

Final Report Program Information by TOP Code

District/College: CERRITOS CCD/CERRITOS COLLEGE
Program Title: Fitness Specialist

Agreement No.: 17-C01-006
TOP Code: 083520

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

Technical skill attainment was only at 33.33 while completion was at 100%. This is puzzling as if students are successfully completing the program they have successfully attained the skills needed for employment in the fitness industry. Persistence is at a moderate at 66.67 overall and 100 for single parent. All other core indicators were not reported for various reasons. 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. This may have to do with the fact that the program is interdisciplinary with 4 out of the 9 courses being offered outside of our department, and several of the classes are only offered once per year (either Fall Semester only or Spring Semester only). Additionally, some of our students already have bachelor's degrees and are returning to the community college for a career change or training for a second job. These students may not be counted either. 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. Students can sit for several national certification exams without completing a degree and by completing certain courses in our program they are well prepared for certain certifications. Additionally, students that are intending to transfer may not feel the need to post a certificate when their plans include a bachelor's degree.

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. 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 a new course 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. Currently we are aligned with American Council on Exercise (ACE), a national certification group, and plan to explore the option of including a second alliance with the National Association of Sports Medicine (NASM). NASM is an organization and certifying body that is growing in popularity and importance in the industry. Including an alliance with this organization may increase numbers in our program. 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. We have not made progress on alignment with additional national organization. No significant barriers existed except the time factor. This remains a future goal

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):