

## MASSAGE THERAPY DEPARTMENT & PROGRAM REVIEW (2024-2025)

### Section 1: Report on Previous Goals & Requests

Previous APR Goal	What Happened (support with data/evidence)
Continued assessment of program outcomes, student learning outcomes and course evaluations will continue to inform improvement to the LMT program.	Program outcomes were recently updated under new curriculum and assessment leadership. These are being evaluated during 2024-25 through Canvas, following updated guidelines. Complete documentation is available through the Curriculum and Assessment Office. Faculty systematically review course evaluations and implement necessary adjustments. Significant changes are monitored through a formative process.
Faculty and staff will maintain mandatory continuing education classes every two years in order to maintain modernity in our curriculum.	All staff and faculty members in the LMT program are required to submit 25 hours of continuing education every two years in order to maintain an active license with the state of Oregon. Each member of our team holds a valid massage license in the state of Oregon and continually updates curriculum to model current standards and changes within the profession.
Continue to attain greater student successful completion of the National Exam by providing students with an official MBLEx (national exam) study guide.	<p>Our graduates consistently exceed both national and state MBLEx pass rates. Students receive a complimentary official MBLEx study guide in their third term, along with access to practice exams and study apps from national massage organizations. These resources have contributed to improved pass rates through 2024.</p> <p><b>2020</b>            COCC 15/17 = 88.2%, no retakes 0%            State: 297/245 = 82.5%, retake 42%            Nation: 16314/10313 = 63.2%, retake 39%</p> <p><b>2021</b>            COCC: 29/27 = 93.1%, retake 66.67%            State: 309/266 = 86.1%, retake 64.7%            Nation: 14424/9860 = 68.3%, retake 41.2%</p>

	<p><b>2022</b>  COCC: 26/25 = 96.2%, retake 100%  State: 313/289 = 92.3%, retake 64.9%  Nation: 13789/9852 = 71.0%, retake 39%</p> <p><b>2023</b>  COCC: 13/16 = 81.3%, retake 50%  State: 316/278 = 88%, retake 42.1%  Nation: 13,294/9,397 = 71%, retake 37%</p> <p><b>2024</b>  COCC: 30/31 = 96.8%, retake 100%  State: 322/290 = 90.1%, retake 37.1%  Nation: 13,718/9,554 = 70%, retake 39%</p>
Continued job resource sharing for alumni.	<p>We continue to provide job resource sharing for students in the following ways:</p> <ul style="list-style-type: none"> <li>• Email</li> <li>• Social media</li> <li>• On-site open houses for graduates</li> <li>• Classroom visits from employers</li> </ul>
Have all faculty work toward becoming a Certified Higher Education Professional (CHEP) through our accrediting body COMTA. This will elevate our teaching credentials and program on a statewide and national level.	<p>This is an initiative that is currently on hold as there has been a lot of transition in the program since the last report. Our resources were better utilized over the last few years in hiring and retention of well qualified professionals. While staff and faculty maintain regular continuing education, the majority of our adjuncts and full-time faculty are pursuing advanced degrees.</p>

**Section 2: Fulfilling Your Mission**

The COCC LMT Program is committed to empowering students in an environment that cultivates knowledge and confidence in massage therapy. Our diverse faculty unifies science with somatic skills including building business competency to light the spark of entrepreneurship.

Our student handbook has been revised to better empower students by providing information to college wide student resources. We also include announcements in Canvas that reflect the rights of a learner, "As a student, you have the right to feel confused or overwhelmed at times, make mistakes, say what makes sense to you, share unfinished or rough draft thinking, revise your thinking and understand that we also learn from you."

We revised our LMT 210 (Community Outreach) course to include five locations in the community over the course of the term rather than one. This provides students with a much more enriching experience outside of the classroom that informs them of diverse

populations in need. They also need to utilize different employability skills as locations change.

Our BI 105 (Biology for Health Sciences) requirement was recently revised to better capture the needs of Allied Health students career paths. The revision included removal of unrelated topics and a more succinct curriculum that better prepares them for licensure, dropping the credit load from five to four.

