

# Massage Therapy 1st Quarter Program Effectiveness Plan

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The objective of the Anthem College Massage Therapy Program is to provide students with a comprehensive education and prepare students for an entry-level position in the field of massage therapy. This includes a thorough understanding of the structure and function of the human body, the effects of massage therapy, and the skills and techniques necessary to be effective as a Massage Therapist. Students will gain a practical working knowledge and an understanding of the state curriculum, as provided by the Texas Department of State Health Services. Upon successful completion of the training program, the student is eligible to take the massage therapy state and national examination. State licensure is required to work as a Massage Therapist in the state of Texas.

The purpose of this analysis is to review the effectiveness of the Campus's practices programmatically. Quarterly analysis allows the Program to make necessary adjustments in the hopes of reaching—and possibly exceeding—the various goals set by the Campus Effectiveness Committee for the fiscal year. Reaching these goals helps ensure that the Program is effectively educating its students.

This document will analyze the following elements:

- Student Retention Rates
- Graduate Placement Rates
- Student Learning Outcomes
- Student Satisfaction
- Graduate Satisfaction
- Employer Satisfaction
- Graduation Rates

# Massage Therapy 1st Quarter Program Effectiveness Plan

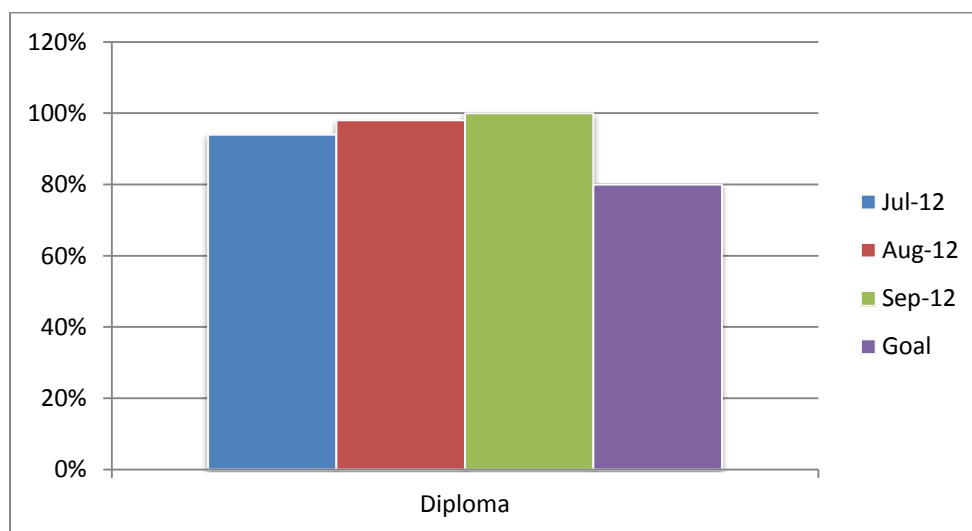
## **Student Retention**

Student retention is an inherent concern of all faculty and staff members while carrying out the daily activities of the Program. It is the Program's goal to foster student success and facilitate student program completion.

Retention activities can be broadly defined as efforts or practical applications that are motivated by the desire to benefit students. As a result of that benefit, we ensure that students remain in their educational programs through graduation.

This outcome is monitored consistently by the Director of Education and the Program Head and is periodically presented to the faculty and staff during all-school meetings.

	July 2012	August 2012	September 2012
Diploma	94%	98%	100%



## **Findings:**

Student retention for FY 2012 was 81.75%, which is above the internal benchmark of 80% for each program. In addition, the Program's retention rate has improved since the beginning of the fiscal year. While the program continues to see graduates, there were no drops in the month of September and only one drop during the month of August. The Program will continue to work to motivate students in the program and encourage high retention rates. Creating a motivating learning environment and engaging students in their education will help to encourage high retention for this program.

## **Actions:**

The program will continue to employ the following actions:

## Massage Therapy 1st Quarter Program Effectiveness Plan

- Call students who miss class. The instructor will document communication with the students in CampusVue. Faculty members will continue to contact students who are absent on a daily basis.
- The Program Head makes herself available to students for counsel, motivates her students, and touches base with her students regularly.
- The Program Head meets with new incoming students with a meet and greet during new student orientation to answer any questions and welcome students to the program.
- Increase student activities to keep student interest and involvement.
- Recognize academic achievement on a monthly basis.
- Provide quarterly product knowledge training with admissions team.

