



Instructional Programs

2017-2018 Self-Study

Three-Year Program Review Template

Massage Therapy

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

Connie Carroll

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

11/28/2017

Date

Connie Carroll

Printed name of Department
Coordinator

Signature

Dept.
Coordinator

Title

11/28/2017

Date

David Grossman

Printed name of Dean

Signature

Dean

Title

11/28/2017

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 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.

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 successful 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.)

KPI	Findings				
Enrollment	2013	2014	2015	2016	2017
	634	1020	973	891	785
	Since 2014, enrollment has significantly decreased by 24.9%.				
Total FTES	2013	2014	2015	2016	2017
	58.7	93.6	86.0	89.0	69.2
	FTES decreased 22.3% from 2016 to 2017.				
Sections	2013	2014	2015	2016	2017
	17	30	30	30	24
FTEF	2013	2014	2015	2016	2017
	3.6	5.8	6.5	6.4	5.1
Fill Rate	2013	2014	2015	2016	2017
	94.0%	82.3%	72.9%	82.2%	71.7%
WSCH/FTEF	2013	2014	2015	2016	2017
	417.8	401.4	339.1	372.8	336.9
	The decrease in WSCH/FTEF in 217, was due to low enrollments and reduced sections.				
Retention	2013	2014	2015	2016	2017
	80.8%	79.4%	81.8%	77.5%	81.3%
Success	2013	2014	2015	2016	2017
	64.2%	57.2%	60.8%	65.7%	72.7%

2.2 Peer Institution Comparison (2016-17 Data from CCCCCO Datamart)

Complete the table below.

College/Program:	Your Program	De Anza College	MiraCosta	MPC	West Valley
Retention:	69.72	93.1	90.55	87.18	90.0
Success:	65.14	87.07	87.40	87.18	80.0
Degrees Awarded:		6	0	5	
Certificates Awarded:	7	12	9	4	2
Transfers:					

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)).

There are only a few community colleges that offer a similar massage therapy certificate of achievement program. De Anza, MiraCosta, and Monterey Peninsula offer AA/AS degrees as well as certificates. Fullerton College and West Valley College offer only certificate programs. As indicated by the above data, Fullerton College is significantly underperforming compared to the peer institutions.

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.)

Group	% Retention					% Success				
Males	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
	85.6	77.7	83.0	75.6	80.7	68.8%	53.8%	57.6%	64.6%	70.4%
Females	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
	75.6	80.8	80.8	78.8	81.4	59.8%	59.5%	63.0%	66.5%	74.6%
Asian-American	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
	92.2	80.6	85.0	75.0	77.3	74.5%	69.4%	72.5%	70.8%	68.2%
African-American	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
	81.0	78.9	71.0	82.9	67.5	28.6%	31.6%	25.8%	65.7%	60.0%
Filipino	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
	64.3	72.4	80.8	85.2	77.8	64.3%	55.2%	73.1%	85.2%	77.8%
Hispanic	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
	74.6	81.7	79.9	73.8	83.1	57.9%	59.8%	56.7%	60.5%	72.0%
Native American	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
	80.0%	100.0%			100.0%	80.0%	100.0%			72.0%
Other Non-White										
Pacific Islander	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
	40.0%	100.0%	80.0%	100.0%	75.0%	20.0%	100.0%	80.0%	100.0%	50.0%
White	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017

	86.7%	77.1%	87.3%	79.1%	84.4%		74.7%	58.9%	67.6%	66.8%	77.9%	
Unknown	2013	2014	2015	2016	2017		2013	2014	2015	2016	2017	
	33.3%	84.6%	85.7%	87.0%	87.5%		33.3%	41.0%	61.9%	73.9%	87.5%	
Range (Max-Min)	2013	2014	2015	2016	2017		2013	2014	2015	2016	2017	
	92.2-33.3	100-72.4	87.3-71.0	100-73.8	100-67.5		80%-20%	100%-31.6%	80%-25.8%	100%-60.5%	87.5%-50%	

2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

A new organization was formed called California Association Massage Therapy Council. This organization governs the massage industry in California. The CAMTC reports to the legislature. Currently, every massage school must belong to it and be approved by it for their massage students to be eligible for becoming certified. This renewal process is every two years, soon to be every four years. The standards are set by legislature and new laws have been forth coming annually. Some of the laws have been in conflict with Title 5, Board policy and procedures, collective bargaining agreements, and the Education Code.

The following are some of the campus factors that have impacted the massage program. The massage classroom has electrical issues. We received 12 new electronic massage tables without the ability to use them due to old electrical system in 1200 building. There has been the lack of ability for the massage department to hire full time instructors and there has been a decrease in the enrollment of massage students. Additionally, the massage industry is starting to level off with only an expected 2% growth in the industry in California.

Relocation to temporary location at the District building in Anaheim, budget cutbacks, loss of revenue for self-funded aspects of program, risk manager 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, (i.e. 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.

