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| **2023 APR Self-Study Massage Therapy AAS and Certificate** | | | |
| **Instructions**: The following pages will guide your submission of your Academic Program Review Self-Study. Please type your responses directly into the document. The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator and your Academic Dean by **September 22, 2023.**    **March 3, 2023 September 21, 2023 October 25, 2023**  **Nov-Dec 2023 Every Fall from 2024-2027** | | | |
| **Program Under Review** | | | |
| **Degree:** Massage Therapy AAS  **Certificates:** Massage Therapy Certificate | **If the program has gone through accreditation in the past year, the information from the accreditation packet can be inserted into the corresponding areas on the self-study.** | **Contact Information for lead on**  **Self-Study**  **Name: Christina Brown**  **Campus: SMC**  **Phone:** 480-677-7745  **Email:** christina.brown1@centralaz.edu  **Date of APR Completion:** 02/15/24 | **Peer Reviewers Name and Role** |
| 1. **Peter Kotrodimo**s-Professor of Economics 2. **Grace TurnerWhite** – Learning Support Specialist 3. **Mary Kieser** – Professor of Reading and English |

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| **I. Program Description, Mission, Vision, & Equity Statement** | | | | |
| **1. What is the description of the program as stated in the current CAC catalog:** (Should contain: description, program certifications, accreditations, awards, and skills attained.)  Massage Therapy includes 735 hours of basic curriculum which prepares individuals for entry-level positions performing massage therapy in various settings. This program includes relaxation massage, therapeutic massage, massage therapy for special populations, spa treatments and hydrotherapy. Included in the program is a Chiropractic Assistant Certification program. Additional topics include physiotherapy, body mechanics, acupuncture, anatomy, pathophysiology, business skills, and complementary and alternative medicine. | **Does the program description provide the following information? a) A synopsis of the program and curricular outcomes.** | | | **Peer Review Comments:**  PK- 2 Do you have learning outcomes that you could reference for “skills”?  Apart from business skills – which could be specified – what skills does this program offer?  GTW |
| Exemplary  3 | Adequate 2 | Opportunity for Improvement 1 |
| **Program certifications, accreditations, and awards.** | | |
| Exemplary  3 | Adequate2 | Opportunity for Improvement 1 |
| **The skills that graduate from the program will attain.** | | |
| Exemplary  3 | Adequate2 | Opportunity for Improvement 1 |
| **2. Does your program have a mission and/or a vision statement? If it does, please write them below and indicate where they appear.**  **To provide a quality and affordable Massage Therapy program with transferrable college credits to a diverse population and provide students with a lifelong trade in various health and wellness settings.** | **Does the program have a mission and/or a vision statement? If so, are the program’s mission or vision statements clear and reflective of the program?** | | | I think the student focus should come at the beginning  GTW |
| Exemplary 3 | Adequate2 | Opportunity for Improvement 1 |
| **3. Describe how the program’s description, mission and/or vision aligns with the College’s Mission and Vision:**  **CAC Vision and Mission Statements: The massage program is the East Valley’s premier choice to receive an affordable education and career and empowers students on a successful career. We are also only one of two colleges that offer the AAS degree which elevates the massage profession and gives the students an edge over other massage students. Vision:**  Central Arizona’s premier choice in education and career excellence.  **Mission:**  Central Arizona College serves as a TRUE Learning community by empowering our students and staff to succeed.  **Teaching. Reaching. Understanding. Empowering. Learning.** | **Is the program aligned with the college’s mission, vision, and strategic goals?** | | | PK- I would just state it is the “premier choice for an affordable education...” |
| Exemplary 3 | Adequate2 | Opportunity for Improvement 1 |
| **4. Equity Statement and Evidence:** What efforts have been made to make the program more equitable? [**(Resources here)**](https://www.insidehighered.com/blogs/higher-ed-gamma/how-stand-equity-higher-education)  **Our program has always been an equitable program. Massage reaches a very eclectic group. We have always had students of all ages and all diverse backgrounds; it gives our students a very well-rounded massage education.** | **Appropriate efforts have been made to make the program more equitable?** | | | PK- Data to back these statements would be great.  PK- Promotion of program to whom?  Are there initiatives taken to build equity into the program?  GTW  **Consider some of the tips to make the student experience more equitable.** [**Equitable Student Experience**](https://www.insidehighered.com/blogs/higher-ed-gamma/how-stand-equity-higher-education)  Foster a sense of belonging and promote faculty and peer interactions through clubs, lunches and outreach initiatives.  Cultivate professional identity formation through participation in research; exposure to guest speakers, practicing professionals and entrepreneurs; and opportunities to attend and present at conferences and serve as a learning assistant.  Implement an early-warning system to prompt timely interventions and a tiered system of support, including boot camps, bridge programs, clubs, faculty mentoring, learning centers, organized study groups, supplemental instruction, tutors and tutorials.  Tackle unmet financial needs with emergency financial aid, conference travel, research funding and learning assistant stipend |
