



***Instructional Programs***  
**2014-2015 Self-Study**  
**Three-Year Program Review Template**  
**Therapeutic and Sports Massage Program**

**Physical Education**

**Statement of Collaboration**

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

**Participants in the self-study**

Brian Arakaki  
Constance Carroll  
Cathy Underwood

**Authorization**

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

\_\_\_\_\_  
Connie Carroll

Printed name of Principal Author

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Faculty

Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name of Department Coordinator

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
David Grossman

Printed name of Dean

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Dean

Title

\_\_\_\_\_  
Date

## 1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

**Mission:** The stated mission of Fullerton College is to prepare students to be successful learners. The Massage Program shares this commitment to student success by applying a full range of pedagogical approaches in our classrooms. In our classes, students are challenged with quizzes, tests, field research, team work and written reports, which provide experience with varied methods of learning. In our lab classes, we provide sequential learning curricula, which allow students to learn in a step-by-, manner, beginning with basic level modalities and continuing toward intermediate and advance level courses.

**Vision:** Fullerton College pursues a vision of creating a community that promotes inquiry and intellectual curiosity, personal growth and a lifelong appreciation for the power of learning. This vision is echoed in the massage program in a number of ways. Faculty assigns students of the massage lab to work with the public to develop a comprehensive understanding of both the general population and special populations. Students have opportunities to work side-by-side in mentoring relationships with advanced students, alumni and professional massage therapists at non-profit volunteer events and here on campus with our own athletes and athletic trainers. (Only 10% of vocational schools in US have access to athletes such as ours.) Faculty assign learning projects with special population i.e., athletes, executives, geriatrics, and spinal cord injuries, to acquaint students with specific techniques unique to each population. Our Introduction to massage and kinesiology courses full fill general education requirements to colleges and universities. The massage program provides a variety of courses in massage, all of which are taught by instructors who are experienced, knowledgeable, and active in their prospective fields and model the ideals of intellectual curiosity and ongoing personal growth in their professional lives.

**Core Values:** The core values of Fullerton College are embraced by the Massage Program in the following ways:

1. We demonstrate the respect and value we place on the diversity of our entire community by offering aspects of the nine universal modalities that are used world-wide. We build on a platform of experiences starting with our Introduction to Massage class, and explore both eastern and western philosophy as well as medical research. We provide teacher training opportunity with world class leaders training faculty on latest specialized techniques.
2. We value tradition and innovation by teaching students the basic skills for successful careers in massage therapy while challenging them to blend creative and innovative techniques to create their own personalized client centered massage.
3. We incorporate team work and inclusive attitude within the department by sharing responsibilities in organizing events, seeking consensus for decision making. We support individual involvement in professional organizations and seek to develop a networking community between current students and professional therapist in the surrounding community.

### Therapeutic and Sports Massage Program Goals:

The Massage Program will:

1. Create an environment that is conducive to the learning of the fundamental concepts of bodywork.
2. Encourage students to develop an understanding of cultural influences and traditions that inform current trends in manual bodywork.
3. Promote active listening and communication skills.
4. Invite guest speakers, massage business owners and alumni to offer students career advice and insight into the industry.
5. Provide a comprehensive program of massage classes that matriculate smoothly with transfer institutions.
6. Improve outreach efforts and marketing strategies to attract best students and build a strong reputation in the surrounding community.
7. Introduce students to a wide variety of massage career choices and provide them with the necessary skills, experience and instruction to be successful.
8. Provide professional training for re-entry students seeking career changes.
9. Encourage students to take an integrated holistic approach.
10. Prepare students to successfully pass the national exams and state certification.

#### College Goals:

We strongly support the college goals of increasing student success, reducing the achievement gap and increasing community outreach. The massage program is working vigorously on analysis of the SLO results and analysis of the meaningful assessments of the resulting data. Our analysis of the results of this process is guiding us toward needed changes in our program to increase student success and reduce the achievement gap.

