

Final Report Program Information by TOP Code

District/College: CERRITOS CCD/CERRITOS COLLEGE
Program Title: Business Computerized Office

Agreement No.: 17-C01-006
TOP Code: 051400

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

Technical Skill Attainment: All relevant student categories are below district- negotiated level and decreased from last year's data. The greatest decrease is due to fewer single parents entering the program. Completions—Credential, Certificate, Degree or Transfer Ready: All relevant student categories are below district-negotiated level and decreased from last year's data. There is a decrease in economically disadvantaged students in the program and added the single parent category to the report, which is part of this decrease. Persistent and Transfer: All relevant student categories are below district-negotiated level and decreased by .8 from last year's data. Employment: All relevant student categories are above district-negotiated level and improved 5.4 from last year's data. This is the main goal of the department to have students employed after graduation. Nontraditional Completion: All relevant student categories are below district-negotiated level and a slight decrease from last year's data. This is due to single parent and students with disabilities not in the program. Nontraditional Completion: All relevant student categories are below district- negotiated level and decreased from last year's data. The Employment category has increased, which means that the program has improved their relationship with local business and due to working with Business Information Worker Pathway to Success. Offering more online classes and allowing students to earn their Certificates by taking only online classes does attract single parents, working students, and students with disabilities.

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

•We have been using the OrgSync app to communicate with students about online job resources and post jobs as they come to our department for all students to see. It is still relatively new but has been useful to increase our employment numbers. We have included the website for Business Information Worker Pathway to Success for another avenue to find jobs.
•Department is in the process of creating a certificate for Business Information Worker Stage 1. This should attract more single parents to the program. •Updated all the pull sheets to include Certificates and Associated of Arts Degrees for the program. In addition, the department has two internal certificates—Microsoft Office Certificate and Business Communications Certificate. This allows students who are refreshing their office skills to receive a certificate to add to their portfolio. •Department works very hard to keep the prices of books as low as possible by working with the publishers.

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).

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

• Since using the OrgSync app to communicate online job resources and post jobs, some of our students were able to use this information to help them find jobs. We are still working with the Business Information Worker Pathway to Success as an Avenue to help students find jobs. Both are a new avenue for job opportunities and is having growing pains. • The department has written the Business Information Worker Stage I Certificate; but because of eLumen issues, it did not make curriculum fall 2017. There was also the issue of who would input the information into eLumen in preparation to go to Curriculum —division secretary or faculty. The department has written the information and received all the necessary approvals. The department needs to input it into eLumen to be ready for Curriculum for fall 2018. • The department pull sheets are current and include all Certificates and Associated of Arts Degree for the program. The department sent students emails to remind that there is a M

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: \$3,077

<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