

Skyline College

SKYLINE CPR Report

2023 – 2024

SKY Dept - Wellness

Assessment Unit Information

Program Type

Instructional

Division

Business, Education, & Professional Programs (BEPP)

Assessment Contact

Ronda Wimmer

Comprehensive Program Review

2023 - 2024

Program Review Update

Fall 2021,Fall 2026

Instructional Comprehensive Program Review

Submitter Name:

Ronda Wimmer

Submission Date:

03/22/2024

BACKGROUND

1.A. DIVISION:

Business, Education, and Professional Programs (BEPP)

PROGRAM NAME:

Wellness Department

1.B. YEAR OF REVIEW:

2023-2024

1.C. PROGRAM REVIEW TEAM

Karen Wong (CPR Resource)

Perry Chen

Zaid Ghorl

Suji Venkataraman

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:**i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."**

Currently, Wellness is in the process of being re-branded transitioning focus from massage therapy to Wellness: Integrative Health, Wellness & Well-Being.

We offer a variety of certificates some still in development, that reflects this multi-disciplined profession with well-rounded, innovative, and current curriculum. Designed to support a culture of innovation, critical thinking, creativity and an entrepreneurial spirit for entry level knowledge, career change, addition to current licensure and/or certification, professional development enhancing skill sets, maintaining licensure and/or certifications in various healthcare, health and wellness disciplines as well as service-related professions.

What makes our program unique are the many facets inherent to these various disciplines that empowers our students with curriculum promoting global worldviews embracing cultural diversity, preserving cultural heritage, promoting cultural humility by addressing multicultural traditional knowledge and philosophies with which they are based. These cultural philosophies and traditional knowledge are the basic tenets associated with numerous holistic/integrative disciplines and therapies implemented for fostering optimal health, healing, and well-being.

This curriculum as a whole encourages self-reflection, critical and creative thinking, and lifelong learning that bridges academics with real-world experiences. We are dedicated to providing our students with quality education, professional development, increased marketability and economic viability, assisting students with meeting personal and professional educational goals as well as lifelong learning within health, wellness and wellbeing.

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These perspectives prepare students to be culturally sensitive, ethical and participatory members of our increasingly global society. Our program has also been aligned with WHO (World Health Organization) Traditional Medicine Strategy 2014-2023 and the WHO Rehabilitation 2030 Initiatives – addressing the growing global rehabilitation needs, under-developed rehabilitation services and significant potential for unmet rehabilitation needs to increase in future.

Ultimately, we are preparing students for personal and professional success in different aspects of their lives well beyond college supporting Skyline College's Mission, "To empower and transform a global community of learners."

ii. Alignment with the College Values:

Social Justice, Open Access, Student Success and Equity, Academic Excellence, Sustainability

For each chosen Value, provide a concrete example of how each connects to your program.

SOCIAL JUSTICE:

Our Wellness Department continues to embrace cultural diversity and social justice with curriculum that promotes global worldviews, preserving cultural heritage, traditional knowledge and philosophies with which they are based. Some of these worldviews are considered "world treasures" associated with Intangible Cultural Heritage of Humanity that counters social injustice of various traditional healing/medical systems which addresses critical issues of colonialism appropriating Indigenous authority, of misrepresentation, and of using western cultural constructs that marginalize Indigenous and Eastern ways of knowing.

By promoting global worldviews this assists students with the ability to be open to a variety of ideas and perspectives that reflect and support the diversity of our profession, student/faculty demographics, our community and work environments. Thus, cultivating interactions and communication that involve greater compassion, empathy, sharing individually based perspectives and stories, tolerance and genuine curiosity towards others.

We are aligned with the colleges MVV, EMP goals, as well as the United Nations Educational, Scientific & Cultural Organization (UNESCO), the WHO (World Health Organization) Traditional Medicine Strategy 2014-2023 as well as the WHO Rehabilitation 2030 Initiatives.

OPEN ACCESS:

We have implemented no prerequisites with majority of our wellness courses.

2017: We implemented part time enrollments for the massage therapy certificate providing an opportunity for working students unable to enroll full time.

STUDENT SUCCESS & EQUITY:

SUCCESS: Courses are taught in an inclusive manner using Universal design, student first philosophy as well as using a variety of teaching techniques. Faculty are continuously involved in professional development associated with multi-faceted expertise, completing CTTL QOTL Part 1 & 2 as well as fine tuning our teaching strategies through various CTTL workshops.

EQUITY: Our faculty paused, since the last CPR with a chance for self-reflection, and have taken advantage of professional development and flex day activities that emphasize equity practices among others. We have also implemented ZTC texts with some of our courses as well as providing no prerequisites with majority of our wellness courses.

ACADEMIC EXCELLENCE:

We addressed this through the following:

1. Updating curriculum with new certificates to stay current with our multi-disciplined field.
2. Implementing well-rounded and innovative curriculum that reflects academic rigor and student-centered

SKY Instructional Comprehensive Program Review

instruction.

3. Creating a safe space for students to express and develop their innate curiosity, cultivating creativity, fosters innovation, inspires self-discovery, sharing stories, creating meaning, then making connections between the academics and the real-world. This cultivates intellectual freedom, and ultimately the ability to authentically exchange ideas.

SUSTAINABILITY:

We address this through interdisciplinary and multicultural viewpoints involving cultural heritage, political, environmental and socioeconomic perspectives. Examples include addressing current topics in biodiversity, environmental stewardship, climate change, respecting traditional ecological knowledge passed through generations, focus on living in harmony with the natural world, emphasizing sustainability over exploitation which goes hand-in-hand with the climate crisis, sustainable agriculture techniques (permaculture, regenerative agriculture, agroecology), sovereignty (seed, water, food), legislation that provides nature the same rights as humans in various countries. This knowledge empowers critical thinking, collaboration, a voice and action to create change that supports the mindset it is also our responsibility to protect the planet for future generations.

Note: ZTC texts are being implemented within some of our courses that also addresses sustainability by being mindful of preserving and protecting trees.

1.E. PROGRAM PERSONNEL

i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:

1

Adjunct Faculty FTE:

0.6

Classified Professionals FTE:

0

Dean FTE (if applicable):

0

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

MASSAGE THERAPY CERTIFICATE

2017 - We hired 1 adjunct faculty (Dr Kate Egan) who successfully teaches courses with great enrollments.

2021 - Prior to COVID, the massage therapy certificate required in-person classes by the CAMTC. During COVID, as with everyone, all courses were transitioned online. Caveat, CAMTC accepted lecture class online and not the hands-on hours, at the time. Therefore, many students had to complete their hours and certificate in subsequent semesters. As such, we needed to hire an adjunct faculty (Kevin Giraldo) specifically associated with the massage therapy teach-out to be on campus to implement in-person hands-on make-up hours. There were specific stipulations that needed to be met 1) approved by the CAMTC as a massage therapist and 2) approval through the CAMTC as part of the program, he was already approved by the CAMTC since he was included in the CAMTC school re-approval application process as a lab aide/assistant.

WELLNESS TRANSITION: Integrative Health, Wellness & Well-Being

We are in the process of transitioning from the massage therapy certificate program to certificates focused on integrative health, wellness & well-being.

SKY Instructional Comprehensive Program Review

Restructuring the department pivoting to our new focus.

Hiring additional adjunct faculty will be implemented in the next few of years.

1.F. PROFESSIONAL DEVELOPMENT

i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

Instructors in the department continue to engage in professional development opportunities:

Our faculty stay up to date with multi-disciplined content knowledge and expertise to maintain CEUs for licenses and certificates, Participatory Governance, Quality Online Teaching & Learning (QOTL) 1.0/2.0, participate in various trainings like District Unconscious Bias Training every 3 years, Safety, among others. CTTL workshops faculty have participated in include some of the following topics: online teaching methods and assessments, other equitable teaching practices, supporting academic success of black students, revisiting the Peralta Equity Rubric ,CANVAS, anti-racism, fostering civil discourse, diversity-equity-and-inclusion. These are a few examples that support our mission, program goals, and the College's goal to increase equity, academic excellence, social justice, and antiracism.

ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.

N/A

CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program's achievements since the last CPR.

Since the last CPR:

MASSAGE THERAPY CERTIFICATE:

1. 2017 CAMTC school re-approval status was successfully rectified, by the administration at the time.
2. Successfully the department updated curriculum, revised courses.
3. Department offered full-time and part time opportunities for our students. This provided access for students that could not attend a full-time program due to their work schedules. Some students were able to complete the program in 2-3 semesters others took 7-8 semesters depending upon their circumstances.
4. Transitioned all massage therapy core classes online during COVID spring 2020, fall 2020 then continued through Fall 2021 since many of the massage therapy courses were not offered in fall 2020 due to COVID.
5. Successfully implementing student make-up hours for certain online course hours since CAMTC did not accept all online instruction as part of their accumulated hours during COVID.
6. Successfully transitioned and implemented all practical evaluations to online format.
7. Successfully completed the massage therapy program teach out 2021-2022.
8. Maintaining high levels of excellence with the following massage therapy program rankings:
 - Ranked as one of the top three CAMTC accredited massage therapy program
 - Ranked as the top program in the teaching category.
 - Western regional ranking: #7 massage therapy program
 - USA national ranking: #17 which is great because most of the schools in many of the other states are licensures.

