

Local Application Program Information by TOP Code

College: CERRITOS COLLEGE

Agreement No.: 17-C01-006

Program Title: Athletic Trainer Aide

TOP Code: 122800

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text.)

Unfortunately, there were no core indicator reports generated for this program. After analyzing the program and course offerings there are several reasons believed to be causing these low or non-existent numbers. First we are assuming that not enough of our students are being counted as concentrators. The first reason we believe this may be the case is that three of the program specific courses that all majors would have to take are offered in the Spring semester only and all these students may not be included in the program counts (1 program course is offered in the Fall semester only). The lack of core indicator reporting may also have to do with the fact that 4 out of the 10 courses being offered outside of our department.

Program completion (number of degrees and certificates awarded) remain low. Many of our students are obtaining employment from the skills learned in our programs and may not feel the need to complete the interdisciplinary classes. Some of our students take our classes to build skills only and do not intend to complete the program. For example we often have students waiting to get into the Physical Therapist Assistant Program (PTA) taking our classes to build therapeutic skills and increase their ranking for PTA program admission. Additionally, students that are intending to transfer may not feel the need to post a certificate when their plans include a bachelor's degree or transfer into the PTA program.

Briefly describe how the issue(s) will be addressed. (Limited to 2,000 characters, or approximately ½ page of text.)

We discovered in the past that all certificate program courses offered in our department do carry the D or E SAM code, however most of the interdisciplinary courses do not (such as the Anatomy and Physiology class), this is not something we can change. While changing the Spring only or Fall only course offerings might help students that are capture for data, this has proven to be difficult and may not serve the students well, we will look at ways of making sure we capture these students so that they are counted as concentrators. A competency based skill building program has now been instituted for students volunteering in the Athletic Training Facility and students are now required to be enrolled in 1 of 4 department classes to volunteer in the Training Room. The hope is that over time this will limit student's ability to build skills without progressing in our program.

This year we moved one course from the Health Education Department into Kinesiology and recoded TOP code and the SAM code to increase the number of courses included in our TOP code. Next year we will track this change, making sure program students are enrolled in the appropriate sections, and determine if this improves the number of students captured in our data. Additionally, we completed a large curriculum project and created several new courses and a new lower unit certificate of completion. The hope is that this lower unit award will increase our student persistence and completion, and perhaps the number of students that are captured for the data. We have also taken on a large student tracking project. We gathered data on our current and past students and identified students that were close to completion. The next step will be to send information to these students about completion of our existing program and the new lower unit certificate program. The hope is that this will improve completion rates. We are also building information in the colleges OrgSync communication tool to engage with current students in hopes of improving engagement and retention.

Finally, we are working on improving our website. We hope that this will improve student engagement, provide valuable information, and plan to feature some program graduates stories including their current place of employment.

>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

Indicate with a check mark which requirements have been met, below.

Requirements for Uses of Funds		MET	UNMET
1.	Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:

Describe specific activity(ies) intended to address the unmet requirement(s) (Limited to 2,000 characters, or approximately ½ page of text.)

10. Permissive Uses Per Section 135(c)(check activities to be funded with CTE funds)

- 1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
- 2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
- 3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
- 4. Provide programs for special populations. [§135(c)(4)]
- 5. Assisting career and technical student organizations. [§135(c)(5)]

- 6. Mentoring and support services. [§135(c)(6)]
- 7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
- 8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
- 9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
- 11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
- 12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
- 13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
- 14. Providing support for family and consumer sciences programs. [§135(c)(14)]
- 15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
- 16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
- 17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
- 18. Providing support for training programs in automotive technologies. [§135(c)(18)]
- 19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
- 20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Professional Dev. (including stipends) | <input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software) |
| <input checked="" type="checkbox"/> Instructional Equipment Purchase/Replacement | <input type="checkbox"/> Project Administration |
| <input type="checkbox"/> Facility rental/lease (off-campus location) | <input type="checkbox"/> Programs/Services for Special Populations |
| <input checked="" type="checkbox"/> Curriculum Development | <input checked="" type="checkbox"/> Consultants or Other Contracted Services |
| <input checked="" type="checkbox"/> Program Marketing and Outreach | <input checked="" type="checkbox"/> Other(specify) CTE Coordinator assists in |

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

- Entirely with CTE Funds
- Entirely with Other Funding Sources
- Using Both CTE and Other Funding Sources