

# Skyline College

**Program Name: Wellness**

**Program Review**

**Executive Summary**



## **Program Mission and Goals**

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The mission of the Wellness/Massage program is to empower our students with our well-rounded, innovative and current curriculum that provides an academic and practical framework for students. The program promotes self-reflection, critical thinking, effective communication, technological literacy, citizenship, and lifelong learning that bridges academics with real-world experiences. This philosophy promotes the College vision "to inspire a global community of learners to achieve intellectual, cultural, social, economic, and personal fulfillment."

Our goal with our massage therapy certificate is designed to provide students and professionals with well-rounded, current entry level knowledge, skills and academic depth required for massage therapy positions. This includes gainful employment, in a timely manner, in various spa and Complementary and Alternative Medicine (CAM) and Integrative Healing environments such as wellness centers, chiropractic, naturopathic, integrated spa's, acupuncture, resorts, cruise ships among others. This is aligned with Skyline's cultivating a culture of innovative, creative, and entrepreneurial spirit - which is truly dedicated to providing our students with quality of education, increased student marketability, and economic viability within health and wellness.

We continue to cultivate our collaborative spa environment as well as evolve the Wellness Program by offering stackable certificates that respond to emergent community, personal and professional needs within holistic health, and wellness - all integral aspects within massage, the spa environment and our "spa experience". To be effective the Wellness Program is adaptable to meet the changing demands within various work environments. By bridging academic and real-world experience that requires integrated skills, as a massage therapist, that maximize the students marketability within this profession providing economic sustainability as well as professional development, personal and professional lifelong learning and wellness.

## **Three Strengths of the Program**

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### **First Strength: Curriculum**

The Wellness Program supports Skyline's perspective of having an innovative, creative, entrepreneurial spirit by developing a vetted well-rounded and current curriculum that reflects trends in the profession and industry all of which are inclusive within the spa setting. This transparent restructuring of the curriculum was vetted, thoughtful and in the students best interest that supports student success, increased marketability and economic viability. There is a delicate balance creating a 'win-win' between state, local municipality, MBLEx depth, institutional, as well as industry needs. We offer content that reflects and embraces the diversity of our student body and offers cross and multi-cultural curriculum with perspectives reflecting related trends, various associated therapies and techniques within this profession as well as health and well-being that is inclusive within our program and "spa experience".

Our curriculum is also aligned with promoting global perspectives assisting students with the ability to be open to a variety of ideas and world views that reflects and supports the diversity of our community with greater compassion and communication with our interactions. These various cultural traditions and knowledge of many Asian and Ayurveda healing/medical philosophies are innately fundamental principles that include integral therapies/ techniques inherent within our profession and within the spa environment. Some of these world views are considered "world

treasures” associated with Intangible Cultural Heritage of Humanity that counters social injustice of these traditional healing/medical systems addressing critical issues of colonialism appropriating Indigenous authority, of misrepresentation, and of using western cultural constructs that marginalize Indigenous ways of knowing (Dei, Hall and Rosenberg, 2000; Battiste and Henderson, 2000; Smith, 1999). These various cultural philosophies of traditional knowledge *are* the basic principles associated with holistic health and wellness.

## **Second Strength: Partnerships**

The Wellness Program has fostered partnerships both on and off campus.

*Interdisciplinary partnerships* – Wellness is promoting student involvement in community volunteerism and has made an effort to create interdisciplinary partnerships and supporting Women's Mentoring Academy, African Diaspora Project, Asian Month, Health Fairs, Soul Stroll, Communications, UC Hastings Law school Health Fair, Breath4Life, Asian American & Pacific Islander Heritage Month, Women's Shelter. As well as cross district collaboration with San Mateo Athletic Club.

*Wellness Massage Team* –collaborating and providing chair massage and spa experience to faculty and staff from automotive, TRIO, Learning Center, Business Division, Kinesiology, Counseling, Admission and Records, Transfer Center, English, Workforce, Services Association Conference, and Health Services Association Conference.

*Wellness Massage Team for Students* – providing chair massage in the Skyline Quad numerous times throughout the year, Cosmetology fundraisers/activities, Skyline Health Fairs, Career Fairs, Outreach, as well as the spa experience for various campus activities to support student endeavors and/or fundraisers, Skyline College Baseball, Wrestling and Dance.

*Industry Relationships* – Massage Envy (one of the largest massage therapy employers), SenSpa, Burke William, XpresSpa, Spa Luxe, among others. Getting industry involved in the classroom as well as employment recruiting with guest lecturers addressing areas they feel new student graduates need improvement. This is a great way to create a 'win-win' situation for students and industry alike regarding expectations.

## **Third Strength: Skyline College Quality of Education at an Affordable Price**

Greater accessibility at an affordable price aligning with the Skyline Promise keeping costs down with quality of education at a third of the cost compared to private schools. Our Wellness Program is serving new, existing professionals and lifelong learners in a timely manner.

## **Three Suggestions for Improvement**

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### **First Suggestion: Curriculum Assessments and Refinements**

Assessments are all new and for an area of improvement for assessments would be to not only assess SLO's but look at the PSLOs and assess ISLOs.

Refinements – curriculum refinements ongoing. Bottom line programs can always be better. Better utilization of the spa packages implementing open lab for students to practice outside of class time as an option creating again a 'win-win' situation. Presently, these are evening courses so this will provide an opportunity for exposure to various massage techniques that can be implemented during the day providing pick me ups for students and faculty alike.

**Solution:** provide an incentive for returning alumni as well as adding an additional venue for students in our massage program to accumulate volunteer hours in our spa.

### **Second Suggestion: Advertising**

Our advertising isn't as strong as it could be. For visibility of our program beyond health fairs, career fairs and high schools since our student demographics include a higher percentage of adult learners. Our data suggests that our high school population is only 27% while our adult learners are 73% and any advertising that is being implemented through COSM/WELL department is geared towards high school populations.

**Solution:** Night time program not as visible as we could be. Suggestions from the industry identified digital advertising implementing, specific name, titles and pop-ups associated with key terms. Some of the schools with greater enrollments use this style of advertising and it seems to be very effective and this it would help grow the program. Also implement advertising geared towards adult learners as well as yoga studios, gyms, 4-year colleges, various health disciplines (kinesiology, athletic training, yoga, physical therapy, occupational therapy, nursing, personal trainers, acupuncturists, sports medicine clinics among others).

### **Third Suggestion: Additional Support**

Hire additional support to enable better representation of this program at all levels meeting student and institutional needs. By increasing support this addresses daytime open lab, tutoring, make-up hours for lecture and lab for student. These hours accumulate as part of student requirements for practical application associated with the massage therapy certificate.

## Short Summary of Findings

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We offer a massage therapy certificate that supports Skyline's innovative and creative spirit providing a well-rounded, integrative, current, and relevant affordable curriculum. This is designed to meet CAMTC guidelines, knowledge, skill sets and academic depth and fulfill requirements of many local municipalities for gainful employment in a variety of health and wellness settings in a timely manner. In our state-of-the-art facility we collaborate closely with our estheticians in providing massage as part of our combined "packages" associated with our "spa experience" that provides the bridge between academics and real-world proficiencies. We also cross collaborate with our sister campus in San Mateo (SMAC) providing massage for various fundraisers and athletic events as well as many other college and community events.

Wellness continues to foster partnerships on and off campus via campus and district committees, division and department, workshops, guest lecturing, providing support to many learning communities, activities and numerous community events, as well as industry partnerships.

All WELL course offerings have been updated or are in the process of being updated through Curriculum Committee. In addition there are many courses that have been or are in the process of being deleted through Curriculum Committee.

Our program offers courses with content that reflects, embraces and supports the diversity of our student body offering cross and multi-cultural perspectives regarding health and wellness. These various cultural philosophies of traditional knowledge are the basic principles of holistic health and healing associated with sustainable lifelong wellness.

Since our last program review, all courses have been evaluated, revised as well as updated SLOs and assessment measures for our SLOs. All standards were met recognition given for dedicated faculty and community involvement. Overall this program has good success (79%) and retention (86%) rates with current overall MBLEx pass rate of 80% well above the national pass rate of 67%.

Our improvement addresses the following: First, curriculum assessment with which all the new SLO's will be assessed as well as making curriculum refinements in order to increase lab hours to meet student needs as well as requirements for the massage therapy certificate. Second, increase advertising specific to adult learners, males and Native American/Alaska Native, Pacific Islander, Black-Non-Hispanic and Filipino populations. Third, addressing additional support to maintain supporting student success within our program since the current implementation is not sustainable for one person. Examples of additional support student includes all supervised extended lab and open lab hours, tutoring, make-up hours, and all volunteer events among others.

Lastly, we are hoping to create new opportunities for Skyline and our students to provide new online/hybrid courses and stackable certificates to address the needs of the profession, industry, maintenance of certifications/licenses, and lifelong learners alike. We are aligned with Skyline's mission of "to empower and transform a global community of learners" as well as cultivating the "culture of innovative, creative, and entrepreneurial spirit". We are collaborative on and off campus and truly dedicated to providing our students with a diverse quality of education, broaden perspectives, support workforce development, all providing successful and sustainable financial, professional and personal lifelong health and well-being.

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## *Faculty Signatures*

  
Ronda Wimmer

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**Division Dean:**

  
Christine Roumbanis

**Date Submitted:**

3/31/17

**Program Title: Wellness**

**Date Submitted:**

- 1. Planning Group Participants** (include PT& FT faculty, staff, students, stakeholders)  
**List Names and Positions:**

Ronda Wimmer, Wellness Professor, FT

- 2. Contact Person** (include e-mail and telephone):  
Ronda Wimmer, [wimmerr@smccd.edu](mailto:wimmerr@smccd.edu), 650 738-4475

**3. Program Information**

**3A. Program Personnel**

Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

**FT Faculty: 1.00**

**PT/OL Faculty (FTE): .20**

**FT Classified: 0**

**PT Classified (FTE): .48** Instructional Aide

**Volunteers: 0**

**Student Workers: 0**

**3B. Program Mission and Goals**

State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Discuss how this program coordinates, impacts and interacts with other programs in the College. Explain how this program meets the needs of our diverse community. (200 word limit recommended)

Our mission of the Skyline College Wellness Program/Massage Therapy is to inspire mindful and sustainable health and well-being associated with lifelong learning and wellness.

Our goal with our massage therapy certificate is designed to provide students, the general population and professionals alike with well-rounded, current, entry level knowledge, skills and academic depth necessary for massage therapy positions in a variety of settings. We collaborate closely with our estheticians providing combined “packages” associated with our “spa experience” that bridges academics and real-world proficiencies. This is aligned with Skyline’s cultivating a culture of innovative, creative, and entrepreneurial spirit which is truly dedicated to providing our students with quality of education, increased student marketability, and economic viability.