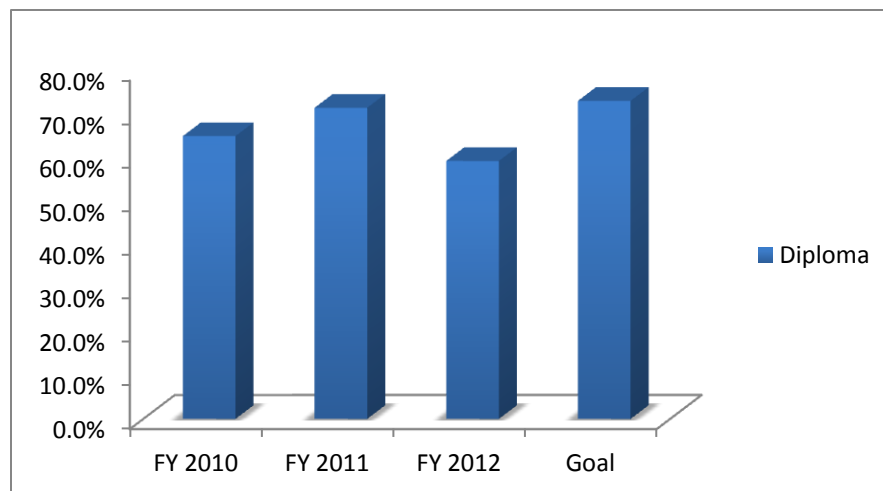
The Program fully understands that there are cases when the drop cannot be avoided (i.e. medical reasons), but faculty and staff will continue to offer students alternative solutions to halting their education (i.e. creating action plans, assisting with finding resources, etc.).

### **Graduate Placement Rates**

Career planning and placement is an on-going process beginning with the admissions process and continuing through graduation and the employment of the graduate. Everyone in the school is invested in the ultimate goal of placing the graduates in jobs in their respective fields of study.

The Program Head and the Career Center monitor this outcome and periodically present it to the faculty and staff during an all-school meeting.

	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>Goal</b>
<b>Diploma</b>	64.9%	71.4%	59.2%	73%



### **Findings:**

## **Massage Therapy 1st Quarter Program Effectiveness Plan**

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The MT Program is slightly under benchmark. However, the future of massage therapy is growing and the program should continue to do well. In addition, improving certification pass rates will improve placement opportunities for our graduates. The Program experienced a low licensure pass rate for FY 2012, which diminishes the placement opportunities for graduates, who must be licensed to work in the state of Texas. Currently, placement percentages for the first quarter are at 18.2% for the Program. However, the Program will continue to work on networking and developing job options for students; in addition, the action items designed specifically for licensure pass rates should improve this learning outcome and have a positive effect on the overall placement rate.

### **Actions:**

In order to ensure placement of its graduates in the upcoming year the Program will continue to employ the following actions:

- The Program Head will continue to help career advisors with placement.
- We will be continuing to develop more placement sites.
- The Career Center makes visits to the classrooms to educate students on professionalism and career preparation.
- Instructors lead by example.
- To help raise placement, we have career fairs and websites for graduates.
- We help graduates with soft skills, resumes and cover letters, and interview skills.
- We invite massage businesses to our clinic to evaluate our interns.
- The Program Head and Career Center team meet with potential employers to assist in job placement of students.
- Students participating in the inter portion of their schooling are actively working with the Career Center to finalize resumes, apply for available positions in their job fields, set up interviews with employers, and become employed upon graduation.

In addition to the aforementioned actions, the program will focus on developing relationships with more massage businesses to expand the career field for our graduates.

