comments

A compilation of student complaints and instructional surveys were gathered for review and summarization, specifically, student complaints from Spring 2011 and Spring 2015, as well as IDEA Student Ratings data from Fall 2013 and Fall 2015. The data suggests a mixed experience relative to instructors. Based on the information collected, there isn't a unified view on the quality and effectiveness of the instructors. However, at least one consistent view was identified despite the limited data. Students were disappointed with the lack of support for the Cosmetology program. Disappointment was expressed due to lack of supplies, the condition of facilities, and the general lack of support from faculty and administration. (Note: Data from Table 2, however, do not support these perceptions).

Open-ended student feedback from the IDEA surveys included the following:

Fall 2013

- Good teacher
- Strict but fair
- Old fashioned...but...wants us do well
- Genuine
- Concerned with student success
- Makes classroom experience enjoyable
- Obtains supplies whenever needed

Fall 2015

- Lack of admin support
- Inadequate classroom facilities
- Instruction quality among instructors is inconsistent

Student written complaints included the following:

Spring 2011

- Paying for supplies in addition to lab fees
- Rules are created randomly, or changed, or not enforced consistently
- Students want a voice when applying or changing rules
- Faculty speaks unprofessionally to students

Spring 2015

- Student is not getting credit for clock hours
- Complaint was not given proper attention; communication was lacking

SWOT Analysis

Table 6 below presents a Strengths Weaknesses Opportunities and Threats (SWOT) analysis for the Cosmetology program. A narrative discussion about the various components of the SWOT analysis follows the table below.

Table 6. SWOT Analysis for the Cosmetology program

<p>Strengths (highlight these)</p> <ul style="list-style-type: none"> • ACCJC accreditation • Local industry certification • Industry pioneer • Satisfying industry need • Affordable rates for courses • Financial aid available for those who qualify • Qualified and experienced faculty and staff • Central location of School • Independent cosmetology lab • High student interest and demand • Milady curriculum 	<p>Weaknesses (mitigate these)</p> <ul style="list-style-type: none"> • Changes in the Cosmetology law in 2010 • Mandated maximum of 20 students per instructor • Federal Pell Grant requirements incongruous with new law • Lack of a dedicated cosmetology laboratory, equipment and supplies • Conflicts between traditional credit hours vs. clock hours • Cohort vs. non-cohort • Multiple inter-department transfers • Eroding faculty reputation in the industry • Internal conflicts amongst faculty • Mixed student reviews of faculty ratings
<p>Opportunities (exploit these)</p> <ul style="list-style-type: none"> • High student interest and demand • Available learning resources on campus to ensure academic excellence • Explore offering under continuing education format to better align with industry • Hire new faculty with reputable industry presence to develop and operate program • Create a dedicated modern facility with adequate space, equipment and supplies to compete within the industry • Explore growth for program • Implement strategic plan to address student enrollment and retention • Expansion of program to weekends • Explore outreach opportunities with high schools (DCAPS) 	<p>Threats (defend against these)</p> <ul style="list-style-type: none"> • Reputable competitor and loss of market share • Waning faculty reputation in the industry • Temporary housing of program • Students purchasing supplies • Low student retention rate • Low student completion rate • Longer clock hours above the minimum set by local standards to meet Pell Grant requirements • Unrealistic adherence to traditional model • Unresponsive to changing needs of students

Strengths

The Cosmetology program has many strengths to highlight. It is the workforce pioneer that has been fulfilling the industry needs for skills and training in barbering, cosmetology, makeup artistry, nail technology, esthetics and other cosmetology related curricula since 1992. It has been the dominant competitor that has held the lion's share of the market unopposed for many years. It is the only local program that is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) and has aligned its program to meet local industry certification as administered by the Guam Board of Barbering and Cosmetology. It has high student interest and demand and the program offers affordable rates for courses and provides federal financial aid for those who qualify. Faculty and staff are qualified, reputable, and collectively have over forty years of experience. The program is centrally located with an independent cosmetology lab that is equipped with adequate space, equipment and limited supplies to train students for the barbering and cosmetology field. The program boasts adherence to the Milady's curriculum that is the oldest and biggest name in beauty education and graduates of the program have successful careers as local salon owners and independent stylists and artists.

Weaknesses

A program review conducted in May of 2012, analysis of financial data, and interviews with the program stakeholders identified several weaknesses of the program to include: changes in the law in 2010 that mandated 1600 clock hours that is incongruous to the traditional semester model, the imposition by law of a maximum number of twenty (20) students per instructor limiting class size, the College implementation of an 1800 clock hour requirement to meet the minimum hours imposed by Federal Pell Grant requirements with some flexibility, introduction of student cohorts that only temporarily addressed low student enrollment, low student retention rate with students opting to leave the program prior to completion to sit for the Cosmetology licensure examination, internal conflicts with faculty eroding program reputation in the industry, mixed student reviews of faculty lowering student confidence in the program, and multiple inter-department transfers of the program limiting the program's stability with a speculative sense of sustainability for the future.

Opportunities

There are several opportunities to consider to improve the program to include: exploring and weighing the benefits of transferring the program under the Continuing Education department for better alignment with local industry standards, hiring new faculty with credible industry reputations to infuse new energy into the program, designing and creating a permanent modern facility with adequate space, equipment and supplies to be more competitive in the industry, generating and executing new strategic plans that specifically address student enrollment and retention, crafting marketing plans that explore growth for the program to include weekend offerings and high school programs.

Threats

Upon review of the data and interviews with the relevant stakeholders several threats continue to loom to include: a reputable competitor who has garnered and captured a large portion of the market, temporary housing of program with students purchasing supplies, internal conflicts between faculty members, waning industry reputation of the program, delay in the development of well-defined plans to address low student enrollment, nonresponsive solutions to low student

completion rates, and the continued adherence to prolonged clock hours making the program unpopular and unrealistic to meet student needs.

