

**DEPARTMENT REPORT
OF
PROGRAM LEARNING OUTCOMES ASSESSMENT**

Department: Integrative Medical Massage Therapy

Program (Degree): IMT

Type of Degree: X AAS AA AS ATS AIS

Chairperson: Colleen Whittington Date: 3/6/02

Person(s) Interviewed: Colleen Whittington

- I. **Program Curriculum:** A description of the basis for the program curriculum (i.e., how it is derived and validated). Include accreditation organizations, advisory committees or external groups that influence curriculum. Describe curriculum review activities including the review of course master syllabi.*
- The curriculum was developed in partnership with the Self-Health Institute (SHI) of Lebanon, Ohio. SHI has been a certified proprietary school in Ohio for over 20 years with one of the highest graduate passage rates in the state.
 - Massage Therapy is still an emerging profession with oversight by the Ohio Medical Board and the state Proprietary Board. The current process for establishing a massage therapy program requires that the owner of the school be a licensed massage therapist for a minimum of five years. Other instructors in the IMT courses must also be approved by the Medical Board if they have other credentials and are approved to teach Anatomy and Physiology only. This interesting set of requirements was the driving force behind the SHI/SCC partnership.
 - The curriculum is adapted from the SHI curriculum. A unique requirement of the curriculum is the tabulation of all instructional class minutes and hours. These records are essential to the application process SHI must submit for the student in order for diploma in massage therapy to be awarded. The additional coursework toward the AAS degree was developed with input from SHI, use of the Cincinnati State curriculum (also an SHI partnership) and interviews with experienced massage therapy practitioners.
 - The majority of SHI faculty members hold a minimum of an associate degree and go through a mentoring and training program by the school owner, Dr. Sharon Barnes. Dr. Barnes oversees all course content and SHI faculty training and teaching assignment.
 - The state of Ohio requires 600 contact hours of massage therapy specific instruction in order for the student to receive their technical diploma from SHI and sit for the state licensing examination. The SHI/SCC curriculum expands these hours to 1,000.
 - There is also a system for those holding a valid massage therapy license in the State of Ohio, to work with the EBE program in order to receive college credit toward the two-year degree.

- The massage therapy content in the curriculum is driven by the state licensing examination requirements. At this juncture, the test is based on texts approved by the member schools consensus, which is provided to the medical board.

II. Program Learning Outcomes: A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities.*

OUTCOMES	RELATED COURSES
1. Demonstrate appropriate, effective written, oral and non-verbal communication, which reflects sensitivity and awareness to individual and cultural differences (Affective)	ALH 151,IMT 107, IMT210, IMT 212, IMT 214, IMT 218, IMT, 220, IMT 219, IMT 220
2. Provide safe, competent, intentional and systematic manipulation of the soft tissues of the body to treat human disorders as outlined in the Ohio practice act for massage therapy and to promote a holistic approach to wellness. (Psychomotor, Cognitive)	ALH 152,IMT101, IMT 103, IMT205,IMT 207, IMT208, IMT 220, IMT 219
3. Participate in personal and professional development based on self-assessment, client input and response to massage therapy, reflecting conduct expectation as outlined by the American Massage Therapy Association Code of Ethics, Standards of Practice, and the State Medical Board of Ohio. (Affective/Cognitive)	IMT151,IMT 107, IMT210, IMT 212, IMT 214, IMT 218, IMT, 220, IMT 219, IMT 220, ALH 203
4. Perform data collection techniques including health history, observation and palpation of soft tissue to provide basis for soft tissue mobilization. (Psychomotor).	IMT101, IMT 103, IMT205, IMT 207, IMT208, IMT 220, IMT 219

III. Assessment Method(s): A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. **Formative Assessment Methods(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).
 - 1. Every technical massage therapy course includes hands-on demonstration. The degree of skill increases with each additional course.
 - 2. Students are required to deliver massages to licensed clinicians and volunteers to develop their skills. The feedback from clients is central to assessing their progress in the program.
 - 3. Each student meets with the IMT coordinator (chairperson) quarterly to discuss progress in the curriculum and deal with personal issues, which might affect success.

- b. **Summative Assessment Method(s) and Description:** a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).
There are three primary ways to determine effectiveness:
 - 1. Recruitment of students with pre-requisites completed and an understanding of the entrepreneurial nature of the profession. They are also made aware of the difference in program requirements for both SHI and SCC.
 - 2. Retention of students beyond the third quarter of the program. This is the beginning of the IMT technical courses combined with the massage therapy A&P and poses the most significant change in class time commitment.
 - 3. Passage rate on the State licensing examination. Massage therapy schools across the state have a poor passage rate primarily due to the nature of the proprietary school admission philosophy and no required pre-requisite preparation for the academics of the program. SHI has one of the highest passage rates in the state at 80% for first time takers and a philosophy, which reflects that of SCC-student centered, and quality driven.

* Note: Every department is required to review Master Syllabi and Program Learning Outcomes a minimum of every two years.

IV. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Not yet available due to curriculum in effect since Fall 2002 only. Anecdotal information from the first class of students indicates high satisfaction with the quality of the curriculum, but difficulty for some with the class time commitment. This is in comparison to those massage therapy schools offering evening classes one day a week for the massage therapy certificate alone.

Instructors from SHI indicate a high level of performance from SCC students as compared with students in their other community college program as well as their SHI based certificate students.

The first objective indicators of success will be available following the June state licensing examination.

V. Analysis/Actions: From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

None, at this time. We will require additional space for the second year of the program and two cohorts of both IMT and PTA students using one classroom/lab in 8021.

VI. General Education: A description of where and how within the major the three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Every course requires cultivation of skills in written documentation. Many of the classes incorporate a written report with a verbal presentation.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Every lab course requires an oral practical examination(s) and non-lab courses incorporate written reports with oral presentation.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Each massage therapy skill class is designed to use hands on learning with appropriate transference of knowledge to actual client scenarios..

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

The curriculum includes a directed practice course which will place students in community settings as part of their training.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee was piloted by faculty during the 1998-99 academic year.