We empower students with curriculum promoting global world views embracing cultural diversity, preserving cultural heritage, traditional knowledge and philosophies with which they are based. These are basic principles of holistic health associated and lifelong wellness. This reflects our profession, student/faculty demographics, our community, and spa environments. These perspectives prepare students to be culturally sensitive, ethical and participatory members of our increasingly global society. These valuable skills promote student success in other courses across the curriculum. Lastly, we prepare students for personal and professional success in different aspects of their lives beyond

college and we feel these all represent the goals of Skyline College and the San Mateo County Community College District.

#### **4. Summary of Student Learning Outcomes and Program Data**

**4A. Drawing from the TracDat PSLO report, summarize recent course and/or program SLO assessment, identify trends and discuss areas in need of improvement.**

Submit the TracDat PSLO report with the completed comprehensive program review report.

Tool: <https://sanmateo.tracdat.com/tracdat/>

##### Respond to the following:

- Review the PSLO report and note any trends over the last five years
  - Instruction: Highlight the major areas on the course and program level in which students are doing well and those in need of improvement.
  - Student Services: Highlight the major areas in which students are doing well and those in need of improvement, including on the course level when applicable.
  - Career Technical Education: Note any trends in the last three years compared to the preceding three years or further.
- Identify changes that have occurred in your program as a result of annual SLO assessment.
- Explain any modifications to the program's SLO assessment process or schedule.
- Note that the PSLOs on TracDat match the ones listed on the departmental/ service area website and in the College Catalog.

#### **I. Course Level SLO's:**

- a. All new courses have been implemented within the last year in a half and as such new SLO's and PSLO's have been written. There was also a change in faculty in the past couple of years and as such these assessments provide little insight associated with the current curriculum nor representative with the changes that have taken place within the massage therapy profession.
- b. Revision of SLO's mapping to PSLOs conducted with the implementation of the new massage therapy courses and individual courses in 2016.
- c. We have already started assessing the new SLOs as of fall 2016 and will continue to do so in order to get a better idea of any trends and potential areas that students as well as faculty need to focus on to fine tune and cultivate our energy and attention within our curriculum.
- d. Reviewing the data that was reported with the previous WELL courses the SLO data from 2014/2015 and 2015/2016 academic years indicate that all WELL course SLO's assessed met their criteria. Although the success rate has met the criteria there is always room for making the curriculum better and assessments as genuine and useful as possible. Continual ongoing dialog and collaboration between faculty implementing SLO assessments that are authentic and valuable both academically and with real-world implications.

- #### **II. PSLO's - new SLO assessment plan was implemented last year for the current courses within the massage therapy certificate that started fall 2016. We have updated this version to encompass the new individual courses as well.**

### III. CTE Trends: Requirements for CAMTC Certification Transition

- a. Prior to January 2015 really close to 100% students graduating just needed to fill out an application and send it in as long as they met the minimum standards.
- b. Post January 2015 CAMTC certification dropped due to rigor of the MBLEx, now required, to gain CAMTC certification. (Note: San Bruno as well as many local cities do require CAMTC certification and/or graduate from a CAMTC approved school).
- c. MBLEx pass rate is currently at 80% overall well above the national average of 67%.
- d. There are more jobs in this area then there are therapists to fill them according to industry.
- e. Advisory Board suggests implementing courses beyond 600 hours for continued learning opportunities as employers encourage and look for therapists with this on their resume for employment. Our assessment of these stand alone course SLO's to PSLO's have started spring 2017 and will be ongoing.

### IV. PSLO's Consistency:

- a. *TracDat:* new PLSO's match TracDat.
- b. *Departmental/ service area website:* former WELL website was updated; however, recently apparently the website has changed and no PSLO's are included.
- c. *College Catalog:* new PLSO's match catalog.

**4B. Summarize courses/services in the program that map to institutional student learning outcomes and discuss the results of the assessment and analysis.**

#### Respond to the following:

- Explain what the course level assessment results reveal about student fulfillment of ISLOs.
- If the department participated in campus wide assessment, explain what insights were obtained.

### I. **Skyline College ISLO's are the following:**

At this point because of program changes Wellness has not participated with ISLO assessments though courses are mapped to ISLO's.

The WELL Program, previous curriculum, consistently met course level SLO's for all active classes and therefore fulfills PSLO's.

- 1) ***Critical Thinking*** – foundational to spa/clinical applications assessing client/patient intake forms for contraindications, functional assessments, treatment strategies associated with various techniques (Swedish, deep tissue, energy work, dry work, Asian bodywork, stretching, among others). Provide appropriate and ethical scope of practice within various massage therapy occupational environments. Cultivating critical thinking associated with various global healing traditions and knowledge. This is an integral part of CAM/integrative therapies which many are inclusive within the scope of practice as a massage therapist. Ironically, these global traditions and traditional knowledge provide the foundational concepts of holistic health, healing and well-being and support this institutional SLO.
- 2) ***Effective Communication*** – graduates from our massage therapy certificate can accurately analyze, comprehend, and assess client/patient intake forms, communication with a variety of spa's as well as healthcare professionals and clients/patients alike in appropriate written and verbal communication including charting, assessments, collaborative treatment strategies/plans, technique/bodywork implementation, and recommendations.



- 3) ***Citizenship*** - content in the course supports this institutional SLO implementing discussion of professional conduct, ethics, professionalism and diversity of global representation and perspectives of various cultural healing traditions and knowledge regarding health, healing and wellness. Working with diverse clients/patients within spa/clinical environments inclusive with diversity among various spas and health care professionals. Some of the course offering, an integral part of this profession, are taught being mindful of preserving the cultural heritage of many under represented traditional healing/medical traditions. This empowers students with the understanding of these various cultural healing traditions, at the root of holistic health for millennia's, to be better informed global citizens. This reflects the student demographics and promotes critical thinking, effective communication and compassion encompassing cultural diversity regarding sustainable health and well-being as a lifelong learning endeavor academically, professionally and personally.
- 4) ***Information Literacy*** - several courses requires students to use WebAccess, as well as access research within massage therapy, holistic, complementary and integrative medicine professions including various associated therapies, again, many under the scope of practice of a massage therapist. Another aspect acquired is associated with assessing, assimilating and processing information associated with client/patient records involving both pdf and electronic versions. All support this institutional SLO.
- 5) ***Lifelong Learning & Wellness*** – our entire Wellness Program supports this institutional SLO as it is the basis of student success supporting workforce economic development through career/technical education programs and certificates, basic skills development through WELL massage therapy certificate, marketability of students, offers courses used for continuing education units required to maintain certification/licenses. Empowers students with expanding their perspectives of various world views associated with cultural healing traditions, at the root of holistic health for millennia's, to be better informed global citizens. All support individual sustainability for lifelong learning acquiring skills that provides sustainable health, healing and well-being.

II. Our curriculum has not participated within the campus wide assessments.

## SKY Dept - Wellness

Department Assessment Coordinator: Ronda Wimmer

### SKY WELL 701: Massage Therapy I

Course Outcomes	Assessment Methods	Results	Actions
<p><b>Musculoskeletal Anatomy and Kinesiology</b> - Identify and locate structures of the human skeletal and muscular systems; demonstrate comprehension of basic principles of kinesiology and features of musculoskeletal/myofascial organization; employ anatomical, positional, and kinematic terminology relevant to the practice of massage.</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Assessment Cycles:</b> 2012-2013</p> <p><b>Start Date:</b> 08/20/2012</p>	<p><b>Other</b> - Students will complete written quizzes and exams covering all Outcome topics. They will also be evaluated by means of oral presentations and practical palpation exams (performances) assessing application of the information covered in the written exams. A combined score will be calculated for each student. Each student's raw score will be converted to a percentage (%) representing the proportion of correct responses out of the total possible on written, oral, and practical evaluation instruments.</p> <p><b>Success Criterion:</b> A student will have successfully met the Musculoskeletal Anatomy and Kinesiology Course Outcome if her/his combined score reflects 70% proficiency or above. Course design and implementation will be considered successful if no more than 10% of students fail to meet the 70% proficiency standard.</p> <p><b>Schedule:</b> Evaluation activities will conclude on 12-19-12. Student</p>	<p><b>Reporting Cycle:</b> 2012 - 2013  <b>Result Type:</b> Criterion met            No students achieved less than 80% proficiency. See related document. Percentage Distribution for Proficiency (20 students in class) 90-100, 14, 70% of students; 80-90, 6, 30% of students; 70-80, 0, 0% of students. (12/26/2012)</p> <p><b>Related Documents:</b>  <u>WELL701 MusculoSkeletal Anatomy Aggregate Calculated Scores F2012</u></p>	<p><b>Action:</b> We were pleasantly surprised to significantly exceed the standard we had set. Future assessments might examine the relative strength of the different kinds of learning students have, that is, future assessments could specifically highlight palpation skills, kinesiology comprehension, or anatomical structure identification to see which portions of the course outcome might be more or less robustly met. (12/26/2012)</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>

achievement percentages will be calculated and entered by 12-28-12.

**Presentation/Performance - In** order to assess students' ability to identify muscles and bones on the human body, students worked with a live model and were asked to place their index finger on 5 individual structures as chosen by the instructor. The structures were chosen randomly from a known list. Students were scored based on the number of the structures they were able to identify, the accuracy of their finger placement to discern the structure of interest from nearby tissues, and also if any help or additional information was required for them to complete the task.

**Success Criterion:** One hundred (100) points are possible during this exercise, with each structure being worth a maximum of 20 points. We consider that the muscle and bone identification/location component of the Musculoskeletal Anatomy and Kinesiology Learning Outcome is met if a student earns 70 points or better on this exam (70%). We will consider our instructional design/methodology successful if 90% of our students meet or exceed the 70% point threshold.

**Schedule:** This practical evaluation will be conducted toward the end of the Fall 2013 Term.

**Related Documents:**

WELL701 Musculoskeletal Anatomy ID Assessment F2013

**Exam -** A fill in question was given on the hip and knee joint exam to

**Reporting Cycle:** 2013 - 2014

**Result Type:** Criterion met

All 19 of our students met or exceeded 70% performance on this evaluation, with 6 earning scores over 90%; 12 scoring between 80 and 89%; and 1 scoring between 70 and 79%. We were extremely pleased with this outcome and feel that this assessment method is relevant and sufficient.

(12/17/2013)

**Reporting Cycle:** 2014 - 2015

**Result Type:** Criterion met

## Course Outcomes

## Assessment Methods

## Results

## Actions

identify and differentiate between hip and knee joint musculoskeletal structure and associated movements and kinematic terminology relevant to the practice of massage. If students were able to write out as well as label the correct answer one point was given for each for a total of 100 points. Outcome is met if a student earns 70 points or better on this exam (70%). We will consider our instructional design/methodology successful if 90% of our students meet or exceed the 70% point threshold.

### Success Criterion:

A student will have successfully met the Musculoskeletal Anatomy and Kinesiology Course Outcome if her/his combined score reflects 70% proficiency or above. Course design and implementation will be considered successful if no more than 10% of students fail to meet the 70% proficiency standard.