We continue to find ways to partner with other programs on campus to promote student success. We are currently partnering with the Learning center to address the needs of the underprepared students and increase course retention and success as well as addressing the needs of the English language learners and increase success rates of all students by quickly identifying areas of concern in areas of their academic performance.

Our students are currently working with the workforce center to develop professional resumes prior to completion of the massage program. Additionally, we want to develop accountability system to identify placement of each graduate and to increase job recruitment with on campus support.

## 2.0 Program Data & Trends Analysis

### 2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.

(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

Wellness no data on Massage only

KPI	Findings
Enrollment	2011-12: 780    2013-14: 1022 (31 % increase)
Total FTES	2011-12: 59.1 2012-13: 48.1
Sections	2011-12: 26 Sections of all massage courses 2012-13: 23 Sections of all massage courses 2013-14: 29 sections of all massage courses
FTES	Fall 2011: 31.1 Spring 2012: 28.0 Fall 2012: 20.7 Spring 2013: 27.4
Fill Rate	Fall 2011: 99% Spring 2012: 94% Fall 2012: 90% Spring 2013: 86%
WSCH/FTEF	Fall 2011: 492 Spring 2012: 590 Fall 2012: 415 Spring 2013: 413
Retention	2011-12: 86.79%    2013-14: 83.27%
Success	2011-12: 71.67%    2013-14: 61.35%

## 2.2 Peer Institution Comparison

### Succes and Retention Rates for Peer Institutions

Retention Rates		Fall 2011	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2013
		Credit	Degree Applicable	Vocational	Credit	Degree Applicable	Vocational	Credit	Degree Applicable	Vocational
		Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Deanza Total		92.52%	92.52%	92.52%	87.76%	87.76%	87.76%	91.49%	91.49%	91.49%
	Non Distance Education Methods	92.52%	92.52%	92.52%	87.76%	87.76%	87.76%	91.49%	91.49%	91.49%
Fullerton Total		87.03%	87.03%	87.03%	83.79%	83.79%	83.79%	80.00%	80.00%	80.00%
	Non Distance Education Methods	87.03%	87.03%	87.03%	83.79%	83.79%	83.79%	80.00%	80.00%	80.00%
Monterey Total		80.00%	80.00%	80.00%	76.47%	76.47%	76.47%	86.79%	86.79%	86.79%
	Non Distance Education Methods	80.00%	80.00%	80.00%	76.47%	76.47%	76.47%	86.79%	86.79%	86.79%
Success Rates		Fall 2011	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2013
Report Run Date As Of : 11/11/2014 4:38:55 PM		Credit	Degree Applicable	Vocational	Credit	Degree Applicable	Vocational	Credit	Degree Applicable	Vocational
		Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate	Success Rate
Deanza Total		75.70%	75.70%	75.70%	71.43%	71.43%	71.43%	62.77%	62.77%	62.77%
	Non Distance Education Methods	75.70%	75.70%	75.70%	71.43%	71.43%	71.43%	62.77%	62.77%	62.77%
Fullerton Total		72.82%	72.82%	72.82%	69.17%	69.17%	69.17%	57.35%	57.35%	57.35%
	Non Distance Education Methods	72.82%	72.82%	72.82%	69.17%	69.17%	69.17%	57.35%	57.35%	57.35%
Monterey Total		74.67%	74.67%	74.67%	66.67%	66.67%	66.67%	79.25%	79.25%	79.25%
	Non Distance Education Methods	74.67%	74.67%	74.67%	66.67%	66.67%	66.67%	79.25%	79.25%	79.25%

### Degrees and Certificates Awarded

	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014
Deanza Total	20	12	9
Associate of Arts (A.A.) degree	6	4	2
Certificate requiring 18 to < 30 semester units	5	1	3
Certificate requiring 12 to < 18 units	9	7	4
Fullerton Total	18	6	5
Certificate requiring 18 to < 30 semester units	18	6	5
Monterey Total	19	7	11
Associate of Science (A.S.) degree	9	3	7
Certificate requiring 18 to < 30 semester units	10	4	4

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

In the state of California there are three approved Massage programs in the community colleges: DeAnza, Fullerton College and Monterey Bay. Traditionally, FC has had the most completions and certificates granted. Information from either of these colleges are not available of late. According to our statistics FC has had a completion rate of 29 certificates. According to recent communications De Anza's only full time faculty has retired Spring2014. The program is continuing with part time instructors. Our program has one full time instructor and 7 part time instructors teaching all the massage core courses.

