



Instructional Program Review Update

Directions: Enter your narrative responses after the questions. Upload report(s) that you reference in each narrative.

Submitter: Wimmer

Submission Date: 11/15/2021

DIVISION: Business, Education, and Professional Programs

PROGRAM NAME: WELL Department

YEAR OF REVIEW: AY 2021-22

1.A. STATUS OF PRIOR GOAL – Goal # 1

If there is more than one goal, complete 1.A. up to 1.E.; if not, leave 1.A. and 1.E. blank. If there are more than five goals, please contact the [Office of Planning, Research, and Institutional Effectiveness \(PRIE\)](#) to add sections.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

2017

STATUS: Ongoing Revised for this cycle Completed Discontinued New

SUPPORTING NARRATIVE FOR EACH GOALS' STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
 - a) Roughly how much of the goal has been implemented – 25/50/75%?
 - b) What has been accomplished thus far?
 - c) What has been the impact of resources that were provided? Not Applicable
 - d) What are challenges not already documented? Not Applicable
- Revised
 - a) Explain how and why the goal has been revised: implementation plan? timelines? Measures of success?
- Completed
 - a) Note the accomplishments and to what extent the measure of success was met
- Discontinued - Explain why.
- New – Briefly explain the need for the goal.

We track students with the following : 1) completing CAMTC accumulated 500 hours, 2) completing the Massage Therapy Cert 600+ hrs; 3) students applied for CAMTC certification during 2019/2020 and 2020/2021 academic years; 4) course completions, success and retention rates.

Past three years delayed cohort completions. 2018/19 are identified in the 2019/20 academic year (due to CAMTC lapsed approval status). 2019/20 completions are identified in the 2020/2021 and 2021/2022 academic years due to COVID. 2020/2021 no cohort start due to COVID.



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2019/2020 - Spring 2020 all students in WELL 705, 711, 713 received “Incompletes” due to CAMTC policies, at the time, didn’t accept online hands-on hours. Therefore, students need to make-up those hands-on hours prior to completing their entry-level 500 hrs.

2020/2021 – Fall 2020 students completing their remaining hands-on hours from the Spring 2020 semester: 500 hrs completed (56%) / 600 hrs completed 50%. Remaining 25% of the students completing hours in 2021/2022. The other 25% unknown. Of these identified delayed completions 89% applied for and received CAMTC certification.

Challenges:

Spring 2020 – COVID-19 affecting 3 specific courses all students receiving incompletes with ramifications impacting certificate completions and success rates. Completions for the 2019/2020 cohort zero due to CAMTC policy regarding DE hours stated above. Success Rates WELL 69.8%/College 76.6%.

Spring 2020 & 2020/2021 - Events (community/sports) related to student experiential participation cancelled due to COVID decreased opportunities for hands-on hours.

2020/2021 - Ongoing COVID impacted our students summer success rates and our Fall 2020 massage therapy cohort start was not implemented. COVID impacted our student success rates (Fall/Spring) 67.5%/College 76.8%.

IMPLEMENTATION STEP(S) AND TIMELINE

Spring 2021 discontinued massage therapy certificate. Any students applying for CAMTC certification needs to complete their hours during the 2021/2022 academic year since this certificate is discontinued. COVID-19 and institutional business decision to forgo renewing CAMTC school approval status. Therefore, the school will no longer be considered a CAMTC approved school. 2021/2022 implementing teach out for our students needing to complete their hours from Spring 2020 and/or any students from prior cohorts.

This goal will be discontinued at the end of Spring 2022.

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY NEW GOAL(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance



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Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING & REVISED GOALS

(Recommended length: not to exceed 150 words for each goal)

Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Submit the request(s) that require funding in the **Annual Resource Request (ARR) form** by November 15.

NA

1.B. STATUS OF PRIOR GOAL – Goal # 2

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

2017

STATUS: Ongoing Revised for this cycle Completed Discontinued New

SUPPORTING NARRATIVE FOR EACH GOALS' STATUS *(Recommend length: not to exceed 250 words)*

- Ongoing
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 - a) Explain how and why the goal has been revised: implementation plan? timelines? Measures of success?
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Goals has not been achieved - 0% regarding developing and offering stackable certificates. Dialogue began in Spring 2020 semester discussing certificates; however, this was paused due to COVID-19 and associated online transition.

2020/2021 - Spring 2021, after pause, dialogue started again regarding direction of WELL, our massage therapy certificate and different possibilities of certificates moving forward.



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IMPLEMENTATION STEP(S) AND TIMELINE

Challenges: Everything has been on hold since Fall 2016 with moving forward regarding any new certificates.

Revision - slight change in goal removing limited implementation associated with massage therapy to a much broader audience.

Implementation:

2021/2022 we will be creating and revising curriculum associated with new certificates offerings.