Note: Certification and licensing are both designed to protect public safety and granted to individuals that can demonstrate education, training and testing standards in their respective field. Licensing is the legal right to practice granted by government bodies on the local, state and federal levels, governed by law and administered by a regulatory board. Licensing typically involves greater academic rigor and in the massage

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therapy profession requires passing a national exam. California has a professional certification that is granted by private organization (CAMTC), through the State, which requires minimum education hours, an exam and regular renewal intervals. Only CAMTC certified massage therapist can use the CMT (Certified Massage Therapist) designation. The requirement to pass a national exam, the same exams for licensure, increased academic rigor to clinical/therapeutic depth as foundational entry-level education.

WELLNESS TRANSITION

1. Started transitioning focus of the wellness department 2021-2022, developed and is still in the process of developing new certificates that reflect holistic/CAM/integrative health/medicine, wellness and well-being, as well as implementing the use of ZTC textbooks in several courses.
2. Two new certificates written in 2021-2022 approved for the 2022-2023 academic year: Meditation & Mindfulness and Aromatherapy: Essential Oils for Health & Well-Being.
3. New certificate of achievement written in Spring 2022 approved for the 2023-2024 academic year: Sports Medicine, Integrative Therapies & Rehabilitation.
4. Aligned with WHO Rehabilitation 2030 Initiatives which addresses the growing global rehabilitation needs, under-developed rehabilitation services and significant potential for unmet rehabilitation needs to increase in future.
5. Wellness is a stand-alone department pivoting with new focus integrative health, wellness & well-being 2022-2023.
6. New certificate of achievement written in Fall 2022 approved for the 2023-2024 academic year: Integrative Health & Wellness.
7. Both certificates approved for the 2023-2024 start were delayed due to Dean transition involving BACCC approval. Ultimately, certificates were sent forward to gain BACCC approval which we received at the end of Dec 2023 and currently waiting for State approval.

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

MASSAGE THERAPY CERTIFICATE

POSITIVE IMPACTS

NEW STATE STANDARDS (CAMTC) increased certification hour requirements to 500 hrs. (previously two tiered 250/500 hrs.), increased educational standards with the inclusion of taking a national exam that is clinically and therapeutic based (most students took the MBLEx which is a national exam).

LEARNING CURVE CAMTC APPROVED SCHOOLS (2017-2018): Potential massage therapy students were just starting to be able to identify what schools are CAMTC approved in order to gain CAMTC certification. Most of the cities on the Peninsula require CAMTC certification to get permitted to work. Skyline was a great option for our students since we had a quality program at a really affordable price compared to private schools in the area.

INDUSTRY RAMIFICATIONS WITH EMPLOYERS: Advantage for our graduates since many employers required CAMTC certification; however, with the new minimum 500 hr. requirements there were not enough qualified therapists to fill those positions. Meaning those that were CAMTC certified only had 250 hrs. and did not meet the new requirements.

NEGATIVE IMPACTS

SKYLINE COLLEGE NOT ALIGNED WITH STATE & LOCAL LAWS: The spa generates revenue with massage therapy implemented as part of the services. First, the CAMTC policies limited the number of hours that could be implemented in a spa/clinical setting to 75 hrs. total for the program. The reason why the limited hours were implemented is because, for years in California, many schools with massage therapy programs historically abused providing massage therapy services for clinical hours as part of the bulk of the program. The schools would charge for massage therapy services being implemented as a cash cow for bringing in additional

SKY Instructional Comprehensive Program Review

revenue to the schools. Second, the local laws do not allow charging for massage therapy services as an exclusion clause for colleges is not included as part of the city ordinance.

NATIONAL EXAM REQUIREMENT: In California the academic requirements and number of hours varied between cities as such there was no standardization. The inclusion of this national exam increased the foundational academic depth to be aligned with most states requiring licensure where entry-level is clinical/therapeutic based. Educating internally was challenging at best due to institutional perception of massage verses the reality of the profession of massage therapy now requiring clinical and therapeutic depth regardless of the employment environment (spa and/or clinical settings).

EDUCATING INTERNALLY REGARDING THE CHANGES: Getting everyone on the same page was challenging at best and met with resistance as compliance with these changes were in direct opposition with the institutional vision associated with the spa, generating revenue for massage therapy services, perception of massage therapy, associated depth of academics, CAMTC voluntary vs required, and school accountability to name a few.

CAMTC CERTIFICATION VOLUNTARY vs REQUIRED: Due to the challenges associated with educating internally about these laws and associated compliances falling on deaf ears, as well as confusion associated with the assumption that this was voluntary. Although CAMTC is voluntary at first glance, it becomes required if the local laws require CAMTC certification. Most of the Peninsula has local laws, including San Bruno, that require CAMTC certification. This then makes CAMTC certification required.

INDUSTRY REPERCUSSIONS: Industry faced a professional tsunami when these new laws went into effect because many employers found themselves without enough therapists meeting the new minimum 500 hrs. requirements. As a result, many employers were scrambling to find qualified therapists to fill all those positions.

- CAMTC implemented a voluntary 2-tiered certification 250 hrs. / 500 hrs.
- As a result, we realized in the Bay area most of the therapists that were CAMTC certified only had 250 hrs.

RENEWAL CAMTC SCHOOL APPROVAL STATUS: The end of 2017 the renewal application was due. Renewal application was ultimately submitted late by the administration at the time. As a result, this negatively impacted students since there was a lapse in hours during the summer of 2018 when the school lost its CAMTC approval status. This impacted half of the accumulated summer hours that could not be applied for CAMTC certification. Students needed to make up those hours. This negatively impacted the students and completions as well as our fall 2018 enrollments. The lapse happened during the crucial time frame in summer into August impacting fall enrollments where we were listed as an unapproved school on the CAMTC website (website is used to find CAMTC approved schools).

COMPLIANCE: Part of CAMTC compliance was updating our wellness website. This was addressed by faculty and also faced challenges being able to get information changed on our website to reflect compliance with new policies as well as our unique program needs.

COVID-19 impacted everyone. Specific the massage therapy profession the AMTA Research Report 2022 (reflects 2021 year): Nationally schools have reported that enrollments are down because of COVID-19 with 45% of schools are seeing declining enrollment compared to pre-COVID time periods.

DISCONTINUATION OF THE MASSAGE THERAPY CERTIFICATE: Given the uncertainty between COVID and its continued impact on our program, declining enrollments (heavily influenced by external and internal factors), timing with CAMTC school approval renewal application due at the end of Dec 2021 with our school approval status ending Jun 2022. These all contributed to the discontinuation of this certificate.

WELLNESS TRANSITION

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POSITIVE IMPACTS

2020-2021: Dean recommended discontinuation of the massage therapy certificate; therefore, Wellness will no longer have a connection to the spa facilities. This began the process of separating Wellness from the Cosmetology/Wellness Department to a standalone department.

2022-2023: Wellness is a stand-alone department pivoting with new focus integrative health, wellness & well-being.

We are in a good position given the timing post-COVID-19.

Curriculum and certificates still in development.

NEGATIVE IMPACTS

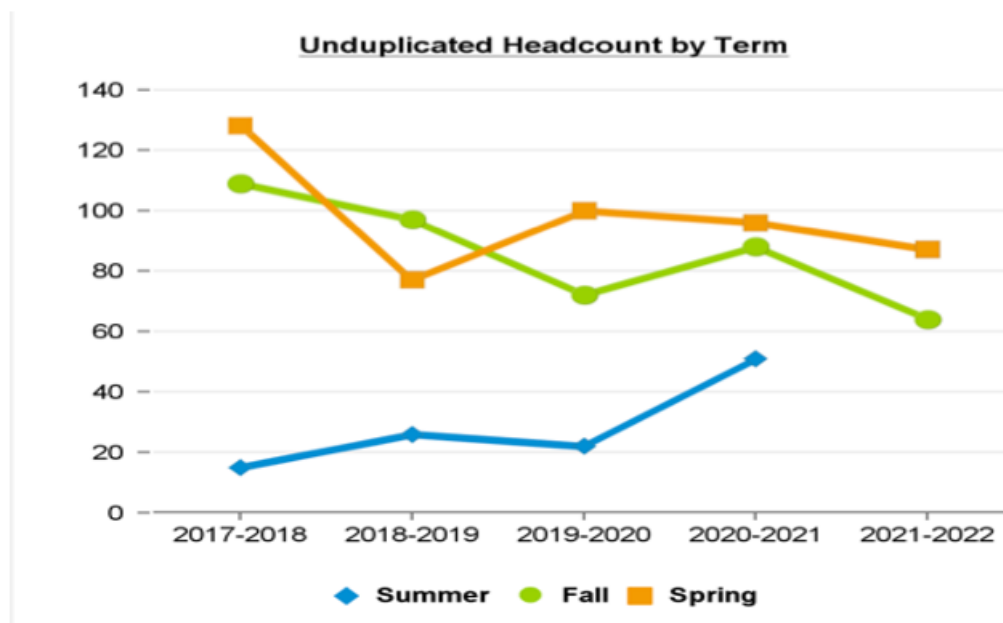
2022-2023: Pivot in conjunction with massage therapy teach-out there was a lack of knowledge that this transition happened and lack of the ability to market that directly impacted enrollments.