**Schedule:** Exam was given 9/4/14.

### Related Documents:

WELL 701 SLO #1 Musculoskeletal Anatomy and Kinesiology Fall15

**Exam** - Students identified and differentiated specific terminology with all the body systems names and functions involved relevant to the practice of massage with a written and fill in exam.

**Success Criterion:** Outcome is met if her/his combined score reflects 70% proficiency or above. We will consider our instructional design/methodology successful if 90% of our students meet or exceed

18/20 (90%) either met or exceeded the 70% criteria. See related document. Percentage Distribution for Proficiency 85% of the students scored between 90-100%; 5% of students scored between 70-80%; 10% of the students scored between 60-70%. (04/03/2016)

**Reporting Cycle:** 2015- 2016

**Result Type:** Criterion met

17/18 (94%) of the students answered 70% or above correctly. See related document. Percentage Distribution for Proficiency 94% of students were between 90-100% and one student failed. (04/03/2016)

## Course Outcomes

## Assessment Methods

## Results

## Actions

the 70% point threshold.

**Schedule:** This was part of the final exam given at the end of the semester.

**Massage Proficiency** - Conduct basic client intake procedures and perform an appropriately timed, novice-level, cohesive, full-body relaxation/wellness massage while employing proper body mechanics.

**Course Outcome Status:** Active

**Start Date:** 08/20/2012

### **Presentation/Performance -**

Massage Therapy Students (19) were observed while they performed a 75-minute relaxation/wellness massage. Please see accompanying document for evaluation categories and required elements. Each of 10 performance categories pertaining to the Massage Proficiency outcome was worth 25 points, for a total of 250 points possible. Points were totaled across categories for each student.

**Success Criterion:** A student was successful in meeting the Massage Proficiency Outcome if s/he earned 175 points (70%) or more. As a program, we will judge our instructional methods as successful if 90% of our students (17 or more) meet the Massage Proficiency Outcome.

**Schedule:** Assessment to be conducted at the conclusion of Wellness/Relaxation Massage instruction in Fall 2013.

### **Related Documents:**

WELL701 Wellness/Relaxation Massage Practical Exam F2013

**Presentation/Performance - A final** practical evaluation given with students implementing a full body Swedish massage. The students were assessed by the instructor using a "Instructor Practical Evaluation" form (rubric) that was

### **Reporting Cycle:** 2013 - 2014

**Result Type:** Criterion met

Seventeen students achieved scores of 70% or better on the practical exam, with 10 students scoring above 90%; 4 scoring between 80% and 89%; and 3 scoring between 70% and 79%. Two students scored between 60% and 69%. (11/25/2013)

**Action:** Although our criteria were met for both student performance and efficacy of instructional methods/design, there are further questions we might ask. Performance on particular evaluation categories, for instance, could be specifically assessed. We collected some data, but had set no goals with reference to category-by-category performance. Perhaps next time this Learning Outcome is assessed, we could further refine our performance goals for each student. This, in turn, might yield new information about how we can improve our pedagogical approach. (02/21/2014)  
**Action Plan Category:** Develop new evaluation methods

Course Outcomes	Assessment Methods	Results	Actions
	<p>filled out during and at the end of the massage worth 100 points.</p> <p><b>Success Criterion:</b> Outcome is met if a student earns 70 points or better on this exam (70%). We will consider our instructional design/methodology successful if 90% of our students meet or exceed the 70% point threshold.</p> <p><b>Schedule:</b> Towards the end of the Fall semester.</p>		
	<p><b>Presentation/Performance - A final practical evaluation given with students implementing a full body Swedish massage. The students were assessed by the instructor using a "Instructor Practical Evaluation" form (rubric) that was filled out during and at the end of the massage worth 100 points.</b></p> <p><b>Success Criterion:</b> Outcome is met if a student earns 70 points or better on this exam (70%). We will consider our instructional design/methodology successful if 90% of our students meet or exceed the 70% point threshold.</p> <p><b>Schedule:</b> Assessment implemented towards the end of the Fall 2015 semester.</p>	<p><b>Reporting Cycle:</b> 2015- 2016</p> <p><b>Result Type:</b> Criterion met</p> <p>94% of the students achieved scores of 70% or better on the practical exam, with 16 students scoring between 90%-100%; 1 student scoring between 80% and 89%; and 1 student did not take the exam. (04/03/2016)</p>	
<p><b>Principles and Effects of Relaxation/Wellness Massage -</b></p> <p>Recognize and describe general indications/contraindications for and benefits/effects of relaxation/wellness massage.</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Start Date:</b> 08/20/2012</p>	<p><b>Exam - The Swedish Basics Quiz</b></p> <p>administered toward the conclusion of the Swedish massage instructional segment covers principles, indications, contraindications, and effects of Swedish massage.</p> <p>Students take the quiz collaboratively in small groups. Each student is responsible for selecting the responses s/he favors, and each</p>	<p><b>Reporting Cycle:</b> 2013 - 2014</p> <p><b>Result Type:</b> Criterion met</p> <p>Surprisingly, all students scored 90% or better on this exam. We were extremely pleased with this result. In the future, we would like to identify specific questions on the exam that more closely reflect understanding of parts of the content indicated in the learning objective (i.e., indications/contraindications or benefits/effects). Data on those questions in particular might yield more information to help us improve instructional design. (02/21/2014)</p>	<p><b>Action:</b> In the future, we would like to identify specific questions on the exam that more closely reflect understanding of parts of the content indicated in the learning objective (i.e., indications/contraindications or benefits/effects). Data on those questions in particular might yield more information to help us improve</p>

Course Outcomes	Assessment Methods	Results	Actions
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test is scored independently of the others. <b>Success Criterion:</b> A student will have achieved the desired course outcome if his/her score is 70% or better (175/250). We will consider course design successful if 90% of students reach the 70% benchmark. <b>Schedule:</b> Quiz will be administered on 10-7-13. Scores and class performance will be calculated, analyzed, and posted as soon as possible.	<b>Related Documents:</b> <u>WELL701_Principles and Effects of Massage (exam results) F2013</u>	Instructional design. (03/09/2014) <b>Action Plan Category:</b> Conduct Further Assessment  <b>Action:</b> Select particular questions representative of specific content to assess instructional effectiveness in more detail. (02/21/2014) <b>Action Plan Category:</b> Develop new evaluation methods
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<b>Exam</b> - A fill in question was given as part of the final exam to identify and differentiate between general and regional avoidance contraindications. If students were able to write out the correct answers and two examples of each then students were given full credit. <b>Success Criterion:</b> We will consider our instructional design/methodology successful if 90% of our students meet or exceed the 70% point threshold. <b>Schedule:</b> On the final exam at the end of the Fall 2015 semester.	<b>Reporting Cycle:</b> 2015- 2016 <b>Result Type:</b> Criterion met 94% of the students achieved scores of 70% or better on the exam, with 1 student answering not answering the question correctly. (04/03/2016)  <b>Reporting Cycle:</b> 2014 - 2015 <b>Result Type:</b> Criterion met 90% of the students achieved scores of 70% or better on the practical exam, with 11 students scoring between 90-100%; 5 student scoring between 80-89%; 1 student scoring between 70-79%; 1 student scoring between 60-69%; and 1 did not take the exam. (03/31/2015)
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# SKY WELL 702:Massage Therapy II

Course Outcomes	Assessment Methods	Results	Actions
<p><b>Advanced Massage Proficiency -</b> Demonstrate entry-level, professional proficiency in relaxation/wellness massage. Demonstrate introductory proficiency in a variety of advanced massage modalities, potentially including Deep Tissue and Onsite (Chair) massage.</p> <p><b>Course Outcome Status:</b> Active <b>Start Date:</b> 01/16/2012</p>	<p><b>Presentation/Performance -</b> Implemented a final practical evaluation while students performed a full body deep pressure massage. The students were assessed by the instructor using an "Instructor Practical Evaluation" form (rubric) that was filled out during and at the end of the massage. This assessed the criteria that fulfilled the SLO #3 requirement using a point system for each category.</p> <p><b>Success Criterion:</b> Outcome is met if a student earns 91 points or better on this practical evaluation (70%).</p> <p>The instructional design/methodology is successful if 90% of our students meet or exceed the 70% point threshold.</p> <p><b>Schedule:</b> Part of the scheduled practical evaluations throughout the semester. This particular practical was given at the end of the semester.</p>	<p><b>Reporting Cycle:</b> 2014 - 2015 <b>Result Type:</b> Criterion met</p> <p>100% of the students achieved scores that met or exceeded the 70% or better criteria. Percentage Distribution for Proficiency all 17 students scored between 90-100%. (03/31/2015)</p>	
<p><b>Assessment, Session Planning, and Clinical Pathology -</b> Assess client goals and needs; plan and execute client-centered sessions/treatments; and modify protocols and techniques as appropriate for safe, effective work.</p> <p><b>Course Outcome Status:</b> Active <b>Start Date:</b> 01/16/2012</p>	<p><b>Presentation/Performance -</b> Implementing 'real world' experience with clients/patients and have them provide feedback of their experience using a "Client Evaluation" form (rubric) after their massage. The goal of this experience is for students to practice doing intake form assessment for client goals and needs, documentation, communication, developing treatment strategies that include modified techniques for safe and effective bodywork with clients</p>	<p><b>Reporting Cycle:</b> 2014 - 2015 <b>Result Type:</b> Criterion met</p> <p>100% of the students achieved scores that met or exceeded the 70% or better criteria. The results identified all ten areas addressed that the students demonstrated well above the acceptable level in implementing massage to clients achieving 100% satisfaction. 9 out of the 10 areas achieved 94% or above in satisfaction. One area of fluidity achieved 82% in satisfaction. (03/31/2015)</p>	



Course Outcomes	Assessment Methods	Results	Actions
	mimicking the spa, clinical and wellness environments. <b>Success Criterion:</b> Client evaluation outcome is met if a student earns 70 % or better on these evaluations. We will consider our instructional design/methodology successful if 90% of our students meet or exceed the 70% point threshold. <b>Schedule:</b> Given in the middle of the semester when we open the spa to the community for massage therapy services.		
<b>Body System Anatomy, Physiology, and Pathology</b> - Recognize and describe major structures/functions and common dysfunctions of all human body systems at a level appropriate for practice of massage; define and employ relevant medical terminology. <b>Course Outcome Status:</b> Active <b>Start Date:</b> 01/16/2012	<b>Exam</b> - Students identify and differentiate between shoulder girdle and shoulder joint the anatomical joints, muscles and movements involved with a written and fill in practical exam. This relates to the major structures and functions of the musculoskeletal system and relevant medical jargon. <b>Success Criterion:</b> If student scores meet or exceed 70% (satisfactory) or more. Outcome is met if no more than 10% of the students fail to meet this criteria then we consider this outcome successful. <b>Schedule:</b> As part of the semester scheduled exams.	<b>Reporting Cycle:</b> 2014 - 2015 <b>Result Type:</b> Criterion met 94% (16/17) of the students achieved scores that either met or exceeded the 70% or better criteria. Percentage Distribution for Proficiency 12 students scored between 90-100%; 2 students scored between 80-89%; 2 students scored between 70-80%; 1 student scored between 60-70%. (03/31/2015)	
<b>Professionalism, Ethics, and Business</b> - Describe and discuss ethical, legal, and professional issues for massage therapists practicing in CA; develop and consider strategies for successful professional practice. <b>Course Outcome Status:</b> Active <b>Start Date:</b> 01/16/2012	<b>Directly related to Course Outcome</b>	<b>Reporting Cycle:</b> 2012 - 2013 <b>Result Type:</b> Criterion met As of Graduation (May, 2013), 19 of 20 students qualified for CAMTC certification at the CMT level. Certification is voluntary, so actual certification numbers cannot be used as a measure of achievement. The remaining student has an incomplete; we anticipate that she will complete her coursework and qualify for CAMTC certification within before May 2014. (05/24/2013)	