Revised Goals for the next 3 years:

1. Develop new certificates in phases. Approval to move forward, supported by our Dean and Advisory Board. Creating stackable certificates with current courses and additional new courses that can be built into certificate of achievements moving into pathways for associated degrees.
2. "Rebrand" the Wellness Department - preparation for marketing, media, and online presence.
3. WELL website - Restructure and update information associated with the newly created certificates and curriculum pathways. Get with marketing/media to develop new branding ideas to address our student population. Ease of access and navigation to our website is crucial to get information to anyone interested in our department for increasing potential student interest.
3. Increase web presence and advertizing to draw potential students.
4. Increase marketing specifically associated with our student demographics and disproportionate students.
5. Equipment and supplies needed as instructional aids to support student learning outcomes newly developed certificates.
6. Increase WIFI speed, need better video recording equipment, camera, remote rotational tripod, and light.
7. Portable LCD projector and screen

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY NEW GOAL(S)

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- Community Partnership
- Participatory Governance
- Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING & REVISED GOALS

(Recommended length: not to exceed 150 words for each goal)

- Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

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Reference ARR submitted.

1.C. STATUS OF PRIOR GOAL – Goal # 3

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

2017

STATUS: Ongoing Revised for this cycle Completed Discontinued New

SUPPORTING NARRATIVE FOR EACH GOALS' STATUS *(Recommend length: not to exceed 250 words)*

- Ongoing
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 - a) Explain how and why the goal has been revised: implementation plan? timelines? Measures of success?
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 - a) Note the accomplishments and to what extent the measure of success was met
- Discontinued - Explain why.
- New – Briefly explain the need for the goal.

This goal continues to be achieved 75% or greater we embrace cultural diversity with curriculum that promotes global worldviews, preserving cultural heritage, traditional knowledge and philosophies with which they are based. Aligned with colleges MVV, United Nations Educational, Scientific & Cultural Organization (UNESCO) and the WHO (World Health

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Organization) Traditional Medicine Strategy 2014-2023. These cultural philosophies and traditional knowledge are the basic tenets associated with numerous holistic/integrative therapies implemented for health, healing, and well-being. Reflected within this multi-disciplined field, student/faculty and community demographics. Our accomplishments are substantiated with our 3 year average percentage (data adjusted using only students that participated) - SLO's met criteria: examples of SLO's identified related to their respective classes 713 (#2/92%); 723 (#1/97%); 725 (#1/98%; #2/98%); 740 (#1/92% #2/79%); 742 (#2/92%, #3/92%); 765 (#2/86.5%).

Ethnic student demographics had slight increases in 2020/2021 compared to the previous year representing the following groups: Black-non-Hispanic by 2.1%, Hispanic/Latino by 5%, and Multi-races by 3.5%. Gender: Female population still predominate 75% with a slight increase of 0.7% compared to males which slightly decreased 0.9% from 21.8%. Age demographics represented 22 or younger WELL 30%/College 69.2%; under 28 years old WELL 46%/College 84.1%; over the age of 29 WELL 53.9%/College 15.9%; and over the age of 40 WELL 26%/College 6.3%.

Challenges:

Some of these worldviews are considered "world treasures" associated with Intangible Cultural Heritage of Humanity that counters social injustice of these traditional healing/medical systems addressing critical issues of colonialism appropriating Indigenous authority, of misrepresentation, and of using western cultural constructs that marginalize Indigenous ways of knowing.

COVID continues to impact students on multiple levels.

IMPLEMENTATION STEP(S) AND TIMELINE

Ongoing.

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY NEW GOAL(S)

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Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING & REVISED GOALS

(Recommended length: not to exceed 150 words for each goal)

Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

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NA

1.D. STATUS OF PRIOR GOAL – Goal # 4

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

STATUS: Ongoing Revised for this cycle Completed Discontinued New

SUPPORTING NARRATIVE FOR EACH GOALS' STATUS *(Recommend length: not to exceed 250 words)*

- Ongoing
 - a) Roughly how much of the goal has been implemented – 25/50/75%?
 - b) What has been accomplished thus far?
 - c) What has been the impact of resources that were provided? Not Applicable
 - d) What are challenges not already documented? Not Applicable
- Revised
 - a) Explain how and why the goal has been revised: implementation plan? timelines? Measures of success?
- Completed
 - a) Note the accomplishments and to what extent the measure of success was met
- Discontinued - Explain why.
- New – Briefly explain the need for the goal.

IMPLEMENTATION STEP(S) AND TIMELINE

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY NEW GOAL(S)

Social Justice

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RESOURCE REQUEST RATIONALES FOR ONGOING & REVISED GOALS

(Recommended length: not to exceed 150 words for each goal)

- Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Submit the request(s) that require funding in the **Annual Resource Request (ARR) form** by November 15.

