

Some Ways Schools Improve Information on Student Outcomes

Why is outcomes information needed?

▲ For Compliance with Standard I

The suggestions in this brochure may help improve your school's compliance with NACCAS Standard I which requires you to:

1. Gather information on completion, placement and licensure of students and report this accurately on the NACCAS annual report form;
2. Solicit comments from current students, graduates and employers;
3. Assess student outcomes;
4. Have your Advisory Committee review student outcomes and help with a plan for improvement.

▲ For the Annual Report Verification Study

Each year, 10% of the entities accredited by NACCAS are selected for an annual report verification study. The schools in the sample are required to submit documents which support the information provided on pages 6-8 of the NACCAS annual report worksheet.

Which students are covered by outcomes information on the NACCAS annual report?

On pages 6 and 7 of the annual report worksheet, schools are asked to provide program-by-program information on two separate cohorts or groups of students. The first cohort is students scheduled to graduate during the report year. The number of students in this group is reported on Item 1 so is called the **Item 1 Cohort**. The second group consists of students who took the state licensing examination for the first time during the report year, whether they graduated during the report year or during some earlier year. It is referred to as the **Item 6 Cohort** because the number of students in this category is reported on Item 6 of the worksheet.

Another basic fact about Course or Program on the worksheet is that the information is based on the calendar year.

For instance, for the 2002-2003 annual report all of the students scheduled to graduate between January 1 and December 31, 2002 would be the item 1 cohort. All of the students who sat for the state licensing examination for the first time between January and December 2002 would be the item 6 cohort. NOTE: the NACCAS annual report is based on a different group of students than the Student Right to Know Act or IPEDS reports schools submit to the United States Department of Education.

Which students were scheduled to graduate in 2002? Which students should be reported on Item 1 of the NACCAS annual report?

A student scheduled to graduate in 2002 may be identified by the scheduled graduation date found on his/her enrollment agreement or contract. If the contract was amended, a new expected graduation date may be found on the amendment to the contract.

Example 1: In May 2001 Suzy Queue starts a 12-month program as a full-time student, scheduled to graduate in April 2002. In January 2002, she amends her contract to become a part-time student with an expected graduation date in December 2002. She does not actually graduate until February 2003. Suzy Queue still should be counted on the 2002-2003 Annual Report in the Item 1 Cohort as a student scheduled to graduate in 2002.

Example 2: In January 2002 Don Xuan signs a contract for a 13-month program so is scheduled to graduate in January 2003. He is diligent so graduates on December 30, 2002. Don Xuan should not be reported until NACCAS's 2003-2004 annual report. He is in the Item 1 Cohort for the calendar year 2003.

Which item 1 cohort students graduated or withdrew during the report year?

Documents used to answer this question are:

- Official reports submitted to the State Board of Cosmetology
- An exit interview form which indicates why the student is leaving school: Graduate, Leave of Absence, Drop, or Withdrawal, if it is signed and dated
- An exit form, signed by both the student and school official, which lists the hours completed and whether the student is graduating, transferring, being dropped, or withdrawing. In cases where a student is not available to sign, this is noted on the form.
- Copies of diplomas

How can a school keep in touch with former students?

In order to complete the NACCAS annual report worksheet, schools need to know when students take the state licensing examination, where they find employment, and whether or not the job is related to their studies. In order to comply with NACCAS Standard I, schools must even go further than this. They must have a program to regularly obtain comments and suggestions from students, graduates, and employers of graduates covering topics such as how well the school prepares the students for the state board examination and the entry level positions in the cosmetology field, areas in which graduates could use better preparation, and employer needs.

A school cannot get comments and suggestions from graduates and employers unless it can find them. Here are some ways schools keep track of graduates and employers.

- On admissions application, or enrollment agreement, get the student's full name, address and telephone number (with area code).
- On admissions application, or enrollment agreement, get the full name, address and telephone number (with area code) of the student's parents or a friend or relative who does not live in the same household.
- On an exit interview form or graduating student survey, have the student list his/her own current address and telephone number (these may have changed since the student enrolled). Also have the student list the name,

address, and the telephone number of parents, and two other relatives (or close friends). Have students state any plans to get married and, if so, what the new name and address will be.

- Have the student give the name of a teacher or classmate at the school he/she plans to keep in touch with.
- Have the student list on the exit form the name, address and telephone number of any prospective employer.
- Devise some incentive for the student to keep in touch with the school. Some ways schools do this are:
 - Offer job referral services
 - Give graduating student free membership in alumni association
 - Invite the graduating student to add his/her name to talent bank to give demonstrations at the school, act as a judge at a student competition, or represent the school at a high school career day.
 - Tell graduating students that everyone who returns with employment and licensure information will receive a special gift. Gifts that some schools offer are a really fancy diploma, a unique Tee-shirt, or a gift certificate.
- If the student writes to a school employee with news of developments in his/her life since graduation, keep a copy in the student's record.

How can I find out where graduates are working?

Many recent cosmetology graduates do not stay for long in their first jobs, so it is important to get information shortly after the graduate is employed and to follow up at intervals. Some ways to do this are listed here.

- Give the graduating student two stamped post card surveys addressed to the school to send in when he/she passes the state licensing examination and begins work.
- Offer a surprise gift, money, or some other incentive which student will receive for sending in the postcard.
- Give each graduating student a coupon to redeem at the school when the student submits employment information. The prize might be a box of business cards

for his/her first job, a discount for an area beauty show, or a pair of high quality scissors.

- Set up a job referral service which not only sends students out on interviews, by follows up with the employer to see if the student was hired.
- Work with your State Board of Cosmetology (and state legislature, if necessary) to devise a state-wide system for obtaining employment information when people apply for or renew licenses. The system might allow the school to submit social security numbers of graduates to obtain statistics on how many are working in the cosmetology field.
- Survey area salons: include space for the name, address and telephone of the salon and salon manager, and the names of former students employed there. The form should be signed and dated.
- If the salon does not provide the full information, a school employee should fill in the blanks then sign and date the form.

How can I find out how many graduates from my school took the state licensing examination in 2002 and how many passed?

- Official state board examination reports (or test administrator reports) are the best documentation.
- If the state does not provide reports, try the methods used to get employment information.

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OUTCOMES

How to Track Them

How to Back Them

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