| Exemplary 3 | Adequate2 | Opportunity for Improvement 1 |

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| **II. Program Curriculum:** | | | | |
| **1. When reviewing the curriculum for the certificate and/or degree, are there any courses that need to be added, deleted, or modified?**  **No. We have a required number of hours that students must take to be licensed in AZ.** | **Was any information given as to possible revisions to the course description, articulation, additions, revisions, or deletions anticipated?** | | | **Peer Review Feedback:**  **Could any aspect other than the number of hours be revised?**  **GTW** |
| Exemplary  3 | Adequate  2 | Opportunity for Improvement 1 |

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| **III. Program Outcomes and Assessment** | | | | |
| **1. What are the Program Learning Outcomes (PLOs) for the program degree or certificate as currently indicated in ACRES? If this program contains multiple degrees and/or certificates, the learning outcomes should be provided for each one.**  **Massage Therapy AAS PLOs**  1. (Synthesis Level) Correlate the knowledge acquired in the general education courses with massage therapy concepts and practice. (CSLO 2) 2. (Evaluation Level) Demonstrate, explain and critique various methods of massage therapy. (CSLO 2,3,4) 3. (Evaluation Level) Apply knowledge of massage history, benefits and contraindications, body mechanics, draping, hygiene, sanitation and safety to critique client care. (CSLO 2,3) 4. (Synthesis Level) Apply medical law and ethics, including legal guidelines/requirements for health care, medical ethics and related issues and risk management in case studies. (CSLO 1,2,4) 5. (Synthesis Level) Demonstrate knowledge of anatomy and physiology, medical terminology, pathophysiology and psychology in application of various massages to clients with specific needs.(CSLO 1,3,4) 6. (Synthesis Level) Incorporate appropriate and effective communications, including verbal and nonverbal interactions with others. (CSLO 3) 7. (Synthesis Level) Adapt for individualized needs in massage therapy. (CSLO 3,4) 8. (Application Level) Demonstrate application of electronic technology in massage therapy. 9. (Synthesis Level) Combine professional components, including operating a business, personal attributes, job readiness and workplace dynamics as they relate to massage therapy.(CSLO 3,4) 10. (Evaluation Level) Critique and problem solve issues related to the field of massage therapy. (CSLO 4) 11. (Analysis Level) Summarize the roles of the chiropractic assistant in the chiropractic office atmosphere including professional standards of conduct. (CSLO 3) 12. (Evaluation Level) Demonstrate and critique entry-level competencies in administrative procedures in office management including history taking, record keeping, scheduling and phone etiquette. (CSLO 3) 13. (Synthesis Level) Apply the concepts of acupuncture and physiotherapy for chiropractic therapy to clients and create a care plan. (CSLO 1,2,4)  **Massage Therapy Certificate**  1. (Synthesis Level) Correlate the knowledge acquired in the general education courses with massage therapy concepts and practice. (CSLO 3,4) 2. (Evaluation Level) Demonstrate, explain, and critique various methods of massage therapy. (CSLO 3) 3. (Evaluation Level) Apply knowledge of massage history, benefits and contraindications, body mechanics, draping, hygiene, sanitation, and safety to critique client care. (CSLO 3,4) 4. (Synthesis Level) Apply medical law and ethics, including legal guidelines/requirements for health care, medical ethics, and related issues, and risk management in case studies.(CSLO 3) 5. (Synthesis Level) Demonstrate knowledge of anatomy and physiology, medical terminology, pathophysiology, and psychology in application of various massages to clients with specific needs.(CSLO 3) 6. (Synthesis Level) Incorporate appropriate and effective communications, including verbal and nonverbal interactions with others. 7. (Synthesis Level) Adapt for individualized needs in massage therapy.(CSLO 3,4) 8. (Application Level) Demonstrate application of electronic technology in massage therapy.(CSLO 2) 9. (Synthesis Level) Combine professional components, including operating a business, personal attributes, job readiness, and workplace dynamics as they relate to massage therapy. (CSLO 3,4) 10. (Evaluation Level) Critique and problem solve issues related to the field of massage therapy.(CSLO 3) 11. (Analysis Level) Summarize the roles of the chiropractic assistant in the chiropractic office atmosphere, including professional standards of conduct.(CSLO 1,2,3) 12. (Evaluation Level) Demonstrate and critique entry-level competencies in administrative procedures in office management including history taking, record keeping, scheduling, and phone etiquette. 13. (Synthesis Level) Apply the concepts of acupuncture and physiotherapy for chiropractic therapy to clients and create a care plan. (CSLO 3,4) 14. (Evaluation Level) Evaluate massage therapy's role in complementary and alternative medicine. (CSLO 1,2,3) | **Are the Program Learning Outcomes (PLOs) for the program provided and are they relevant to the program’s goals?** | | | **Peer Review Feedback:**  The curriculum has been developed using the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) recommended curriculum and the Arizona State requirements of 700-hour core curriculum for Massage Therapy |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **2. Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain. Are there any available accreditations which the program does not have, but may benefit from seeking?**  **No. The Board only requires that the students complete the required hours and pass.**  **\*The curriculum has been developed using the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) recommended curriculum and the Arizona State requirements of 700-hour core curriculum for Massage Therapy** | **Are any of the program outcomes determined or influenced by any external organization, agency or accreditor identified and explained? If not, mark not applicable. (NA)** | | | PK – 2 So students do NEED board approval to proceed. I would state this and explain that the curriculum is designed to accomplish this. |
| Exemplary  3 | Adequate  2 | Opportunity for Improvement 1 |
| **3. Assessment Results: Use this Assessment Reporting Form to share your assessment results. Attach assessment data or rubrics as an appendix. (Click on the link to attach your Assessment Reporting Form)**  [Click here to see the Assessment Reporting Form](https://centralaz.sharepoint.com/:w:/s/ProgramAssessment/EWLZkl9jz1xKibDDavMzCkwBby79uZsdHE3qqoB1G4CI6A?e=QwgLVC) | **The information in the Assessment Reporting Form should answer the following questions** | | |  |
| **A. What PLOs and/or MSLOs and CSLOs did you assess this year?**  **See attached reporting form.** | **Are the PLO’s or MSLOs that were assessed identified and the department/program strategies for assessing learning outcomes described and information provided on how assessment results are collected, analyzed, and discussed?** | | |  |
| Exemplary  3 | Adequate  2 | Opportunity for Improvement 1 |
| **B. Describe the assessment method used and criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, research paper, performance exam, EAC, etc.)**  **See attached reporting form** | **Was the assessment method and criteria identified?** | | |  |
| Exemplary  3 | Adequate 2 | Opportunity for Improvement 1 |
| **c. How many students were proficient in the PLOs OR MSLOs and CSLOs and how many were not? What was determined to be proficient? (i.e., 70% = proficient)**  **See attached reporting form.** | **Was data provided on assessment results on how many students were proficient?** | | |  |
| Exemplary  3 | Adequate 2 | Opportunity for Improvement 1 |
| **D. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**  **See attached reporting form.** | I**s an explanation provided on how MSLO and CSLO assessment results have facilitated changes/improvements to the outcomes of the assessment process?** | | |  |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **IV. Program Graduates** | | | | |
| **1. Discuss how the program supports current or future needs for the job market in Pinal County, the state of Arizona, and/or the United States.**  **I hold a yearly Advisory Board meeting with the local spas in the area to obtain their needs so I can better equip the students with job-ready skills to make our students more desirable. We also have the Chiropractic Assistant course to give them an advantage over other graduates.** | **Was information given on how the program supports current or future needs for the job market in Pinal County, the state and/or the United States?** | | | **Peer Review Feedback:**  PK – 3 I'd promote the fact that we do something other colleges do not.  Any consultation outside of Pinal County?  GTW  MK – Who are your current Advisory Board Members – where they work? |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **2. For degree programs, identify any specific in-state baccalaureate programs into which this program is particularly suited for transfer.**  **ASU has multiple BS programs in Health Coaching and Allied health as well as NAU.** | **Are any of the program outcomes determined or influenced by any external organization, agency or accreditor identified and explained? If not, mark not applicable (NA)** | | | PK  Are graduates able to articulate into those programs? |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **3. Indicate if there are any articulation agreements in place for degree graduates.**  **None that I know of.** | **Are articulation agreements in place for degree graduates?** | | | MK – Can articulation agreements be explored? |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **4. Discuss how the program gets feedback on its program and curriculum from external sources, such as advisory boards, employers, articulation task forces, accreditors, etc.**  The program conducts an annual Advisory Board meeting with local spa owners and Chiropractors to ensure we are adequately preparing the students for immediate job placement. | **Was information given on how the program gets feedback on its program and curriculum from external sources such as advisory boards, employers, articulation task forces, accreditors, etc.?** | | |  |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **V. Program Specific Resources:**  *In this section, please focus on program specific resources. You may, but do not have to, discuss resources available to the college at large such as Blackboard, the Learning Centers, Library, etc. However, if these resources are impacting your program in a positive or negative way which you would like to discuss, please do so.* | | | | |
