



California
Community
Colleges

California Virtual Campus –
Online Education Initiative

Final Grant Report

Improving Online CTE Pathways

*Business Access aNd Quality (BANQ)
project - Las Positas College*

*Chabot Las Positas Community College
District*

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Project Summary (2 Pages Maximum)

The Business Studies Program sought to offer students the opportunity to complete coursework in an anytime, anywhere manner. Survey results show that students have consistently asked for Business degrees and certificates to be offered online. Since many students work full- or part-time jobs, this access allows these students to reach their educational goals. While the college offers the vast majority of its General Education courses online, this grant sought to offer the first fully online Career Technical Education (CTE) Certificate of Achievement (COA) at the college. The Business Access N Quality (BANQ) project addresses **Track 1: Improve access to and quality of existing online programs** by expanding access to existing online classes resulting in a (COA). BANQ project team members have identified the following COA for this project: Supervisory Management.

Requesting a budget in the amount of \$177,187, the BANQ project work plan included objectives, measurable outcomes, timelines, designated human resources, and consisted of the following:

1. Retain a work plan coordinator to manage project activities in collaboration with the Principal Investigator and Co-Principal Investigator(s).
2. Coordinate and deliver two Online Course Development Program training sessions to train faculty in how to teach online according to CVC OEI standards.
3. Train additional team members for our existing local POQR team to ensure quality of our online course offerings.
4. Develop new courses (Qty. 2) and update existing courses (Qty. 9) using the Online Education Initiative (OEI) course design rubric.
5. Submit new and updated courses for alignment to OEI course design rubric and to be offered in the OEI exchange.
6. Identify and offer other professional development opportunities for online course development and delivery.
7. Report and present out on project activities, outcomes, timelines, and financial matters.

The BANQ project team included faculty, staff, and administrators. Throughout the planning and development phase, the project team met many times to develop a comprehensive work plan that not only met the recommendations of the LPC Business Advisory Committee to move forward, but the BANQ project also aligned with LPC's Guided Pathways initiative.

What is the primary goal of your proposed project?

- Improve existing online certificates, credentials or programs (Track 1)

What are the areas of emphasis for the project proposed in this application? (select no more than three)

- to increase access to existing online certificates, credentials or programs

- to improve quality of existing online certificates, credentials or programs to fill gaps in existing on-ground certificates, credentials or programs

At the end of the grant period, we had

- 12 faculty members completing the Online Course Development Program with grant funding
- 9 faculty completing POOCR training with grant funding. While local POOCR certification was not part of the grant's aims, the college attained local POOCR certification, the third college in the state to do so, during the grant period with assistance of some of the team members also working on this grant.
- 11 courses submitted to CVC OEI for quality review and approved alignment
 - 7 courses aligned
 - 3 courses currently completing CVC OEI review following completing our local POOCR review
 - 1 course locally reviewed by our POOCR team and in the submission queue at CVC OEI

Challenges and Opportunities: We unfortunately had one faculty member die during the early part of the grant period, so this instructor's class was handed off to an already busy member of our team. This team member missed a number of deadlines during the grant period, working on a total of three classes, which meant it was not progressing towards alignment on the same track as our other courses. After local POOCR uncovered some areas for improvement in these delayed classes, we were able to bring in other team members to assist in getting these courses ready for CVC OEI review.

As we worked through getting all of our courses ready, it became clear that Accessibility would offer its own challenges and needed robust support for alignment. We were able to direct some of our funding to allow our Accessibility specialist to work additional hours to help make courses fully compliant.

Courses submitted to CVC OEI did not get turned around as quickly as we might have hoped. While three of our 11 courses were submitted later in the grant period than intended, the other 8 were all done on time per our grant specifications. Seven of those completed the process, but 3 are still in various stages of review with the CVC OEI, and one is just starting CVC OEI review as of this writing.

Project Preparation (4 Pages Maximum)

Starting Point & Preparation

Our starting point for the proposed project was when LPC submitted a letter of interest for the CVC-OEI grant once we learned about this opportunity in March of 2019.