ACCESS

3.A. PROGRAM ENROLLMENT

What enrollment trends do you observe, and what may account for these trends?

Trends observed for our program enrollments are twofold with this CPR that is different from the last CPR. First, we are addressing the timeframe between 2017-2020 with the Massage Therapy Certificate Program as comparison to our last CPR. Second, 2021-2022 implementing a teach out for the massage therapy certificate and pivoting to an independent department with a new focus on integrative health, wellness and well-being course offerings and certificates.



External factors impacting enrollments:

Enrollments: Annual course enrollments show an upward and downward trend due to a combination of external and internal variables:

1. **Our enrollments** mirror the downward trend in general within the California Community College (CCC) system as well as Skyline College.

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2. **Changes** with newly implemented State laws directly impacting the massage therapy certificate enrollments, as potential students were navigating what changes had taken place and what schools were CAMTC approved.
3. **Fall 2017** we saw an increase in enrollments as potential students were navigating finding CAMTC approved schools with the newly implemented laws to gain employment in most cities on the Peninsula. Another factor impacted many employed massage therapists who were CAMTC certified with 250 hrs. not 500 hrs. The implications were therapists needed to gain 500 hrs. from a CAMTC approved school. This means some massage therapists needed to start all over to gain those hours to work.
4. **Fall 2018** academic year enrollments for our massage therapy cohort was impacted resulting from the administration, at the time, late submission of our renewal application for CAMTC school approval. As a result, our CAMTC school approved status had been removed from the CAMTC website. This happened during the crucial period for potential student enrollments into our program as we were an unapproved school during summer moving into the fall semester.
5. **Spring 2020** COVID-19 impacted enrollments, as with everyone, we adapted with transitioning an in-person hands-on program to a completely online format.
6. **CAMTC State policies** were continually in flux with emergency authorizations to meet the changing environment adapting as allowed balancing State and institutional parameters.
7. **Fall 2020:** Enrollments continued to be impacted from COVID-19 and the restrictions associated with massage therapy State regulatory guidelines since there were several courses students were unable to complete their hours and receive grades. Students needed to make up those hours in the subsequent semesters to meet CAMTC requirements to gain CAMTC certification. Our massage therapy program was in limbo 2020-2021 due to COVID without an official massage therapy cohort start.
8. **Spring 2021:** Ultimately the decision was made to discontinue the massage therapy certificate given the uncertainty between COVID and its continued impact on our program, declining enrollments (heavily influenced by external and internal factors), timing with our CAMTC school re-approval application coming due Dec 2021 with our school approval status ending Jun 2022.
9. **2021-2022:** Massage Therapy Certificate teach-out. Course enrollments for most of our courses where for students needing to complete their CAMTC accumulated hours by Spring 2022. Beyond this timeframe Skyline College would no longer be a CAMTC approved school nor offer a massage therapy certificate.

WELLNESS TRANSITION

At this point, it's too early to provide a solid analysis since we do not have 5 yrs. of data. However, I have included the transition and ramifications associated with enrollments during this time frame.

2021/2022: We began the wellness transition. Meaning we were implementing the massage therapy certificate teach-out stated above limiting enrollments while simultaneously pivoting in a new direction with appropriate institutional approvals to create new certificates over the next few years. Moving forward we started with creating two new certificates: Aromatherapy: Essential Oils for Health & Well-Being and Meditation & Mindfulness for approval to be implemented in 2022-2023. However, this transition is new and not fully developed.

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3.B. EQUITABLE ACCESS

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

i. PROGRAM ACCESS: How do your program enrollment demographics compare to that of the College as a whole and/or Division? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?

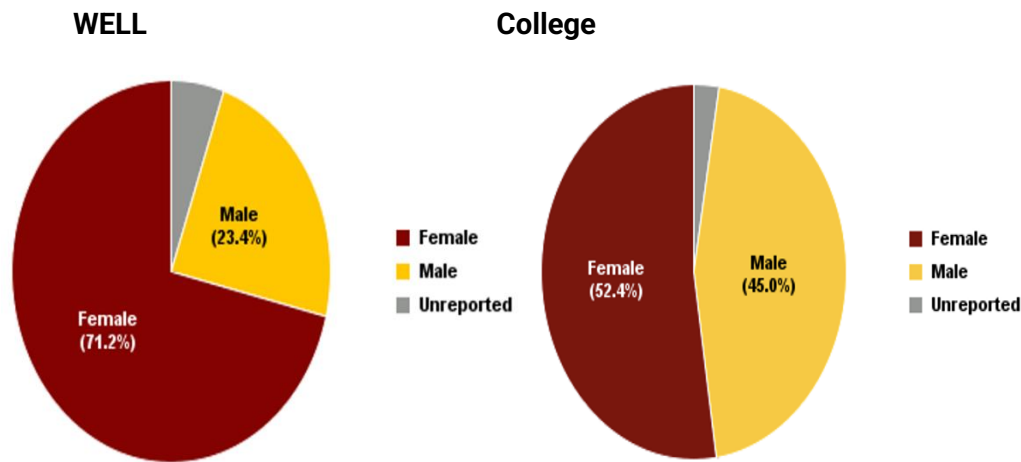
Trends observed for the period of 2017-2020: We are in transition so we are using this time frame to reflect the previous program.

Note: Red highlights the greater percentage in the comparison of numbers.

MESSAGE THERAPY CERTIFICATE

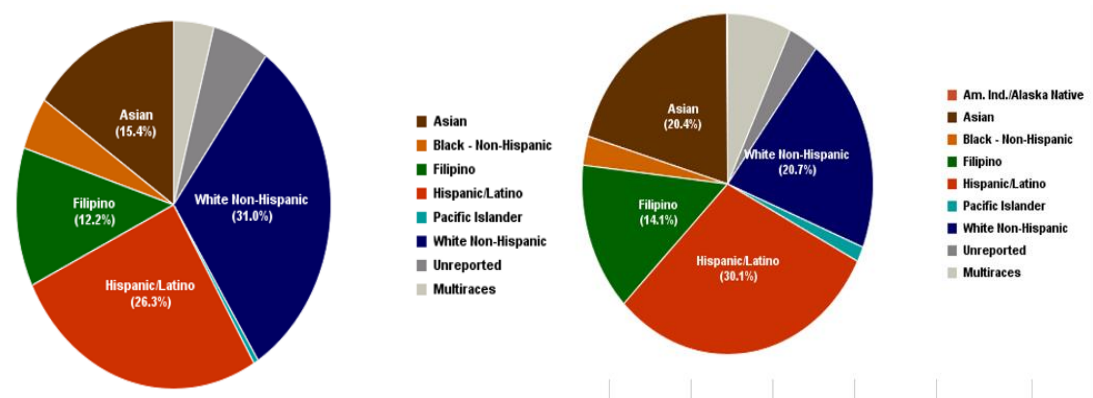
Gender:

Our enrollments have remained consistent with a heavily female presence compared to the college.



Gender	Wellness	College	Last CPR	Increase or Decrease Previous WELL CPR
Female	71.2%	52.4%	74.9%	3.7% Increase
Male	23.4%	45%	22.1%	1.3% Decrease

Ethnicity & Race:



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WELL

College

Since the last CPR we saw a 6.8% increase in Hispanic/Latino population although still lower the College at 30.1%. Interestingly, and not sure why, we saw a 18.7% decrease in the multi-race population since our last CPR (4.1% 2023-24 / 22.8% 2016-17). Although our Black Non-Hispanic enrollments (4.6% 2023-24 / 4.8% 2016-17) stayed about the same since our last CPR which is still 1.8% above the College at 2.8%.

Ethnicity	Wellness	College	Last CPR	Increase or Decrease Previous WELL CPR
Asian	15.4%	20.4%	15.3%	About the same
Black Non-Hispanic	4.6%	2.8%	4.8%	About the same
Filipino	12.2%	14.1%	11.8%	Slight increase 0.4%
Hispanic/Latino	26.3%	30.1%	19.5%	Increase 6.8%
Pacific Islander	< 1%	1.4%	0.9%	About the same
White Non-Hispanic	31%	20.7%	33.3%	Decrease 2.3%
Unreported	5.9%	3.3%	4.2%	Increase 1.7%
Multi-races	4.1%	7.1%	22.8%	Decrease 18.7%

Age: Consistently, most of our students are older showing 28.9% higher enrollments than the college (72.4%WELL / 42%College). This is opposite of the college showing majority of the students are between under 18 to 22 year old's where the college identified 64.4% while WELL identified 29.8% of our students were in this age group.

Age Group	Wellness	College	Last CPR	Increase or Decrease Previous WELL CPR
Under 18	4.4%	20.9%	7.9%	Decrease 3.5%
Ages 18-22	25.4%	43.5%	25%	Increase 0.4%
Ages 23-28	23.7%	21.2%	20.7%	Increase 3%
Ages 29-39	26.6%	12.9%	20.2%	Increase 6.4%
Age 40-49	10.2%	4.8%	15%	Decrease 4.8%
Age 50-59	7.8%	1.7%	10.3%	Decrease 2.5%
Age 60+	4.1%	<1%	4.4%	Decrease 0.3%

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Our program attracts many 2nd career transition, licensed and/or certified professionals and lifelong adult learners in these age groups. I don't think we put enough emphasis on attracting and increasing our older students, 2nd career and lifelong learners which is a gap that needs to be filled at this college. We are contributing to filling this gap.