| **1. Discuss the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students (i.e.: learning center, library) and student support (i.e.: advising) available to the program over the past 5 years:**  Our area lacks space, and the building is not optimal, nothing works correctly, and we have had multiple floods, but we are in the progress of building a new space that will have more than adequate accommodations including more electric tables to serve more students as well as a more collaborate learning experience. | **Was the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students over the past 5 years evaluated?** | | | **Peer Review Feedback:**  I would rework this to promote the positives but state the budgeting concerns needed to maintain and promote the program.  MK **–** When will the “new space” be available for the classes? |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **2. Does the program have sufficient resources to be effective and relevant? Explain:**  **We do. We make everything work and we teach the students to think on their feet because that is what is required to be successful as a Licensed Massage Therapist.** | Sufficient Resources | Insufficient Resources | No Response | Response here contradicts response just above where it was said nothing works. |
| **3. What future goals does the program have? Will extra resources and funding be required to achieve it?**  **Our new building and clinic will provide the students with state-of-the-art massage tools and an open, collaborative learning experience. We are also expanding the space to accommodate more students.**  **We are also adding an Aesthetician program which will give the LMT students a second licensure opportunity. Many spas have therapists that are dually licensed.** | **Were future goals identified along with the extra resources and funding that would be required to achieve them?** | | | MK – It looks like good efforts are being done to grow the program by adding the Aesthetician Program |
| Exemplary  3 | Adequate  2 | Opportunity for Improvement 1 |
| **4. Are there any anticipated budgetary needs within next 5 years that would support action plans for program improvement.**  **Our new building has already been paid for with grants.** | Sufficient Resources | Insufficient Resources | No Response | Capital expenses accounted for 5 years only. What about beyond that time and curriculum development expansion, human resources etc costs? |

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| **VI. Program Alignment with Institutional Strategic Goals:** | | | | |
| **1. How is the program directly or indirectly helping the College achieve its current strategic goals? Consider each strategic goal and provide a brief comment or description on how the program works to achieve it.**     |  |  | | --- | --- | | **CAC Strategic Goals:** | **Aligned Program Goals:** | | **Student Success**  *Ensure student success through retention, persistence, completion, and transfer* | **In our massage program, the cohort is small, and the students have lots of access to their instructors and one on one attention. I act as their advisor so I work closely with them to make sure they complete the program and offer any support they might need. They also work together as a cohort which is also a resource of support for them. I continue to reach out after they complete their certificate** **portion to encourage them to keep going and finish the AAS program to elevate our profession as well as their academic success.** | | **Access**  *Ensure all Pinal County residents and others have access to high quality innovative post-secondary opportunities* | **We ensure the students are job ready and have access to continuing education here and encourage them to continue their studies and transfer their credits to NAU and ASU.** | | **Workforce**  *Ensure students acquire the skills necessary for job placement and that meet employer needs in Pinal County and Region* | **The students do their practical finals on instructors to make sure their** **massage has everything that is needed to obtain job placement and also be very successful in getting booked regularly. Our students have excellent reputations with employers in the area, they love our students, and they type of** **massages they give.** | | **Community**  *Ensure Pinal County residents have access to lifelong learning and cultural enrichment* | **We again let students come back for continuing education and provide them with contacts (educators come to our school to meet with students and provide information on continuing education units) to continue their education as is required by the AZ Board.** | | **Environment**  *Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students and employees*. | **We are a truly diverse program who promotes learning, and we give lots of support and have received encouraging feedback from previous students, employers, and clients in the clinic.** | | **Stewardship**  *Ensure optimization of fiscal resources through a balanced budget to support the needs and expectations of students and the community* | **Our budgets and funds from the massage clinic provide financial support to run our practicums and scholarships for students who need help and support. Our community loves our clinic and our students.** | | **Infrastructure**  *Ensure a physical and technological infrastructure that supports changes in learning and working environment* | **Our building is not the greatest, it floods and has air conditioning issues, but our facilities team works hard to keep us running. Our new building will make this a Top tier facility for our students and instructors.** | | **Was a description provided on how the program has directly or indirectly assisted the college in achieving its strategic goals.