While our initial letter of interest included improving 3 existing online Business certificate programs, we decided that realistically we should focus on training faculty to create quality

online courses and focus on developing one fully online certificate program where all the courses (11) are submitted for alignment to the OEI course design rubric.

We believed that we were in a strategic place to start this project for Fall 2019 because we already had some of the foundation in place:

- 1) We were selected to be part of the 2018 Equity Cohort for the CVC-OEI so we already knew what was expected with the OEI course design rubric and getting our online courses to be OEI badged.
- 2) As part of the 2018 Equity Cohort, LPC was already working on getting 20% of our online courses OEI aligned.
- 3) Prior to August 2019, LPC had 9 classes OEI aligned and 11 other courses in the OEI alignment review process (excluding the CTE grant project courses). Three courses were reviewed by our own local PO CR team during Summer 2019 in our ultimately successful effort for LPC to become a certified PO CR college
- 4) We had 7 faculty/staff who completed the @ONE PO CR training program prior to Fall 2019 who could act as mentors and assist Business faculty prepare their online courses to be submitted for alignment to the OEI course design rubric.
- 5) We had a campus culture that supported financial compensation for faculty to get their courses OEI aligned and/or be a PO CR reviewer.
- 6) Distance Education committee co-chairs actively promoted CVC-OEI alignment and held PO CR (OEI course design rubric) professional development workshops.

Getting approval from our Board of Trustees

The CVC-OEI BANG grant was approved by the Chabot-Las Positas College District's Board of Trustees on May 21, 2019, item 4.7.

(<http://districtazure.clpccd.org/boardpacket/20190521.php>)

Which executive stakeholders from your college or district were included in this project?

- Interim President: Roanna Bennie
- Interim Vice President Academic Services: Leta Stagnaro
- Vice President Student Services: William Garcia
- Vice President Administrative Services: Diane Brady
- Faculty Senate President: Melissa Korber
- Career Technical Education Project Manager: Vicki Shipman

Who is the fiscal agent from your college or district who will receive the funds?

Diane Brady, Vice President Administrative Services

What data did we collect before our start, to compare pre-award and post-award impact?

The data collected before starting the project included Enrollment, Success and Retention for each course. The following table illustrates the collected pre-award data.

Spring 2018 – Supervisory Management Courses			
Course	Success	Retention	Enrollment
BUSN 18	74%	83%	84
BUSN 30	52%	90%	42
BUSN 40	73%	87%	89
BUSN 48	48%	60%	25
BUSN 52	93%	93%	15
BUSN 56	64%	85%	33
BUSN 58	60%	63%	30
BUSN 88	67%	87%	15
WRKX 94*	77%	87%	75
WRKX 95^	N/A	N/A	N/A

*=Taught as face-to-face

^=Not taught in Spring 2018

Pre-award completion data:

2014-2015: 1 COA Awarded
 2015-2016: 0 COA Awarded
 2016-2017: 0 COA Awarded
 2017-2019: 4 COA's Awarded

Source: Las Positas College Office of Institutional Research and Planning

Project Implementation (6 pages Maximum)

Project Alignment

- Describe how your project aligned with at least one of the two goals identified in the original Request for Applications (RFA):
 - a. Lead to short-term, industry-valued certificates or credentials, or programs.
 - b. Enable a student in a pathway developed by the California Online Community College to continue his or her education in a career pathway offered by an existing community college.

Addressing regional workforce needs is fundamental to the LPC mission. A Business Entrepreneurship (TOP Code 0501.00) occupational labor market report prepared by the San Francisco Bay Center of Excellence for Labor Market Research in December 2018 projects a significant undersupply of supervisory workers compared to the demand for this cluster of occupations in Alameda and Contra Costa Counties. The gap is significant with 12,783 students annually in the Bay region and 3,264 students annually in the East Bay sub-region. By increasing access, this project fully meets the occupational demand through online educational attainment leading to careers.

The project aligns with Guided Pathways in that it meets one of the 4 pillars of Guided Pathways: a clear curricular pathway to employment and further education. By offering at least 24 units of online Business courses that will align to the OEI Course Design Rubric, this will provide quality and accessible online courses for students to complete their COA: Supervisory Management and to prepare them for supervisory positions that are high in demand.