2017: We started allowing part-time enrollments for the massage therapy certificate and it took a bit longer for students to complete their journey; however, this allowed students who worked that could not take the program full-time to provide them an opportunity to do so.

WELLNESS TRANSITION

At this point, it's too early to provide a solid analysis since we do not have 5 yrs. of data.

ii. COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?

MASSAGE THERAPY CERTIFICATE

Trends observed for the period of 2017-2020:

Overview: The course offering patterns reflect primarily night-time enrollments with a few courses being offered weekends and summer during the day and three online courses (718 & 765 had the highest enrollments). The massage therapy core courses mode of delivery reflects the stipulations required by CAMTC policies that only accepted in-person courses specifically for the core courses at the time. In 2020, due to COVID pivoted all courses online. CAMTC initially accepted lecture courses online; however, the hands-on hours were not and students needed to make-up those hours.

Analysis:

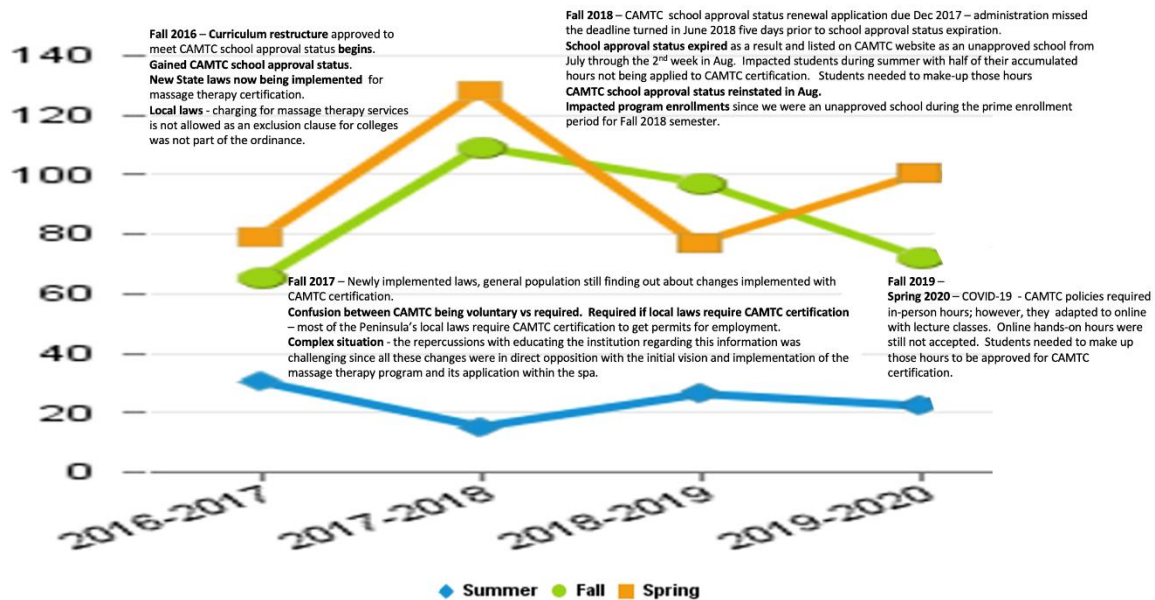
1. 2017/2018 enrollments increased from the previous year as potential students were navigating the newly implemented laws addressed above in 3.A.
2. 2018/2019 enrollments decreased attributed to late submission of our school approval renewal application addressed above in 3.A. The ramifications is our CAMTC school approval status was removed from the CAMTC website which is referenced to find CAMTC approved schools. Considered an unapproved school happened during the crucial period for potential student enrollments into our program during summer moving into fall 2018 semester. Directly impacting enrollments for the academic year.
3. 2019/2020 enrollments increased recovering from the ramifications addressed above. Spring COVID hit and continued to impact our program the next two years ultimately leading to the teach-out of this certificate. Beyond this timeframe, Skyline College would no longer be a CAMTC approved school nor would offer a massage therapy certificate.

Insight:

A myriad of factors impacted our enrollments addressed previously in 2B and 3.A. below is a visual timeline.

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2016-2020 Factors Impacting Our Enrollments



WELLNESS TRANSITION

At this point, it's too early to provide a solid analysis since we do not have 5 yrs. of data.

iii. **What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.**

Since we are in transition and no longer have the massage therapy certificate program, I believe it is more appropriate to address this with the Wellness transition.

WELLNESS TRANSITION: What has been implemented so far to increase equitable access:

1. Our new departmental focus offers curriculum that is relevant and evolving developing new certificates, new courses and revising courses. We are making intentional decisions offering courses without prerequisites allowing anyone to access our courses to gain knowledge within health, healing, wellness, and well-being.
2. Some of our courses adopted ZTC texts starting in Fall 2021 and as we move forward continuing to possibly adopt ZTC texts for other courses.
3. Pedagogy continually evolves to find different ways to reach our student at their level. It has also evolved dramatically as we transitioned all our classes online.
4. Opting for low-cost texts where we can if ZTC text are unavailable.

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EFFECTIVENESS

4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:

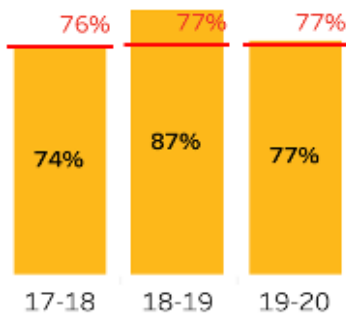
i. How do the overall course success rates compare to the College and/or Division success rates?

Trends observed for the period of 2017-2020:

Note: Red highlights the greater percentage in the comparison of numbers.

MASSAGE THERAPY CERTIFICATE

Course Success – Overall



Overall success rate is slightly higher than the college in this three-year period (WELL 79.3% / College 76.7%) similar to our last CPR (2016-17: 79% / 2023-24: 79.3%).

Percentage of SLO's assessed (2017/18 through 2019/20):

Overall - 83.1%

Students Successful - 92.3%

Massage therapy core courses specifically (2017/18 through-2019/20):

Overall - 90%

Students Successful - 96.8%

WELLNESS TRANSITION

At this point, it's too early to provide a solid analysis since we do not have 5 yrs. of data.

ii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).

Trends observed for the period of 2017-2020:

Note: Red highlights the greater percentage in the comparison of numbers.

MASSAGE THERAPY CERTIFICATE

Gender overall success rates WELL 79% / College 76%

Females (WELL 78% / College 78%)

Males (WELL 82% / College 75%)

Comparatively, the males had greater success rates than the females and the college. Whereas the success rates for the females and the college were identical.

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Ethnicity overall success all term wellness students performed above the college at **79%** while the college 76%.

The highest performing groups Asian 3% above the college and Filipino populations 5% above the college. Those struggling were the Black Non-Hispanic populations (57%) 9% below the college.

Highest groups:

Asian WELL **87%** / College 84%

Filipino WELL **82%** / College 77%

Middle:

White Non-Hispanic WELL **81%** / College 80%

Unreported WELL 78% / College 78%

Hispanic/Latino WELL **75%** / College 71%

Lowest group:

Black-Non-Hispanic WELL **57%** / College 66%

Age groups compared to our last CPR we had an increase in success rates of 7% with the under 18 and 29-39 populations. We had a 16% increase since our last CPR with the 23-28 population. Comparatively with the college, again the biggest increase is with the 23-28 population with WELL being 10% higher than the college, under 18 there is a 7% increase and 1% increase with 29-39 population.

Age Group Success Rates	Wellness	College	Last CPR	Increase or Decrease Previous WELL CPR Success Rates
Under 18	90%	83%	81%	Increase 7%
Ages 18-22	68%	74%	76%	Decrease 8%
Ages 23-28	85%	75%	69%	Increase 16%
Ages 29-39	79%	78%	72%	Increase 7%
Age 40-49	81%	81%	88%	Decrease 7%
Age 50-59	82%	82%	90%	Decrease 8%
Age 60+	87%	88%	87%	Identical

Full time and part time:

Full time overall success rates WELL **45%** / College 39%

Part time overall success rates WELL 55% / College **61%**

WELLNESS TRANSITION

At this point, it's too early to provide a solid analysis since we do not have 5 yrs. of data.

iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

1. For the massage therapy program students having access to computer equipment and Wi-Fi with the initial transition online. This has improved and the students have better expectations of what online courses are and what they entail.
2. In general, cost of texts - are highly specific to the massage therapy program and not available as ZTC texts.

4.B. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?

Trends observed for the period of 2017-2020:

MASSAGE THERAPY CERTIFICATE

1. Minimum success rate: 70% institutional passing grade of a "C".
2. Individually, the average of most courses over the three-year-period either met or was greater than the 70% benchmark.
3. The three online courses with the highest enrollments had the lowest success rates of 71% collectively slightly lower than the 73% college success rate.
4. The one course not meeting the three-year-average minimum pass rate was WELL 760 (60%). The data identifies an upward progression in success rates meeting the 70% benchmark.
5. Specifically, the massage therapy core courses collectively achieved a success rate of 81% and the courses considered electives collectively had a success rate of 83% both higher than the college 76.3% success rate.