** | | | **Peer Review Feedback:**  Recommend that instead of “I”, the position be named to indicate a policy position.  Is there a documented peer mentoring strategy in place?  What about the transfer aspect?  GTW  What are the *high quality innovative post-secondary opportunities* to which the students have access?  GTW  What involvement is there from employers at this level?  GTW  What about the component of *cultural enrichment*?  GTW  Try to provide a response to each factor eg. Safety; promotion of learning; diversity, etc with specifics.  GTW  How are fiscal resources balanced budget-wise?  GTW  What technological enhancement will be in place in new building to support  *changes in learning and working environment?*  GTW  \*When will the new building be ready for the program? |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **VII. Program Effectiveness for Graduates** | | | | |
| **1. Describe how you measure the success of degree and certificate program graduates. For example, are graduate surveys conducted? Are surveys given to employers to determine satisfaction with program graduate employees?**  **I do not have a satisfaction survey, but I do have personal relationships with spa owners that I meet with at our Advisory board meeting and our students. I hear about their successes through contact with them and I also get feedback from the continuing education instructors in the valley. They all have positive things to say about our students.** | **Was information provided on how the program measures the success of the degree and certificate program graduates?** | | | **Peer Review Feedback:**  PK – I would work on creating a survey for future employers/colleges to get feedback/data on your program.  As the student body is so small, surveys could be conducted among the graduands and graduates for comparative analysis purposes.  GTW  MK – Creating a survey for graduates could be one of your action plans. |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **VIII. Program Improvement Efforts** | | | | |
| **1. Describe efforts made to improve the program during the past five years."** (For example, this can include professional development, curriculum revision, the purchase of equipment, using assessment to enhance instruction, etc.)  **I just became full time; this is my second academic year so I have not been able to do as much as I would like but I have improved the practicum/clinic. That was my first focus. We were previously a “paper” clinic. There was nothing done electronically which I felt was a disservice to our students. Our industry has its own scheduling systems as well as electronic SOAP notes (notes on clients' experience and their health information). I wanted to make sure the students had these things, so they were marketable and familiar with what is out there. I changed our scheduling program to MassageBook.com which is our industry’s leader in scheduling, and had IT get our students 5 mini dell tablets for the students to do the client SOAP notes. The students also get one hour per shift to work on the scheduling system so they can better run their own business.** | **Was a description provided of the ways the program has engaged in program improvement?** | | | The documented periodic reviews done need to be made available. How old is the program and how many reviews has it undergone?  GTW  MK- It sounds like you are making some positive changes for the program. Going from being a “paper” clinic to doing everything electronically is very relevant and important for the profession. |
| Exemplary  3 | Adequate  2 | Opportunity for Improvement 1 |

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| **IX. Data and Trends** | | | | |
| **Leave this section Blank for now. It will be inputted by IR. You will be asked to comment on the trends and information indicated by the data.** [**(Click here for Data Package)**](https://centralaz.sharepoint.com/:x:/s/AcademicProgramReview/EfcXzbPZdq9Oh6--R_c_DnkBiw2Osr2Ua7Udt1yl9T5bqg?e=aWsKCS) | | | | |
| **1. Program enrollment data for the past 5 years**    A. Discuss and explain the factors influencing the enrollment trends:  B. How has the program typically recruited students and marketed the program: | **Has the program enrollment trends for the program increased, remained consistent or decreased?** | | | **Peer Review Feedback:**  MK – For #1 – questions A and B were not completed.  MK – It sounds like some good efforts are being made to increase graduation trends and as a result, the decrease that happened around COVID in 2020-2021 has recovered and is now consistent with 2018. I’m confident the graduation trends will continue to go up.  \*See data above  MK - #6 Was not answered |
| Increasing 3 | Consistent 2 | Decreasing 1 |
| **Were the factors influencing enrollment trends discussed?** | | |
| Exemplary 3 | Adequate 2 | No information was given 1 |
| **Was information given on how the program typically recruits students and markets the program?** | | |
| Exemplary 3 | Adequate 2 | No information was given 1 |