## Course Outcomes

## Assessment Methods

## Results

## Actions

**Portfolio** - Students will create and submit a portfolio-style plan for professional success either as an employee, a sole proprietor, or a self-employed small business owner. Specified points may be earned for each portfolio element. Each element will be evaluated by two faculty members and points will be awarded based on 1. How well it addresses each student's stated goals (40%); 2. Completeness (40%); 3. Creativity/ Professionalism/Presentation/Appeal (20%)

**Success Criterion:** Students will be deemed successful if their project score meets or exceeds 72%. Project design will be considered successful if all students achieve 72% (minimum passing score).

**Schedule:** May 2013

**Reporting Cycle:** 2012 - 2013  
**Result Type:** Criterion met  
 No student scored below 72%. 4 Students scored between 72% and 80%. 6 Students scored between 81% and 90%. 10 Students scored between 91% and 100+%. See related document. (05/16/2013)  
**Related Documents:**  
[WELL702 Final Business Project Scores S2013](#)

**Action:** Though students scored well on this measure, instructors felt that the assignment could be refined. Modifications (remove less important elements of assignment and give more weight to key portions) will be made in subsequent iterations.  
 (01/20/2014)

**Action Plan Category:** Other

**Reporting Cycle:** 2012 - 2013  
**Result Type:** Inconclusive  
 The portfolio assignment is not due until May 13, 2013: unfortunately, results will be delayed until assignments are received and graded (anticipate grading to be complete by May 20, 2013). (04/15/2013)

**Reporting Cycle:** 2012 - 2013

**Result Type:** Inconclusive

The portfolio assignment is not due until May 13, 2013: unfortunately, results will be delayed until assignments are received and graded (anticipate grading to be complete by May 20, 2013). (04/15/2013)

**Capstone Assignment/Project** - Implementing message ethics and law evaluation through answering a series of related questions. If they answered the question correctly then the student received points with an accumulative total of 95 points.

**Success Criterion:** Outcome is met if a student earns 66 points or better on this evaluation (70%). The instructional design/methodology is considered successful if 90% of our students meet or exceed the 70% point threshold.

**Schedule:** This was scheduled as part of their mid to end of semester assessment.

**Reporting Cycle:** 2014 - 2015  
**Result Type:** Criterion met  
 94% of the students achieved scores that either met or exceeded the 70% or better criteria. Percentage Distribution for Proficiency 12 students scored between 90-100%; 1 student scored between 80-89%; 3 students scored between 70-80%; 1 student scored between 60-70%. (03/31/2015)

# SKY WELL 725 :Consciousness, Intent & Meditation

Course Outcomes	Assessment Methods	Results	Actions
<p><b>Critical Thinking Comparative Perspectives</b> - Create foundational and comparative summaries of Eastern and Indigenous perspectives of health and healing associated with consciousness, intent and meditation.</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Assessment Cycles:</b> 2014-2015</p> <p><b>Start Date:</b> 08/27/2015</p>	<p><b>Capstone Assignment/Project</b> - Students were required to create comparative summary study focus sheets with which a rubric was used for grading.</p> <p><b>Success Criterion:</b> If students meet the requirements specified within the rubric points were given accordingly for a total of 20 points. Outcome is met if the student earns 70% or 14 points or better.</p> <p><b>Schedule:</b> Final summary turned in at the end of the Fall 2015 semester.</p>	<p><b>Reporting Cycle:</b> 2015- 2016</p> <p><b>Result Type:</b> Criterion met</p> <p>100% of the students achieved scores that either met or exceeded the 70% or better criteria. Distribution for Proficiency:</p> <p>Highly Competent - (90% &gt;) - 14</p> <p>Competent – (80-89%) - 0</p> <p>Acceptable – (70-79%) - 4</p> <p>Needs Improvement (60-69%) - 0</p> <p>Unsatisfactory (&lt;60%) - 0</p> <p>(04/03/2016)</p>	
<p><b>Global Perspectives of Consciousness</b></p> <p>- Distinguish between multi-discipline contemporary perspectives addressing consciousness studies and basic assumptions comparatively with Eastern and indigenous traditions associated with health and healing.</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Assessment Cycles:</b> 2016-2017</p> <p><b>Start Date:</b> 08/26/2016</p>	<p><b>Other</b> - Implemented a Journal summary articulating the students perspectives associated with multi-discipline perspectives addressing consciousness studies and basic assumptions comparatively with Eastern traditions.</p> <p><b>Success Criterion:</b> Students were required to critically think and write a Journal summary using a rubric for grading. If students meet the requirements specified within the rubric points were given accordingly for a total of 100 points. Outcome is met if the student earns 70% or 70 points or better.</p> <p><b>Schedule:</b> Towards the end of the Fall 2015 semester.</p>	<p><b>Reporting Cycle:</b> 2015- 2016</p> <p><b>Result Type:</b> Criterion met</p> <p>94% (17/18) of the students achieved success in implementation with scores that either met or exceeded the 70% or better criteria. Distribution for Proficiency:</p> <p>Highly Competent - (90% &gt;) - 9</p> <p>Competent – (80-89%) - 6</p> <p>Acceptable – (70-79%) - 2</p> <p>Needs Improvement (60-69%) - 0</p> <p>Unsatisfactory (&lt;60%) - 1</p> <p>(04/03/2016)</p>	
<p><b>Cultivating Lifelong Health and Wellness Strategies</b> - Implement and integrate various meditative techniques used to cultivate and nurture our lifestyles in a positive manner impacting our health and</p>	<p><b>Capstone Assignment/Project</b> - Implemented a final Journal summary addressing the student's perspective associated with various meditation techniques that they have integrated since taking this</p>	<p><b>Reporting Cycle:</b> 2015- 2016</p> <p><b>Result Type:</b> Criterion met</p> <p>89% of the students achieved scores that either met or exceeded the 70% or better criteria. Distribution for Proficiency:</p> <p>Highly Competent - (90% &gt;) - 11</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>wellness.</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Assessment Cycles:</b> 2017-2018</p> <p><b>Start Date:</b> 08/24/2017</p>	<p>class and how it has impacted their life.</p> <p><b>Success Criterion:</b> If students meet the requirements specified within the rubric points were given accordingly for a total of 100 points. Outcome is met if the student earns 70% or 70 points or better.</p> <p><b>Schedule:</b> At the end of the semester.</p>	<p>Competent – (80-89%) - 4</p> <p>Acceptable – (70-79%) - 1</p> <p>Needs Improvement (60-69%) - 0</p> <p>Unsatisfactory (&lt;60%) – 0</p> <p>Did not do the assignment (received a zero) - 2</p> <p>(04/03/2016)</p>	

# SKY WELL 760:Introduction to "Wholistic" Health

Course Outcomes	Assessment Methods	Results	Actions
<p><b>Human Needs Identification -</b> Identify basic human needs for maintaining health and factors that enable the basic needs to be satisfactorily met</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Assessment Cycles:</b> 2013-2014</p> <p><b>Start Date:</b> 09/01/2013</p>	<p><b>Exam -</b> Students will answer exam questions specifically oriented toward each of the content areas in this course outcome. Correct and incorrect responses to those questions will be tallied.</p> <p><b>Success Criterion:</b> Correct responses to the exam questions will be evidence of outcome achievement, while incorrect responses will indicate failure to achieve the objective. Course design will be deemed successful if 70% of students respond with correct answers.</p> <p><b>Schedule:</b> Exam questions will be asked in the first half of Introduction to "Wholistic" Health (online course).</p>	<p><b>Reporting Cycle:</b> 2013 - 2014</p> <p><b>Result Type:</b> Criterion not met</p> <p>Twenty-four (24) of 29 responses on the question assessing identification of basic human needs for maintaining health were correct (83%). Sixteen (16) of 29 responses to the question regarding factors that enable basic needs to be met were correct (55%). In aggregate, students achieved a 69% success rate, which is almost the goal of 70%, but slightly short. (02/22/2014)</p>	

**4C. Summarize results of student data packets from the Office of Planning, Research and Institutional Effectiveness (PRIE), and where appropriate, any other relevant data.**

Tool: <http://www.skylinecollege.edu/prie/programdata.php>

**Respond to the following:**

- Review 5-year data to describe trends in student success, retention, demographics.
- Were any student populations disproportionately impacted or underperforming?
- Analyze trends and discuss plans to address significant findings.
- Analyze trends in student success with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education

1. **Productivity:** Program Load from 2013/2014 to 2014/2015 decreased from 370 to 355. There were 39 sections taught previously with 22 sections 2014/15 with a decrease of students from 456 to 311 at end of term headcount. In 2015/2016 program load went from 355 to 369. There were 19 sections taught with a decrease in students from 311 to 272 at the end of term headcount.
2. **Demographics:** The ethnic distribution identifies more females to males to the college as a whole; the program has quite a bit more females than males (75%/22%) in comparison to the college (52%/45%). One notable difference in the demographics is the age distribution:
  - 25% are 29-39 (13% college)
  - 22.1% are 18-22 (44.6% college)
  - 20.2% are 23-28 (21.6% college)
  - 14% are >18 (11.4% college)
  - 14% are 40-49 (5% college)
  - 37% are 50 + (14.6% college)

The program has approximately 73% of its population of students from the ages of 23-50 years old, adult learners, (44.5% college) whereas 56% of the student population for the college is 18-22 years old, high school or 4 years after (27.2% for Wellness).

3. **Student success and retention:** The 5-year average for the Wellness program identifies 79.0% (70.4% college) success and 86% (85% college) retention rates. 2014/2015 success rate was below the average at 72% (71% college). The 2014/2015 retention rate was below at 81% (85% college). In 2015/2016 our success rate 79% (72.3% college) and retention rate of 86% (85% college).

