

School of
Massage Therapy
Assessment
Report

March, 2006

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Introduction

This is the third annual Assessment Report for the School of Massage Therapy. Over the past year, the faculty and staff of the School of Massage Therapy have come a long way in their understanding of the purpose and importance of assessment in the goal of continuous quality improvement. The members of the curriculum committee are embracing the vision of assessment as the mechanism through which improvements to teaching and learning should take place. The ongoing challenge is resisting the urge to make curricular changes based on “hunches” rather than assessment data. As we expand our practice of assessment and experience “closing the loop”, assessment will continue to gain strength as the anchor to which all improvements are tied.

The focus over the past year has been on development and assessment of program criteria for the 4th and 7th University wide learning outcomes of Understanding of Individuals, Communities and Cultures and Critical Thinking and Knowledge Acquisition.

School of Massage Therapy

Annual Program Assessment Plan

University Learning Outcome #7

I. University Learning Outcome #7: Graduates will acquire, appraise, and apply scientific information. Graduates will contextually organize and synthesize relevant information to address an issue or problem.

II. School of Massage Therapy Criteria

1. Research a modality, formulate an overview of information and explain the information to the class by orally presenting and design a brief handout for each student.
2. Identify strategies to attain new knowledge.
 - a. Discuss the values of ongoing education and skill development as a professional.
 - b. Describe methods for identifying advanced training programs that will enhance performance, knowledge and skills in relationship to students' goals.
3. Demonstrate the ability to read and evaluate technical information found in articles in health related journals and determine biases and limitations in the findings or premises on which the articles are based.
 - a. Explain the value of research to the profession.
 - b. Locate research literature on therapeutic massage.
 - c. Critically read and evaluate a published article in the field of massage therapy and bodywork.
 - d. Access appropriate information resources as needed, and apply this information in practice.
4. In clinical situations, during the intake interview and the treatment phase, students will be able to analyze, clarify, ask appropriate questions, identify conclusions and determine applicability of information to the particular case.
5. Students will be able to demonstrate critical thinking skills in the context of building a business and clientele.

III. Mapping and Assessment Methods of Outcome #7 Criteria

Outcome #7: Graduates will acquire, appraise, and apply scientific information. Graduates will contextually organize and synthesize relevant information to address an issue or problem.

1. Research a modality, formulate an overview of information and explain the information to the class by orally presenting and design a brief handout for each student.

Map: Special Topics – Throughout

Assessment: Special Topics – Final Exam

2. Identify strategies to attain new knowledge.

a. Discuss the values of ongoing education and skill development as a professional.

Map: Principles & Practice 2,3
Class #30

Assessment: Principles & Practice 2,3
Final Exam

b. Describe methods for identifying advanced training programs that will enhance performance, knowledge and skills in relationship to students' goals.

Map: Principles & Practice 3
Class #30

Assessment: Principles & Practice 3
Final Exam

3. Demonstrate the ability to read and evaluate technical information found in articles in health related journals and determine biases and limitations in the findings or premises on which the articles are based.

a. Explain the value of research to the profession.

Map: Special Topics
Class #19

Assessment: Special Topics
Final Exam

- b. Locate research literature on therapeutic massage.

Map: Special Topics
Class #19

Assessment: Special Topics
Final Exam

- c. Critically read and evaluate a published article in the field of massage therapy and bodywork.

Map: Special Topics
Class #19

Assessment: Special Topics
Final Exam

- d. Access appropriate information resources as needed, and apply this information in practice.

Map: Special Topics
Class #19

Assessment: Special Topics
Final Exam
Alumni Survey

4. In clinical situations, during the intake interview and the treatment phase, students will be able to analyze, clarify, ask appropriate questions, identify conclusions and determine applicability of information to the particular case.

Map: Student Clinic

Assessment: Student Clinic Observation

5. Students will be able to demonstrate critical thinking skills in the context of building a business and clientele.

Map: Professional Studies 3

Assessment: Professional Studies 3 assignments – resume and interview
Alumni Survey

IV. Implementation Plan

In addition to the in-class traditional assessment tools, the following methods are used to determine the program's progress in meeting the criteria as defined by the program include:

In Class Assignments and Assessment tools

Faculty are assessing the teaching and learning of outcome #7 through various assessment tools used in the classroom. Examples of these tools include observation, writing assignments, case studies and verbal feedback.

Alumni surveys

This is an indirect assessment method that is done annually by the alumni affairs office. The first surveys were conducted in 2004. The data from those surveys has been reviewed by the curriculum committee.