### **2.3 Achievement Gap**

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

<b>Group</b>	<b>% Retention</b>	<b>% Success</b>
<b>Males</b>	83.35	53.86
<b>Females</b>	74.56	51.90
<b>Asian-American</b>	73.96	58.33
<b>African-American</b>	100.00	16.67
<b>Filipino</b>		
<b>Hispanic</b>	80.34	52.08
<b>Native American</b>	100.00	100.00
<b>Other Non-White</b>		
<b>Pacific Islander</b>	100.00	100.00
<b>White</b>	87.41	75.37
<b>Unknown</b>	100.00	50.00
<b>Range (Max-Min)</b>	100.00-73.96	100.00-16.67

### **2.4 Program Effectiveness**

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program? Relocation to temporary location at the District building in Anaheim, budget cutbacks, loss of revenue for self-funded aspects of program, risk manger denying off campus internship sites thus internships are not allowed as in the past:, threat of lawsuit from retired lawyer who decided to enroll in program and disagreed with protocol thus limiting the amount of courses taught for 18 months, Obama care law and teaching hours for part timers, change in location onto facilities at Fullerton College main campus that have not been updated to massage industry standards, (ie lights, ceiling mounted projector, Number of electrical outlets and hot water for health and sanitary conditions No phones in massage office area), , lack of support staff. Finally we had an Interim dean for two of the years and loss of a lead instructor for 18 months.

The success rate and certificate rate has dropped since 2011. However, there has been a new supportive Dean, addition of a lead instructor, new physical location that allows student greater ease and access to main campus, a commitment of the department to this program and adding more sections of entry level courses 2014-15 will begin the turnaround of this once very successful program.

The program is going thru the six year review process and is updating the program to the new emphasis.

**2.5** Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

Effective January 1, 2015: California Association of Massage Therapy Certification CAMTC has doubled the number of hours for state certification from 250 – 500 hours, plus added written testing. Once the student completes the certification hours from a California approved massage school the student will be qualified for the testing and state certification process. An additional commission is being formed to evaluate schools and their curriculum. Schools that do not pass this review will not be able to certify students in the state of California. We are currently WASC approved and have no blemishes on our program we do not expect this to impact our program. However it is unclear how the state will handle the three community college massage programs.

The massage industry completed a self- study and has updated industry standards for training of massage students. The industry has enhanced both educational standards for students and teacher. Curriculum changes include written communication, additional anatomy training with understanding of the impact of massage has on anatomy and physiology, ability to up-sale the product line the health care facility is promoting. The industry is moving program focus from mainly spa focus towards and additional focus on orthopedic/medical massage model and incorporating personal training techniques as follow up to a session.

Research is being completed by NIH and other research facilities to create massage prescriptions for medical model in various diagnosis. Franchising of massage envy more students are being hired by spas has dramatically changed. These sites now control most of the middle range cost massages throughout the country. The concept of sole proprietor ship or (small businesses) is no longer a workable concept in the industry. Business regulation and taxes have forced the small business owners out of business.

**2.6** Provide any other data that is relevant to your self-study.

### **3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)**

Based on your analysis in 2.1 through 2.6, answer the following questions:

#### **3.1 What are the strengths of the Therapeutic and Sports Massage program?**

The principal strengths in the massage program are the instructors, the support and commitment of the PE Dean, access/partnerships to student athletes, comprehensive and unique curriculum, the athletic trainers (Fullerton College is one of 10% of all massage schools that has this available) and the partnering with other support groups on the campus (Athletic Trainers, Learning Center, Workforce center, DSS, and Academic Counselors). The program is now located on the FC main campus and our student Interns are now interacting with the athletic training room to complete their Internship hours. Our instructors are actively engaged professionally in Massage Therapy. We have a diverse student population representing many ethnic/cultural back grounds, genders, and age groups. Massage is one of the top 10 careers with growth projected to be 20-25%.