WELLNESS TRANSITION

At this point, it's too early to provide a solid analysis since we do not have 5 yrs. of data.

4.C. COURSE AND PROGRAM SLO RESULTS

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:

i. What percentage of course SLOs have been assessed during the past five years?

Number of Course SLOs:

74

Percentage:

92.5

SKY Instructional Comprehensive Program Review

ii. How well is the program meeting its PSLOs?

MASSAGE THERAPY CERTIFICATE

Overall PSLOs student success rate specific to the massage therapy program - 94%.

This data is specifically associated with the massage therapy program. Methods used to calculate data - removed courses that had not been taught that were inclusive within the raw data. These calculations provide a more accurate assessment.

1. PSLO #1 (Client Assessment, treatment strategy..): 97%
2. PSLO #2 (Holistic, CAM): 92%
3. PSLO #3. (Professional Standards, Business...): 90%
4. PSLO #4 (WELL MT A & P, Pathology, & Kinesiology): 93%

WELLNESS TRANSITION

At this point, it's too early to provide a solid analysis since we do not have 5 yrs. of data.

iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

No, the previous PSLOs are no longer relevant. We are still in the process of transitioning from the massage therapy program to new wellness focused certificates associated with integrative health, wellness and well-being. New PSLOs will be implemented.

iv. Drawing from the last six years of course SLO assessment, which course(s) and/or course SLO(s) are of concern (e.g., not met or inconclusive results, those with action plans)?

MASSAGE THERAPY CERTIFICATE

At this point, the massage therapy certificate has been discontinued; however, the inconclusive data reflects the courses that have not been taught. This is the result of the inability to move forward with the areas of specialization certificates and the advanced Integrative Therapies & Manual Therapy certificate. This was primarily due to executive and division administration, at the time, perception of massage rather than understanding massage therapy as a profession, its scope of practice, state/local laws and regulations and CAMTC policy and procedures.

WELLNESS TRANSITION

We do not have 5 yrs. of data to draw any conclusions since this is a new and still in development.

4.D. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals.

We are currently still transitioning to wellness related certificates still in development. We are making any needed changes within the curriculum to update all the CORs to reflect our new direction and related course content, including ZTC texts, course sequencing and being mindful of preserving cultural heritage and pedagogy implemented with universal design.

To do an accurate and meaningful assessment we do not have 5 yrs. of data to draw any conclusions since this is a new and still in development.

4.E. DEGREES AND CERTIFICATES

List each of the degrees and certificates separately. Comment on the number and trends in degrees/certificates awarded by your program. Specific questions to answer in your responses:

i. What do the data reveal about degree and certificate completion? time to completion?

Massage Therapy Certificates - completed since last CPR: 42

1. Context: completions reflect a change from 2-semester program to a 3-semester program to complete 600 hrs. for the Skyline College certificate so financial aid could be implemented.

2. Completion Data Reflects the Following: Method used for these calculations: the data complied is using the catalog year for the students (associated cohort). This provides a better analysis of the massage therapy program specific to the required curriculum and hour-based completions.

1. 500 hrs. completion: 85% This is not fully captured by institutional data as this is what is required to gain CAMTC certification. All cities do not require CAMTC certification this is also not captured institutionally.

2. CAMTC Certification: 70% of the students completing 500 hrs. (100% of those that applied for also achieved CAMTC certification).

3. National Exam (MBLEx) pass rates: Skyline College 84.6% compared to National exam 1st time pass rates 72.9%

Note: Governor Brown signs SB 1480 which is a moratorium implemented with the CAMTC exam requirement commencing on Jan 1st, 2019 until Jan 1st, 2021.

4. Skyline College Institutional Completions (applied for the massage therapy certificate) 70% of the students completing 600 hrs. applied.

Some students did not apply for their Skyline College certificate at all just wanting to get the minimal 500 hour requirements while others waited until they completed their other certificate and/or degrees and then applied for all their certificates and/or degrees at the same time. We may still be getting completions as we are continuing the transition into wellness.

3. Time to Complete: 2017/2018 our program started to offer part-time opportunities for the massage therapy certificate for our students in addition to full-time. This filled the gap providing access for students that could not attend a full-time evening program due to their work schedules. Some students were able to complete the program in 2-3 semesters while part-time students took up to 7-8 semesters depending upon their life circumstances.

ii. What changes do the data suggest are necessary for the program to explore?

The above data is no longer relevant given the massage therapy certificate is not an option for students.

4.F. LABOR MARKET CONNECTION

If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating any of the following into program planning: Labor Market and Trends (e.g., Centers of Excellence, Burning Glass), Performance for CTE Programs (Launchboard), and/or Advisory Boards? Report out on whichever source(s) are relevant to your program.

WELLNESS TRANSITION

1. **LMI** – Dean Kane’s assessment – supports ample labor opportunities in the wellness sector.

- 1. Labor market analysis** for wellness occupations is a difficult endeavor. Unlike many labor market sectors that have clearly defined job descriptions tied to them. Wellness is an incredibly broad market sector, along with the large variety of occupations that fall under the definition of wellness, many of the

SKY Instructional Comprehensive Program Review

possible occupations have job titles that are not immediately obvious that they are wellness related occupations.

2. **Given the current available data** every occupational title's included in the analysis is projected to grow over the next 10 years which bodes well for the program. Over the past year there have been over 8,000 job postings across these five job titles in San Mateo County.
3. **This would be an under count in terms of potential positions** that completers could find work in, as we discussed in the beginning of the analysis, wellness is an incredibly broad field. The LMI misses a lot of the independent wellness and holistic health centered businesses as they do not have consistent job titles that are accessible in the LMI data. This also would include many of the wellness and health positions available at spas and retreats that also don't have job titles consistently found in the LMI databases.

2. **Our Advisory Board members** provide diverse representation of those working in the field with the emphasis under the umbrella of holistic/integrative health, wellness and well-being. Using their expertise is vital to give us insight with assisting us with the relevance of the certificates we are considering as we move forward that would benefit our students.

3. **According to the Centers for Excellence** based on all available data to gain approval for our certificates of achievement, there appears to be an "undersupply" of Integrated Health and Wellness workers compared to the demand for this cluster of occupations in the Bay region and in the Mid-Peninsula sub-region (San Francisco, San Mateo counties).

4.G. STUDENT FEEDBACK

Describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why.

WELLNESS TRANSITION – where we are, at this point moving forward:

Anonymous course surveys were implemented.

<p>Organization and structure of the courses made sense and was easy to navigate. n=63</p> <p>96% of our students agreed the organization and structure made sense and was easy to navigate.</p>	<p>Pace of the course (the amount of time to do the work) was reasonable. n=64</p> <p>95% agreed the pace of the course was reasonable.</p>	<p>Quality and relevance of assignments. n=58</p> <p>87% of our students rated our quality and relevance of assignments as relevant.</p>	<p>Quality and relevance of the other course content (readings, videos, web links, lectures etc.). Students rated this as follows: n=64</p> <p>74% - Excellent 6% - Good 10% - Satisfactory</p>
<p>From an ethnic perspective did students feel represented. n=38 (added question spring 2023 was not yet added to fall 2023)</p>	<p>Number of online courses students have taken previously: n=65</p> <p>1 course - 5% 2-4 courses - 31%</p>	<p>Students overall experience. n=63</p> <p>93% of our students felt their overall experience met or exceeded expectations.</p>	<p>Recommend classes to other students. n=65</p> <p>96% of our students would recommend our</p>

SKY Instructional Comprehensive Program Review

68% of our students agreed they felt represented. The rest of the responses identified as unsure.	5-7 courses - 25% 8-10 courses - 12% Over 10 courses - 28 %		classes to other students.
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Impact on our students:

"I stumbled on the wellness program here at skyline a year ago. At the time I was dealing with what then was 6 months of close family & friends dying weeks and sometimes days apart from each other. This program helped me navigate how to deal with my feelings & understand the toll I was paying by my lack of knowledge. Since this was such life saving knowledge for me, I decided to complete my certificate in wellness and I'm looking to take my knowledge further after that."

"Based on Skyline's educational model, to cultivate a community of global learners. Being taught holistic wellness knowledge can expose us to ways of inclusivity and health care equity."

"Online wellness class offerings make it possible to have more educational experiences and enhance life skills without sacrificing other important responsibilities

"Although I've already achieved a BA, I find great interest in the classes offered by the WELL department as I never have had the opportunity to take classes similar to these. I've thoroughly enjoyed the courses I have already taken and would love to earn certificates/degrees in order to further develop the skills I've achieved."

MASSAGE THERAPY CERTIFICATE - where we have been:

Anonymous surveys were implemented 2017-18, 2018-19, 2019.