Project Need

The BANQ project was intended to meet the needs of local employers. Included with our application were letters of support from the following entities: LAM Research, Innovation TriValley, and the TriValley Career Center. As evident by the letters provided, overwhelmingly these entities valued the online Supervisory Management COA.

Local needs met through this project for the college include LPC's goal of 20% of Distance Education sections align to the OEI Course Design Rubric. All eleven (11) of the Supervisory Management COA courses will be aligned. Further, this project provided for much needed faculty professional development, the enhancement of our local POCR team, and established a working model for future online CTE certificates to be developed.

Needs Identified During the Project

As noted in the *Summary* section, we had to move one course to a different professor during the grant period, in order to meet project timelines.

The accessibility work was more challenging for our faculty than we had anticipated, and we sought additional time from our Accessibility specialist beyond her normal availability.

Project Description

At the outset of our grant period, we had a well-developed and robust online course program in place. We have our own training course (OCDP: Online Course Development Program) for faculty to optionally attend before teaching online at our college that incorporates CVC OEI standards, other best practices, and college specific information. We had four degrees already available in exclusively online format. We had a well-defined process for working towards CVC OEI alignment, including funding for faculty who achieve alignment and POCR reviewers, and plenty of material in a Canvas course that aggregates resources, information, and application to begin the work of aligning a course. We had 14 classes across the college that had already attained CVC OEI certification, and many other distance format courses offered. We had 8

certified POCR reviewers and had applied to be a local POCR certified college. We joined the CVC OEI consortium in April 2018 in the Online Equity Cohort, so we were mindful of our obligation to work towards 20% of our distance ed course offerings being aligned and we knew that we had room for improvement on that front.

One of the opportunities we identified was that we had no CTE certificates available fully online, which this grant sought to address. We found a program that had a great candidate for this CoA, which was the Supervisory Management certificate in the Business department. Of the 11 courses that eventually sought alignment during the grant period, 9 were already taught fully online, with the 2 remaining courses in a hybrid format with limited in person content that could easily be converted to fully online format.

Since the OCDP is optional training, there are always additional faculty members who can benefit from the program. We sought to include all the faculty who were preparing courses for alignment for our CoA and other faculty in their department preferentially, and we also were able to fund training to a handful of other faculty in other disciplines, under the assumption that the grant funds would help seed other CoA programs that could seek alignment in the future.

Similarly, since we planned to become a local POCR college, we sought to add to our POCR team and applied for grant funds to cover that training and sought out faculty across the campus interested in joining that team.

The grant funds were invaluable to accomplishing our project goals by providing monetary incentives for faculty to 1) complete the online course development program and work on their courses so that their courses can be OEI aligned; 2) complete the @ONE POCR training program so that LPC could have more local POCR reviewers; and to help pay for additional hours for our Accessibility specialist.

[At completion of the project:](#)

Our Supervisory Management Certification of Achievement:

Two hybrid classes were converted to fully online format in preparation for CVC OEI alignment.

All 11 classes have completed local POCR review and remediation. All classes have completed local Accessibility review with our Accessibility Specialist.

Seven of the 11 have become CVC OEI certified.

The remaining four courses are in various stages of CVC OEI review and certification. While two classes were submitted later than we had hoped for in our initial timeline goals, there were also delays at the CVC OEI review level that were out of our control.

OCDP training at our college:

A total of 12 faculty members across the college completed this training, including all the instructors working on classes for the CoA.

POCR training for faculty:

Nine faculty members completed training and joined our POCR team. All of these faculty have now completed at least one local POCR review.

The grant funds were managed and distributed to ensure project goals through district accounting principles.

Project Success

- As a result of this grant, this is the first fully online CTE Certificate of Achievement: Supervisory Management at LPC.
 - Seven of the 11 required courses completed the OEI alignment process. 3 courses are still in various stages of review with the CVC OEI, and one is just starting CVC OEI review as of this writing. After the remaining 4 courses complete the OEI alignment process, this will be the first fully online CTE Certificate program with 100% OEI aligned courses.
 - When alignment is completed, this will be the first fully online CTE CoA that our college offers. However, some courses aligned in this grant program are also used in other CoAs offered by the college, which may allow us to leverage the work completed under the grant to advance several other certificates to a fully online format:
 - Certificate of Achievement in Business Entrepreneurship (shares 4 courses with the grant CoA). In addition, the 2 remaining courses (BUSN 45 and one from: BUSN 1A, 51, or 55) required for this CoA, are currently offered online in Spring 2021.
 - Certificate of Achievement in Business Workforce Proficiency (shares 2 course with the grant CoA)
 - Certificate of Achievement in Retail Management (shares 5 courses with the grant CoA) In addition, the 4 remaining courses (CIS 55, MKTG 50, BUSN 1A/51, MKTG 56) required for this CoA, are currently offered online for Spring 2021.
- Due to the unforeseen and global consequences of the COVID 19 pandemic that required all California community colleges to physically close campuses (including LPC), all our BUSN CTE programs are currently offered fully online.

- However, due to our IOP Grant Project, many Business faculty who were funded to complete the Online Course Development Program knew how to make their courses online and follow the best practices using the OEI course design rubric.
- As a result of the IOP Grant Project, many faculty who were funded to make their courses OEI aligned or funded to be local POCR reviewers, were able to serve as mentors during Summer 2020 to assist other faculty prepare their courses to be offered online (offered either asynchronous or synchronously using Zoom for class lectures).

Project Evaluation

The estimates for the number of students that will be served in a 3-5 year timeframe may change since the start of this project due to the COVID 19 pandemic that is still occurring.

Due to this pandemic, LPC like other California community colleges have experienced a decrease in enrollment. It may take 2-3 years before the enrollment goes back up. Comparison of the baseline data to the Fall 2020 data may be misleading due to the impact of the COVID 19 pandemic on upending people's lives.

Project Feasibility

There was a critical need for additional personnel especially for making course content accessible.

In addition, because only two faculty members taught specific courses when one passed away unexpectedly, the workload was moved to the 2nd faculty member to submit 3 courses for the project. We needed to provide additional personnel support to assist the 2nd faculty member to work on the 3 courses.

Project Conclusion (3 Pages Maximum)

Project Reporting

- How are you making results of the grant project public beyond this report?

We will post the results of this grant on the BANQ webpage (<http://www.laspositascollege.edu/banq/index.php>) and share out the results with the District's Public Information Office to disseminate the information to the community at large.

- What type of format are you using? Has any collateral been developed?

The Supervisory Management Certificate of Achievement will be included in the Year 2 Career Guide. The Year 2 Career Guide is a district wide campaign promoting certificates that may be completed within one year. The guide is undergoing updates for 2021 / 2022 academic year certificate offerings. <http://districtazure.clpccd.org/y2c2020/index.php>

- Please indicate what kind of audiences you are catering the information to (e.g., students, workforce partners, internal/external communications).

In addition to the press release, we will be targeting current and prospective students through our campus website, Business Symposium, counselors, and the business department.

- Over the last year, how have you engaged with other external organizations to support your grant project? With non-higher ed (e.g., met with industry partners). Please list companies.

Project engagement with external community based organizations includes the TriValley Career Center and Livermore Adult Education. Companies engaged with the project include Lawrence Livermore National Laboratory, US Foods, Wente, Comcast Cable, The City of Livermore, and Innovation Tri Valley.

- With other higher ed schools (e.g., partnering with other schools in the district).

Project engagement with local secondary schools in the area include TriValley Educational Collaborative and Livermore Adult Education. The project has not engaged with higher ed schools.

- Describe marketing and communication efforts for the programs supported by the grant.

Our marketing efforts post-grant include creating and distributing a press release to:

- Local Industry Partners (Lawrence Livermore National Laboratory, US Foods, Wente, Comcast Cable, The City of Livermore, and Tri-Valley, Innovation Try Valley)
- Current and prospective students through our website, Business Symposium, the counselling department, and the business department
- LPC Business Advisory Board
- Local Tri Valley ROP, TriValley Career Center, and Livermore Adult Education

In addition to the press release, we will be targeting current and prospective students through our campus website, Business Symposium, counselors, and the business department.