### **Student Learning Outcomes**

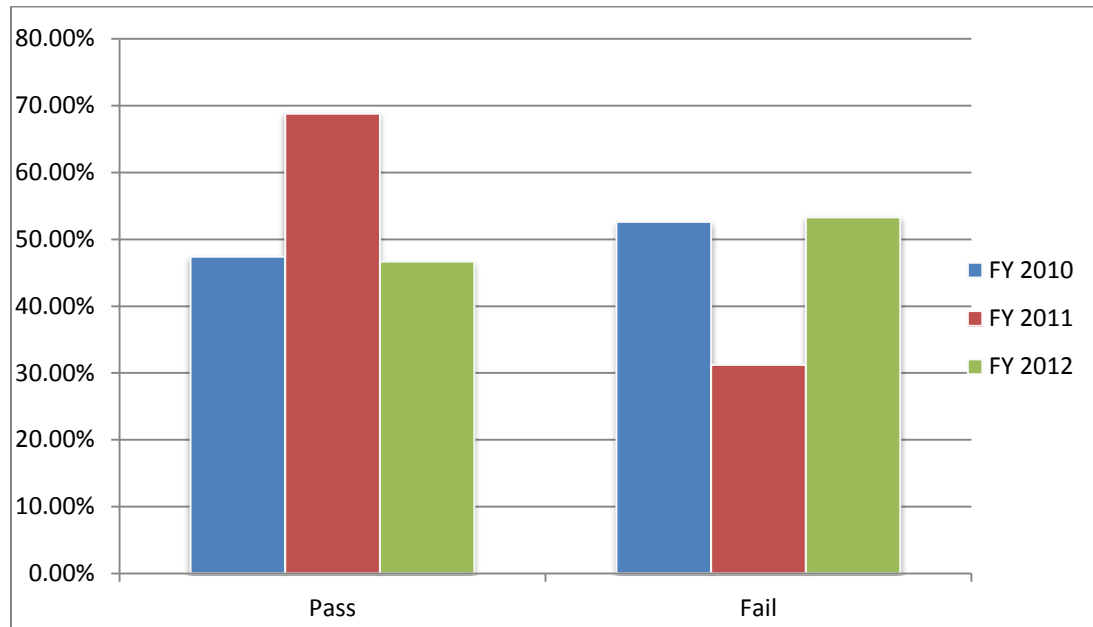
#### **A. Credentialing Examination Rates**

The Massage and Bodywork Licensing Examination (MBLEEx) is a national certification test used to license massage therapists.

The results of the exam are provided to the Program Head, who monitors this information. We provide the students with study materials and resources in the library for success in passing this exam.

## Massage Therapy 1st Quarter Program Effectiveness Plan

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### Findings:

Last year's overall pass rate for first-time takers of the MBLEx exam was 46.7%, which is below accreditation standards. Upon analyzing the pass rates for the last year, the Program began to develop new actions to improve results. These actions will help to increase the pass rate of the MBLEx exam in the next year.

### Actions:

The aforementioned actions are as follows:

- Look into providing online exam preparation resources to students to stimulate the test environment that will be present when taking the MBLEx.
- Offer MBLEx boot camps and other resources for students to review, including make-up hours devoted specifically to MBLEx preparation.
- Devote time during each class for MBLEx information and/or critical thinking skills that students will need to succeed on the exam. Provide more examples in the curriculum of the critical thinking skills students must have to pass the exam.
- Stress importance of certification from the beginning of the Program to encourage students to prepare for and pass the MBLEx.
- Utilize a variety of teaching techniques to provide new instructional methods for MBLEx material that supplement the lecture and hands-on instruction provided in day-to-day coursework.
- Invite successful graduates to speak to current students.
- Pair successful students and/or graduates with current students and/or graduates who are struggling with the MBLEx or other content to serve as mentors and provide additional information and experience in preparing for the exam.

# Massage Therapy 1st Quarter Program Effectiveness Plan

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## **Credentialing Examination Participation Rate:**

The exam participation rate will always be 100% as every student is required to attempt the MBLEx exam before graduation from the Program.

## **B. Program Assessment/Comprehensive Exams**

Each “hands-on” course involves a check-off procedure in which the student must demonstrate competency in the information and/or techniques taught in the course. This ensures that students gain the necessary skills to be successful in the field and that they continue to improve in their skill set throughout their time in the Program. In addition, when students are near the end of their program, they are put through a sign-off process. This consists of a clinical check-off, in which the student must perform a full Swedish massage. The student must also complete pre- and post-interviews and SOAP notes.

### **Findings:**

Based on the results above, the students continue to have a mastery of their field of study at the time of graduation. These results also show that the instructors are effective in the classroom. Students continue to struggle with appropriate client interviews, including the depth of the interview and the types of questions to ask during a client interview. The instructors will continue to address this area to improve these skills.

### **Actions:**

In order to continue the positive trend, the Program Head and instructors will continue to follow their current processes to prepare students. The instructors will continue to put student through check-offs with accuracy to ensure understanding of the material.