PROGRAMMATIC NEEDS: Issues And Challenges

Based on a careful review of curriculum documents, enrollment and retention rates and other relevant evidence (i.e., existing public laws on Cosmetology), the Cosmetology program is replete with challenges. This is brought about by both internal and external factors that undoubtedly impact the program's effective implementation. These challenges can be summarized in four (4) key areas:

- (1) Class size restriction, per Guam's Public Law;
- (2) The conflict between credit hour versus clock hour;
- (3) Criteria for student eligibility for Pell grant funding; and
- (4) Variable curriculum for cosmetology instruction on Guam.

Challenge #1: With the amendment of a 2000 public law on the practice of cosmetology on Guam, the qualifications of all persons engaged in cosmetology services was mandated by *Lehislaturan Guahan* in order to "promote, preserve, and protect the public health, safety, and welfare by and through the effective control and regulation of the practice" of cosmetology on island. The law further adds that the "licensure of all persons who perform cosmetology...are declared to be necessary to ensure that only qualified persons be permitted to engage in the practice of cosmetology, barbering, barber-stylist, esthetics, electrolysis and nail technology at facilities meeting appropriate standards."

With the May 2010 implementation of Public Law 30-152, also known as the Barbering and Cosmetology Act of 2010, a change in class size at GCC became necessary in order to comply with the following sections of the law:

There shall be no more than twenty (20) students present for each instructor. Of the twenty (20) students permitted per instructor, no more than three (3) shall be student instructors.

All students and student instructors shall be under the supervision of a licensed instructor throughout the entire course of instruction.

With the passage of this law, the Guam Board of Cosmetology mandated that students must complete 1600 hours of practical and technical instruction and must be supervised by certified Cosmetology instructors in a classroom that has no more than twenty (20) students. Consequently, this class size restriction impacted the number of students enrolling in this program, as well as the hiring of additional faculty to address the law's requirements.

Challenge #2: Since the 1992 implementation of the Cosmetology program, it has always been published in the student catalog as a *Certificate* program. This was true for 19 years of the program's existence, when students enrolled in the program were receiving postsecondary credits (up to 43 credits in 1992), and at the same time, required to complete clock hours to ensure hands on knowledge of the various domains of cosmetology services. As such, the program was considered like any other postsecondary program offering; a student enrolled in 3 credits for one

class was receiving 45 hours of instruction, in the classroom and/or in the lab. Students in the Cosmetology program, however, earn clock hours, as opposed to credit hours. A clock hour is sixty (60) minutes in length while a credit hour is equal to fifteen (15) hours of instruction. Additionally, the clock hours are designed to cover a wide variety of specific domains of knowledge in Cosmetology ranging from Theory, Hairdressing and Shampooing, to Scalp and Hair Treatment and Hair Straightening. These domains or topics comprise the substantive skill sets that students must learn prior to taking the licensure exam in order to become a full-fledged license holder in Cosmetology.

It was only in 2011 when, after a thorough program review process conducted by a former Associate Dean that the program was revamped and rebranded as an *industry certification* program. This was necessary to resolve the issue of non-completers of the Certificate program. It may be true that students were issued transcripts of completion of clock hours during those years (a requirement for them to apply for the Cosmetology Board exam) but they were not considered as having completed the Certificate program because they did not take the English and Math requirements that were necessary for completion of the Certificate credential. The rebranding of the program from Certificate to Industry Certification was a solution that was deemed necessary from the accreditation standpoint. As a result, the curriculum documents were completely restructured to comply with the required number of clock hours to complete the program.

The credit hour framework for offering the program often conflicted with the requirement of clock hours that were necessary for board exam eligibility. The program's restructuring was intended to resolve the issue of student non-completion, as well as reduce the number of credits to align with the 1600 clock hour requirement by the Board of Cosmetology.

Challenge #3: This issue was not completely resolved however even after the "new" industry certification program was reduced in terms of number of credits (from 43 in 1992 to 17 in 2012). Originally, the new structure of the program provided for 450 clock hours for three (3) semesters and a Practicum course for 250 clock hours during the summer. Soon thereafter, it was realized by program faculty that students needed a buffer of about 200 more clock hours in order to provide opportunity for all students to complete the clock hour requirements of the program, in case unforeseen circumstances prevent them from achieving the required number of clock hours within the designated time frame. The "3-semesters, 1-summer" schedule was such a tight schedule that it was deemed necessary to revise the curriculum documents anew. Hence, as it stands, the program is now a 4-semester program with 450 clock hours that can be earned per semester, and with additional 200 clock hours that can be earned in an as-needed, flexible timeframe.

Challenge #4: In order to provide GCC students an opportunity to complete their clock hours in case of unforeseen circumstances (e.g., illness, deployment, death in the family, etc.), and in anticipation of an upcoming RIF review process for the Cosmetology program, the Academic Vice President and the Dean of the School of Trades and Professional Services reached out to Mariacy Beauty Academy, the only other school on island that offers a Cosmetology program in order to discuss the possibility of a partnership agreement. Several meetings were held between the owner and School Director of Mariacy and GCC administrators named above between October and December of last year. On January 15, 2016, Mrs. Maria Delisle (Owner and CEO

of Mariacy Beauty Academy) and GCC President Mary Okada executed a Memorandum of Understanding between the two institutions with the intent to “provide and administer a continuing laboratory component for GCC Cosmetology students to gain practical learning experiences on a salon floor in preparation for the licensure examination by the Guam Board of Barbering and Cosmetology.”

It was discovered during these meetings between GCC and Mariacy that these two institutions have been implementing two different program curricula in all the years that they have co-existed on island. Since 1992, GCC has adopted the **Milady** curriculum, which dates back to 1927 when it was first developed as a formal Cosmetology curriculum. Mariacy, on the other hand, has opted to adopt a newer curriculum called **Pivot Point**, developed in 1962, with a “unique scientific approach to education that brings together the concepts of art and science within a sound educational foundation.” There is a lot of useful and substantive information online that compares these two curriculum approaches in the training of cosmetologists.