In fall of 2024, a second full-time LMT faculty member was hired for a one-year temporary position. This change has already had positive effects, current and incoming students have noticed that there are now diverse genders representing the program in this capacity. Some students feel they can relate more to someone who is similar to them, and prospective students have made positive comments that in their research, this is a rare and unique feature that played a role in them reaching out.

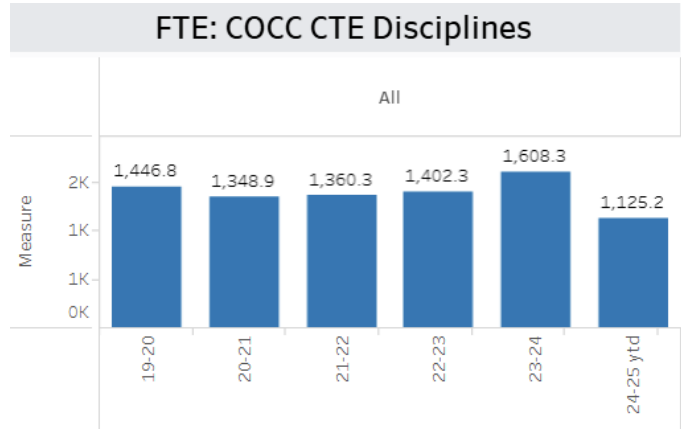
Our LMT mission closely connects to the College mission, "Central Oregon Community College empowers students and engages communities through high-quality, equitable and accessible lifelong education." The LMT program aligns with the strategic plan by empowering students, engaging communities, championing DEI, supporting colleagues, and being student-ready.

### **Section 3: College Goals and Initiatives**

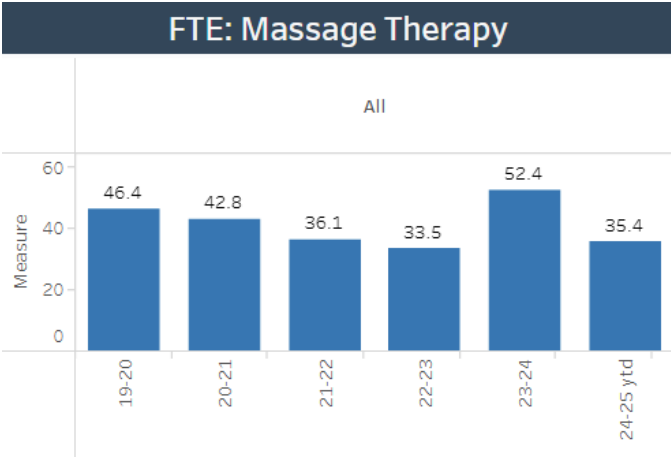
Since our last APR, the college has embraced Guided Pathways and the principle of being student-ready. The current program director, Alan Nunes, has been a part of the Guided Pathways implementation team each year since its inception. This has provided a unique opportunity to apply some of these strategies into the LMT program; such as what to ask potential and first year students, how to help them feel connected to the college, how to help them feel inspired, and how to stay on track. Alan also served on the Student Orientation Workgroup that reimagined orientation, connected to DEI, and brainstormed ways to better serve students.

Alan has also worked with the Office of Diversity and Inclusion, earning a Diversity Education Award, Safe Zone certification, participated in Anti-racist Pedagogy workshops, and Ableism 101 training. These additional trainings are methods that have been shared amongst LMT staff and implemented into our program.

Many of these skills along with advertising through COCC's Marketing and Public Relations Office and LMT's dedicated outreach strategies met another goal of boosting enrollment. Since the 2021-22 academic year, total student FTE has gone from 36.1 to 52.4, and our average class size has grown from 10.5 to 14.5 students as of last year. We continue to see growth in the program as our cohorts continue to be waitlisted at the start of fall and spring terms.



In 2023-24, LMT increased FTE from the previous year by 56.2% while CTE programs increased by 14.7%. It is worth noting the enrollment challenges during COVID-19 for LMT that included vaccine mandates and a room capacity of 10 individuals.



**Section 4: Diversity and Inclusion Insights**

**Ethnicity BILAPOC Students**

The percentage of BILAPOC students who enrolled into LMT is growing with the college overall. According to Tableau, LMT has seen big percentage jumps within our student population and holds an average that is now comparable to COCC.

Academic Year	BILAPOC Students at COCC	BILAPOC Students in LMT
2021-2022	20.34%	13.24%
2022-2023	22.05%	17.81%
2023-2024	23.04%	22.37%
24-25 YTD	24.05%	23.68%

Since 2021-22, the percentage of BILAPOC students who successfully completed the LMT program is higher than that of the college overall.

Academic Year	BILAPOC completion at COCC	BILAPOC completion in LMT
2021-2022	85.49%	95%
2022-2023	86.99%	96.3%
2023-2024	86.48%	93.2%
24-25 YTD	85.31%	85.1%

### Pell Eligibility

The number of students entering the LMT program who are Pell-eligible has increased since 2021-22, while it held steady across all programs.

Academic Year	Pell students in all programs	Pell students in LMT
2021-2022	29.4%	32.84%
2022-2023	29.15%	40.91%
2023-2024	30.25%	41.77%
24-25 YTD	31.08%	34.52%

### Age of Students

The majority of students in the LMT program are in the 20-39 age demographic. Overall programs (AP) see a higher number of 19-year-old students than does LMT.

Age	Academic Year 2021-2022		Academic Year 2022-2023		Academic Year 2023-2024	
	AP	LMT	AP	LMT	AP	LMT
19	32.79	17.91%	34.9%	16.67%	34.98%	16.46%
20-24	29.79%	19.4%	29.24%	27.27%	27.76%	20.25%
25-29	15.52%	29.85%	13.21%	12.12%	12.98%	20.25%
30-39	14.79%	31.34%	15.38%	31.82%	15.64%	27.85%
40+	7.09%	1.49%	7.27%	12.12%	8.65%	15.19%

### Gender

The LMT program has seen a slight increase in male students, in a profession historically held by females. Although that number dipped for LMT in 23-24, we expect a rise once

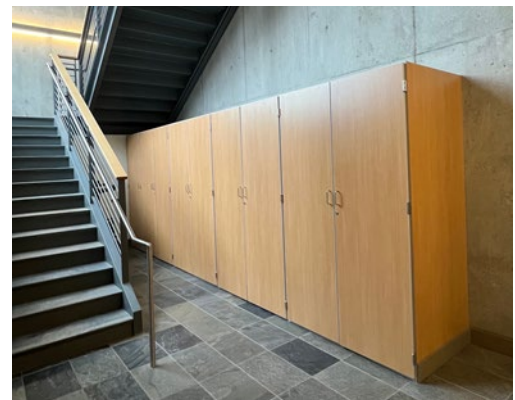
24-25 completes. The percentages across all programs holds a number that is much more equal.

Academic Year	Female all programs	Female LMT	Male all programs	Male LMT
2021-2022	53.19%	82.09%	43.87%	17.91%
2022-2023	52.31%	74.24%	44.96%	22.73%
2023-2024	51.7%	78.48%	44.4%	17.72%
24-25 YTD	50.8%	77.38%	43.55%	17.86%

**Section 5: Strengths and Accomplishments**

The COCC LMT program began in 1995 behind Avis Rent-A-Car in a small building. The program was later moved on-campus to the Boyle Education Center and now enjoys a beautiful, modern home in the Health Careers Center. LMT has since fulfilled its mission to prepare students for a professional career as well-trained professionals. Many of our great successes are based in support from the college and best hiring practices that ensure the right faculty and staff members exceed the standard.

LMT moved to the Health Careers Center in 2012, providing state-of-the-art massage labs and classrooms enjoyed by students and staff. Since the last APR (DPR), the college approved our request for additional storage in the stairwell which de-cluttered our classrooms and ensured the safety of expensive lab materials and equipment. LMT also has a materials and supplies budget of approximately \$5800 each year that is spent on replacing lab and classroom equipment that is broken, outdated, or empty. With support from the college, LMT meets or exceeds industry standards regarding classroom space, equipment, and technology.