## **C. Extern Evaluations**

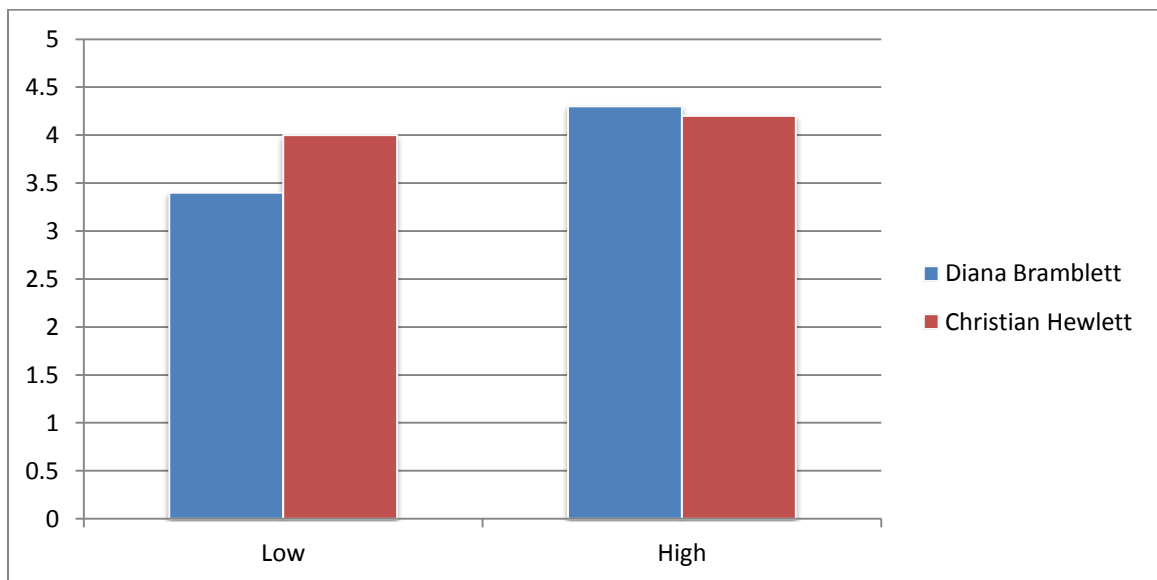
Intern evaluations are conducted during a student’s internship period. During this time, the MT instructor conducts a review of the student’s performance. Interns are also evaluated by clients on their skills. The evaluations are utilized not only to determine the student’s progress, but, when analyzed as a whole, the areas of strength and weakness in the Program itself. These evaluations keep us in touch with our clients by providing open communication on how our interns are doing. We will continue to utilize these evaluations, as well as observing interns with clients.

## **Student Satisfaction**

Student satisfaction surveys are performed monthly. The students are asked to evaluate the instructor. The instructor is rated on a scale of 1 to 5, with 5 being excellent and 1 being poor. There is also a section for comments. The students are asked to be honest, and it is not necessary to report their names. The instructor is rated on the course, instruction, and student relations through the following questions:

## Massage Therapy 1st Quarter Program Effectiveness Plan

- The course syllabus was distributed to student and explained clearly.
- Exams or quizzes were relevant to the subject matter.
- The instructor was prepared and well-organized.
- The instructor made good use of classroom time.
- The instructor demonstrated knowledge of the subject matter.
- The instructor explained complex topics in understandable terms.
- The instructor used examples to get his/her point across.
- The instructor created an interactive and engaging classroom experience.
- The instructor demonstrated control of the classroom discussions and activities.
- The instructor used relevant, real world examples to connect the subject matter to the career field.
- The instructor was responsive to student questions.
- The instructor provided regular feedback o students on how to improve.
- The instructor returned graded work in a timely manner.
- The instructor encouraged students to ask questions and express ideas.
- The instructor displayed self-confidence in the classroom.
- The instructor showed respect for the students.
- The instructor was fair and impartial in dealing with me.
- The instructor demonstrated interest in me as a student.
- The instructor stimulated my desire to learn.



### Findings:

Students commented that Diana Bramblett is a great teacher. She is always on top of what students are supposed to be doing. In addition, she is very helpful when questions are asked.

## Massage Therapy 1st Quarter Program Effectiveness Plan

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Students commented that Christian Hewlett is a great teacher. He displays both knowledge and passion in his work, and keeps the class interesting. Students were very pleased with his teach style.