Overall, the surveys responses provided insight to the following:

Gender: n=84 Female – 67% Male – 32% Prefer not to identify – 1%	Age range: n=76 18-22 yo – 25% 23-30 yo – 30% 31-39 yo – 21% 40-49 yo – 12% 50+ yo – 12%	How students found the program: n=58 Top four responses: Class schedule – 32% College website – 15% Friend referral – 12% Former student referrals - 8%	Students goal: n=109 (more than one answer) CAMTC certified – 60% Interested in CAM, Holistic/Integrative Health – 28% Addition to degree – 10% Employed meeting changing requirements – 3%
Students work environment interest: Total responses (more than one answer) n=362 Private practice – 41% Clinical setting – 32% Spa setting – 27%	Students currently holding licenses and/or certifications (more than one answer): n=80 Yes – 39% No – 61%	Students currently holding degrees: n=41 AA/AS – 34% BA/BS – 59% MA/MS – 7%	Cities students plan to work: n=69 San Mateo County: Three top cities San Francisco – 40% San Mateo – 32% Daily City – 22%

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Impact on students:

"I have gone to a private institution to learn massage, paid more money and the information I learned and the experience, could not even compare to the massage program at Skyline."

"I am so thankful that I chose a program that focuses on more than just technique, it also teaches the theory behind the techniques and how to really know the body."

"Maybe more opportunities for community events."

4.H. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.

Secured approval of updated courses by the Curriculum Committee

Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee

Yes

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

Yes

KEY FINDINGS

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

1. New singular department the main goal is getting the word out that we are here and what we have to offer.
2. Increase enrollments in general, male student population and students of color.
3. Completions.
4. Marketing.

GOAL

Teach-Out & Discontinue The Massage Therapy Certificate Program

Goal and Desired Impact on Students

MASSAGE THERAPY CERTIFICATE PROGRAM

Discontinue the massage therapy certificate program – decision was made to forgo renewing our CAMTC school approval status with which the application was due Dec 2021 for the expiration date of June 2022. We successfully implemented the teach-out of this program AY 2021-2022 for any students needing to complete their hours. This was the last year that the school would be a CAMTC approved school required for students to gain CAMTC certification. Officially, the program was discontinued in Spring 2022 associated with our CAMTC school approval status that expired in June.

Completions:

We track students with the following:

1. Completing CAMTC accumulated 500 hours - cohort specific data not captured in institutional data.
2. Completing the Massage Therapy Cert 600+ hours - - cohort specific data not captured in institutional data.
3. Students applied for CAMTC certification during 2019/2020 and 2020/2021 academic years - - cohort specific data not captured in institutional data.
4. Course completions, success and retention rates.

Past three years delayed cohort completions

1. 2018/19 are identified in the 2019/20 academic year (due to CAMTC lapsed approval status).
2. 2019/20 completions are identified in the 2020/2021
 - a) Spring 2020 all students in WELL 705, 711, 713 received "Incompletes" due to CAMTC policies, at the time, didn't accept online hands-on hours. Therefore, students needed to make-up those hands-on hours prior to completing their entry-level 500 hrs.
3. 2021/2022 academic years due to COVID. 2020/2021
 - a) No massage therapy program cohort start due to COVID impacted enrollments.
 - b) Fall 2020 students completing their remaining hands-on hours from the Spring 2020 semester:
 - i. 500 hrs. completed - 56%
 - ii. 600 hrs. completed - 50%.
 - iii. 25% of the students completing hours in 2021/2022
 - iv. 25% unknown
 - v. Of these identified delayed completions 89% applied for and received CAMTC certification.

COVID-19

1. Spring 2020 – COVID-19 affecting 3 specific courses all students receiving incompletes with ramifications impacting certificate completions and success rates. Completions for the 2019/2020 cohort zero due to CAMTC policy regarding DE hours stated above. Success Rates WELL 69.8%/College 76.6%.
2. Spring 2020 & 2020/2021 - Events (community/sports) related to student experiential participation cancelled due to COVID decreased opportunities for hands-on hours.
3. 2020/2021 - Ongoing COVID impacted our students summer success rates and our Fall 2020 massage therapy cohort start was not implemented. COVID impacted our student success rates (Fall/Spring) 67.5%/College 76.8%.

Year Initiated

2021 - 2022

Implementation Step(s) and Timelines

1. Spring 2021 discontinued massage therapy certificate.
2. Any students applying for CAMTC certification needs to complete their hours during the 2021/2022 academic year since this certificate is discontinued.
3. COVID-19 and institutional business decision to forgo renewing CAMTC school approval status. Therefore, the school will no longer be considered a CAMTC approved school.
4. 2021/2022 implementing teach out for our students needing to complete their hours from Spring 2020 and/or any students from prior cohorts.
5. Spring 2022 - goal to discontinue the massage therapy certificate program will be completed at the end of Spring 2022 semester.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- Increased Student Enrollment: X
- Student Support and Resources: X
- Thriving Environment: X

STATUS

Goal Status Date

01/20/2023

Academic Year Updated

2023 - 2024

Goal Status

On Schedule

Goal Status Narrative

MASSAGE THERAPY CERTIFICATE PROGRAM

The massage therapy certificate program was officially discontinued Spring 2022 with a successful completion of the 2021-2022 program teach-out. This was a business decision to forgo the renewal of our CAMTC School Approval status as a result of timing, complex situations and ongoing complications with COVID-19.

TIMING, COMPLEX SITUATIONS & COVID-19

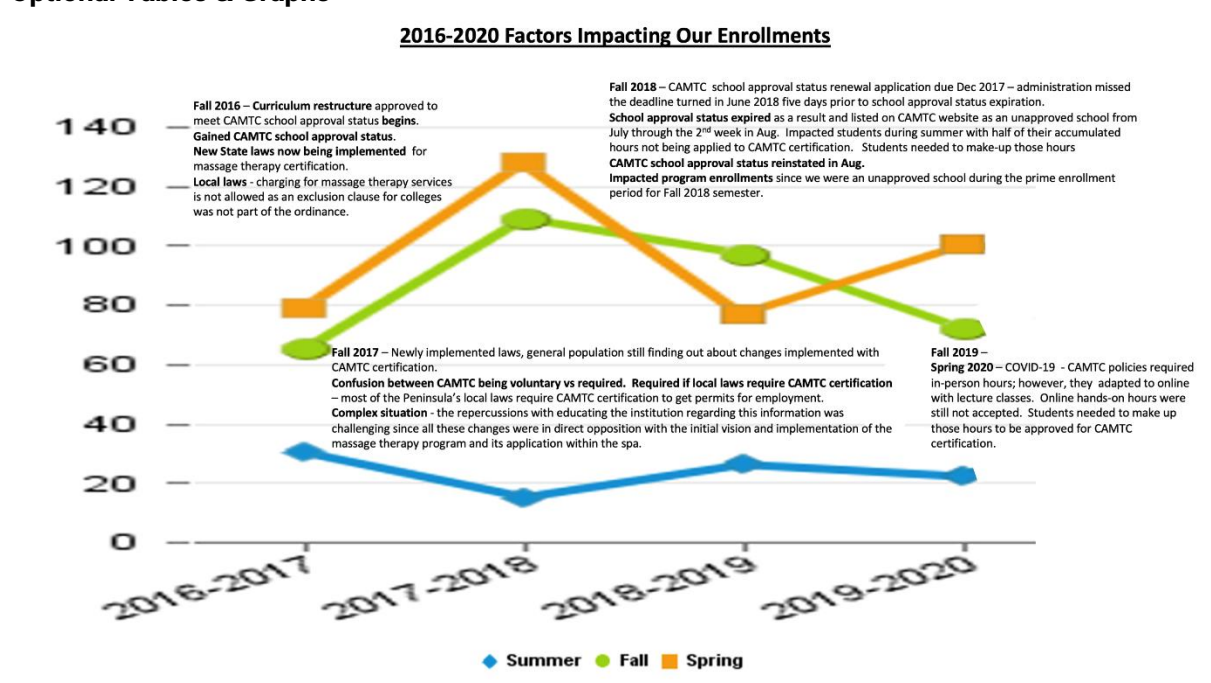
1. New state laws implemented regarding massage therapy CAMTC certification had major changes impacting how the massage therapy program was being implemented at the time specifically with the Spa at Skyline College and equally challenging with Bay area employers.
 - a. Required minimum of 500 hrs to achieve CAMTC certification (previously this was a 2 tiered system 250 hrs and 500 hrs).
 - b. Required schools to be CAMTC approved schools for hours to be accepted and needed to maintain that approval status.
 - c. Increased academic standards now required taking a national level exam. This reflects entry level standards are now clinical/therapeutic based regardless of work environment (spa or clinical) aligned with most states requiring licensure for massage therapy. This exam is important not only because it increased the educational standards it was also holding the schools accountable for student pass rates within 10% of the National pass rates.
2. The Spa was generating revenue with massage therapy as one of the services; however, the new State policies limited the hours that could be implemented in a spa/clinical setting to 75 hrs total and the local laws (ordinance) didn't allow charging for massage therapy services as an exclusion clause for colleges was not part of the ordinance. Although legal for the other services offered this was illegal to implement for massage therapy.
3. Complex situations – The repercussions with educating the institution regarding this information was challenging since all these changes were in direct opposition with the initial vision and intent with the massage therapy program and its implementation within the spa.
4. Completion of our certificate of achievements were impacted. Mainly resulting from cumulative situations with changes in state/local laws, newly implemented curriculum restructure with greater academic rigor to meet national exam requirements that now required clinical/therapeutic depth regardless of work environment (spa and/or clinical settings), administration late submission for our CAMTC School Approval renewal application - causing a lapse in school approval status negatively impacting our students' hours. Ramifications of this lapse we lost students from our 2017-2018 cohort, students needed to make up those hours in subsequent semesters, and other students just wanted to complete their 500 hours and be done. This also had an impact on the 2018-2019 cohort enrollments since we were considered an unapproved school on the CAMTC website during the peak enrollment period for the fall 2018 semester.
5. COVID-19 - Just as our program was gaining headway in the profession, word getting out about our massage therapy certificate, with a solid reputation ranked as one of the top three CAMTC approved schools with a quality program and our rating for teaching was the highest of these three schools. COVID-19 hit and dramatically impacted our students and program on multiple levels.
6. CCC was already experiencing a downward trend in enrollments our enrollments experienced a slight increase then decrease in enrollments that continued as a result of all the above.