In January, 2015, the Massage Therapy Act was signed into California law. A new organization was formed called California Association Massage Therapy Council. This organization governs the massage industry in California. It reports to the state legislature. CAMTC implemented a voluntary process for approval of private and public institutions that offer massage therapy programs. Currently, every massage school must belong to it and be approved by it for their massage students to be eligible for becoming certified to work in California. This renewal process is every two years soon, to be every four years. The standards are set by legislature and new laws have been forth coming annually. The law, as originally written, conflicts with the Education Code, the Title 5 Regulations, NOCCCD Board policies and procedures, and collective bargaining agreements.

Currently CAMTC has voted on charging community college \$750.00 per year to be a member. They are collecting the money up front for 4 years. It was decided last month and sent out to all schools.

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 your program?

The principal strengths in the Massage program are the instructors, the Support and commitment of the PE Dean, access/partnerships to student athletes, and the athletic trainer.

3.2. What are the weaknesses of your 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, hard to see), equipment (standards electrical massage tables) , upgrades in the teacher station need for proper sanitation stations with running hot water and soap in the bathrooms.
- Absence of a clear educational plan for massage certificate students.
- We need an additional full time faculty and more recruitment of qualified instructors.
- Recruitment resources such as websites and materials.
- Tutoring for massage students and for English as the second language students.
- Lack of visibility to general public (no website and no brochures).

3.3 What opportunities exist for your program?

3.4 What challenges exist for your program? The major challenge for the FC Massage Therapy program is overcoming the implementation of the Massage Therapy Act due to the over reach of the law as determined by NOCCCD Human Resources Office and NOCCCD legal council.

- Keeping up with State Law changes
- Cost to maintain approval with State Law
- Partnering with on campus assistance for students there was no funding
- Challenged of the underprepared students.
- The cost of massage supplies is constantly rising.
- Pressure of increased class size.
- Improper health, sanitation and hygiene (hot water) for students and instructors.
- Lack of advertisement i.e., website and promotional materials
- One full-time and 6 part-time instructors.

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.	I. Outcome: 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. Assessment: Passing written exam with 80% accuracy.	Fall 2011	Fall 2011	Now	2
2.	I. Outcome: 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. Assessment: Accuracy and completeness of client records	Fall 2011	Fall 2011	Now	2

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
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 course 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?

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 staying 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 raise 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. Were 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?

Money funded storage and has supported the students to be prepared to work in the industry

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)		
List College goal/objective the plan meets:	College Goal #: Objective #:	
Describe the SAP: (Include persons responsible and timeframe.)		
What <i>Measurable Outcome</i> is anticipated for this SAP?		
What specific aspects of this SAP can be accomplished 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		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 2		
Describe Strategic Action Plan: (formerly called short-term goal)		
List College goal/objective the plan meets:	College Goal #: Objective #:	
Describe the SAP: (Include persons responsible and timeframe.)		
What <i>Measurable Outcome</i> is anticipated for this SAP?		
What specific aspects of this SAP can be accomplished without additional financial resources?		
<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		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan: (formerly called short-term goal)	
List College goal/objective the plan meets:	College Goal #: Objective #:
Describe the SAP: (Include persons responsible and timeframe.)	
What <i>Measurable Outcome</i> is anticipated for this SAP?	
What specific aspects of this SAP can be accomplished 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		
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.)

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.

Due to the Massage Therapy Act, changes (lack of employment opportunities) in the industry and declining enrollment, it is the recommendation of the full-time faculty member/Department Coordinator to discontinue the massage therapy program.

Following are the challenges the program is experiencing:

- Challenge of the underprepared students.
- Challenge of the program maintain certification
- Challenge of CAMTC requirements in direct opposition to Title 5, Board policies, and Educational code
- Changing of laws annually
- Cost of recertifying the massage program
- Declining enrollment
- The cost of massage supplies is constantly rising.
- Improper health, sanitation and hygiene (hot water) for students and instructors.
- Lack of advertisement i.e., website and promotional materials
- One full time and 6 part time instructor.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

Please identify when the publication was last reviewed, and confirm that it is accurate in how it represents the college. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study.

For publications that you have identified as inaccurate, please provide the action plan for implementing

Publication	Date last reviewed	Is the information accurate?	URL of publication

corrections below.

Routing & Response Page

Originator → IMS → Appropriate President's Staff Member → Program Review Chair

Originator

Electronically submit completed Program Review to Division Dean/IMS for review.

Appropriate Immediate Management Supervisor (IMS)

RESPONSE

David Grossman

Printed name of IMS

Dean, Physical Education

Title

11/28/2017

Date

Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.

☐☐

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

☐

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

Appropriate President’s Staff Member
Acknowledging Receipt

_____	_____	_____	_____
Printed Name	Signature	Title	Date

Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.