	<u>Student Enrollment</u>	<u>Success Rate</u> WELL/College	<u>Retention Rate</u> WELL/College	<u>Ethnicity</u>
• Largest	760	79% (75% college)	86% (87% college)	White Non-Hispanic
• Average	410	75% (65% college)	84% (83% college)	Hispanic/Latino
• Fewest	4	25% (63% college)	25% (78% college)	Am. Ind/Alaska Native
• Gender (F)	397	79% (88% college)	85% (85% college)	All inclusive
• Gender (M)	506	78% (70% college)	87% (85% college)	All inclusive
• Unreported	18	71% (71% college)	84% (86% college)	All inclusive

4. Student populations with under-performing success rates (5-years) that are below the average of 70% for Skyline College:
  - American Indian/Alaska Native – 25%
5. It is continually an ongoing effort to search for different ways to improve student success. We plan to make more consistent use of "early warning" and to direct students to counseling and support services. To increase enrollment we would need to recruit more students for the massage therapy

program and offer increased number of sections. Continue to learn pedagogical approaches to teaching as well as participate in CTTL and flex day workshops as well as discipline professional development.

6. The WELL Program has recently expanded and recently implemented the new massage therapy 600 hour Massage Therapy Certificate. Success and Retention Rates are not yet available.
7. Other data: Awarded certificates:
  - N = 17 (2015)
  - N = 15 (2016)

#### 4D. Program Enrollment and Efficiency

For programs with curricular offerings, state the last three years of fall semester FTES, FTE and LOAD. Spring semester data may also be submitted as needed. For programs without curriculum offerings, and those with curriculum offerings and services, please provide information on the efficiency of services. Assess the efficiency of the program. (Program efficiency information can be obtained from PRIE).

##### Program Efficiency: Fall Semesters

###### *WELL Program*

<u>Year</u>	<u>FTEF</u>	<u>FTES</u>	<u>Load</u>	<u>Sections</u>
2013	1.87	24.90	400	14
2014	1.77	20.84	354	10
2015	2.0	25.72	386	8

FTES % Change: *increased* from -16.3% to 23.4%

Load % of change: *increase 9.04%*

###### *WELL Face-Face*

<u>FTEF</u>	<u>FTES</u>	<u>Load</u>	<u>Sections</u>
1.27	14.1	334	11
1.17	11.64	299	7
1.40	17.22	369	5

FTES % Change: *increased* from -16.4 to 47.9%

Load % of change: *increase 23.4%*

Some of the changes in enrollment can be attributed to departmental flux and transition, external factors, such as people not knowing this program exists outside of word of mouth, CAMTC requirement transition, state of the economy, whether or not individuals are seeking out new training and skill sets, and inadequate targeted advertising.

#### 4E. Career Technical Education Program Required Information and Data (CTE Programs only)

Tools: Major Employers in San Mateo County:

<http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>

Staffing Patterns in Local Industries and Occupations:

<http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>

##### Respond to the following:

- Review the program's Gainful Employment Disclosure Data. Identify any areas of concern.
- Discuss the role of the Advisory Committee and provide minutes of the most recent Advisory Committee meeting.
- Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the program.

#### I. *California Labor Market Index:*

1. Employment in the local area ranges between 14%-33% with the average of 22%.
2. Employment within the industry associated with this local area – our collaboration with

Massage Envy and Burke Williams, information presented from their industry regional directors, currently indicates *there are more job openings for massage therapists than there are CAMTC certified massage therapists.*

3. **Gainful employment**

- i. Employment of massage therapists is projected to grow 22 percent from 2014 to 2024, much faster than the average for all occupations. Continued growth in the demand for massage services will lead to new openings for massage therapists. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Massage Therapists, on the Internet at <https://www.bls.gov/ooh/healthcare/massage-therapists.htm> (visited February 13, 2017).
- ii. The number of massage clinic franchises has increased in recent years. *Many franchised clinics offer more affordable massages than those provided at spas and resorts*, making massage services available to a wider range of customers. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Massage Therapists, on the Internet at <https://www.bls.gov/ooh/healthcare/massage-therapists.htm> (visited February 13, 2017).
- iii. Other associated employment settings:
  1. Physical Therapy Aide – 33%
  2. Personal Care Aides – 35.8%

II. The role of the Advisory Committee for the Wellness Program is for guidance involving industry standards, vetting curriculum during restructuring and on a continual basis, policies, procedures, feedback with adequacy of the training, direction of the profession, certificate preparation, CAMTC compliance school and curriculum content, MBLEx impact within industry, various employment pathways, professional development for continuing education, and transfer to private WASC accredited colleges/universities associated with CAM and integrative therapies.

1. **Representatives include** spas (Regional Directors as well as local representatives), seasoned massage therapist in the field (spas and clinical), former AMTA President, faculty, and former students.
2. **Strengths** – Well-rounded and unique curriculum in the Bay area meeting professional and industry needs. Nice additions of Conscious Eating and Consciousness, Intent and Meditation as part of the core because they address self-care and intuition equally important as the sciences/clinical an integral aspect associated with energy work. Professional development/continuing education with individualized courses and certificates being developed to meet standards within our industry. Strong with very specific massage therapy skillsets, especially with increased academic rigor and inclusion of energy healing, and Eastern modalities as menu options in a variety of spas. Solid coursework, beautiful facilities and collaborations with industry. Cultivating a reputation for encouraging students to have the thirst for knowledge and talk about how they want to go back and learn more!
3. **Improvements** – refine curriculum for increased practical hours, interdisciplinary collaborations (communications, business among others) increase marketing/advertising to include digital, chair massage techniques, improve enrollment by offering manual therapy and rehabilitation courses, market massage within health related fields as well, and refine students skills implementing integrated massage techniques, develop specific certificates associated with industry needs for professional development.
4. Attached are the latest minutes.

III. Other data

1. **CAMTC impact**

- i. CAMTC – worked closely with CAMTC for direction of this profession and compliance.
- ii. New regulations implemented in Jan 2015 -These standardized regulations now being implemented have been a 20 plus year endeavor that finally came to fruition in Jan 2015. The intent of these regulations is to raise academic standards to preserve integrity and credibility



of the massage profession, decrease and/or eliminate certificate mills, and unethical business practices within schools and industry. Thus, as a result of this transition there are associated ripple effects within our certificate, program, department, division, institution as well as the workforce.

iii. **CAMTC clarification** – the holistic perspective regarding - State, MBLEx, and city requirements.

1. The thrust is raising the standards to match national standards. Forty three States require licensing and/or MBLEx or National Board Exam.
2. *Massage therapist requirements for employment and associated caveats.* Understandably, there is confusion about the massage therapy profession especially in the past couple of years. There are numerous changes that have taken place with many associated stipulations.
3. **“Voluntary” verses “required”** – if looking at the CAMTC website you will see the term voluntary which is correct. However, if you stop there then this would be misleading as applied to the practical application process associated with local regulations required to work as a massage therapist.
4. **Local regulations** – therapists need to get a “permit” through the city in order work as a massage therapist. In some cities this is not necessary if working under a licensed healthcare provider. Each city has specific local and individual business employment requirements. Caveat although the CAMTC is considered “voluntary” the reality for the massage therapist is 1) many cities in this area require CAMTC certification (San Bruno being one of them) and 2) if a city does not require CAMTC certification but the employer/business does then the therapist must meet those qualifications in order to gain employment. Thus, this changes the categorization of CAMTC certification for the massage therapist from voluntary to required!
5. **MBLEx** – an entry level exam that significantly increased academic rigor and depth in California equivalent to national standards. These standards identify therapeutic/clinical depth unifying the entry level foundation. Graduating students must pass this exam in order to apply for candidacy for CAMTC certification.
  - a. To ensure our curriculum meets the criteria we reviewed the content as stated by the MBLEx; however, this did not provide enough information as to the depth at which this content should be taught.
  - b. To address this and get a better idea as to the depth cross referenced ExamCoach materials as well as Fritz Massage Exam Review. Ensures our students are as prepared as possible for success within this profession as well as covering content and depth for this exam.
  - c. We are not teaching to an exam; rather, we have made sure the depth of this clinical/therapeutic content is an integral foundation throughout our curriculum.

IV. **WHO (World Health Organization) Traditional Medicine Strategy 2014-2023**

1. 4.3.1 Strategic Direction: Capitalize on the potential contribution of Traditional & Chinese Medicine (T & CM) to improve health services and health outcomes.
  - i. “Mindful of the traditions and customs of peoples and communities. Member States should consider how T & CM, including self-health care, might support disease prevention and treatment, health maintenance and health promotion consistent with evidence on quality, safety and effectiveness, in line with patient choice and expectations.”
2. WHO Traditional Medicine Strategy – Implementation
  - i. “Harnessing the potential contribution of T & CM to health, wellness and people-centered health care.”

**Meeting: Advisory Board Meeting**

**Date: 03/09/17**

**Location & Time: Building 6 room 132 – 10 am-12n**

***Those Present:***

Jenean Laroche – SenSpa  
Michele Nowak-Sharkey – Regional  
Director, Massage Envy  
Charles Goodwin – Massage Envy, Director  
San Mateo  
Franchelle Trautner/ Rhoda Guilbeaux –  
Xpress Spa  
Alegra Edelman/Erica Swann – Burke  
Williams  
- Burke Williams  
Kelli Johnson – Redwood Shores  
Chiropractic and Spa Luxe (Esthetician and  
CAMTC Certified Massage Therapist)  
Ronda Wimmer – Facilitator, Skyline  
College

**Guest:**

Christine Roumbanis, Dean

***Those unable to attend:***

Lisa Santoro – Massage Therapist and former AMTA  
President  
Emily Deaner – Burke Williams, Spa Recruiter

**Summary of Meeting**

**Topics covered:**

**Welcome**

**Opening:** Welcome, guest introductions and an overall introduction to the COSM/WELL department given by Cassidy Ryan, Cosmetology Program Coordinator.

Once completed we broke down into groups with our respective programs and associated advisory board members. Wellness Program and our advisory board members went to room 4-120 for the remainder of our meeting.

**I. From your perspective, what changes have you seen in the massage profession and how has this affected the spa and clinical environments? If so how?**

**Burke Williams (Emily)** - The spa and massage industry growing at a rapid pace, clients are becoming more aware of therapeutic massage techniques, and are looking for more manual therapy and medical based massage techniques added into their spa experience. Clients are now more than ever focus on a healthy and holistic lifestyle as well as blending this with receiving manual and rehabilitative therapy along with more therapeutic massage techniques when they are looking for a spa to visit. Also our spas have expanded adding to our menu including Ayurveda, Aromatherapy, and specialty modalities utilizing Chinese herbs for spa treatments.

**Massage Envy (Michele)** - Many schools tend to focus on passing an exam rather than listening to the clients, palpation skills, accessing the body, and application. Then body mechanics are more impressed then energetic aspect, often separate, part of the energetic work is to listen intuitively to the body and respond. Disjointed viewpoint cannot connect to the material. The direction of the massage profession is towards a client receiving a balanced session that is geared more towards wellness rather than merely relaxation. The industry is moving toward this by making massage more and more accessible to the average person through location, convenience and price with more massage being identified as massage clinics. Changes within both spa and clinical settings are expanding menu options as the public becomes more knowledgeable about massage and bodywork. Massage as part of the overall health is the focus. Right now there are more jobs than there are therapists to fill them.