1.E. STATUS OF PRIOR GOAL – Goal # 5

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

STATUS: Ongoing Revised for this cycle Completed Discontinued New

SUPPORTING NARRATIVE FOR EACH GOALS' STATUS *(Recommend length: not to exceed 250 words)*

- Ongoing
 - a) Roughly how much of the goal has been implemented – 25/50/75%?
 - b) What has been accomplished thus far?
 - c) What has been the impact of resources that were provided? Not Applicable
 - d) What are challenges not already documented? Not Applicable
- Revised
 - a) Explain how and why the goal has been revised: implementation plan? timelines? Measures of success?
- Completed
 - a) Note the accomplishments and to what extend the measure of success was met



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- Discontinued - Explain why.
- New – Briefly explain the need for the goal.

IMPLEMENTATION STEP(S) AND TIMELINE

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY NEW GOAL(S)

- Social Justice
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- Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING & REVISED GOALS

(Recommended length: not to exceed 150 words for each goal)

- Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Submit the request(s) that require funding in the **Annual Resource Request (ARR) form** by November 15.

2. COURSE SLO RESULTS

Upload the relevant [Improve](#) (formerly *Tracdat*) SLO reports with the last three years of course SLO results. If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.).

3. INSTITUTIONAL SLO RESULTS

When possible, concurrently assess course SLOs and ISLOs.

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Report on the last three years of ISLO results which you'll receive from PRIE. Indicate if the results met the benchmark or were inconclusive. Additional commentary is optional.

ISLO	YEAR(S) ASSESSED	COURSE(S) TO ASSESS THE ISLO	RESULTS
CITIZENSHIP			
CRITICAL THINKING			
EFFECTIVE COMMUNICATION			
INFORMATION LITERACY			
LIFELONG WELLNESS	2017	WELL 740	Criteria met.

Drawing from 2 and 3, what notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Which course results led to action(s) that were planned or taken, if any? What efforts, if any, have been made to enhance student learning in those courses (e.g., curricular and pedagogical changes to the course; course sequencing, including complementary general education courses; adoption of OER/ZTC texts; assessment design; collaborations with other areas of campus, etc.)?
(Recommended length: not to exceed 250 words).

Overall, our SLO's have successfully and consistently met the criteria well above the established baseline. The SLO report identified a couple that didn't; however, after reviewing the data given a calculation adjustment was made excluding students not participating in assignments.

Learning online teaching pedagogical styles are very different from in-person delivery. Faculty had training with online implementation spring 2020 (three week crash course) kudo's to CTTL. Spring 2020 saw low success rates attributed to three courses in which all students received incompletes due to State policies regarding hands-on DE hours not accepted for entry-level accumulated hours. Therefore, requiring students to make-up those hours in subsequent semesters to complete their curriculum sequence.

Success rates (3 yr. Fall/Spring) pre-COVID averaged 80.7%/college 75.2% and post-COVID average decreased to 68.2%/college 75.6%. COVID-19 challenges impacted success rates on multiple levels 1) students personal situations, stress, coping skills, mental health, family, work, etc. impacted assignment completions in spite of individualized accommodations, 2) student learning curve with transition from in-person classes to the online format and use of technology, 3) student access to technology, 4) course sequence adjusted, 5) faculty impacted transitioning in-person courses online, steep learning curve with condensed timeframe. Fall 2020, ten classes transitioned online - seven classes (without repeat sections) and three additional offerings (Spr 2020 make-ups), all students passed meeting criteria, not represented in this data. Task achieved by individual faculty. Spring 2021 success rates 72.3% slightly below college's 74.3%. Transition of scheduled courses online continues into 2021/2022. Students still impacted yet



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progressing with greater online familiarity. Retention rates averaged pre-COVID 92.8%/college 88.7% and post-COVID 96.9%/college 97.7%.

4. CURRICULUM

Please check the boxes to indicate that the following tasks have been completed:

- Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness
- Updated *Improve* with new or changed SLOs, and requested from PRIE the addition of new courses in order to input SLOs
 - Not Applicable
- Updated new or changed PSLOs on the program website after they are published in the College Catalog
 - Not Applicable
- Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee
 - Not Applicable

5. ADDITIONAL INFORMATION

- Not Applicable

Please note anything else that has not been captured above that is relevant to program accomplishments, challenges, and resource needs. Explain and document your response as needed.

Unable to submit current assessment calendar at this time. Since the massage therapy certificate has been discontinued. New certificates are currently being developed. So our current assessment calendar is unknown.

Once our certificates get approval updates will be made that reflect changes associated with the calendar, new/changed SLO's updated on Improve, inform PRIE of new courses and SLO's to be added to Improve, and new/revised PSLO's will be updated to our website.

APPROVAL AND SIGNATURE

This document has been reviewed and approved by: