

**Final Report Program Information by TOP Code**

District/College: CERRITOS CCD/CERRITOS COLLEGE  
Program Title: Athletic Trainer Aide

Agreement No.: 17-C01-006  
TOP Code: 122800

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

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).  
The curriculum and scheduling cycle impact the ability to offer new courses. Our new courses and programs were approved by the Chancellor's Office and will appear in the 2018/2019 catalog. We have add several new courses to the schedule that will begin Fall 2018. Based on the process it was not possible to move any more quickly than we did. With the requirement of Training Room volunteers enrolling in at least one class within the program we should see numbers increase within the program. Now that we have the lower unit certificate, the hope is that more of these same students will post completions.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).  
The curriculum and scheduling cycle impact the ability to offer new courses. Our new courses and programs were approved by the Chancellor's Office and will appear in the 2018/2019 catalog. We have add several new courses to the schedule that will begin Fall 2018. Based on the process it was not possible to move any more quickly than we did. We have successfully and significantly improved our website. All the new programs appear on the new program along with the new courses. We will continue to add and improve as we move forward. Phase one of emails to students was completed. Phase two will be implemented this summer prior to registration for the Fall 2018 semester to coincide with the launch of our new and revised programs.

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):