

Final Report Program Information by TOP Code

District/College: CERRITOS CCD/CERRITOS COLLEGE
Program Title: Speech/Language Pathology Assistant

Agreement No.: 17-C01-006
TOP Code: 122000

Briefly describe the program improvement issue(s) concerning this TOP code.
Core indicators for the SLPA program for Technical Skill Attainment, Completions, and Employment remain well above the negotiated levels for the district. This is likely due to increased transparency through academic pathways, increased prerequisite courses with a more defined cohort of students for collegiality and support, as well as consistency through department faculty. In addition, educational and networking conferences funded for program leadership and instructors continue to ensure students are best prepared for employment based on employment trends and labor demands. Strong Workforce funds were approved for the continued increase of student preparedness for employment through advanced technology (i.e., voice output software applications on Ipad). However, the program continues to perform below the negotiated levels on core indicators of Persistence and Transfer, Nontraditional Participation and Completion. Persistence and transfer numbers are below the negotiated levels by 7.3%, which is consistent with last year's core indicator results. There typically is significant attrition with the program due to the open enrollment nature of the introductory classes, so students who do not have strong study skills often perform poorly and do not pass or choose not to continue. The transfer numbers are mixed due to the fact that SLPAs do not need a bachelor degree to be employed as a SLPA, so many students do not transfer. The Nontraditional Participation core indicators continue to be significantly below the negotiated levels (15-19%), which has been identified as the male student population.

Briefly describe how the issue(s) will be addressed.
Program goals include investigating the need for an application process to improve readiness for the program which should help with persistence. In addition, investigating articulation agreements with four year colleges that offer a Speech- Language Pathology degree may offer some options for students who are eventually seeking a bachelor degree in this field but still want to work as a SLPA. Typically there have been 2-4 males in the introductory courses, and 0-1 remain in the second year of the program. Recruiting efforts through major fairs, developing a mentorship program and tutoring opportunities are being explored to increase recruitment, persistence, and completions in this population.

Final Report Summary:
1. Was the program improvement issue(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).
Equipment and software that needs to be installed by IT should be pre-approved prior to requests for funding as it needs to be approved and there also needs to be staff who are able to install the software on Ipad in a timely manner for student use.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).
The program is moving ahead with an application process that will be put through the curriculum committee in Fall 2018, pending approval from the Speech Language Pathology, Audiology, and Hearing Aid Dispensers Board which accredits the program. The department chair was able to attend continuing education at the American Speech- Language-Hearing Association's annual convention and received updated information about the progress of a board exam that is being established for SLPAs. In addition, attending the California Association of Communication Sciences and Disorders Programs kept the chair informed of key practices at 4 year institutions and updates to internship practices and curriculum. This helps in advising and counseling students appropriately 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: \$5,887

<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