Lastly, we will be promoting the Supervisory Management Certificate of Achievement through our social media channels, both organically and through targeted paid advertising.

- Describe professional development opportunities faculty and staff have participated in and explain how each one supports the goals of the grant.

We intended to send faculty to the Online Teaching Conference, but the OTC was scaled way back and delivered virtually, so fewer faculty participated than we had originally imagined. As noted in a previous section, we were able to offer our Online Course Development training to 12 faculty members, some of whom then aligned classes for this certificate, but also some outside the Business department. We also offered POCR reviewer training to 9 faculty across

the college. With the extension granted for the grant timeline, faculty attended online teaching professional development during fall 2020.

Post-Grant Commitment

We expect to use the model that we undertook during the grant period to serve as a framework for moving CTE programs in the future. As noted above, we also seeded other departments that were not part of the target CoA, so that they can plan to put other CTE content outside of the Business discipline online going forward.

The Supervisory Management Certificate of Achievement will have an immediate impact on student access as this is one of the only COA's offered 100% online and may be completed within one academic year (two semesters). The Academic Dean will include these courses within the Colleges Enrollment Plan to secure enrollment placement to offer the certificate. The Academic Dean and the Principal Investigator will commit Strong Workforce Program funds in the event the FTEF is not available, ensuring that the certificate will be offered in the 2021/2022 academic year.

Project Reflection (2 Pages Maximum)

Is it disingenuous to say we would prefer not to have this grant going on during a pandemic? That's certainly the case for us and no doubt for other grantees as well. While our campus functioned pretty well in the last year, we had fewer opportunities to work collaboratively and more responsibilities and needs for other work outside this grant during this time.

Looking over the past 18 months, the COVID-19 pandemic has significantly impacted the day-to-day operations at our institution. In the future, we can consider revising the grant timeline to have more leeway in case of unforeseen events, and/or if a task takes longer than expected. We also would have done well to assess the commitment and resources each participant had to devote to the work in order to ensure we could meet milestones.

We participated in development of an IOP grant video for our project with Bob Nash, Dean of Academic Affairs at California Virtual Campus, at OEI. The completed video is available at: <https://youtu.be/sZcipeQf4iY>

We also have a dedicated landing page on the Las Positas College Website, which showcases our video and reports on our progress on the project. <http://www.laspositascollege.edu/banq/index.php>

Our Business Department faculty met with their business advisory board on 9/17/2020 to promote the upcoming completion of the program. The business advisory board includes:

- Charlene Anderson Tri-Valley Conservancy
- Theresa De La Vega City of Livermore

- | | |
|-------------------|--|
| ▪ Nadine Horner | Lawrence Livermore National Laboratory |
| ▪ April Ingram | Uncle Credit Union |
| ▪ Steve Lanza | LAM Research |
| ▪ Kristin Pollard | Comcast Cable |
| ▪ Lecia Roundtree | Premier One Credit Union |
| ▪ John Sensiba | Sensiba San Filippo LLC |

Our marketing efforts post-grant include creating and distributing a press release to:

- Local Industry Partners (Lawrence Livermore National Laboratory, US Foods, Wente, Comcast Cable, The City of Livermore, and Tri-Valley, Innovation Try Valley)
- Current and prospective students through our website, Business Symposium, the counselling department, and the business department
- LPC Business Advisory Board
- Local Tri Valley ROP, TriValley Career Center, and Livermore Adult Education

In addition to the press release, we will be targeting current and prospective students through our campus website, Business Symposium, counselors, and the business department.

Lastly, we will be promoting the Supervisory Management Certificate of Achievement through our social media channels, both organically and through targeted paid advertising.

BaseCamp and the Communities of Practice have both been helpful. It would also be useful to think about how the CVC OEI can support and promote the work completed under the grant to help us market and share the successes of our program and find students who are not already aware of what programs are available online: there are candidate students out there who we would like to reach.