### **Actions:**

- Inform instructors of their results to help them improve their teaching style.
- To improve on student satisfaction, instructors will receive organizational and classroom management training.
- We need to conduct monthly surveys to get better control on the students' feedback regarding their instructors.

### **Graduate Satisfaction**

A student's satisfaction and sense of accomplishment upon earning their degree or diploma is the product of all of the Program's efforts. Graduates complete the Graduate Satisfaction Survey after finishing their program of study. These surveys are used as a means of identifying the graduate's satisfaction. The content of the survey covers whether the student is satisfied with their education, as well as their satisfaction level with the various departments of the school.

The first portion of the survey evaluates satisfaction level with the program/school through the following questions:

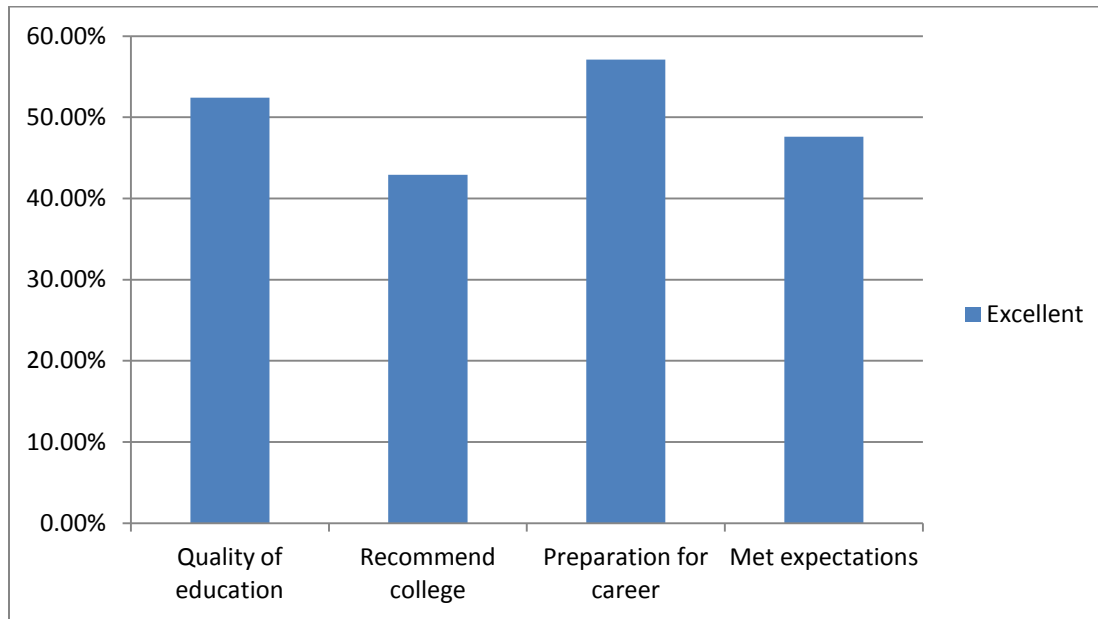
- I was satisfied with the quality of education from this college.
- I would recommend this college to my friends and family.
- The college has helped me to prepare for my future career.
- The college has met my expectations.

The second portion of the survey rates the front/reception area, admissions, financial aid, business office, educational administration, faculty/teachers, career services, library, facilities/classrooms, and equipment.



## Massage Therapy 1st Quarter Program Effectiveness Plan

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### **Survey Participation Rate:**

The Program had 4 graduates participate in the survey during the first quarter.

### **Findings:**

Overall, the Program's graduates are satisfied with their program. The majority of graduates found their educational experience to be excellent. In addition, most graduates rated the school departments overall as either excellent or very good. The MT students who completed the survey did not provide any specific comments about their educational experience. Essentially, these graduates feel that the Program fulfilled its objective to prepare them to obtain an entry-level position in their field of study.

### **Actions:**

In order to continue to evaluate graduate feedback that will allow us to assess the satisfaction level of the graduate, the school will continue to communicate with students who visit the school to encourage completion of surveys.

### **Employer Satisfaction Surveys**

Employer satisfaction is a key component in measuring placement percentages. An Employer Survey is sent to all employers after a graduate has been on site for a period of a few weeks. The purpose of this survey is to discover how the facility feels the graduate has been prepared for the workforce. The goal for effectively training and positively empowering students toward successful career placement is one of the foundational benchmarks targeted by Anthem College. Each month an employer who has employed a graduate during that month will receive a follow-up phone call to ensure the graduate's skill and knowledge level is appropriate for the workplace.

