

**Final Report Program Information by TOP Code**

District/College: CERRITOS CCD/CERRITOS COLLEGE  
 Program Title: Physical Therapist Assistant

Agreement No.: 17-C01-006  
 TOP Code: 122200

Briefly describe the program improvement issue(s) concerning this TOP code.  
 1 - Skill Attainment Analysis of this Indicator for the CTE Cohort shows performance above negotiated levels over the last five years of data measured. The department goal is to improve that performance using equipment and technology requested in an IPII application submitted this month for funding in 2016-2017. All functions of this equipment/technology are specifically directed toward knowledge and skill attainment. b. Core 2 - Total Completions The department remains strong in this area, performing between 18.9 and 25% over five years measured. Degree completion is critical in this area, as students must have earned the degree in order to qualify for the licensing exam then employment. c. Core 3 - Persistence and Transfer This is the weakest area of performance for the PTA program, but the data mystify us: college data show very high success and retention rates, some significantly higher than the institution or of state-wide similar programs. Also, since this is a terminal degree, our students rarely transfer. There is no CSU or UC Bachelor's Degree program in Physical Therapy, all entry level PT degrees are offered only at the Doctoral level. Core Indicator 3 numbers continue on a positive trend, improving from 22.9%, to minus 11.3% in 2015-2016, now to minus 4.2% in the current year measured. ALL 3 of this program's Core Indicators which fall below the negotiated targets, are in this area. Following our reasoning of Persistence and Transfer as different phenomena for our students, activities will continue to stress Persistence especially for non-traditional and economically disadvantaged students. As part of the College's Academic Affairs Strategic Plan, printed materials have been made available which specifically target recruitment of such students, for CTE programs. (Road Maps) d. Core 4 - Employment The 17-18 data for this Core Indicator shows the highest performance of the five (most recent) years measured, was 14.4% in 2016-2017, n

Briefly describe how the issue(s) will be addressed.  
 Department currently participates in college-sponsored recruitment activities for non-traditional and other underrepresented student populations: by participation in Senior Preview Day, and by speaking to students taking Health Occupations 100: Health of Underserved Communities, and will continue to do so. Perkins funds will continue to be used for supplies, marketing, faculty professional development, and to replace outdated equipment with those reflecting current industry standards. Perkins funds were requested last year via an IPII application for specific equipment which meets industry standards and which had not been available in the PTA lab. (Lite Gait). Equipment has been added to the lab and into the curriculum, and faculty, then students, have been trained in its use. This year the department plans to add computer technology to embed into skill acquisition curriculum. (VHI exercise program generation software and laptops). This should increase core indicators over time, and will be measured by the department the year following the implementation of this new equipment into the curriculum (surveys of students and clinical instructors at the facilities where this equipment is currently being used.) The College will continue to determine student barriers for enrollment in a non-traditional career field and overcome those barriers by presenting both a non-traditional career event for both female and males to allow students career exploration and to meet CTE Faculty.

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).

Effective Practices: Faculty training for high-technology equipment use has been effective in implementing it into the PTA curriculum

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: \$8,581

<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