**SenSpa (Jenean)** – People will always want to relax but gone is the day of “pampering” people. Clients want real work done now and are more sophisticated about what makes up a professional massage session. They

have had massage experience in various settings, it does not matter if you are a small or big spa, clients still want to have good work. Trends – massage therapists are professionals and some value a solid employment experience while others want the freedom and flexibility of working on their own. Massage therapists are in demand though and so I do see that there likely will be rising wages for massage therapists who are good at their craft.

**Redwood Shores Chiropractic/Spa Luxe (Kelli)** - Spas are becoming more clinical, while retaining the spa feel. Therapists need to have clinical skills to serve their clients who are in many cases educated and experienced in massage therapy. This requires therapists to be more knowledgeable about the body (anatomy, physiology, pathology, injuries, assessment, and contraindications). This is absolutely mandatory for the health and safety of massage clients and passing the CA state licensing exam.

## **II. As a potential employer or as a therapist do you (your city) require CAMTC cert?**

**Massage Envy (Michele)** - The coursework will prepare students to successfully pass the MBLEx and Massage Envy does require its therapists to be CAMTC certified.

**Burke Williams (Emily)** - Burke Williams therapists need to be CAMTC certified.

**SenSpa (Jenean)** - Requires CAMTC certification.

**Redwood Shores Chiropractic/Spa Luxe (Kelli)** - Requires CAMTC certification.

**Massage Envy (Charles)** - Require CAMTC certification.

**Side note (Wimmer):** Many cities on the peninsula require CAMTC certification or graduating from a CAMTC approved school.

## **III. During an interview, what do you look for? Are we meeting the criteria?**

**SenSpa (Jenean)** - Hires MT's knows quality from each school – first impression is critical. A professional resume cannot be overstated. I want to see a therapist has taken the time to find out about our business and have a real reason why they want to work here specifically. This means they have looked at our website, menu etc. English as a second language graduate would do well to pay for a professional resume writer to help them. Professional appearance. Massage therapist often expect that their work will speak for itself and not put enough emphasis on the verbal communication in the interview. I want to know that the therapist will be able to interact with professionals who can afford to get massage on a regular basis. Are therapists able to show additional educational beyond 600 hours as this is considered the standard within massage, especially with individualized certificates, showing therapists have continued their education. During a therapist interview I will specifically ask what other courses have been taken in addition to CAMTC certification and is a serious consideration for employment. Massage work has to be proficient. Lots of practice on other bodies and I want to see the full client experience the therapists offers. What are the intake questions? How do you start and end the session? If I have a problem with my body how will you help me with that? Do you have suggestions of things I can do at home to help me feel better? I want to see it all. If a therapist does not have that in their process, it will be an automatic “no”.

**Alegra (Burke Williams)** - Looks for potential of therapists, rather than, what therapists can do! Those willing to learn.

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**Strengths:**

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#### **Challenges:**

**Redwood Shores Chiropractic/Spa Luxe (Kelli)** - Students coming into courses with the expectation of just doing massage and do not realize there are associated academics.

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Consequently, it is difficult for someone from the cosmetology profession to direct health/wellness programs in the industry.

#### **Closing Comments**

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**Wellness Program (Wimmer)** – Thank you all for taking time out of your busy schedule to participate. This was an incredibly informative meeting and value all of your insights and suggestions. We look forward to future collaborations. Many Thanks!

**Meeting: Advisory Board Meeting**

**Date: 03/09/17**

**Location & Time: Building 6 room 132 – 10 am-12n**

***Those Present:***

Jenean Laroche – SenSpa  
Michele Nowak-Sharkey – Regional  
Director, Massage Envy  
Charles Goodwin – Massage Envy, Director  
San Mateo  
Franchelle Trautner/ Rhoda Guilbeaux –  
Xpress Spa  
Alegra Edelman/Erica Swann – Burke  
Williams  
- Burke Williams  
Kelli Johnson – Redwood Shores  
Chiropractic and Spa Luxe (Esthetician and  
CAMTC Certified Massage Therapist)  
Ronda Wimmer – Facilitator, Skyline  
College

**Guest:**

Christine Roumbanis, Dean

***Those unable to attend:***

Lisa Santoro – Massage Therapist and former AMTA  
President  
Emily Deaner – Burke Williams, Spa Recruiter

**Summary of Meeting**

**Topics covered:**

**Welcome**

**Opening:** Welcome, guest introductions and an overall introduction to the COSM/WELL department given by Cassidy Ryan, Cosmetology Program Coordinator.

Once completed we broke down into groups with our respective programs and associated advisory board members. Wellness Program and our advisory board members went to room 4-120 for the remainder of our meeting.

**I. From your perspective, what changes have you seen in the massage profession and how has this affected the spa and clinical environments? If so how?**

**Burke Williams (Emily)** - The spa and massage industry growing at a rapid pace, clients are becoming more aware of therapeutic massage techniques, and are looking for more manual therapy and medical based massage techniques added into their spa experience. Clients are now more than ever focus on a healthy and holistic lifestyle as well as blending this with receiving manual and rehabilitative therapy along with more therapeutic massage techniques when they are looking for a spa to visit. Also our spas have expanded adding to our menu including Ayurveda, Aromatherapy, and specialty modalities utilizing Chinese herbs for spa treatments.

**Massage Envy (Michele)** - Many schools tend to focus on passing an exam rather than listening to the clients, palpation skills, accessing the body, and application. Then body mechanics are more impressed then energetic aspect, often separate, part of the energetic work is to listen intuitively to the body and respond. Disjointed viewpoint cannot connect to the material. The direction of the massage profession is towards a client receiving a balanced session that is geared more towards wellness rather than merely relaxation. The industry is moving toward this by making massage more and more accessible to the average person through location, convenience and price with more massage being identified as massage clinics. Changes within both spa and clinical settings are expanding menu options as the public becomes more knowledgeable about massage and bodywork. Massage as part of the overall health is the focus. Right now there are more jobs than there are therapists to fill them.

**SenSpa (Jenean)** – People will always want to relax but gone is the day of “pampering” people. Clients want real work done now and are more sophisticated about what makes up a professional massage session. They

have had massage experience in various settings, it does not matter if you are a small or big spa, clients still want to have good work. Trends – massage therapists are professionals and some value a solid employment experience while others want the freedom and flexibility of working on their own. Massage therapists are in demand though and so I do see that there likely will be rising wages for massage therapists who are good at their craft.

**Redwood Shores Chiropractic/Spa Luxe (Kelli)** - Spas are becoming more clinical, while retaining the spa feel. Therapists need to have clinical skills to serve their clients who are in many cases educated and experienced in massage therapy. This requires therapists to be more knowledgeable about the body (anatomy, physiology, pathology, injuries, assessment, and contraindications). This is absolutely mandatory for the health and safety of massage clients and passing the CA state licensing exam.

## **II. As a potential employer or as a therapist do you (your city) require CAMTC cert?**

**Massage Envy (Michele)** - The coursework will prepare students to successfully pass the MBLEx and Massage Envy does require its therapists to be CAMTC certified.

**Burke Williams (Emily)** - Burke Williams therapists need to be CAMTC certified.

**SenSpa (Jenean)** - Requires CAMTC certification.

**Redwood Shores Chiropractic/Spa Luxe (Kelli)** - Requires CAMTC certification.

**Massage Envy (Charles)** - Require CAMTC certification.

**Side note (Wimmer):** Many cities on the peninsula require CAMTC certification or graduating from a CAMTC approved school.

## **III. During an interview, what do you look for? Are we meeting the criteria?**

**SenSpa (Jenean)** - Hires MT's knows quality from each school – first impression is critical. A professional resume cannot be overstated. I want to see a therapist has taken the time to find out about our business and have a real reason why they want to work here specifically. This means they have looked at our website, menu etc. English as a second language graduate would do well to pay for a professional resume writer to help them. Professional appearance. Massage therapist often expect that their work will speak for itself and not put enough emphasis on the verbal communication in the interview. I want to know that the therapist will be able to interact with professionals who can afford to get massage on a regular basis. Are therapists able to show additional educational beyond 600 hours as this is considered the standard within massage, especially with individualized certificates, showing therapists have continued their education. During a therapist interview I will specifically ask what other courses have been taken in addition to CAMTC certification and is a serious consideration for employment. Massage work has to be proficient. Lots of practice on other bodies and I want to see the full client experience the therapists offers. What are the intake questions? How do you start and end the session? If I have a problem with my body how will you help me with that? Do you have suggestions of things I can do at home to help me feel better? I want to see it all. If a therapist does not have that in their process, it will be an automatic “no”.

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## 5. Curricular Offerings

Tools: CurricUNET: <http://www.curricunet.com/smcccd>

**5A. Program Curriculum and Courses. If your program does not offer curriculum please state "N/A".**

**Respond to the following:**

- All courses, including prerequisites, must be reviewed and updated at a minimum of every six years. (Be sure to complete Appendix D: Course Outline and Prerequisite Checklist Table).
- List courses that have been banked/deleted.
- NOTE: Be sure to add any new courses to the department's three-year calendar of assessment and request that they be added to TracDat.
- NOTE: If new courses were added since the last CPR, be sure that they've been mapped to ISLOs and PSLOs on TracDat, including relevant interdisciplinary degrees.

**I. All courses that were reviewed are listed in Appendix D**

**II. Deleted Courses Fall 2016:**

WELL 665 SI Introduction to Aromatherapy (0.5 units)  
WELL 880 SJ Acupressure: Theory and Practice (2.5 units)  
WELL 665 SK Asian Bodywork Systems (0.5 unit)  
WELL 665 SO Qigong for Health (0.5 unit)  
WELL 680 SD Tai Qi for Health (3 units)  
WELL 880 SG Working with Trigger Points (2 units)  
WELL 880 SF Theory and Practice of Facilitated Stretching (1.5 units)  
WELL 665 SF Introduction to Neck and Shoulder Massage (0.5 unit)  
WELL 880 SD Introduction to Deep Tissue (1 unit)  
WELL 880 SE Introduction to Deep Tissue II (1 unit)  
WELL 880 SL Seated Massage (1unit)  
WELL 880 SH Deep Tissue Techniques: Seated Position (1 unit)  
WELL 880 SK Advanced Relaxation Massage (1 unit)  
WELL 665 SL Taxes & Business Basics for Bodyworkers (0.5 unit)  
WELL 680 SC Energetic Modalities  
WELL 785 Spa Technician Training (8 units)

**III. Deleted Courses Spring 2017**

WELL 701 Massage Therapy I  
WELL 702 Massage Therapy II  
WELL 665 SO Qi Gong for Health  
WELL 665 SQ Integrated Eastern Perspective Face and Decollete Massage  
WELL 680 SA Everyday Uses of Herbs  
WELL 680 SD Tai Qi for Health  
WELL 880 SI Sports Medicine and Manual Therapy  
WELL 880 SL Seated Massage  
WELL 880 SM Introduction to Sound Healing  
WELL 880 SN Introduction to Reflexology  
WELL 880 SO Ayurvedic Aromatherapy

WELL 665 SF Neck and Shoulder Massage  
 WELL 770 Aromatherapy for Wellness  
 WELL 665 SI Introduction to Aromatherapy  
 WELL 665 SK Asian Bodywork Systems  
 WELL 665 SP Qi Gong for Longevity

- IV. New courses have been added to the three year calendar in fall 2016.
- V. New courses have also been mapped to ISLO's and PSLO's fall 2016.