Ultimately, the timing with the changing state/local laws and regulations associated with the massage therapy profession and ongoing complications with COVID-19, in addition to the complex situations and associated repercussions mentioned were all contributing factors impacting our enrollments and completions. Our enrollments, completions and ongoing complications with COVID-19 were used to justify discontinuing the massage therapy certificate program.

WELLNESS DEPARTMENT CURRENTLY IN TRANSITION

As a result of the discontinued massage therapy certificate program we are currently pivoting focus and in the process of restructuring the newly independent department (2022-2023) and creating curriculum to reflect new stand-alone certificates that are still in development.

Optional Tables & Graphs



GOAL

Developing New Certificates - Increase Enrollments

Goal and Desired Impact on Students

Goals has not been achieved - 0% regarding developing and offering stackable certificates. Dialogue began in Spring 2020 semester discussing certificates; however, this was paused due to COVID-19 and associated online transition.

2020/2021 - Spring 2021, after pause, dialogue started again regarding direction of WELL, our massage therapy certificate and different possibilities of certificates moving forward.

Year Initiated

2021 - 2022

Implementation Step(s) and Timelines

OBJECTIVE: 2021/2022 we will be creating and revising curriculum associated with new certificates offerings.

REVISED GOALS FOR THE NEXT 3 YEARS

1. Develop new certificates in phases. Approval to move forward, supported by our Dean and Advisory Board. Creating stackable certificates with current courses and additional new courses that can be built into certificate of achievements moving into pathways for associated degrees.
2. Collaborate with MCPR to "Rebrand" our Wellness Department for preparation for marketing, media, and online presence.
3. WELL website - collaborate with MCPR to restructure and update information associated with the newly created certificates and curriculum pathways. Collaborate with marketing/media to develop new branding ideas to address our student population. Ease of access and navigation to our website is crucial to get information to anyone interested in our department for increasing potential student interest.
3. Collaborate with MCPR to increase web presence and advertising to draw potential students.
4. Collaborate with MCPR to increase marketing specifically associated with our student demographics and disproportionate students.
5. Secure resources for equipment and supplies needed as instructional aids to support creating videos and materials that foster a thriving learning environment as well as supporting our student learning outcomes associated with these newly developed certificates.

Mapping

- SKY College Values: (X - Selected)

- Academic Excellence: X
- Open Access: X
- Student Success and Equity: X
- Sustainability: X

- SKY Strategic Goals: (X - Highlight Selected)

- Civic Mindedness Cultivation: X
- Increased Student Enrollment: X
- Student Support and Resources: X
- Thriving Environment: X

STATUS

Goal Status Date

11/05/2023

Academic Year Updated

2023 - 2024

Goal Status

Behind Schedule

Goal Status Narrative

OBJECTIVE: INCREASE ENROLLMENTS

This goal status reflects the transition with the new direction associated with the wellness department. We are looking to increase enrollments by first being mindful and intentional with creating new certificates and expanding our innovative curriculum. Cultivating a thriving and safe learning environment where students can share their perspectives on a variety of topics that empowers students by promoting global worldviews embracing cultural diversity, preserving cultural heritage, traditional knowledge, and philosophies with which they are based. Addressing equity we are implementing ZTC in many courses where we can to keep costs down as much as possible for our students enabling equal access to all.

This data reflects the combination of being on schedule as well as being behind schedule simultaneously with our new certificates.

ON SCHEDULE

New courses reflect new direction with certificates:

WELL 709, WELL 716, WELL 722, WELL 724, WELL 743

Modified CORs to reflect new departmental direction:

WELL 703, WELL 707, WELL 710, WELL 711, WELL 713,

Stackable certificates created with two skills certificates:

Feb 2022 - Aromatherapy: Essential Oils for Health & Well-Being

May 2022 - Meditation & Mindfulness

Certificate of Achievements created:

May 2022 – Sports Medicine Integrative Therapies & Rehabilitation

Dec 2022 – Integrative Health & Wellness

Fall 2022 - Wellness is now its own department (no longer a program under the COSM umbrella)

1. Connected with Meta-Majors counselors to go over WELL Department direction, new certificates, ppt and explained certificates, and where we are going.
2. Reached out to marketing to schedule meetings and started collaboration with getting flyers made. Marketing assisted with resources to get this started with which our department is grateful. This collaboration is ongoing.
3. Started collaboration with Ari addressing changes to our wellness website and rebranding. This collaboration is ongoing.

Spring & Fall 2023

1. Ongoing collaboration with Marketing to create and update certificate flyers with new logo, develop new flyers for new certs as well as create new flyers for advertising spring courses.
2. Ongoing collaboration with Ari updating the WELL website to reflect changes with new certificates and advisory board members.

Fall 2023

1. Meeting with Perkins & Strong Workforce (Jasmine and Walter) – learning about the details regarding this process and other potential ways to gain resources to support needs of the department to support our students.

BEHIND SCHEDULE

Certificate of Achievements were created Spring and Fall 2022

1. Sports Medicine Integrative Therapies & Rehabilitation
2. Integrative Health & Wellness

These certs were to start in Fall 2023; however, there was a delay associated with getting a required signature during a departmental Dean transition that delayed these certificates from moving forward for state approval. New interim Dean who stepped into the position has completed this process and gained COCI LMI for these

certs. Currently, we are waiting for the next level of approval status to move forward.

CURRENT STRATEGY

1. Since the certificates of achievement have been delayed it's difficult to advertise since we have yet to get appropriate approvals to move forward. However, we are still collaborating with MCPR preparing materials so they are ready to go when we can officially advertise.
2. Continue to "rebrand" the Wellness Department - preparation for marketing, media, and online presence in collaboration with MCPR, Perkins, Strong Workforce and any other assistance I learn about.
3. WELL website - Collaborating with Ari updating our website information associated with the newly created certificates and curriculum pathways as well as collaborating with marketing/media to develop new branding ideas to address our student population. Ease of access and navigation to our website is crucial to get information to anyone interested in our department for increasing potential student interest.
4. Collaborate with MCPR to assist with developing marketing materials for certificates and semester course offerings. Examples: flyers, website video, digital and other possibilities.
5. Get assistance with distributing marketing materials around the campus and sister campuses.
6. Learn about resources to secure funding for purchasing and the production of marketing materials specific for our department and associated programs.
7. Increase web presence and advertising to draw potential students.
8. Increase marketing specifically associated with our student demographics and disproportionate students.

CURRENT FOCUS

1. Spring 2024 we will be focusing on marketing for AY 2024-2025 certificates.
2. Two new certificates of achievement start AY 2024-2025 will be continue preparing materials to be ready once we get the go ahead to advertise for these certificates.
3. Spring 2024 we will be focused on advertising our fall courses and getting assistance with getting this information out there around campus.
4. Next phase of new certificates currently in development over the next couple of years (AY 2024-2025, AY 2025-2026)

Resource Request

Division Name

Business, Education, and Professional Programs (BEPP)

Year of Request

2022 - 2023

Resource Type

Instructional Equipment

Resource Name

Essential Oils

Resource Description

Replacement 30-40 essential oils - recurring cost as needed.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

1. Support student learning, fulfilling related course objectives and SLO's for newly developed certificates.
2. Developing new innovative certificates associated with strong workforce by developing curriculum in emerging careers/professions associated with integrative/holistic health, wellness and well-being.
3. Increase institutional and department enrollments.
4. Supports diversity examining various cultural healing traditions and perspectives as well as addressing challenges environmentally, socioeconomically and associated inequities.

Cost

500

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Business, Education, and Professional Programs (BEPP)

Year of Request

2022 - 2023

Resource Type

Instructional Equipment

Resource Name

Carriers & Blending Supplies

Resource Description

Carrier oils (6-7), butters (3-4), soaps (1-2), salt (2), gels (1), clays (1), hydrosols (3) - recurring as needed.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

1. Support student learning, fulfilling related course objectives and SLO's for newly developed certificates.
2. Developing new innovative certificates associated with strong workforce by developing curriculum in emerging careers/professions associated with integrative/holistic health, wellness and well-being.
3. Increase institutional and department enrollments.
4. Supports diversity examining various cultural healing traditions and perspectives as well as addressing challenges environmentally, socioeconomically and associated inequities.

