

Final Report Program Information by TOP Code

District/College: CERRITOS CCD/CERRITOS COLLEGE
 Program Title: Accounting

Agreement No.: 17-C01-006
 TOP Code: 050200

Briefly describe the program improvement issue(s) concerning this TOP code.

Core indicator 1 – “Technical Skill Attainment” is below state negotiated levels for Single Parents and Students with Disabilities. These outcomes indicate that this program needs to focus on the skill attainment for these students. Core indicator 4 – “Employment” is below state negotiated levels for Non-Traditional students and Single Parents.

Briefly describe how the issue(s) will be addressed.

To assist the Students with Disabilities and achieve the state negotiated level of technical Skill Attainment, all Accounting & Finance instructors will be encouraged to include a brief statement on their syllabus in regards to the services provided by the Disabled Students Programs and Services (DSPS). Instructors will encourage all students who may qualify for assistance by the DSPS office to speak with a DSPS specialist to determine if special accommodations are needed. Furthermore, all instructors will be advised to announce to students the services provided by the Child Day Care Center on campus, which can assist with child care issues, so that students can attend class, complete homework assignment, and study. The majority of jobs in the accounting and finance field require a minimum of a Bachelor’s degree. While there are jobs for students who have taken some accounting or who have earned a certificate or an Associate’s degree, most employers are looking for applicants with a minimum of a Bachelor’s Degree. Therefore, most accounting and finance students are planning to transfer to a University to continue their education as opposed to seeking employment upon completion of their studies at Cerritos College. The district will gather region-wide data on the number of accounting and finance students who transfer to a 4-year university as well as data on how many students seek employment upon completion of their studies at Cerritos College. For those students who seek employment, we will continue to work on improving communication with the advisory committee and local employers in order to identify the skills and education they are looking for in applicants.

Final Report Summary:

1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?

If the response in Section 1 is **No** or **Partially** describe the barriers and/or lessons learned in Section 2.

If the response in Section 1 is **Yes** or **Partially** describe the accomplishment and/or effective practices derived from the project in Section 3

Select Yes No Partially

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

Core Indicator 1 – The Accounting department has not been able to identify specific students in this category. Based on information recently provided by the Institutional Effectiveness Research and Planning (IERP) department, a majority of Cerritos College students fit this category. The Department will continue efforts through Student Learning Outcome assessment and improvement plans to increase the technical skills of all students enrolled in Accounting courses. We will continue to include language on department syllabi regarding the services available through DSPS and the Child Care Center in order to encourage students to take advantage of those services.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

The Accounting Department has partnered with the California Society of Certified Public Accountants to implement the newly developed Community College to CPA program. The program is designed to assist students in planning the paths of their educational and professional careers. Representatives from regional and national CPA firms, local industries and universities provide personal advice and assistance in the trajectory of our departments and how best to prepare students for transfer.

Requirement for Uses of Funds	MET	UNMET	NOW MET
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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>
6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="checkbox"/>	<input 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"/>	<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"/>	<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"/>	<input type="checkbox"/>

Describe specific future activity(ies) intended to address the remaining unmet requirement(s) (Narratives limited to 4000 characters):

Final Report of Expenditure by TOP Code: \$3,630

<input checked="" type="checkbox"/> Professional Dev. (including stipends)	<input checked="" type="checkbox"/> Instructional Materials Purchase/Replacement (including software)
<input 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