**5B. Identify Patterns of Curriculum Offerings. If your program does not offer curriculum please state "N/A".**

**Reflections:**

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates, degrees, and transfer.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

**I. 2-year curriculum cycle**

**Fall 2015**

WELL 701(12 units)

**Spring 2016**

WELL 702 (12 units)

**Summer 2016**

WELL 880 SI (3 units)

WELL 880 SJ (2.5 units)

WELL 665 SK (0.5 unit)

**Fall 2016**

WELL 700 (3 units)

WELL 703 (3 units)

WELL 704 (3 units)

WELL 725 (3 units)

**Spring 2017**

WELL 705 (3 units)

WELL 708 (3 units)

WELL 710 (3 units)

WELL 740 (3 units)

**Summer 2017**

WELL 711 (3 units)

WELL 713 (3 units)

WELL 714 (2 units)

Program content aligned with state requirements as well as increased academic rigor associated with the Massage and Bodywork Licensing Exam requirements for CAMTC certification. This curriculum is the foundation for working in the spa environment vetted by industry professionals on our advisory board. According to our industry professionals this program is well-rounded and aligned with the massage profession and industry trends. Due to the entry level changes that have gone into effect there are many caveats involved with balance state, institutional and industry requirements moving forward with expanding the Wellness Program and our collaborative "spa experience".

**II. Strengths of Curriculum**

- a. *Well-rounded and unique curriculum* in the Bay area, as identified by advisory board members, innovative, current and relevant to the industry and profession.
- b. *CAMTC* - addresses emergent transitional changes affecting the direction of this profession to match national standards.
- c. *Collaboration with curriculum restructuring* – due diligence implemented through a vetting process with curriculum restructure getting feedback and review provided from advisory board members, potential employers involving applicability and current trends, along with seasoned

therapists in the field, including former AMTA President with depth involving industry and massage profession legislative knowledge regarding the direction of the massage therapy profession, CAMTC guidance regarding compliance, as well as inclusive dialogue with biology and kinesiology for course approvals.

- d. ***Increase academic rigor to meet MBLEx criteria*** –cross referenced with ExamCoach since MBLEx content was insufficient to identify the depth required for this content.
- e. ***Update course nomenclature*** - reflects contemporary massage/bodywork therapies, current spa/clinical trends and reflects associated evidence-based research involving Complementary, Alternative and Integrative Medicine. This is updated jargon for the word “holistic.
- f. ***Ease of transition for Students – gained CAMTC approval status*** with current curriculum to meet July 2016 school approval process deadline. No transitional gap with school approval status that would hinder students from acquiring gainful employment.
- g. ***Cross discipline/profession collaboration:*** prepares student for collaborations with estheticians, chiropractors, naturopathic doctors, personal trainers, yoga instructors, Chinese Medicine, Ayurveda, among others since many spas, health clubs, wellness centers, clinical settings the massage therapists work side by side with many of these professionals.
- h. ***Affordability*** - our program is cost effective as it is a third of what many private schools charge.
- i. ***Multi-disciplined Faculty*** - our faculty cultivates a ‘student first philosophy’ with which we bring multi-disciplined backgrounds with experience in numerous settings with which our students will be employed. Bringing expertise that is rare and unique academically, clinically and experientially. Innately providing our students with experience that translates into quality of education, practical experience, diversity with global healing perspectives and insights, expanding awareness of traditional knowledge and its inclusion within our profession providing rich content and learning opportunities for our students.
- j. ***Addresses social injustice*** – related to global healing traditions and various therapies within our scope of practice addressing traditional knowledge associated with health and wellness. These world views are innately the basis of the holistic concept, well-being and part of the scope of practice of a massage therapist as well as many techniques and modalities that are also associated with CAM therapies.
- k. ***Current trends*** - relevant courses meeting industry trends.
- l. ***State-of-the-art spa facility*** - collaborating and working closely with cosmetology, particularly estheticians since we are a night time program, to provide the massage therapy portion of our “packages” associated with our “spa experience”. Providing a bridge between academics and real-world proficiencies.

### III. Issues and Possible Solutions

- a. Some students struggle with cost of table, books and ExamCoach.
  - i. ***Solution:*** This can be overcome by providing funding to assist students with these costs.
- b. Students would like to have access to the lab/spa outside of class to practice.
  - i. ***Solution:*** Provide open lab during designated hours. We would need to provide CAMTC qualified aide/adjunct to supervise and sign hours off during those allotted time frames for the spa to be open.
- c. Refine curriculum for practical hours.
  - i. ***Solution:*** we need to adjust practical hours.
- d. Students, in general according to the industry, are intimidated to take the MBLEx. The ripple effect in the industry has created a shortage of massage therapists even though the demand for massage therapists has increased here in the Bay area.
  - i. ***Solution:*** For our students implementing MBLEx earlier in curriculum sequence using quizzes as part of their associated homework assignments.
  - ii. Employers, per our advisory board meeting, will need to raise their pay scale for

recruiting qualified therapists.

#### IV. **Future Curriculum Development and Program Modifications**

- a. **Implement “open-lab” hours** for increased spa availability beyond class time.
  - i. Logic to provide a ‘win-win’ situation by increasing the spa presence as well as provide opportunities for students to fulfill their required volunteer hours. Allows another avenue for students to accumulate their hours – this will need to be implemented with a CAMTC certified adjunct or lab assistant position that can be in a supervisory role in the spa as well as sign off on accumulated hours as stipulated by the CAMTC guidelines.
- b. **Refine** – continually fine tune curriculum to balance CAMTC requirements, institutional alignment, and industry expectations.
- c. **Implement increased massage techniques** in the spa during the fall semester with a course Integrated Massage and Manual Therapy Techniques that allows students in transition, getting ready to take the MBLEx and/or waiting to get their CAMTC certification, to continue their education and practice their integrated techniques without downtime in between.
  - i. This could possibly coincide with our Thursday client nights. Provides a ‘win-win’ situation where students can continue to refine, learn, and practice honing their integrated massage techniques, paramount in our field, accumulating hours and simultaneously provides students, faculty and staff greater access to our spa and various massage therapy techniques.
- d. **Student mentoring** – in addition to Integrated Massage and Manual Therapy Techniques as identified above this would also innately foster a mentorship environment with graduates and with students just starting out.
- e. **Creating stackable certificates** are in line with supporting students pursuing increased hours for continued learning wanting to meet the clinical/therapeutic depth post 2015 MBLEx requirements, those students needing 250 hours to meet the current 500 hour minimum requirements, those in health professions wanting to gain palpation, assessment, and massage/manual therapy skills associated their respective profession without pursuing CAMTC certification, and those acquiring CEUs for maintaining certification/licensing and/or professional association requirements and/or gaining requirements for the National Board Exam as well as lifelong learners.
  - i. Goal with the integration for the Integrative Massage and Manual Therapy Certificate, in development, would also stack into the 750 hour certificate.
    1. According to our advisory board, as employers, they look for continued learning because it shows they are not just sticking with entry level requirements since more clients are coming in with higher expectations associated with bodywork. The therapists need to continue their education to match these needs as emphasized in our advisory board meeting.
  - ii. Sports Medicine and Manual Therapy Certificate is important because we want to increase the number of male students coming into the program since our data identifies gender distribution in our program as 75% females and 22% males.
    1. This certificate would be advantageous for cultivating the skills necessary for pursuing professions under the sports medicine and CAM umbrella as well as spas for those going through the massage therapy certificate. Again this would be a stand alone and/or stackable into the 750 hour certificate creates a ‘win-win’ for everyone involved.
- f. **Increased online/hybrid presence** with our courses.

## 6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

Tool: <https://sanmateo.tracdat.com/tracdat/>

### Actions:

- Identify next steps to be taken and set a timeline.
- Identify questions that will serve as a focus of inquiry for the next Annual Program Plan and/or Program Review.
  - Determine the assessments; set the timeline for tabulating the data and analyzing results.
  - Describe what you expect to learn from the assessment efforts.

**Moving Forward:** (timeline for many will be ongoing)

1. **Curriculum refinements** – these are always part of the process to see what works and what could be better. Bottom line programs can always be better. \*Timeline: ongoing
2. **Increased lab hours and spa availability**
  - a. First, we could offer more courses as the program grows and implement more lab hours in the spring instead of the summer. Rather than in the summer as esthetician are not providing services during the summer.
  - b. Second, this would allow better utilization of the spa and access to our packages for students, faculty, staff and administration alike during the semester since there is now a day esthetician program.
  - c. Third, we would also like to implement open lab for students to practice outside of class time as an option creating again a ‘win-win’ situation.
  - d. Fourth, since we have evening courses presently this will provide an opportunity for exposure to various massage techniques that can be implemented during the day providing pick me ups again for students, faculty, staff and administration and alike.  
\*Timeline: 2017/2018
3. **Adult learners** – another area of improvement is with adult learners in short term certificates since our data indicates 73% of our population comprises adult learners. This is in line with IEPI and could implement increased intentional advertising associated with adult learners as well as under-represented populations. We could dive deeper into data; however, we are only one year in so we need a few years to gather and assess the data. \*Timeline: 2017/2018
4. **Maintain a communication method** that reacts faster evolving changes associated with state, institutional, industry requirements as well as Curriculum Committee changes. Although we are being pro-active a stronger communication process or method needs to be implemented.  
\*Timeline: 2017/2018
5. **Assessment strategies** – since assessments are all new we can improve assessments by not only assessing SLO’s but look at the PSLOs. \*Timeline: 2017/2018
6. **ISLO’s** – participate in the next ISLO cycle 2017/2018 we would be involved with lifelong wellness. \*Timeline: 2017/2018
7. **Address the issue of Disproportionate Student Success.**
  - i. Focus attracting more males into the program by implementing our Sports Medicine and Manual Therapy Certificate. Timeline: \*Timeline: Fall 2018
  - ii. Work in collaboration with SparkPoint outreach to communities of interest that we have identified as underutilizing the resources available. \*Timeline: ongoing