Clinic Assessment

This is a direct assessment method that is done on an ongoing basis in the clinic environment with T2's and T3's. To this point the assessment data collected has been seen and interpreted by the individual supervisors. This forum provides an excellent opportunity for supervisors to assess students' critical thinking skills. Students are given the opportunity to develop a treatment plan for clients under the direct supervision of a School of Massage Therapy faculty member. Direct and formative feedback is given to the student as they struggle with assessing a client's condition and developing a plan for the session. This process is reviewed monthly at our clinic supervisor's meeting.

National Board Exam Pass Rates

This is an indirect assessment method that is available to us by request once a year. Unfortunately the information that is available to us is somewhat limited. It is actually just the pass rate. Furthermore, not all students take the test. However, the information is reviewed by the curriculum committee as a clue into the level of competency of our graduates.

Pre-Graduate Surveys

This indirect assessment tool was implemented in Summer 05. The survey is designed to gather feedback from the group about to graduate on the program they have just completed. The survey asks for general comments on each of the classes in the curriculum as well as students' confidence level in each of the defined program objectives. Critical thinking is a component of several of our program objectives.

Graduate Focus Groups

This indirect assessment method has been taking place at the end of the term for the past four terms. The dean of the program sits down with a sampling of students that were partly hand picked and partly self selected for participation. The format is relatively informal and is aimed at collecting some data surrounding (among other areas) the level of critical thinking skills and confidence of the graduating class.

Employer Surveys

Employer surveys were mailed out mid-February and are now starting to be returned. The data is in the process of being tabulated and summarized and will be forwarded to the curriculum committee for review and interpretation.

School of Massage Therapy
Annual Program Assessment Plan
University Learning Outcome #4

I. University Learning Outcome #4: Individuals, Communities and Cultures
Graduates will demonstrate awareness and sensitivity to the cultural and health practices of individuals and communities. Graduates will be able to identify appropriate health related resources.

The cycle of assessment adopted by the School of Massage Therapy will allow for formal assessment and review of the 4th outcome approximately every 2 years.

The School of Massage Therapy will engage in the following assessment activities related to University Learning Outcome #4 for the upcoming year.

Criteria will be established, curriculum-mapping information will be collected and the curriculum committee will establish measurement tools for learning outcome #4 during the Winter 2006 term. (An initial draft of these criteria is included in this report.)

Measurement tools will be implemented during the Summer 2006 term.

In August of 2006, results of measurement will be analyzed and feedback will be provided to the curriculum committee.

Recommendations for curriculum changes will be incorporated to specific classes during Fall 2006.

Outcome #4 Criteria for the School of Massage Therapy

Outcome #4: Understanding of Individuals, Communities and Cultures
Graduates will demonstrate awareness and sensitivity to the culture and health practices of individuals and communities. Graduates will be able to identify appropriate resources available to meet health related needs.

The development of criteria for outcome #4 is currently in process. Following are the initial criteria directly from the Commission on Massage Therapy Accreditation along with their location in the curriculum and associated assessment tools.

1. Identify cultural differences related to boundary issues.

Map: Professional Studies 1
 Class #22
 Professional Studies 2
 Class #4

Assessment: Professional Studies 1 - Quiz
 Professional Studies 2 - Observation

2. Vary the choice and application of techniques as appropriate to the client's needs, including those of special populations.

Map: Principles & Practice 1
 Class #12-16
 Special Topics
 Class #6,8,21

Assessment: Principles & Practice 1 - Midterm Exam, Final Exam
 Special Topics - Homework

3. Identify how personal and cultural values, attitudes, and ethics influence professional values, attitudes, and ethics.

Map: Professional Studies 1
 Class #3-5,7
 Professional Studies 2
 Class #2,5
 Human Nutrition

Assessment: Professional Studies 1 - Quizzes, Myers-Briggs Assignment
 Professional Studies 2 - Observation
 Human Nutrition - News Article Review, Disorder Paper/Presentation,
 Unit Tests, Midterm, Final

4. Demonstrate knowledge of ADA requirements and the implication this has on the practice of massage therapy and bodywork.

Map: Professional Studies 2

Assessment: Professional Studies 2 - Final Exam

Assessment Timeline

Included in this report is a chart that outlines the timeline that the School of Massage Therapy intends to follow to address assessment of all 8 learning outcomes. The timeline was established to allow 1 term for criteria to be established, curriculum mapping information to be collected and measurement tools to be established. The next term will be used for implementation of the measurement tools. At the end of that (2nd) term, results of measurement will be analyzed and feedback will be provided to the curriculum committee. The following (3rd) term will be used to incorporate recommendations for curriculum changes into specific classes. This will provide for 1 year for a full assessment cycle of a particular outcome.