Cost

500

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Business, Education, and Professional Programs (BEPP)

Year of Request

2022 - 2023

Resource Type

Instructional Equipment

Resource Name

Equipment - Containers (various types) & Tools of the Trade

Resource Description

Bottles (10 types), tubes (6 types) stir rods (package), jars (20), tins (24), pipettes (package), scales (1), graduated cylinders (4), charcoal tablets (1), glass beakers (4)

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

1. Support student learning, fulfilling related course objectives and SLO's for newly developed certificates.
2. Developing new innovative certificates associated with strong workforce by developing curriculum in emerging careers/professions associated with integrative/holistic health, wellness and well-being.
3. Increase institutional and department enrollments.
4. Supports diversity examining various cultural healing traditions and perspectives as well as addressing challenges environmentally, socioeconomically and associated inequities.

Cost

450

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Business, Education, and Professional Programs (BEPP)

Year of Request

2023 - 2024

Resource Type

Supplies

Resource Name

Essential Oils, Carrier Oils & Blending Supplies

Resource Description

Essential oils, carrier and blending supplies - recurring cost as needed.

30-40 essential oils, Carrier oils (6-7), butters (3-4), soaps (1-2), salt (2), gels (1), clays (1), hydrosols (3) - recurring as needed.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

1. Supports fostering a thriving learning environment.
2. Support student learning by fulfilling related course objectives and SLO's for newly developed certificates.
3. Instructional supplies supports instructors ability to create a thriving learning environment.

Cost

1,200

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Business, Education, and Professional Programs (BEPP)

Year of Request

2023 - 2024

Resource Type

Instructional Equipment

Resource Name

Recording Equipment & Increased WiFi Speed

Resource Description

Increase WiFi speed, Camera (1), remote mechanical rotational tripod with remote (1), and lighting (3).

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

1. Supports fostering a thriving learning environment.
2. Support student learning by fulfilling related course objectives and SLO's for newly developed certificates.
3. Instructional equipment supports instructors ability to create a thriving learning environment.

Cost

400

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY**Resource Request****Division Name**

Business, Education, and Professional Programs (BEPP)

Year of Request

2022 - 2023

Resource Type

Instructional Equipment

Resource Name

Recording Equipment

Resource Description

Camera (1), remote mechanical rotational tripod with remote (1), and lighting (3).

Funds Type – Mark all that apply.

One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

1. Instructional equipment needed to support online learning.
2. Support student learning, fulfilling related course objectives and SLO's for newly developed certificates.
3. Developing new innovative certificates associated with strong workforce by developing curriculum in emerging careers/professions associated with integrative/holistic health, wellness and well-being.
4. Increase institutional and department enrollments.
5. Supports diversity examining various cultural healing traditions and perspectives as well as addressing challenges environmentally, socioeconomically and associated inequities.

Cost

300

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY**GOAL**

Increase Ethnic & Cultural Diversity

Goal and Desired Impact on Students

This goal continues to be achieved 75% or greater we embrace cultural diversity with curriculum that promotes global worldviews, preserving cultural heritage, traditional knowledge and philosophies with which they are based. Aligned with colleges MVV, United Nations Educational, Scientific & Cultural Organization (UNESCO) and the WHO (World Health Organization) Traditional Medicine Strategy 2014-2023. These cultural philosophies and traditional knowledge are the basic tenets associated with numerous holistic/integrative therapies implemented for health, healing, and well-being. Reflected within this multi-disciplined field, student/faculty and community demographics. Our accomplishments are substantiated with our 3 year average percentage (data adjusted using only students that participated) - SLO's met criteria: examples of SLO's identified related to their respective classes 713 (#2/92%); 723 (#1/97%); 725 (#1/98%; #2/98%); 740 (#1/92% #2/79%); 742 (#2/92%, #3/92%); 765 (#2/86.5%).

Ethnic student demographics had slight increases in 2020/2021 compared to the previous year representing the following groups: Black-non-Hispanic by 2.1%, Hispanic/Latino by 5%, and Multi-races by 3.5%. Gender: Female population still predominate 75% with a slight increase of 0.7% compared to males which slightly decreased 0.9% from 21.8%. Age demographics represented 22 or younger WELL 30%/College 69.2%; under 28 years old WELL 46%/College 84.1%; over the age of 29 WELL 53.9%/College 15.9%; and over the age of 40 WELL 26%/College 6.3%.

Challenges:

Some of these worldviews 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.

COVID continues to impact students on multiple levels.

Year Initiated

2021 - 2022

Implementation Step(s) and Timelines

Ongoing.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- Civic Mindedness Cultivation: X
- Increased Student Enrollment: X
- Thriving Environment: X

STATUS

Goal Status Date

11/05/2023

Academic Year Updated

2023 - 2024

Goal Status

On Schedule

Goal Status Narrative

OBJECTIVE: INCREASE ETHNIC & CULTURAL DIVERSITY

This goal is reflective of the massage therapy program 2023-2024 CPR using data from 2017-2018 through 2019-2020. This goal has been marked on schedule since the massage therapy program has been discontinued and we are wrapping up this program with this CPR. We are currently transitioning and rebranding the wellness department as we are now a stand-alone department which data will be reflected in the next CPR cycle.

We embrace cultural diversity with curriculum that promotes global worldviews, preserving cultural heritage, traditional knowledge and philosophies with which they are based. This reflects our multi-disciplined profession, student/faculty demographics, our community, and various work environments. These perspectives prepare and empower students to be culturally sensitive, ethical and participatory members of our increasingly global society. These valuable skills promote a thriving and safe environment for student success across our curriculum as well as institutionally. By promoting global worldviews this assists students with the ability to be open to a variety of ideas and perspectives that reflect and support the diversity of our students and community. Thus, cultivating interactions and communication that involve greater compassion, empathy, tolerance and genuine curiosity towards others as well as supporting anti-racism and social justice. Lastly, we prepare students for personal and professional success in different aspects of their lives beyond college. Some of these worldviews 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 and Eastern ways of knowing.

We are aligned with colleges EMP goals, United Nations Educational, Scientific & Cultural Organization (UNESCO) and the WHO (World Health Organization) Traditional Medicine Strategy 2014-2023. These cultural philosophies and traditional knowledge are the basic tenets associated with holistic principles. These principles are implemented as foundational knowledge associated with health, healing, and well-being. This is also reflected within our students, faculty and community demographics.

To provide data we used SLO's with specific courses that addresses related topics. These are the results of SLO's that reflect data associated with our accomplishments that are substantiated with our 3 year average percentage using our CPR from 2017-2018 through 2019-2020 (data adjusted using only students that participated). Here is an example of the SLO's that met the criteria related to their respective classes: 713 (#2/97%); 723 (#1/82%); 725 (#1/100%; #2/96%); 740 (#1/89% #2/85%); 742 (#2/70%, #3/97%); 765 (#2/84%).

ETHNIC DEMOGRAPHICS - this goal is reflective of the massage therapy program 2023-2024 CPR using data from 2017-2018 through 2019-2020.

Ethnic student demographics - all demographics - the data identified an increase compared to the last CPR cycle. Black - Non-Hispanic population data identified a 9% decrease compared to the college enrollments; however, compared to our last CPR data identified a 2% increase in enrollments. Our Filipino student population the data identified an increase of 4% compared to the College enrollments; however, compared to our last CPR data identified a 13% increase in enrollments. Our Hispanic/Latino students data identified a 4% increase of compared to the College enrollments; however, compared to our last CPR data identified a 10% increase in our enrollments. Our Multi Race student population data identified a 5% decrease compared to the college enrollments; however, compared to our last CPR data identified a 3% increase in our enrollments.

CHALLENGES CONTINUE

Our departments goal is to preserve the cultural heritage of many Indigenous and Eastern healing traditions and medical systems preserving their traditional knowledge and philosophies with which they are based. Many of these cultural philosophies and traditional knowledge are the basic tenets of holistic principles. Our culture has a tendency to redefine traditional knowing into Westernized understanding. As a result much gets lost in translation and loses much of the traditional guiding principle's in the process. Some of these traditional worldviews are considered "world treasures" and are associated with UNESCO Intangible Cultural Heritage of Humanity in effort to preserve these cultural traditions and beliefs. Social injustice regarding these traditional

healing/medical systems addresses critical issues of colonialism appropriating Indigenous authority, of misrepresentation, and of using western cultural constructs that marginalize Indigenous and Eastern ways of knowing.

Optional Tables & Graphs

Ethnic Student Demographics Massage Therapy Certificate Program

Data assessed 2017-2018 through 2019-2020

Ethnicity - Enrollments	WELL Success Rates	College Success Rates	Increase/ Decrease	Previous CPR	Incr
Asian	87%	84%	Increase 3%	75%	
Black - Non-Hispanic	57%	66%	Decrease 9%	55%	In
Filipino	82%	77%	Increase 4%	69%	
Hispanic/Latino	75%	71%	Increase 4%	65%	
Pacific Islander	*	65%	*	62%	In
White Non-Hispanic	81%	80%	Increase 1%	74%	In
Unreported	78%	78%	Same	71%	In
Multi-race	70%	75%	Decrease 5%	67%	In