



## COSMETOLOGY ADVISORY MINUTES:

Date: November 6, 2025

Present: L. Baskin-Cornelius; C. Brewer-Smith; L. Nishihira; B. Tran

### GUEST LIST:

NAME	EMAIL	INDUSTRY MEMBER
<b>Richard Espinoza</b>	richard@poisemakeup.net	POISE Makeup Executive Director
<b>Crystal Dietz</b>	crystal.dietz@dermalogica.com	Dermalogica, Advanced Instructor
<b>Steven Medina</b>	Smedina@bio-therapeutic.com	Bio-Therapeutic, Partnership School Manager
<b>Claudia Peraza</b>	claperaza@gmail.com	Stylist, Bobo Hair Salon

## Cosmetology/Esthetic Program Questionnaire

1. Are there specific skills, techniques, or technologies that you believe should receive greater emphasis or be newly incorporated into the cosmetology/esthetic program to ensure students are well-prepared for current industry demands?

**Richard** recommended incorporating more training on keratin treatments, Brazilian Blowouts, and wig applications. He also suggested inviting Local 706 professionals to provide demonstrations, while questioning how new techniques could fit within the current 1,000-hour structure.

**Crystal** emphasized the importance of ensuring students can perform services on live models and understand fundamental skills such as skin analysis and explaining their observations. She noted that students often lack the ability to articulate what they feel or see during an analysis. She also highlighted the need to balance community care with new technology and to provide hands-on experience using advanced skincare equipment.

**Steven** pointed out the need for students to learn how to work with aging skin and understand that today's clients expect quick and efficient service. He stressed the importance of exposing students to new equipment and proper professional standards, as many learn trends from social media without adequate training.

**Claudia** suggested focusing on modern color techniques such as soft shadow roots, Scandinavian hairlines, and varied toning methods. She also noted that clients return every 2–3 weeks and that roughly two-thirds of the global population has textured hair, which should be reflected in the curriculum.

**LaDonne** explained that keratin treatments are not always suitable for ethnic hair types and recommended that teacher professional development include more education on natural hair care.

**Smith** discussed the importance of teaching relaxer and keratin treatments, noting that these can be adapted seasonally to introduce new industry trends.

## 2. In your opinion, what are the most important qualities, professional habits, or technical skills that cosmetology/esthetic students should possess upon graduation?

**Richard** emphasized the importance of soft skills, ingredient knowledge, and understanding HD formulas.

**Crystal** stressed the need to remind students to serve their own communities while developing a deep understanding of ingredients and real-world application. She suggested retention checks, active listening exercises, and incorporating communication training into the curriculum.

**Steven** noted that students often struggle with communication and are afraid to engage clients in conversation, suggesting more practice in community interaction.

**Claudia** added that trust is gained through knowledge and professionalism.

## 3. What additional resources, equipment, or facilities would most benefit students and enhance the overall learning experience within the cosmetology/esthetic department?

**Crystal** recommended investing in tools such as a skin reader, Wood's lamp, and face-mapping technology that connects product analysis to client conversations. She also proposed multi-functional equipment like advanced steamers, nano pens, and dermaplaning tools to enhance both esthetic and dual-licensure learning.

**Steven** suggested implementing BT readers and analysis tools to measure skin moisture, as well as more equipment that supports barbering and facial training.

**Claudia** proposed offering color analysis tools, fabric swatches, and industry mentorship opportunities.

**Smith** mentioned the need for mirrors, trolleys, and potentially non-credit options for professionals seeking only licensure upgrades.

## 4. What types of industry partnerships, collaborations, or community connections would you like to see the cosmetology/esthetic department establish to strengthen student learning and career readiness?

**Richard** suggested partnering with Poise Makeup.

**Crystal** recommended creating externship and internship opportunities and collaborating with local hospitals.

**Steven** proposed partnering with BT to provide students with affordable professional kits.

**Claudia** suggested organizing community outreach events such as proms or special occasions.

**Smith** proposed offering facials for senior citizens and supporting LGBTQ+ prom events.

## 5. What strategies or initiatives could be implemented to increase diversity, equity, and inclusivity within the cosmetology/esthetic department?

**Crystal** emphasized fostering an inclusive learning environment where all students feel represented and valued. She also encouraged integrating inclusive practices into teaching to reflect the diversity of the communities served.

**Steven** recommended more inclusive marketing, as well as teaching cultural intelligence and care for melanin-rich skin. He also highlighted the importance of mental health awareness and ADA compliance in the industry.

**Smith** stressed the need for all instructors and students to understand different hair textures and skin types through scientific knowledge and hands-on practice.

## 6. Do you see opportunities for the college to expand its cosmetology/esthetic program offerings — for example, by adding advanced courses, specialized techniques, or niche areas of study?

**Crystal** suggested adding courses in Botox application, pre- and post-operative care, and tretinoin use to bridge the gap between dermatology and esthetics, while also considering the financial and educational benefits of such courses.

**LaDonne** emphasized the importance of ensuring all state board requirements are met.

**Smith** recommended adding training in trichology.

## 7. The El Camino College Esthetic Program will soon be a certificate program: With student impact and career readiness in mind, in what ways do you think offering an official certificate could enhance our students' employability, credibility, or readiness for entry-level positions in the industry?

**Crystal** emphasized that offering certificates in specialized areas such as micro-needling and International Dermal Institute (IDI) training would motivate more students to pursue advanced knowledge and professional credentials. She noted that these certificates could make graduates more competitive in the job market.

**Claudia** echoed Crystal's comments, agreeing that micro-needling and IDI certificates would enhance students' skill sets and encourage continued education beyond core requirements, ultimately improving employability and confidence.

**LaDonne** stated that an official certificate provides immediate credibility for graduates when seeking employment, particularly in spas and medical aesthetics settings. She noted that employers often prefer candidates who can demonstrate verified training through recognized certificates.

**Smith** added that certificate programs help standardize skill expectations for entry-level professionals and signal workforce readiness to employers. He also noted that certificates can serve as a stepping stone for students pursuing advanced licenses or specialized industry roles.

The committee generally agreed that transitioning to a certificate program would strengthen student outcomes, support career advancement, and better align the program with current industry standards.

## 9. How might the addition of an Esthetics certificate option increase student motivation, enrollment, or retention within our CTE program? Program Growth and Student Engagement?

**Crystal** noted that a certificate could help students focus more on skincare and dual licensing, giving them clearer pathways for specialization.

**Claudia** mentioned that it could attract students interested in specific areas like nails without requiring full cosmetology training.

**LaDonne** said it would promote versatility in career options.

10. With industry alignment and value in mind, from an employer or industry perspective, what specific skills, competencies, or credentials should our esthetics certificate program emphasize to ensure it meets current workforce needs?

**Richard** reiterated the importance of soft skills.

**Crystal** recommended incorporating business-building courses, mock interviews, and sessions with hiring managers to help students understand employer expectations and stand out in the job market.