#### **3.2. What are the weaknesses of The Fullerton College Therapeutic and Sports Massage program?**

- Currently the number of certificates awarded.
- The Condition of our classroom and facility.
- Upgrades in lighting (overhead lighting that is meant for a gym lights never turn off, poor visibility), equipment (standard electrical massage tables) , upgrades in the teacher station, the need for proper sanitation stations with running hot water and soap in the bathrooms.
- Lack of equipment storage.
- Absence of a clear educational plan for massage certificate students.
- We need an additional full time faculty and more recruitment of qualified instructors.
- Recruitment of kinesiology students from CSUF and CSULB. Wanting to recruit highly motivated individuals to set the high standards of success.
- Recruitment resources such as websites and materials.
- Financial resources for classroom and massage equipment.
- Tutoring for massage students and for ESL/ELL students.
- Lack of visibility to general public (no website and no brochures).

#### **3.3 What opportunities exist for Therapeutic and Sports Massage program?**

- Increasing partnerships with on campus and division for advertisement and recruitment opportunities.
- Increasing collaboration with statistician and workforce/job skills departments for job fairs and follow up with current and former student's collection of data on number of students who are gainfully employed once completing the certificate program.
- Updating the curriculum and SLO's through the six year review process.
- Outreach to local NOC YMCA's, St, Jude's Health Center, and other community groups for internships sites for massage students. This would require approval from NOCCCD risk management to move forward.
- According to statewide job data Massage therapy is still growing 20% in the future.
- Provide Massage Department guest speakers and forums for students and staff.

#### **3.4 What challenges exist for The Therapeutic and Sports Massage program?**



- Challenges of the underprepared students.
- The cost of massage supplies is constantly rising.
- Pressure of increased class size.
- Visual appeal of our classroom and building.
- Lack of department coordinator for massage.
- Improper health, sanitation, and hygiene (hot water) for students and instructors.
- Lack of advertisement i.e., website and promotional materials
- One full time faculty and 6 adjunct faculty.

## 4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	<p>I. <b>Outcome:</b> Upon successful completion of courses leading to the Therapeutic and Sports Massage Therapist Level I Certificate, the student will be able to demonstrate knowledge of the various systems of the body and pathologies of these systems that can contraindicate or benefit from massage.</p> <p><b>Assessment:</b> Passing written exam with 80% accuracy.</p>	Fall 2011	Fall 2011	Now	2
2.	<p>I. <b>Outcome:</b> Upon successful completion of courses leading to the Therapeutic and Sports Massage Therapist Level I Certificate, the student will be able to use the results of health intake forms and physical assessments to formulate and administer effective individualized massage treatments.</p> <p><b>Assessment:</b> Accuracy and completeness of client records</p>	Fall 2011	Fall 2011	Now	2
3.					

**4.2 Assessment:** Complete the expandable table below.

<i><b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b></i>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1.			
2.			

**4.3** What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

100%. There are currently 10 massage courses in the FC catalogue. Each one has at least two SLO's and SLOA's. All have had at least two assessments. Since the Massage program is going through its six year review all of these are in the process of being updated.

**4.4** How has assessment of program level SLOs led to improvements in student learning and achievement?

The assessments have led the staff to partner with the academic support center. The two introductory massage courses have been able to identify academically underprepared students, weekly, and refer them to be tutored in the Learning center with advanced massage students as tutors. This is the second semester and there has been a marked increase in students passing weekly exams and bimonthly tests. Additionally, there has been a reassessment of the text book that has been used for 10 years. Instructors have selected a new text that has enhanced student learning options, easier to read and enhanced items (web quizzes, videos and puzzles) available for DSS and all students. Thirdly, the evaluation has led to introducing meditation as a method to ground and center massage students thus increasing classroom focus and raising academic scores.