The assessment cycle for the next outcome in line will begin after the first term of the cycle of the outcome before it. In other words, when we are beginning the assessment cycle of an outcome, we will be in the middle of the cycle of the previous one and finishing up the cycle of the outcome before that one. We will be at different stages of the assessment cycle for 3 outcomes during every term.

When we get through all 8 outcomes, we will start again. This will provide for approximately a 2-year cycle for each outcome.

It should be noted that the timeline has been adjusted somewhat from the previous submission based on a re-evaluation of our progress.

School of Massage Therapy Assessment Timeline

Selection of University learning outcome: Outcome # 7 Critical Thought and Knowledge Acquisition	Complete Summer 2005
Establish criteria for Learning outcome #7	Completed Fall 2005
Collect curriculum mapping information on learning outcome #7	Complete Fall 2005
Establish measurement tools for learning outcome #7	Complete Fall 2005
Implement measurement for learning outcome #7	Complete Winter 2006
Analyze results of measurement	In process Winter 2006
Provide feedback to curriculum committee	In process Winter 2006
Incorporate recommendations for curriculum changes to specific classes	Summer 2005
Selection of University Learning Outcome #4: Understanding of Individuals, Communities and Cultures	Complete Fall 2005
Establish criteria for Learning outcome #4	In Process Winter 2006
Collect curriculum mapping information on learning outcome #4	In process Winter 2006
Establish measurement tools for learning outcome #4	In process Winter 2006
Implement measurement for learning outcome #4	Summer 2006
Analyze results of measurement	Fall 2006
Provide feedback to curriculum committee	Fall 2006
Incorporate recommendations for curriculum changes to specific classes	Winter 2007
Selection of University learning outcome # 3: Ethics and Moral Reasoning	Winter 2006
Establish criteria for Learning outcome #3	In process Winter 2006
Collect curriculum mapping information on learning outcome #3	Summer 2006
Establish measurement tools for learning outcome #3	Summer 2006
Implement measurement for learning outcome #3	Fall 2006
Analyze results of measurement	Winter 2007
Provide feedback to curriculum committee	Winter 2007
Incorporate recommendations for curriculum changes to specific classes	Summer 2007
Selection of University learning outcome #5 :Service to the community	Summer 2006
Establish criteria for Learning outcome #5	Summer 2006
Collect curriculum mapping information on learning outcome #5	Summer 2006
Establish measurement tools for learning outcome #5	Summer 2006
Implement measurement for learning outcome #5	Fall 2006
Analyze results of measurement	Winter 2007
Provide feedback to curriculum committee	Winter 2007
Incorporate recommendations for curriculum changes to specific classes	Summer 2007

School of Massage Therapy

2006 Annual Program Assessment Report

V. Results this year.

Completed assessment activities this past year include:

1. Spring 2005 - Fall 2005 graduate cohort focus groups.
2. Employer Survey conducted.
3. Survey of program by about to graduate T3 students Summer 05 and Fall 05.
4. Assessment reports included in curriculum committee agenda.
5. Beginning development of a comprehensive final assessment exam.

Assessment data are included in the form of:

1. Minutes from the last three graduate focus groups.
2. Tabulated Survey results from Survey of program by about to graduate T3 students Summer 05 and Fall 05 (written comments from this survey are currently being summarized).
3. Tabulated Employer Survey results.

Also included are curriculum committee minutes from 7/29/05, 9/16/05 10/21/05, 12/16/05 that reference various assessment activities such as:

- faculty reports on classroom assessment being conducted
- faculty review of the alumni survey, faculty review of graduate focus group information
- development of University Learning outcome criteria
- development of the employer survey
- development of a comprehensive final assessment exam

VI. Resources needed for proposed improvements

No specific resources of note were identified or deemed necessary for the changes noted below.

VII. Actions taken on results

In regards to the feedback obtained from the graduate focus group, the following changes were recommended:

1. Beth Burgan will make her lunch hour available to students who desire more information on developing their business skills. This would be considered individual coaching sessions.
2. We have implemented an assessment week in the clinic. Students exchange bodywork with their supervisor and receive direct formative feedback on their skills and problem solving skills.
3. A comprehensive final exam is currently in development and will be used to assess students' achievement of program objectives and readiness for the national certification exam.
4. A decision was made to move toward a system that would coordinate the curriculum of P&P 2 and 3 with Applied Anatomy. There is a desire among students and faculty to coordinate when the muscles are covered in each class.