| **2. Program graduation rate trends for the past 5 years**    **A. Discuss and explain the graduation trends. What efforts has the program made to help students achieve completion?**  I have implemented a double background check, one level one fingerprint clearance card as well as an extensive background check to ensure that there are no obstacles when trying to obtain their AZ license.  I spend a lot of time personally mentoring our students and constantly following up to make sure they stay on track. I do this during the program and after through texts and phone calls. One obstacle that has come up is BIO160. My students are having a tough time with that class. There is never a face-to-face class available, and the online classes fill up quickly. This is the only class that has held up a student’s graduation in the last couple of years. Some programs in the valley have removed this class from the curriculum but I don’t want to do that quite yet.  If the student does not graduate or get their license, it is usually due to personal reasons. | **Have the graduation rates increased in the past 5 years?** | | |
| Increasing 3 | Consistent 2 | Decreasing 1 |
| **3. Students who enroll in a four-year college**  I do not seem to have many students who move on to a 4-year degree. I encourage them all the time by telling them my personal story of my journey from CAC to NAU to motivate them.The industry does not require it so sometimes it is not worth the financial burden unless they want to teach.  **4. Data on students who earn external certification or licensure.**  I have had a few students take the Mblex test for National certification and nationwide reciprocity. I also have many students take continuing education classes that help with a specialty in our industry. Specialties like Cranial Sacral Therapy, Lymphatic, Personal training. I also have had one student go on to get his Physical Therapy degree. | **Has the number of program enrollees or graduates who studied at an in-state baccalaureate-level institution during the past 5 years increased, stayed consistent or decreased?** | | |
| Increasing 3 | Consistent 2 | Decreasing 1 |
| **5. Average Salary for Students and Graduates and/or job placement information.** | **Were graduation trends and efforts to help students to achieve completion addressed?** | | |
| Exemplary 3 | Adequate 2 | No information was given 1 |
| **6. Data Summary:** Provide a summary of this section. Indicate trends observed in the data, identify areas of strengths, and areas for improvement. | **Was a summary of the Program Enrollment and Graduation Trends provided and was there a reflection of areas of strengths and improvement for the program**. | | |
| Exemplary 3 | Adequate 2 | No information was given 1 |

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| **X. Evaluation of Program Strengths, Viability and Areas for Improvement:** | | | | |
| **1. After completing the APR Self Study, identify areas of strength and areas for improvement in the program. Is the program still a viable program? Discuss the next steps for the program and Action Plan Ideas.**  **This program is viable. I am so proud of the caliber of massage therapists that CAC puts into the world.**  **My goal with the new building is to increase enrollment, which should be easier with new state-of-the-art** **building and equipment as well as the 5,000 new homes that are being built on Ironwood close to our campus should help. We are currently the only community college in the east valley that has a massage program and only one of two that offer the AAS in the metropolitan area. I am constantly working on creating a top tier program for students and staff.**  **One project that I am currently working on to accomplish this goal is to upgrade our LMT160 Applied Anatomy. Currently we offer this online which I believe is a disservice. We have partnered with Dr. Joe Muscolino who offers a program with dissection videos and detailed palpation instructions. I am working on embedding them for the class next fall.**  **I am currently weighing how to maintain and increase enrollment with requiring the students to complete this program along with their work/personal lives. Adding another class that requires them to be on campus is challenging so I would like to explore hybrid options for the class.**  **I just hired a new instructor for this class, one that is more readily available to the students so if they have questions, she is here every Tuesday in the clinic to help.**  **We are positively moving in the right direction, and I feel confident that this program will remain successful and continue to produce the state’s best therapists.** | **Were areas of strength and areas for improvement identified? Is an evaluation provided on whether the program is still viable? Were the next steps for the program and action plans identified?** | | | **Peer Review Feedback:**  Strengths were identified, but weaknesses need to be identified  GTW |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **XI. Overall Evaluation of the APR Self Study** | | | |
| **Are key findings that arose from the analysis and review process clearly presented?** | | | **Peer Review Feedback:** |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **Does the review provide a clear direction and vision for the program moving forward?** | | |  |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **Does the review present specific strategies and recommendations for moving the program forward?** | | |  |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |

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| **Scoring Rubric**  **If all sections were applicable:** | | | |