**4.5** How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

The improvements have met or exceeded the State of California certification standard changes in 2014. All graduates have been placed into a job.

**4.6** What challenges remain to make your program level SLOAs more effective?

One of the challenges the massage program is facing currently is meeting industry standards, in equipment, lighting, and hygiene/sanitation. Having a cross section of speakers from the industry

**5.0 Evaluation of Progress Toward Previous Goals/SAP's** (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

**5.1** List the goals from your last self-study/program review.

Return the Massage program to the FC campus Measureable Outcome: Students have easier access to other classes on campus Plan: Move the massage back to campus when the technology project is complete

**5.2** Describe the level of success and/or progress achieved in the goals listed above.

It's made a positive experience for students in terms of, only parking once for the day and being able to attend all classes at one site.

**5.3** How did you measure the level of success and/or progress achieved in the goals listed above?

Student scores and student persistence in the program.

**5.4** Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

The partnership with the learning center has helped improve the test scores for students on a weekly basis. Additionally, the collaboration with the athletic training staff and athletes has been up 100% from the years of 2011-2013; where no collaboration took place due to the distance of the programs.

**5.5** In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

A former classroom for dance was given to the Massage program. The classroom allowed the program to come back to campus.

**5.6** If funds were not allocated in the last review cycle, how did it impact your program?

**Last cycle we were self funded in many ways. This year we no longer are self funded.**

**6.0 Strategic Action Plans (SAP)** [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	Increase tutoring for all massage classes/students with test scores less than 85% success, two hours a week, by partnering with the learning center. And provide 2 hours per week of hands on tutoring by partnering with the Learning Center resources. (Refer to section 3.3)
List College goal/objective the plan meets:	College Goal #:1Address the needs of underprepared students Objective #1:
Describe the SAP: (Include persons responsible and timeframe.)	Director of Academic Support

	Connie Carroll David Grossman Director of DSS	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increased retention, pass rate, and completion rate of all classes to increase the number of certificates granted.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Recruitment of students to provide tutoring.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
<b>Type of Resource</b>	<b>Requested Dollar Amount</b>	<b>Potential Funding Source</b>
Personnel	10,000	Categorical Funds
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software	3000.00	DSS
Training		
Other		
<b>Total Requested Amount</b>	13,000	
<b>STRATEGIC ACTION PLAN # 2</b>		
Describe Strategic Action Plan: (formerly called short-term goal)	Increase student retention and program completion by providing students with insights into skills development and career development by providing 12 guest speakers presenting topics and workshops on massage careers and specialties and provide funding for posters and flyers to promote the events. Admission will be free. (Refer to section 3.3)	
List College goal/objective the plan meets:	College Goal #:2 Increase course retention and success	
Describe the SAP: (Include persons responsible and timeframe.)	Cathy Underwood/Connie Carroll	

What <i>Measurable Outcome</i> is anticipated for this SAP?	Based on other CTE programs funded guest speaker programs in two years the measurable outcomes will be seen in workshop attendance, increased student awareness of career directions, and increase faculty awareness of industry trends and requirements for graduates and certificate winners moving into the massage industry.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Speaker recruitment	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	4000.00	Program review
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	750.00	Program review
Total Requested Amount	4750.00	
STRATEGIC ACTION PLAN # 3		
Describe Strategic Action Plan: (formerly called short-term goal)	Purchase current technology: buying 15 electronic massage tables that are the current standard in the industry. Placing one of the electronic tables in the Athletic training room for Interns to use during internship. And upgrading the massage classroom facilities to meet industry standards. Create a platform for a website. (Refer to section 3.2)	
List College goal/objective the plan meets:	College Goal #:FC will increase the number of certificates awarded Objective #: Enhance the skills and preparedness of students by providing current classroom technology and facilities that meet industry standards. Objective #2:Create a website	
Describe the SAP: (Include persons responsible and timeframe.)	Maintenance Department Connie Carroll David Grossman	