The challenge, of course, with two cosmetology programs on Guam that differ in curriculum is the lack of a viable option for students, if and when they are faced with unforeseen barriers that prevent them from completing their required clock hours, whatever their reasons may be. The alignment of curriculum between Mariacy and GCC seems to be the practical and logical solution to this problem. It is therefore incumbent upon the lead faculty of the GCC Cosmetology program to learn more about the latter curriculum and explore ways to reach out to the other school that offers the cosmetology program in order to build a bridge (instead of a wall) that would ultimately redound to the benefit of students in both institutions.

Alternatives and Rationale

As a result of eight (8) RIF Committee meetings, in addition to the substantial amount of time and effort reading and analyzing the data made available to the team, the Committee proffers the following alternatives and rationale for these action steps:

ALTERNATIVES	RATIONALE
Discontinue the Cosmetology program.	This action is not viable since demand for the program exists and the College has the basic infrastructure to continue the program.
Continue the Cosmetology program.	<p>To meet the demand and strengthen its competitiveness factor, the Cosmetology program should:</p> <ul style="list-style-type: none"> a. start cohort(s) in secondary program(s) b. offer multiple short term certifications (e.g. electrologists, manicurists, estheticians, barbering) c. eliminate non-technical courses in order to reduce the number of hours necessary for completion of the cosmetology certification d. require all faculty to complete team-building training e. explore the feasibility of increasing course fees f. allow for open enrollment

	<p>Offer Cosmetology courses through Continuing Education (CE):</p> <ul style="list-style-type: none"> a. offer multiple short term certifications (e.g. electrologists, manicurists, estheticians, barbering) b. eliminate non-technical courses in order to reduce the number of hours necessary for completion of the cosmetology certification c. require all faculty to complete team-building training d. explore the feasibility of increasing course fees e. allow for open enrollment <p>Offer Cosmetology courses in partnership with a private entity</p>
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PLAN OF ACTION

Alternatives

The RIF committee considered the following alternatives for recommendation to the President:

Option 1: Continue the Cosmetology program.

To meet the demand and strengthen its competitiveness factor, the Cosmetology program should:

- a. Offer multiple short term certifications (e.g. electrologists, manicurists, estheticians, barbering)
- b. Eliminate non-technical courses in order to reduce the number of hours necessary for completion of the cosmetology certification
- c. Require all faculty to complete team-building training
- d. Explore the feasibility of increasing course fees
- e. Allow for open enrollment
- f. Pursue the option of starting cohort(s) in secondary program(s)

Option 2: Offer Cosmetology courses in partnership with a private entity

Option 3: Discontinuance of the Cosmetology Program (which is not recommended)

Recommendation

After considering the options outlined above, it is the recommendation of the RIF committee that the President continues the College's Cosmetology program under the following conditions:

1. Exhaust the current cohort and suspend implementation of a new cohort until a full program review or "make-over" is conducted to include updating and realigning curriculum in line with industry standards, best practices and methods.
2. Faculty shall report directly to the Dean, TPS for the duration of this plan of action.
3. Faculty shall participate in team building, conflict resolution, interpersonal relations, attitude adjustment, and customer service classes that are approved by the college's Human Resources Administrator.
4. Faculty shall agree to balancing of workload, which may occur from time to time, and that workload shall be mutually agreed upon between Faculty and Dean, TPS.
5. Faculty shall agree that failure to adhere to the plan of action mutually agreed upon between the Dean of TPS and Faculty that may adversely affect the Cosmetology program may result in adverse action taken against Faculty, to include but not be limited to, reduction in pay, demotion, and/or termination.
6. The College may exercise its right to discontinue, suspend, archive, or take other appropriate actions regarding the Cosmetology program for failure of Faculty to adhere to the plan of action set forth in this section.

7. The College may conduct a review at the end of Fall 2018 or earlier if conditions are not met as set forth in the plan of action, to determine further course of action for the program. This may include but not limited to: 1) return or reassignment to department; or 2) discontinue, suspend, or archive program; 3) or take other appropriate actions regarding the Cosmetology program.

Fall 2017



Plan of Action: Timelines

The following are the proposed timelines and plan of action to complete the "Make Over" of GCC's Cosmetology program:

405 hrs for full payment for \$ aid

Fall 2016

1. Under supervision of the TPS Dean, Faculty will be required to update the Cosmetology Program and Course guides and perform other duties and responsibilities as deemed necessary by TPS Deans. Goals in updating the curriculum shall include, but not be limited to:

a. Eliminating non-technical courses in order to reduce the required number of hours for completion of the cosmetology certification, within the parameters outlined in P.L. 30-152 aka the "Cosmetology Act of 2010"

b. Identifying provisions for certificates in specialized areas (e.g. electrologists, manicurists, estheticians, barbering, etc.)

c. Identifying parameters for open enrollment during start of school semesters

d. Identifying provisions for multiple cohorts, within the parameters outlined in P.L. 30-152 aka the "Cosmetology Act of 2010"

e. Incorporating the latest trends and technology into the delivery of instruction

f. Articulation and/or partnership(s) with private cosmetology schools and training facilities (e.g. Pivot Point vs. Milady)

g. Inclusion of weekend lab hours either on campus or at private cosmetology schools and training facilities

h. Coordination with Continuing Education (CE) to offer "catch-up" courses

i. Timelines (this may be adjusted by TPS Dean and Faculty upon mutual agreement):

i. 8/12/16 – TPS Dean and faculty meet to embark on curriculum update

ii. 9/9/16 – First draft of curriculum documents due to TPS Dean

iii. 9/16/16 – TPS Dean provides comments to faculty

iv. 9/30/16 – Second draft of curriculum documents due to TPS Dean

v. 10/14/16 – TPS Dean provides comments to faculty

vi. 10/30/16 – Final draft of curriculum documents to be reviewed by DC (may be optional), Registrar, TPS Dean, and Academic VP, for final submission to LOC.

vii. Revised Cosmetology Program to be approved by LOC for Fall 2017 implementation.

