

**Northern New Mexico College  
PROGRAM ASSESSMENT • PEER REVIEW FEEDBACK 2009-10**

Department CTE

Program Barbering & Cosmetology

Date 11/2010

	(6) Commendable	(4) Acceptable	(2) Developing	(0) Under-developed
Mission	<i>The program mission defines the program's primary purpose(s), and is in explicit alignment with the departmental and College mission statements.</i>	<i>The program mission defines the program's primary purpose(s), and aligns in general with the departmental and College mission statements.</i>	<i>The program mission defines the program's primary purpose(s) but alignment to the departmental and/or College mission is either unclear or unstated.</i>	<i>The program mission is non-existent, or not stated in an acceptable format.</i>
<b>Score and comments (5/6).</b> Is in alignment with the mission for the department. Not sure if and how it relates to the College's mission. Does define program's primary purposes.				
Outcomes	<i>SLO's indicate knowledge, skills and dispositions; they align clearly to the program mission and mission of the College.</i>	<i>SLO's indicate two of three aspects of student learning; align clearly to program mission and College mission.</i>	<i>SLO's are stated but unclear regarding two or more aspects of student learning and/or connections to program and College missions.</i>	<i>SLO's are non-existent, not stated in an acceptable format, and/or do not align to program mission and/or College mission.</i>
<b>Score and comments (5/6).</b> All three areas of understanding are addressed. Might consider a couple additional SLO's if appropriate.				
Measures & achievement targets	<i>Measures promise direct and indirect evidence of student learning; they are related to appropriate SLO's and have clear achievement targets.</i>	<i>Measures promise direct and indirect evidence of student learning; they relate to some but not all of the SLO's.</i>	<i>Measures exist but their relationships to the SLO's is unclear; they are incomplete and vague in addressing the SLO's.</i>	<i>Measures are non-existent or not stated in an acceptable format.</i>
<b>Score and comments (3/6).</b> The licensure exams relate appropriately to outcomes 1 and 2. The observation rubric relates appropriately to outcome 4, but why not also to outcome 3? It could.				
Findings	<i>Findings provide compelling student learning data that follow details spelled out in the description of measures.</i>	<i>Findings include references to some (but not all) measures, and indicate extent to which most but not all SLO's were met as well as need for further actions (as appropriate).</i>	<i>Findings are initiated but incomplete; the overall sense of progress attained is hard to ascertain.</i>	<i>Findings are non-existent or not stated in an acceptable format.</i>
<b>Score and comments (4/6).</b> State licensure data need to be put in their correct spot, in measures and findings #1. The data that are in the licensure measure, from May 09 and May 10, are appropriate. But the data in measures 4-6 need to be put there also.				

Continued below

Action plan tracking	<i>Steps are spelled out with persons responsible and budget amounts as needed for implementing program improvements in ways that related compellingly to assessment findings.</i>	<i>Steps are spelled out for implementing program improvements in ways that address some of the assessment findings.</i>	<i>Steps are spelled out for implementing program improvements in ways that address one or two of the assessment findings.</i>	<i>There are no action steps listed.</i>
<b>Score and comments (3/6).</b> Plans are in place from earlier years. All of them need to be updated. New improvements need to be designed.				

**Overall comments**

**4.0 overall.** OK job. "Acceptable." The outcomes and measures are strong, but needs some Action Plan updates to score at "commendable" levels.