<table>
<thead>
<tr>
<th>Department</th>
<th>CTE</th>
<th>Program</th>
<th>Barbering &amp; Cosmetology</th>
<th>Date</th>
<th>11/2010</th>
</tr>
</thead>
</table>

### Mission
- **Commendable**: The program mission defines the program's primary purpose(s), and is in explicit alignment with the departmental and College mission statements.
- **Acceptable**: The program mission defines the program's primary purpose(s), and aligns in general with the departmental and College mission statements.
- **Developing**: The program mission defines the program's primary purpose(s) but alignment to the departmental and/or College mission is either unclear or unstated.
- **Under-developed**: The program mission is non-existent, or not stated in an acceptable format.

**Score and comments (5/6)**: 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
- **SLO's indicate knowledge, skills and dispositions; they align clearly to the program mission and mission of the College.**
- **SLO's indicate two of three aspects of student learning; align clearly to program mission and College mission.**
- **SLO's are stated but unclear regarding two or more aspects of student learning and/or connections to program and College missions.**
- **SLO's are non-existent, not stated in an acceptable format, and/or do not align to program mission and/or College mission.**

**Score and comments (5/6)**: All three areas of understanding are addressed. Might consider a couple additional SLO's if appropriate.

### Measures & achievement targets
- **Measures promise direct and indirect evidence of student learning; they are related to appropriate SLO's and have clear achievement targets.**
- **Measures promise direct and indirect evidence of student learning; the relate to some but not all of the SLO's.**
- **Measures exist but their relationships to the SLO's is unclear, they are incomplete and vague in addressing the SLO's.**
- **Measures are non-existent or not stated in an acceptable format.**

**Score and comments (3/6)**: 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
- **Findings provide compelling student learning data that follow details spelled out in the description of measures.**
- **Findings include references to some (but not all) measures, and indicate extent to which most but not all SLO's were met as well need for further actions (as appropriate).**
- **Findings are initiated but incomplete; the overall sense of progress attained is hard to ascertain.**
- **Findings are non-existent or not stated in an acceptable format.**

**Score and comments (4/6)**: 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
<table>
<thead>
<tr>
<th>Action plan tracking</th>
<th>Steps are spelled out with persons responsible and budget amounts as needed for implementing program improvements in ways that related compellingly to assessment findings.</th>
<th>Steps are spelled out for implementing program improvements in ways that address some of the assessment findings.</th>
<th>Steps are spelled out for implementing program improvements in ways that address one or two of the assessment findings.</th>
<th>There are no action steps listed.</th>
</tr>
</thead>
</table>

**Score and comments (3/6).** 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.