

Assessment, Improvement, Measurement (AIM) Report: 12/15/2014**Plan Year:** 2013-2014**Unit:** Cosmetology/Esthetician**Coordinator(s):** Martin Baxter, Melissa Anderson, Karman Wheeler**Reviewer:** Martin Baxter

Objective or Outcome	Measure(s)					
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
SLO 1 - Students will be able to satisfactorily perform hair cut based on industry entry level standards with emphasis on blending perimeter growth.	Mock board exam based on criteria that correspond to state board hair cut exam.	90% of students will be able to pass the hair cut section of the mock board exam with a passing score of 70%.	Over 90% of the students passed (70%) the hair cut section of the mock board exam.	Met	The students have demonstrated success on the outcome for several assessment cycles. In 2014-2015 we will assess the students ability to demonstrate principles and techniques of salon and spa management.	May
Demonstrate the application of the technique of nail services both natural and artificial.	Use of checksheets	Students will earn a minimum score of 70% proficiency on checksheets for natural and artificial nail applications	All students earned a minimum of 70% demonstrating their proficiency in natural and artificial nail applications.	Met	We will enhance their ability in natural and artificial nail services with the application of more advanced techniques in 2014-2015.	December
SLO - Students will be able to incorporate advanced facial procedural techniques that are used in day spas.	Given a model, a checklist will be utilized to evaluate techniques.	85% will have met all of the criteria of the given checklist.	90% of the cosmetology and esthetics student body achieved success in incorporating advanced facial procedure in facials that are given in day spas.	Met	In the fall of 2014, the cosmetology and esthetics faculty will advanced cosmetic artistry to the criteria for success in student learning for the 2014/2015 school year.	May