NO DEMAND
leave open for 25%

Rosena Perez
(manicure/esthetics)
Multiple Cohorts
Patricia Chyner
Rosena Perez
Toni
8/29/16
Ch 101
Review

2. Cosmetology Faculty shall attend training (approved by the Human Resources Administrator) including, but not limited to: team-building, conflict resolution, attitude adjustment, and customer service

Spring 2017

1. Faculty to conduct recruitment efforts for Fall 2017 cohort(s). Plan of recruitment efforts will be discussed with TPS Dean and be mutually agreed upon with Faculty.
2. Faculty to schedule Fall 2017 course offerings
3. TPS Dean shall recruit additional faculty, if needed, to ensure full complement of instructors for Fall 2017 courses (to include any/all courses run through CE)
4. TPS Dean and Faculty to process requisitions to procure needed supplies, equipment, and facilities for Fall 2017 start date
5. Cosmetology Faculty shall complete training (approved by the Human Resources Administrator) including, but not limited to: team-building, conflict resolution, attitude adjustment, and customer service
6. Faculty to conduct advisement and prepare educational plans for students

Fall 2017

1. TPS Dean and Faculty to conduct recruitment efforts for Spring 2018 cohort(s)
2. TPS Dean and faculty to schedule Spring 2018 course offerings
3. TPS Dean to recruit faculty, if needed, to ensure full compliment of instructors for Spring 2018 courses (to include any/all courses run through CE)
4. TPS Dean and Faculty to process requisitions to procure needed supplies, equipment, and facilities for Spring 2018 start date
5. Faculty to conduct advisement and prepare educational plans for students
6. Continue incorporating the latest trends and technology into the delivery of instruction
7. Continue articulation and/or partnership(s) agreements with private cosmetology schools and training facilities
8. Continue weekend lab hours either on campus or at private cosmetology schools and training facilities
9. Continue coordination with Continuing Education (CE) to offer "catch-up" courses

Spring 2018

1. TPS Dean and Faculty to conduct recruitment efforts for Fall 2019 cohort(s)
2. TPS Dean and Faculty to schedule Fall 2019 course offerings
3. TPS Dean to recruit faculty, if needed, to ensure full compliment of instructors for Fall 2019 courses (to include any/all courses run through CE)
4. TPS Dean and Faculty to process requisitions to procure needed supplies, equipment, and facilities for Fall 2019 start date
5. Faculty to conduct advisement and prepare educational plans for students
6. Continue incorporating the latest trends and technology into the delivery of instruction
7. Continue articulation and/or partnership(s) agreements with private cosmetology schools and training facilities

8. Continue weekend lab hours either on campus or at private cosmetology schools and training facilities
9. Continue coordination with Continuing Education (CE) to offer “catch-up” courses

Fall 2018

1. TPS Dean and Faculty to conduct recruitment efforts for Spring 2019 cohort(s)
2. TPS Dean and faculty to schedule Spring 2019 course offerings
3. TPS Dean to recruit faculty, if needed, to ensure full compliment of instructors for Spring 2019 courses (to include any/all courses run through CE)
4. TPS Dean and Faculty to process requisitions to procure needed supplies, equipment, and facilities for Spring 2019 start date
5. Faculty to conduct advisement and prepare educational plans for students
6. Continue incorporating the latest trends and technology into the delivery of instruction
7. Continue articulation and/or partnership(s) with private cosmetology schools and training facilities
8. Continue weekend lab hours either on campus or at private cosmetology schools and training facilities
9. Continue coordination with Continuing Education (CE) to offer “catch-up” courses
10. College to reassess Cosmetology program upon completion of Fall 2018 semester and determine further action

REFERENCES

IDEA Student Ratings of Instruction System Surveys, Spring 2011 to Fall 2014, Assessment, Institutional Effectiveness & Research (AIER) Office

Interview Notes, RIF Meeting 5

GCC Controller's Report, Finance & Administration Division

Mead, Barry L. *Program Review: Cosmetology*, 2011

Operational Data Store (ODS), Banner Database, Guam Community College

Program Documents

Pilot Program or Course: Certificate in Cosmetology, October 1992

Program Guide for Cosmetology: Certificate in Cosmetology, March 2006

Non-Substantive Revision: Certificate in Cosmetology – SLO Map, May 2008

Program Guide for Cosmetology: Industry Certification in Cosmetology, May 2012

Course Guides for Cosmetology: CM101, CM102, CM104-A, CM104-B

Public Law 30-152, *Barbering and Cosmetology Act of 2010*, signed into law on May 25, 2010

RIF Committee Meeting Minutes

RIF Meeting 1, January 22, 2016

RIF Meeting 2, January 26, 2016

RIF Meeting 3, February 1, 2016

RIF Meeting 4, February 15, 2016

RIF Meeting 5, February 18, 2016

RIF Meeting 6, February 22, 2016

RIF Meeting 7, February 25, 2016

RIF Meeting 8, February 29, 2016

APPENDIX A



*Office of the President
Mary A.Y. Okada, Ed.D*

JAN 15 2016

MEMORANDUM

To: Donna Cruz, Imelda Arce, Robin Roberson, Fred Tupaz
Dr. Ray Somera, Dr. Virginia Tudela, Dr. Michael Chan, Joann Muna

From: President *M. Okada*

Subject: Faculty Reduction-in-Force (RIF) Committee for the Cosmetology Program

This is an official notification that I have convened the Faculty Reduction in Force (RIF) Committee for the Cosmetology Program and you have been identified to serve .

This RIF Committee will be co-chaired by Dr. R. Ray D. Somera, Vice President for Academic Affairs and Mr. Fred P.Q. Tupaz, GCC Faculty Union President.

The initial meeting of the committee will be on January 22, 2016 at 2:30 pm in the President's Conference Room.

APPENDIX B

Interview Questions

1. What factors do you think contributed to the low enrollment and retention in cosmetology over the past years, even prior to the cohort-based model?
2. If you believe the program should continue, what would it take to ensure the successful continuation and growth of the program?
3. Please react to this statement, "The GCC cosmetology program should be phased out because...."
4. What is your personal opinion regarding the Reduction-in-force for the program, and why?
5. Has the curriculum kept pace with the developments in the field? How does the curriculum compare with those of comparable institutions?
6. What are the program's weaknesses and where could it most improve?
7. What are the strengths of the program?
8. What are your thoughts of the Cosmetology program running through the regular semester vs. running through Continuing Education?