	Sport Information Director
What <i>Measurable Outcome</i> is anticipated for this SAP?	Provide current technology for students to pass seamlessly into the industry. Provide recruiting tool for incoming students and to a communication device for networking with our alumni.
What specific aspects of this SAP can be accomplished without additional financial resources?	N/A

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment	(15 tables plus electrical) 25000.00	VTEA and/or General Fund
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	Upgrade electrical/ lights and outlets Hot water turned on in bathrooms in 1200 building	General Fund
Total Requested Amount	30,000	

#### STRATEGIC ACTION PLAN # 4

Describe Strategic Action Plan: (formerly called short-term goal)	Attend High School College night held at FC and Partner with the job force center to coordinate job interviews with students in massage industry. Develop brochure highlighting massage program and developing a massage program website. (Refer to section 3.2)
List College goal/objective the plan meets:	College Goal #:Fullerton College will strengthen connections with the community Objective #:1 Strengthen partnerships with local feeder high schools and universities Objective #2: Strengthen partnerships with local business and industry
Describe the SAP:	

(Include persons responsible and timeframe.)	Crystal Van Bynam Cathy Underwood David Grossman	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Job placement for students within 30 days of California certification. Recruit prospective students from area high schools.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Attending high school night held at FC and partnering with the workforce development center to coordinate job interviews.	
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	10000.00	General Fund
Facilities		
Equipment		
Supplies	5000.00	General Fund
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	<b>11,000.00</b>	

STRATEGIC ACTION PLAN # 5	
Describe Strategic Action Plan: (formerly called short-term goal)	Higher additional full time faculty for massage. (Refer to section 3.2)
List College goal/objective the plan meets:	College Goal #: Objective #:1 Increase retention and success of students. Objective #2: Strengthens partnerships with local business and industry
Describe the SAP: (Include persons responsible and timeframe.)	PE DEAN and FC Administration
What <i>Measurable Outcome</i> is anticipated for this SAP?	Student success, retention and certificate completion.
What specific aspects of this SAP can be accomplished	N/A

without additional financial resources?		
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	100,000	General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

## 7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

1. Upgrade Facilities lighting, hot water and upgrades in the electrical for electric massage tables which are industry standard in spas and other massage sites.
2. Increasing staff adding one additional full time staff and additional part time staff. To aid in student retention and success, promote and strengthen local business partnerships
3. Recruitment tools and opportunities to enhance relationships and partnerships for both colleges and high schools thru use of websites, brochures and events.
4. Enhance. recruitments by providing guest speakers from the industry

## 8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The principal strengths in the Massage program are the instructors, the Support and commitment of the PE Dean, access/partnerships to student athletes, well rounded and unique curriculum, the athletic trainers (our school is one of 10% of all massage schools that has this available) and the partnering with other support groups on the campus (Athletic Trainers, Learning Center, Workforce center, DSS and Academic Counselors). The program is now located on the main FC campus, and our student Interns are now interacting with the Athletic training room to complete their Internship hours. Our Instructors are actively engaged professionally in Massage Therapy. We have a diversified student body representing many ethnic/cultural back grounds, genders and age groups. Massage is one of the top 10 careers with growth projected to be 20-25%.



Following are the challenges the program is experiencing

- Challenged of the underprepared students.
- The cost of massage supplies is constantly rising.
- Pressure of increased class size.
- Visual appeal of our classroom and building.
- Lack of Department chair for massage.
- Improper health, sanitation and hygiene (hot water) for students and instructors.
- Lack of advertisement ie., website and promotional materials
- One full time and 6 part time instructor.

*No Department Chair*

Division Deans' or appropriate Immediate Management Supervisor (IMS)  
Response Page

☐

*I concur with the findings contained in this Program Review.*

☐

*I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

*Area of exception:*

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*I do not concur with the findings contained in this Program Review (include a narrative exception):*

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