LMT continues to maintain its accreditation through The Commission on Massage Therapy Accreditation (COMTA). During the 2021-2022 academic year, the program was awarded re-accreditation after a site visit that rendered no recommendations. This spoke volumes about our curriculum, classroom, staff/faculty, organized documentation and of course, our wonderful college and its team.

Our student-run massage clinic provides supervised on-site massage to members of the community. We are waitlisted fall through spring terms by clients that consist of college students, educators, those with chronic medical conditions or disabilities, first responders, military veterans and low-income earners. This is a welcomed opportunity for the underserved who otherwise cannot afford the high cost of massage therapy. In 2022, the parameters of LMT 210 Community Outreach were revised to serve 5 locations over the course of 10 weeks rather than 1. This was a positive change for the community and our students, it also actively places our college in a role to serve the

community more broadly with regularity. LMT students also provide supervised massage annually at events such as Pole, Peddle, Paddle and Heaven Can Wait.

In 2014, the marketing materials for LMT were revised to include ethnic and gender diversity. Due to this change along with great support from the college and a focus on robust, rigorous, modern curriculum we have steadily increased these numbers over the past decade (data section 4).

Last year, LMT was able to hire nationally renowned and published massage pathology author Ruth Werner to teach LMT 140 Pathology for Massage Therapy. This is a tremendous addition to our program and sets us apart from other schools along with being the only program in Oregon to offer an associate's degree in massage therapy.

Since its inception, the Licensed Massage Therapy program has been a significant financial contributor to COCC's general fund. In the past two decades alone (see chart below), the program has generated nearly two million dollars through its fee structure which changed to \$25 per-credit in 2014. Even more remarkably, this figure excludes the program's first decade of contributions, when fees were substantially higher at \$88 per-credit. LMT has established itself as a unique and valuable asset to COCC's financial sustainability.

LMT History of General Fund Fees	
AY	Amount
2003-04	\$ 110,424.00
2004-05	\$ 185,520.00
2005-06	\$ 154,728.00
2006-07	\$ 134,168.00
2007-08	\$ 136,788.00
2008-09	\$ 144,044.00
2009-10	\$ 136,768.00
2010-11	\$ 174,416.00
2011-12	\$ 151,492.00
2012-13	\$ 145,376.00
2013-14	\$ 155,848.00
2014-15	\$ 37,400.00
2015-16	\$ 33,900.00
2016-17	\$ 26,375.00
2017-18	\$ 29,950.00
2018-19	\$ 36,950.00
2019-20	\$ 25,075.00
2020-21	\$ 38,075.00
2021-22	\$ 30,684.00
2022-23	\$ 25,850.00
2023-24	\$ 40,400.00
<b>Total</b>	<b>\$ 1,954,231.00</b>

## Section 6: Challenges

With the closure of Sage School of Massage in spring 2024, COCC's Licensed Massage Therapy program is now uniquely positioned to serve all prospective massage therapy students in the region. This ends a decades-long enrollment split between the two institutions and presents a significant growth opportunity (section 4 data). While our primary challenge remains the need for a second full-time tenure-track faculty member, we benefit from strong institutional support and the expertise of COCC's dedicated team of professionals and have no other challenges at this time.

## Section 7: New Goals and Resource Needs

Goal	Timeline for achieving goal	Resources needed
1. Hiring a second full-time tenure-track faculty member is crucial for the program's growth and excellence. This position will strengthen curriculum development, expand enrollment initiatives, and enhance student outcomes across both cohorts and the degree track. Two full-time faculty members working in tandem will significantly improve program delivery while providing more individualized student support and mentorship.	2025-2026 academic year.	For academic years 2024-25 and 2025-26, COCC has approved a second temporary full-time LMT faculty position, converted from a previous adjunct role. Given our sustained course loads and growing enrollment, we seek to transform this into a permanent tenure-track position for 2026-27.