APPENDIX C

Interview Notes

Interviewee 1 answers to questions:

1. Heard so many problems because worked with the DC who oversaw the program prior as well as the Dean at the time. What the interviewee heard over and over again, was that the problem was with the two instructors themselves arguing, fighting amongst themselves in front of students. The major problem, Faculty A, was lack of teaching, Interviewee 1 says. Students claimed "If it wasn't for Faculty B, they would not be there". Students claimed Faculty A never taught. Interviewee 1 walked into the shop and noticed that Faculty B was on task, lecturing, etc, and saw Faculty A would always be at the desk. Interviewee 1 also stated that this still goes on today with Faculty A; A would be at the desk, and with the way EM Chen is designed, would not be able to observe the students' progress. Interviewee A's first factor is the instructor, and the second is the cohort design factor.
2. Change of instructors is the recommendation. Interviewee 1 asked the advisory committee members what their feedback was, and they stated that the instructors need to be replaced. Both advisory members have offered to provide statements on their recommendations. No minutes were taken during advisory committee meeting on February 15, 2016.
3. It is perfect timing because Interviewee 1 feels it needs to be revamped and revisited. Should continue the delivery and bring it back to continuous enrollment and not cohort. But must be careful with this because of the law requirement of hours. Retention is very important. Interviewee 1 stated we have the number of student who want to come on board. Retention is the problem.
4. Doesn't want to see the program go. Although Interviewee 1 is not in the industry, Interviewee 1 has heard out in the community that it is going to be discontinued. Which means there are concerns out there in the community that this program may be phased out. Would like to see the program revamped and revised. It's fit for the program, but not the personnel.
5. It has kept pace in that we are compliant with the law. Interviewee 1 asked what do they see with our students entering the field. They stated that our students are lacking certain things. The opportunity is there, we just have to make our training more specialized: like a certain number of hours on certain skills.
6. One of the weaknesses is the conflict with the instructors. Another weakness is the balance of the workload by both instructors. There's a lot of recruitment activities out there, one instructor goes above and beyond: they go out into the community and provide haircuts and services to schools and establishments. The other instructor always complains and usually has a conflict, and will come to just take a photo and leave. The

Check with committee

third weakness is lack of control in the classroom. Who is in control? Students are taking over the class, they are dictating how the design of the place, the hours, the services provided. Students are in control of the whole area. Interviewee 1 even received a complaint from the landlord about why are the students telling them where to put the exhaust fan.

7. It's a very viable program. We have a reputable program. They lack skills, but the students out there are really pushing for the program. Former students are salon owners, salon managers, salon workers, etc.
8. CE has its advantages because we can get different teachers teaching different specialties. We've had teachers say they only want to teach the nails aspect. The problem though is that there are not a lot of teachers out there. They are licensed cosmetologists, but not licensed teachers. It's a limited pool to choose from.

Interviewee 2 answers to questions:

1. The change of the program from the regular to the cohort. That didn't allow for students to come in every semester.
2. The past 16 years, Interviewee 2 tried to work with Faculty A. Interviewee 2 struggled and had to put up with it and had to work there all these years. When Faculty A was asked if we are a school or a business, Faculty A stated we have a business to run. Everything Interviewee 2 was doing was being hampered and sabotaged. Interviewee 2 would smile and put up with it. Everything Interviewee 2 tried to do, it was sabotaged and undermined by Faculty A. Interviewee 2 did not want to file a written report with the Dean because Interviewee 2 wanted the program to continue. Removal and bring new people in will be the key to continuing this program. There is no continuity with the work the students do. Interviewee 2 has the first half, and then when Faculty A comes in, Faculty A would ask them to remove what they have done and to begin the way Faculty A wants it.
3. Doesn't think it should be phased out. Stated that there is a community need for the Cosmetology program.
4. Feels maybe we couldn't get another instructor, possibly low enrollment? Administration is doing what is necessary.
5. Feels we are doing better than the competitor. We have a number of alumni who have now opened their own shops. We focus on men's cuts, and the competitor does not.
6. Going to go back with getting instructors that are well rounded and must have instructors willing to work as a team. Stated it was great when we had a team that can do and teach multiple skills and have respect for each other, it can make a big difference. There was a

lot of undermining with how things were going in the past. Faculty A would discourage the students from completing the Math and English requirements.

7. The labs, the motor skills, working with clients are the strengths of the program and what it is known for.
8. Doesn't see anything wrong with going through Continuing Education. Feels it will be better for the program so the students can come in for the 1600 hours requirement.

Interviewee 3 answers to questions:

1. We did not offer the theory courses. Cohort will work, but you have to have a minimum of two cohorts happening at the same time. Interviewee 3 claims they've never had low enrollment.
2. Give the program a facility, and it should work. Claims their recruitment process was never a problem; never had a problem recruiting students. It's that GCC never provided facilities.
3. Absolutely not.
4. Interviewee 3 question is, "Why is Cosmetology targeted?"
5. We're using the standard that's the oldest and most widely used publisher in the field of Cosmetology.
6. Feels that are treated like the step child of the campus. They've been thrown around. Where do you see Cosmetology in graduation?
7. Educationally, Interviewee 3 feels we do the best job on Guam. The leaders in Cosmetology on Guam are now locals because of our program.
8. Didn't answer question: talked about the cost to attend our program being drastically reduced. Interviewee 3 asked the committee what benefits CE would have vs. the regular semester. Pointed out that the competitor holds class year round.

APPENDIX D

DUTIES AND RESPONSIBILITIES FOR INSTRUCTIONAL FACULTY RANKS

EMERGENCY INSTRUCTOR

Appointment to this position is on a limited-term basis and is valid for not more than one (1) academic year at a time to meet the emergency need of the College.