| **Exemplary 99 - 84 (85% and above)** *If all sections were applicable:*  The self-study program fully addressed the core criteria in the self-study and review process. It discussed how goals and objectives are linked to the college mission and strategic goals. The program's student learning outcomes, curriculum comparison and assessment results have informed changes in curriculum, pedagogy, and instructional resources. Action Plans for improvement were identified based on the results of the self-study process. | **Good 83 - 69 (70 – 84%)**  *If all sections were applicable:*  The program self-study addressed the core criteria in their self-study and review process, but some information was missing. It discussed how goals and objectives are linked to the college mission and strategic goals, and included action plan strategies, but more data, statistics and specific goals could have been identified. The program's student learning outcomes, curriculum comparison and assessment were given but specific information on how it would affect pedagogy and instructional resources was not provided. | **Opportunity for Improvement 68 and less (69% and below)**  *If all sections were applicable:*  Not all the core criteria were addressed and there was information and statistics missing in many of the self-study areas. A reflection of how self-study will lead to an Action Plan for improvement was not provided. | **Peer Review**  **Feedback:** |
| **If 2 of the sections were not applicable:** | | | |
| Exemplary 102 – 87 (85% and above) Same criteria as above | Good 86 - 71 (70 – 85%) Same criteria as above | Opportunity for Improvement 70 - Below (69% and below) Same criteria as above |  |

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| **Identified Strengths and Recommendation for Program Action Plan:** |
| **The reviewers noted the program's strengths and recommended the following actions to be considered when working with the dean to develop an action plan as a result of the Academic Program Review process.**  **Strengths:**  **\***CAC is currently the only community college in the east valley that has a massage program and only one of two that offer the AAS.  \*Good efforts are being made to increase graduation trends and as a result, the decrease that happened around COVID in 2020-2021 has recovered and is now consistent with 2018. We are confident the graduation trends will continue to go up.  \*An additional instructor for the program and will be more readily available to the students.  \*One of the more difficult coursesLMT160 Applied Anatomy will be offered F2F instead of online to increase student success.  \*Transitioning from being a “paper” clinic to doing everything electronically is very relevant and important for the profession.  \*It looks like good efforts are being made to grow the program by adding the Aesthetician Program which goes hand in hand with Massage Therapy.  **\***The curriculum reflects the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) recommended curriculum and the Arizona State requirements of 700-hour core curriculum for Massage Therapy  \*A grant funded new buildings and clinics are being built and will provide the students with state-of-the-art massage tools and an open, collaborative learning experience and will provide the space to accommodate more students.  \*Good job on completing the Assessment Reporting Form and using the results to make positive changes to the program and instruction.    **Action Plan Recommendations:**  \* Creating a survey for graduates to gauge the effectiveness of the program could be one of the action plans.  \*Consider drafting some policies or efforts to make the student experience more equitable. (See the suggestions in the “Equity” section. You are probably doing some of them already, but you might consider putting them in the program handout or syllabi.) |
| **Academic Review Process Insight Statement**  Take a moment to reflect on how this process has helped guide the direction of your program. |
| **The process forces you to see your program more critically. Since I am so immersed in the day to day of this program, it sometimes is hard to see it from the bird's eye view that is required to continue to make it better. I am always working on self-development with how I run the program, what I can do better, and how to make it a world-class learning environment for the students. I am encouraged by the focus of the administration with providing us a new building and equipment and investing in our program and know that I will rise to the occasion to expand our program to more students.**  **Our clinic is remarkably successful despite the physical limitations we have been working with. We provide such a wonderful community service to our clients and neighbors who live around the SMC campus. Many of these people could not afford to receive these services otherwise due to financial reasons. I am immensely proud of this program.** |

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| **Instructions**: In this form, program directors along with the appropriate Dean should indicate any goals or action plans for program improvement over the next 5 years, which have been identified as a result of the academic program review process. | | |
| **Goal/Action 1: (**Type your goal here.)  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **Goal/Action 2:**  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **Goal/Action 3:**  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **Goal/Action 4:**  Strategic Goals Associated: | | |
| Cost/Resource Implications: | Timeline for Achievement: | Measure of Success: |
| **One Year Action Plan Update**  To be completed each December and submitted to appropriate Dean and Academic Program Review Coordinator | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2023 | | |
| **Two Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2024 | | |
| **Three Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2025 | | |
| **Four Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2026 | | |