- iii. The Learning Center- Supplemental Instruction (SI) \*Timeline: ongoing
- iv. We need an aide to implement additional requirements that meets CAMTC guidelines for signing off hours from make-up hours both lecture and lab as well imbedded tutoring. \*Timeline: Summer 2017
- 8. ***Increase spa availability*** - since CAMTC rules only allow 75 hours with clients, we created courses and are creating courses that implement greater lab availability on the backend to allow students to further hone their skills learning integrated techniques to implement an integrated massage while students are in transition waiting for their certification and what the industry, advisory board, looks for when hiring. These courses are part of potential stackable certificates and areas of specializations that are valued within this profession that shows the drive and curiosity of massage therapists for continued learning, according to industry, many employers are looking for. \* Timeline: Fall 2018/Spring 2019
- 9. ***Distance Education*** - implement availability of hybrid and online courses. \* Timeline: Fall 2017/Spring 2018
- 10. ***MBLEx*** - we will need to provide tutors that meet CAMTC criteria and monitor school pass rates with National average pass rates. \*Timeline: Summer 2017
- 11. ***Textbooks*** - the program needs to re-examine the number of different textbooks being used as well as the cost to students. As textbook prices soar, it warrants a discussion of whether we could reduce the number of textbooks to negotiate better deals with publishers, write a textbook specifically for the program and/or add online enhancements Readers or OER's. \*Timeline: Spring 2018 – Fall 2019
- 12. ***Focus of Inquiry*** for the next Annual Program Review \*Timeline: Spring 2018
- 13. ***Develop and fine tune our curriculum*** as needed meeting associated changes in the professional and industry. \*Timeline: ongoing
- 14. ***Imbedded tutoring*** for students to enable them the ability to get help specific to this subject matter. \*Timeline: Fall 2017
- 15. ***Pedagogy*** - continue to develop pedagogy that addresses our collective vision of education as the foundation of a democratic society, social justice and community connection by attending professional development workshops. \*Timeline: ongoing
- 16. ***All of the above recommendations and action plans work in support of the ISLO of Citizenship, Lifelong Wellness, Critical Thinking and Effective Community academically and in practice.***

## 7. Resource Identification

### 7A. Professional Development needs

#### Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

#### I. Professional Development Activities

##### a. Dr. Ronda Wimmer

- i. ***SLOAC Coach training*** – attended various workshops to gain proficiency in writing SLO's, mapping and development of PSLO's and TracDat training.
- ii. ***Meta-majors***
- iii. ***Academic Senate Co-Chair - CTE liaison*** – Institutional Effectiveness Partnership Initiative

- iv. *Various workshops associated with CTTL* – CANVAS, Conflict Resolution, Hiring Committee Training, Principles of Redesign and the Skyline Promise, Curriculum Committee Comprehensive Program Review, Academic Senate.
- v. *Discipline related* - Changing How We Think and Feel, Sports Medicine Team Emergency Action Planning, Effects of Jet Lag on Travel Fatigue, Care of Critically Injured Football Player: Helmet Technology Review, Bacterial Meningitis Concerns in College Athletics, Exercise as a Treatment for Depression.
- vi. *CTTL presenter* - Back Health in the Workplace (Flex Day), Food as Medicine: An Ayurvedic Perspective, and Tibetan Yoga.

## **II. Professional Development and Associated Improvement with Student Learning Outcomes**

- a. I can only speak to the past 3 years, these workshops have provided professional development opportunities which have helped to improve student learning outcomes by:
  - i. Enhancing our instructional strategies, particularly in the area of helping students to think more critically about theory, concepts and skills.
  - ii. Deepening our understanding of the challenges that ‘under-served students’ face and provided us with teaching tools to better serve those students.
  - iii. Increasing our knowledge of pedagogy and best practices to create assessments and design assignments that will help students to successfully meet our course outcomes.
  - iv. Enhancing our technical skills to more effectively use instructional media in the classroom.
  - v. Continuing to enhance our discipline skills academically and practically that translates into the classroom specific to the massage and associated CAM therapies utilized as part of the professions scope of practice. This provides student success providing insights, current trends and information that is valuable and necessary for longevity within this profession.

## **III. Professional Development Plans for Next Year**

- a. These would include:
  - i. Attending the national and regional conferences for our various disciplines – since wellness, holistic health and CAM innately involve many multi-disciplined professions that are interrelated.
  - ii. Attending and presenting at other regional and local conferences related to community college teaching
  - iii. Attending and presenting workshops via Skyline’s CTTL
  - iv. Attending and presenting workshops at other colleges and universities
  - v. Having program meetings to discuss and collaborate on best teaching practices, design common assessment rubrics and share worthwhile assignments with each other.
  - vi. We encourage our part time faculty to attend Flex Days and CTTL workshops.
  - vii. Discipline specific professional development for many licenses/credentials requires continuing education units hence ongoing.

## **7B. Office of Planning, Research & Institutional Effectiveness requests**

### **Actions:**

- List your program's data requests from the Office of Planning, Research & Institutional Effectiveness.
- Explain how the requests will serve the Student/Program/Division/College needs.

1. It would be really nice to have access to information that tracks students going into the works force specific to types of employment environments with those continuing their education and degree routes example spa, clinical, private practice, further continuing their education and what discipline/s.
2. The above data would yield interesting information that would be an important aspect to evaluate that data about our Wellness Program. This can assist us with our growth, how we can adapt, modify and move forward with our programs goals and alignment within this institution.

## **7C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests**

**Complete the table on the following page:**

# Comprehensive Program Review: Resource Needs Summary Table

Program: Wellness Program

Date: 03/19/17

	Needs	How does this request align with your assessment of student outcomes?	How does this request align with your action plan?	Estimated cost for facilities and equipment
Personnel	1. Full Time Instructional Aide	Student success and retention rates would improve with increased lab availability for greater practical application.	In increase lab hours we will needs a CAMTC certified lab assistant or adjunct to supervise, manage and critique techniques implemented, as well as address sign off during these hours.	Associated salaries for these positions.
	2. Adjunct Faculty	As our program expands more courses are offered.	We anticipate offering increased sections requiring additional faculty.	
	3. Part time staff to manage spa reception and clerical needs.	Increased spa availability we will need a spa receptionist and double of clerical needs.		
Equipment	1. Portable LCD projector and projector screen	These resources will enhance the learning experience for faculty and students and will improve student outcomes.	Better resources will improve the student's ability to reach learning outcomes.	1. ≈ \$800 2. Ranges depending upon need 3. ≈ \$2000
	2. Consumables, maintenance, and equipment replacement & repairs	Students need properly functioning equipment in order to learn.	Applied learning aligns with increasing student ability to visually connect with subject matter again to improve student outcomes.	
	3. Models and charts	Student need visual aids for applied learning this will improve student outcomes.		
Facilities	1. Dedicated office space part time faculty and aides.	Office space to assist students and other resources to aid in the instructing and assessment of the classes.	Dedicated space allows for consistency in prep as well as assessment.	Costs associated with creating office work areas.
	2.			
	3.			
	4.			

# Appendix D

Program: Wellness Program

Semester: Spring 2017

COURSE OUTLINE AND PREREQUISITE CHECKLIST TABLE									
1	2	3	4			5	6	7	
Prefix & Number	Course Title	Curric-UNET Review Date (Month/Year)	Transfer			G.E.	Prerequisites, Co-requisites, and/or Recommended Preparations	Reviewed	
			C	S	U				
WELL 700	Massage Theory & Practice I	12/2016					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes	
WELL 703	Holistic Health Science	12/2016					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes	
WELL 704	Massage Techniques Clinical/Spa Experience	12/2016					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes	
WELL 705	Massage Theory & Practice II	1/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes	
WELL 706	Introduction to Reflexology	1/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes	
WELL 707	Foundations of Aromatherapy and Essential Oils	1/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes	
WELL 708	Pathology and Pharmacology for Massage Therapists	12/2016					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes	
WELL 710	Clinical Kinesiology & Applied Biomechanics for Manual Therapy	12/2016					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes	
WELL 711	Sports Medicine and Manual Therapy	12/2016					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes	
WELL 713	Asian Bodywork Traditions: Theory and Practice	2/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes	
WELL 714	Massage Therapy Exam Preparation	1/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes	
WELL 725	Introduction to Consciousness, Intention and Meditation	2/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes	
WELL 740	Conscious Eating: A Sustainable Approach to Health and Healing	12/2016					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes	

# COURSE OUTLINE AND PREREQUISITE CHECKLIST TABLE

1	2	3	4			5	6	7
Prefix & Number	Course Title	Curric-UNET Review Date (Month/Year)	Transfer			G.E.	Prerequisites, Co-requisites, and/or Recommended Preparations	Reviewed
			C	S	U			
WELL 721	Foundations of Ayurvedic and Chinese Medicine Theory	2/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes
WELL 723	Ayurvedic Aromatherapy	2/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes
WELL 730	Global Perspectives of Meditation	10/2016					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes
WELL 731	Introduction to Sound Healing	2/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes
WELL 732	Introduction to Qigong/Qi Gong	2/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes
WELL 733	Tai Qi for Health	2/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes
WELL 742	Herbal/Botanical Medicine & Ethnobotany	2/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes
WELL 760	Introduction to Holistic Health	3/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes
WELL 765	Everyday Uses of Herbs	3/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes
WELL 680 SB	Self-Help Stress Reduction Techniques	3/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes
WELL 680 SC	Energetic Modalities	3/2017					Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent.	yes

**APPENDIX E  
SKYLINE COLLEGE**

**INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW**

**RESPONSE SHEET**

**Program:**

Thank you for your time and effort in preparing this Program Review. Your Resource Needs Summary has been shared with the College Budget Committee and the Resource Needs Summary and Executive Summary, with recommendations, has been shared with the College Council.

**College President**

*Comments:*

\_\_\_\_\_  
*Signature*

**Separate boxes for each**

**College Vice President(s)**

*Comments:*

\_\_\_\_\_  
*Signature*

**Curriculum Committee**

*Comments:*

\_\_\_\_\_  
*Signature*

## **Appendix F Skyline College**

### **Evaluation of the Program Review Process**

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review:

1. Was the time frame for completion of Program Review adequate? If not, explain.  
With limited historical references in the Wellness program, the CPR process was time consuming and interesting. We were unsure of relevant questions to ask, particularly pertaining to data requests and the process itself. If you include time spent training in systems such as TracDat and having to re-map all of our courses' SLO's to PSLO's to ISLO's we spent approximately 67 hours on this process. .

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Yes

3. Were the questions relevant? If not, please explain and offer suggestions.

Yes

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

Yes

5. Was the data you received from the Office of Planning, Research and Institutional Effectiveness complete and presented in a clear format? Would you like additional data?

Yes

6. Please offer any comments that could improve and/or streamline Program Review.

Release time would be extremely helpful for faculty involved with the department CPR. It would be awesome if this could be associated with flex days where a dean, one of the Curriculum Committee chairs, as well as a PRIE member would be available