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Emergency Instructor rank are as follows:

Under close supervision by the Dean and regular consultation with the Department Chair:

1. Conducts courses of instruction:
Follows syllabus and lesson plans.
Provides effective instruction.
Ensures that classroom is neat and maintenance department is notified of problems.
2. Supports department activities:
Participates in department meetings.
Maintains inventory of assigned books and equipment.
Prepares requests for books and equipment.
3. Is accessible for student consultation:
Maintains office hours for postsecondary classes.

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS FOR EMERGENCY INSTRUCTOR

1. An Associate's Degree in the field of study or related area; OR
2. A high school diploma, plus professional certification or license (i.e. Journeyworker Certificate) from a recognized organization in the field, with a minimum of six (6) years of employment, four (4) of which must be in the field of study or related area.
3. A high school diploma, with a minimum of ten (10) years of employment in the field of study or related area.

ASSISTANT INSTRUCTOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Assistant Instructor rank are as follows:

Under general supervision by the Dean and in consultation with the Department Chair:

1. Conducts courses of instruction:
Prepares syllabus and lesson plans.
Follows course guide.
Provides effective instruction.
Teaches current information in the field.
Ensures that classroom is neat and maintenance department is notified of problems.
2. Supports department activities:
Participates in department meetings.
Prepares schedules.
Maintains inventory of assigned books and equipment.
Facilitates, guides, and ensures that continuous efforts have been made to meet the assessment requirements and college wide deadlines. Prepares requests for books and equipment.
Participates in department assessment.
Reviews and revises curriculum.
Participates in the promotions of College programs and recruitment of students.
3. *Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).
4. Assists in student advisement:
Advises assigned students.
Is accessible for student consultation.
Maintains office hours for postsecondary classes.
5. Identifies and implements a professional development plan: Completes courses necessary for advancement.
Participates in relevant workshops,
Participates in relevant professional development activities. Participates in faculty development days.
*Participates in the College's mentoring program.

<p>*For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.</p>

**MINIMUM EXPERIENCE AND TRAINING
REQUIREMENTS FOR ASSISTANT INSTRUCTOR**

1. A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods; OR
2. An Associate's Degree in the field of study or related area, plus professional certification or license from a recognized organization in the field, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus four (4) years of employment in the field of study or related area.
3. A high school diploma, with six (6) credit hours in CTE methods, plus professional certification or license (i.e. Journeyworker Certificate) from a recognized organization in the field, with a minimum of six (6) years of employment in the field of study or related area; as a condition of employment, a degree must be completed within three years upon hiring; the timeline for completion of degree will be approved by the supervising Dean and the Academic Vice President. Any timeline beyond three years must be approved by the Academic Vice President.

INSTRUCTOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Instructor rank are as follows:

Under general supervision by the Dean and in consultation with the Department Chair:

1. Conducts courses of instruction:
Prepares syllabus and lesson plans.
Follows course guide.
Provides effective instruction.
Teaches current information in the field.
Ensures that classroom is neat and maintenance department is notified of problems. Make their expectations for high-quality work very clear and provide models of student work that meets those standards.
2. Supports department activities:
Participates in department meetings.
Prepares schedules.
Maintains inventory of assigned books and equipment. Prepares requests for books and equipment.
Facilitates, guides, and ensures that continuous efforts have been made to meet the assessment requirements and college wide deadlines. Reviews and revises curriculum.
Participates in the promotions of College programs and recruitment of students.
3. *Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).
4. Assists in student advisement:
Advises assigned students.
Is accessible for student consultation.
Maintains office hours for postsecondary classes.
*Advises student activities or clubs or organizations.
5. Identifies and implements a professional development plan:
Completes courses necessary for advancement.
Participates in relevant workshops.
Participates in relevant professional development activities.
Participates in faculty development days.
*Participates in the College's mentoring program.

<p>*For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.</p>

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS FOR INSTRUCTOR

1. A Master's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods (a Master's Degree is the minimum requirement for all faculty teaching English, Mathematics, Social Science, and Science, with the exception of Adult Education courses.)
OR
2. A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus
 - a. Eighteen (18) credit hours beyond the Bachelor's degree in the field of study or related area, professional education or any combination thereof; OR
 - b. Six (6) credit hours beyond the Bachelor's degree in a related area or professional education, and three (3) years of employment in the field of study or related area;
OR
 - c. Six (6) years of employment in the field of study.
3. An Associate's Degree in the field of study or related area, plus a current professional certification or license from a recognized organization in the field, and twenty four (24) credit hours in professional education or six (6) credit hours in CTE methods, plus eight (8) years of employment in the field of study or related area.

ASSISTANT PROFESSOR,

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Assistant Professor rank are as follows:

The following are the minimum duties and responsibilities required of Assistant Professor. Some activities may overlap in more than one area.

Under general supervision by the Dean and in consultation with the Department Chair:

1. Conducts courses of instruction:
Prepares syllabus and lesson plans.
Follows course guide.
Provides effective instruction.
Teaches current information in the field.
Ensures that classroom is neat and maintenance department is notified of problems.
Maintains a high standard of teaching.
2. Supports department activities:
Participates in department meetings.
Prepares schedules.
Maintains inventory of assigned books and equipment.
Prepares requests for books and equipment.
Reviews, writes or revises curriculum documents.
Facilitates, guides, and ensures that continuous efforts have been made to meet the assessment requirements and college wide deadlines.
Participates in the promotions of College programs and recruitment of students.
*Serves as department chairperson.
3. Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).
4. Assists in student advisement:
Advises assigned students.
Is accessible for student consultation.
Maintains office hours for postsecondary classes.
Advises student activities or clubs or organizations.
5. Identifies and implements a professional development plan.
Completes courses necessary for advancement.
Participates in relevant workshops.
Participates in relevant professional development activities
Participates in faculty development days.
*Serves as a mentor in the College's mentoring program.
6. Performs community service in his/her area of expertise or as it relates to the institution.