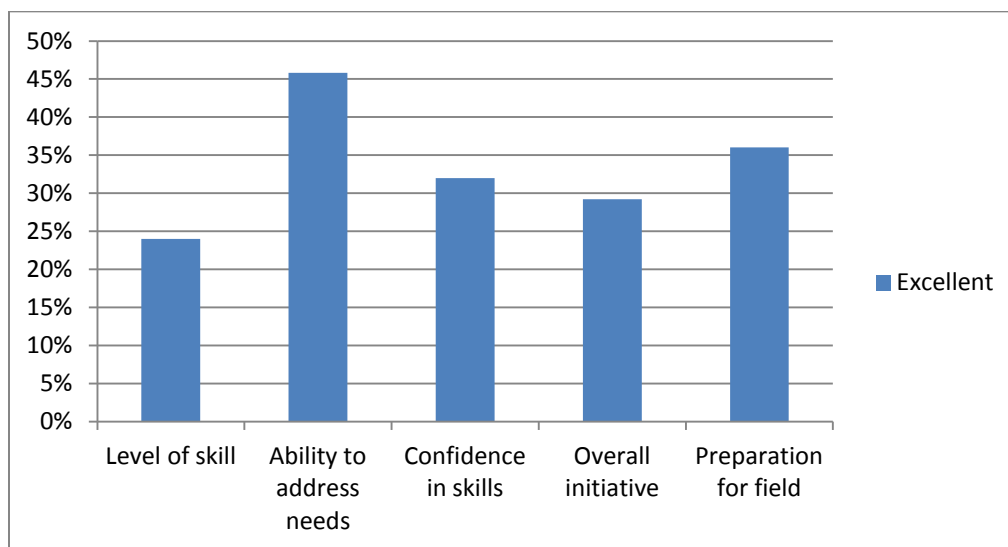
## Massage Therapy 1st Quarter Program Effectiveness Plan

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The employer rates the graduate in the following areas:

- Level of skill demonstrated in areas related to academic preparation
- Ability to address customer/patient needs appropriately
- Confidence in job-related skills
- Overall initiative
- Preparation for an entry-level position in the field

Employer satisfaction is important in order to offer our students opportunities within the community on a continuous basis. Ongoing surveys and evaluation of employer can address issues.



### Survey Participation Rates:

The Program has a goal of 100% survey participation. For the first quarter, six MT employers participated in the survey.

### Findings:

Overall, the Program's employers are satisfied with their graduates. The majority of employers found that their graduates had suitable skill levels; however, there were more responses of "fair" students.

### Actions:

In order to continue to evaluate employer feedback that will allow us to assess the satisfaction level of the employers, the school will continue to communicate with clients during their visits and establish a rapport with employers to encourage completion of surveys.

# Massage Therapy 1st Quarter Program Effectiveness Plan

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## **Faculty Professional Growth and In-Service Activities**

Each faculty member has a Faculty Development Plan that outlines development activities that are scheduled to be completed during the course of a year. The activities—which include in-services, continuing education activities and instructional development activities—promote continuous instructional growth and leadership development.

The development plans and evidence of completion of the activities listed on the plan can be found in each faculty member's faculty personnel file.

## **Graduation Rates<sup>1</sup>**

An Institution's graduation rate is one of the most important statistics that can be analyzed because it provides hard evidence of the effectiveness of the education provided and of the services that are offered to the students (i.e. counseling, tutoring, etc.). Also, monitoring the number of students who started school compared to the number of students who graduated from a program helps the institution evaluate its programs and uphold its mission.

	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>Q1 2013</b>
MT Diploma	62.20%	77.27%	77.55%	47.37%

The goal of the Program is to increase the graduation rate by 3% during FY 2013. For the past two years, the Program has demonstrated a high graduation rate as compared with other programs. However, we hope to reduce student attrition and continue to improve this outcome. Currently, the program has 9 graduates as compared with 5 drops. Student engagement in the program continues to be high; focusing on this will continue to increase graduation rates for the Program.

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<sup>1</sup> The rates are calculated by dividing total graduates of the program by the inactive members of the cohort. The cohort's inactive population is found by adding the beginning enrollment, new starts, and reentries, then subtracting the number of students still active in the program at the end of the reporting period.