<p>*For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.</p>

**MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS
FOR ASSISTANT PROFESSOR**

1. A Doctorate Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods; OR
2. A Master's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, and four (4) years of employment in the field of study or related area, at least two (2) years of which must have been teaching at the College's Instructor level or equivalent; and must show evidence of work consistent with the Advancement in Rank Promotions Criteria in the Agreement within sixty (60) calendar days from the initial date of employment; OR
3. Must serve a full term on a committee as recognized in the Participatory Governance section of the Agreement, AND

A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education to include six (6) credit hours in CTE methods, and two (2) years teaching at the College's Instructor level or equivalent; Plus (a) or (b) below:

- a. Twenty-four (24) credit hours, with a minimum of twelve (12) credit hours at the upper division or graduate level in the field of study or related area or professional education, or any combination thereof.
- b. Twelve (12) credit hours in the field of study or related area or professional education, and six (6) years of employment in the field of study or related area.

ASSOCIATE PROFESSOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Associate Professor rank are as follows:

The following are the minimum duties and responsibilities required of Assistant Professor. Some activities may overlap in more than one area.

Under general supervision by the Dean and in consultation with the Department Chair:

1. Conducts courses of instruction:
Prepares syllabus and lesson plans.
Follows course guide.
Provides effective instruction.
Teaches current information in the field.
Ensures that classroom is neat and maintenance department is notified of problems.
Maintains a superior standard of teaching.
2. Supports department activities:
Participates in department meetings.
Prepares schedules.
Maintains inventory of assigned books and equipment.
Prepares requests for books and equipment.
Reviews, writes or revises curriculum documents.
Assumes leadership role to ensure that continuous efforts have been made to meet the assessment requirements and college wide deadlines.
Participates in the promotions of College programs and recruitment of students.
*Serves as department chairperson.
3. Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).
4. Assists in student advisement:
Advises assigned students.
Is accessible for student consultation.
Maintains office hours for postsecondary classes.
Advises student activities or clubs or organizations.
Identifies and implements a professional development plan:
5. Completes courses necessary for advancement.
Participates in relevant workshops.
Participates in relevant professional development activities.
Participates in faculty development days.
*Serves as a mentor in the College's mentoring program.
6. *Performs community service in his/her area of expertise or as it relates to the institution.

<p>*For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.</p>

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS FOR ASSOCIATE PROFESSOR

Any combination of the following: For postsecondary faculty, must serve a full term in a leadership role in the Faculty Senate (past president, president, and president elect) or must serve a minimum of three years in a leadership role on a committee or committees where members' institutional knowledge is valuable and critical, as defined in the Participatory Governance section of the Agreement; OR, must serve a full term in a leadership role on collateral or non-collateral committees (past chair, chair, chair elect) inclusive of Department Chair, but, with the exception of the Calendar Committee and RPF, as identified in the Participatory Governance article of the Agreement. AND

1. A Doctorate Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus three (3) years teaching experience at the College's Assistant Professor level or equivalent; OR
2. A Master's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus fifteen (15) credit hours of upper division to include nine (9) credit hours at the graduate level earned after the granting of the Master's Degree, and six (6) years of employment in the field of study or related area, four (4) years of which must have been teaching at the College's Assistant Professor level or equivalent; OR
3. A Bachelor's Degree with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education to include six (6) credit hours in CTE methods, plus thirty-six (36) credit hours of course work at the upper division or graduate level in professional education, field of study or related area, of which eighteen (18) credit hours must be at the graduate level, and twelve (12) years of employment in the field of study or related area, four (4) years of which must have been teaching at the College's Assistant Professor level or equivalent; additionally, a Master's Degree must be completed within three years upon attainment of rank; the timeline for completion of degree will be approved by the supervising Dean and the Academic Vice President. Any timeline beyond three years must be approved by the Academic Vice President.

PROFESSOR

Among the "Illustrative Examples of Work," listed herein above for faculty, the minimum duties and responsibilities required for the Professor rank are as follows:

Under general supervision by the Dean and in consultation with the Department Chair:

The following are the minimum duties and responsibilities required of Professor. Some activities may overlap in more than one area.

1. Conducts courses of instruction:
 - Prepares syllabus and lesson plans.
 - Follows course guide.
 - Provides effective instruction.
 - Teaches current information in the field.
 - Ensures that classroom is neat and maintenance department is notified of problems.
 - Maintains a superior standard of teaching.
 - Provides leadership and assistance to colleagues in becoming more effective teachers.
2. Supports department activities:
 - Participates in department meetings.
 - Prepares schedules.
 - Maintains inventory of assigned books and equipment.
 - Prepares requests for books and equipment.
 - Reviews, writes or revises curriculum documents.
 - Participates in the promotions of College programs and recruitment of students.
 - Assumes leadership role to ensure that continuous efforts have been made to meet the assessment requirements and college wide deadlines.
 - *Serves as department chairperson.
3. Shares in the Participatory Governance structure of the College serving on Faculty Senate and/or institutional committee(s).
4. Assists in student advisement:
 - Advises assigned students.
 - Is accessible for student consultation.
 - Maintains office hours for postsecondary classes.
 - Advises student activities or clubs or organizations.
5. Identifies and implements a professional development plan:
 - Completes courses necessary for advancement.
 - Participates in relevant workshops.
 - Participates in relevant professional development activities.
 - Participates in faculty development days.
 - Provides leadership in professional development projects.
 - *Publishes books or articles relevant to their field.
 - *Serves as a mentor in the College's mentoring program.
6. Performs community service in his/her area of expertise or as it relates to the institution.

<p>*For these activities, extra effort in one area may compensate for minimal or no effort in another. Faculty member and supervisor will agree on appropriate combination of activities.</p>

MINIMUM EXPERIENCE AND TRAINING REQUIREMENTS FOR PROFESSOR

Any combination of the following: For postsecondary faculty, must serve a full term in a leadership role in the Faculty Senate (past president, president, and president elect) or must serve a minimum of three years in a leadership role on a committee or committees where members' institutional knowledge is valuable and critical, as defined in the Participatory Governance section of the Agreement; OR, must serve a full term in a leadership role on collateral or non-collateral committees (past chair, chair, chair elect) inclusive of Department Chair, but, with the exception of the Calendar Committee and RPF, as identified in the Participatory Governance article of the Agreement. AND

1. A Doctorate Degree, with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, plus eight (8) years of employment in the field of study or related area, four (4) years of which must have been teaching at the College's Associate Professor level or equivalent, OR
2. A Master's Degree, with at least eighteen (18) credit hours in the field of study or related area, and eighteen (18) credit hours in professional education or six (6) credit hours in CTE methods, and thirty (30) credit hours of related college credits after the granting of the Master's Degree, to include fifteen (15) credit hours at the graduate level, plus eight (8) years of employment in the field of study or related area, of which five (5) years must have been teaching at the Associate Professor level.

APPENDIX E

MEMORANDUM

March 2, 2016

To: Dr. Ray Somera, Chair, Reduction -in-Force (RIF) Committee for Cosmetology
Mr. Fred Tupaz, Co-Chair, Reduction -in-Force (RIF) Committee for Cosmetology

From: Sarah Leon Guerrero, Faculty Senate President

Subject: Faculty Senate Recommendations for Reduction -in-Force (RIF) Committee for Cosmetology

Please find the recommendations from Faculty Senate regarding the Plan of Action as recommended by the Reduction-In- Force Committee.

Faculty Senate thanks you for the opportunity to provide feedback to the Plan of Action.

Sincerely,



Sarah Leon Guerrero

Faculty Senate Recommendations

To Action Plans

- 1. FS is in complete agreement that the Cosmetology Program should be continued with conditions.**
- 2. Include "All Cosmetology Faculty..." to all items.**
- 3. The Plan is detailed with specified timelines without any room for flexibility. There should be some consideration for limited flexibility when justified on an as needed basis (force majeure, illness, emergencies etc.).**
- 4. The program should be provided with the necessary administrative support (resources, budget, staff, faculty, educational equipment, supplies etc.) to ensure successful execution and completion of the Plan.**
- 5. Meet with the relevant stakeholders (all Cosmetology Faculty, DC, and Dean) to discuss and implement the Plan as the program is vetted to its transformation.**
- 6. Impose and provide monthly written appraisal reports to foster timely attainment and implementation of the Plan.**
- 7. Include DC in all dialogue with all cosmetology faculty and Dean with the development of curriculum and other action plans.**
- 8. Upon completion of the HR recommended training, all Cosmetology Faculty and staff must apply and bolster the reputation of the program and college.**
- 9. Page 22, item #3 should be professionally reworded. Interpersonal relations covers all behavioral challenges to include attitude adjustment, team building, and conflict resolution, etc.**

10. Refrain from inter-department transfers without going through the participatory governance process. In addition, the program should be reevaluated for its proper placement within the college.
11. To ensure sustainability of the program, a permanent dedicated facility should be identified (constructed and fully operational). Faculty (cosmetology and department DC) should be allowed to provide input prior to this restructuring.
12. Page 23, #1. Add: and continue to meet Pell Grant requirements.
13. Make the year correction on page 24. Under Spring 2018 all reference to Fall 2019 should read: Fall 2018.
14. Prior to the implementation of the Plan, provide Faculty Senate with a final copy.

GUAM COMMUNITY COLLEGE
College Governing Council

March 2, 2016

Received

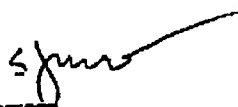


MAR 02 2016

Academic Affairs Division
Vice President's Office

MEMORANDUM

TO: Dr. Ray D. Somera and Fred Q. Tupaz
RIF Committee Chair and Co-Chair

FROM: Carmen Santos
Sarah Leon Guerrero 
Latisha Ann Leon Guerrero
CGC Co-Chairs

SUBJECT: RIF Committee's Plan of Action

The College Governing Council met Tuesday, 3/2/16 to discuss agenda item above. The following is a compilation of the comments and/or recommendations based on the RIF Committee Plan of Action.

- Option 1.a - Suggestion to include that this will be obtained through Continuing Education
- Option 1.b – non-technical - Suggestion to include; except for English/Math for further clarification.
- Recommendations 2. - Does this mean the faculty will be relocated from their current office location? If so, is there an office identified to house them?
- Coordination with CE to offer "catch-up" courses. - Perhaps provide clarification that this is for stop-out students who decide to come back.
- Page 23 i. Timelines vi. - I know that per discussion yesterday, we wanted to include the deadline for the Registrar, August 31, 2016 was the deadline mentioned. If this is the deadline, will the Faculty have enough time to do the research necessary to get it to the Registrar?
- During the meeting, it was mentioned that the deadline for the Registrar is on August 31, 2016. But the final draft of the curriculum documents is to be submitted by Oct. 30, 2016 by the faculty from Cosmetology. The dates seem to conflict with each other. Are we allowing them time to turn in that final draft to the Registrar?
- Page 7 – For consistency may want to include Faculty C's date of employment in addition to "...for one (1) year".
- Page 14 – Consider including the breakdown of the scale score. For example, "On a scale of 1 to 5", five being the highest as the reader may interpret "1" as the highest score.
- Page 22 – Recognizing the need for professional development consider including language such as "Faculty shall participate in" no less than 40 hours of team building, conflict resolution....

- Page 22, Option 1.d. – The recommendation to explore the feasibility of increasing course fees was not clearly identified and supported in the report.
- Page 23, Recommendation 7 – A review should be completed at a minimum with the faculty on a monthly basis, even if it is informal. The review should be to determine where the Faculty is in line with the plan and that the Faculty is being properly monitored. If there are any issues then they can be addressed expeditiously so that the program timeline will not be delayed. The plan requirements for the program should be reviewed at a minimum on a semester basis.
- Page 23, Plan of Action: Timelines – The word "Make Over" is not a strong enough word for this process. The entire program needs to be revamped and changed. Consider using transform.

Carmen K. Santos

Carmen K. Santos, Chair

3/2/16

Date

Syrrus

Sarah Leon Guerrero, Co-Chair

3/2/16

Date

Latisha Ann Leon Guerrero

Latisha Ann Leon Guerrero, Co-Chair

3/2/16

Date

