

# **LMC Virtual Pathways**

## **Los Medanos College**

**Proposal in Response the Chancellor's Office California  
Virtual Campus Online Education Initiative RFA for  
Improving Online CTE Pathways**

**May 1, 2019**

## 1. Institutional Support

**Funding Source(s):** SB840 Budget Act

**Project Title:** Improving Online CTE Pathways Grant Program

**Institution:** Los Medanos College

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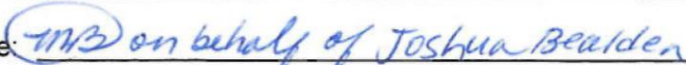
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## 2. Table of Contents

1. Institutional Support Form .....	NA
2. Table of Contents .....	1
3. Project Summary .....	2
4. Project Preparation.....	3
5. Project Implementation.....	7
6. Project Conclusion and Continuation .....	13
7. Grant Budget Table .....	15

### 3. Project Summary

**Proposed Project Title:** LMC Virtual Pathways

#### Project Summary

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**Primary Goal of Project:** Track 3 - Supporting students, faculty, and campus leaders.

**Areas of Emphasis for this Project:**

- Increase access to existing online certificates, credentials, or programs
- To fill gaps in existing on-ground certificates, credentials, or programs
- To support students staying on their existing academic pathways [and help new students more effectively onboard into academic pathways]

**Project Abstract:** LMC Virtual Pathways will implement processes and structures that increase success of students who could benefit from online learning and increase the success of faculty in the implementation of online courses to increase access to CTE pathways at the college. LMC will use OEI CTE funding to strengthen the academic culture of online teaching and learning at the college while strengthening the responsiveness of the college to equity populations through more effective online pathway implementation and online student support processes. While LMC has a diverse array of very strong CTE programs and has increased online offerings consistently over the last two years, there has been no systemic efforts to build onramps into Business, Early Childhood Education, Information Technology, Health, Public Safety or other program areas through online courses. LMC Virtual Pathways will:

1. Create an infrastructure and campus culture to help faculty to identify opportunities and implement online courses that increase access to LMC's CTE offerings through the development of online versions of gateway courses and short online certificates;
2. Expand district-wide online general education pathways to help students in gateway CTE programs and courses begin to fulfill general education requirements and progress towards AA, AS, and ADT CTE pathways;
3. Improve online student support including online career exploration, onboarding, expansion of the college early alert system to online students, and better mechanisms for providing virtual support for students enrolled in online courses to support learning.

LMC's approach to the use of OEI CTE funding is based on an exhaustive gap study of distance education at the college developed in preparation for the college's accreditation in 2020. LMC's design process included analysis of student data and trends in online education at the college, faculty surveys, peer reviews of existing online offerings, and current trends in the statewide implementation of the CCCCO Online Educational Initiative to develop the proposed activities in this application.

LMC Virtual Pathways will integrate expansion of CTE online offerings and online student support strategies with the college's current implementation of Guided Pathways at the college. As part of LMC's development of meta majors and efforts at 'clearing the path' for students, LMC will scaffold online offerings and certificates in its developing pathway system and ensure that program and pathway mapping incorporates online offerings in a way that incentivizes online students to enter into and complete certificate, degree, and transfer pathways at the college. Finally, the dramatic improvements in online onboarding, student support and early alert strategies identified in this proposal will strengthen LMC's implementation of online learning and alignment to the pillars of guided pathways to help students enter their pathway, stay on the path and that support effective learning.

## 4. Project Preparation

### A. Local Starting Point

Los Medanos College (LMC) proposes to implement strategies and structures that increase success of students who could benefit from online learning and increase the success of faculty in the implementation of online courses that improve access to CTE pathways at the college. While LMC has a diverse array of very strong CTE programs and has increased online offerings consistently over the last two years, there has been no systemic effort to build onramps into Business, Early Childhood Education, ICT, Health, Public Safety or other program areas through online courses. Additionally, LMC is in planning for implementation of a strategic enrollment effort using guided pathways to advance college practices aimed at increasing student success. Guided Pathways not only requires the reorganization of programs and offerings, but also involves extensive changes in processes for onboarding, advising and student support to help students get on their path, stay on their path, and to ensure learning.

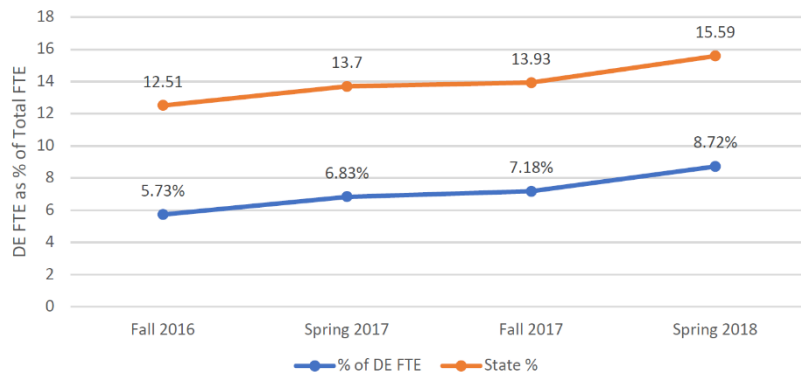
Consistent with Track 3 supporting faculty and student access, LMC will:

1. Create an infrastructure to help faculty to identify opportunities and implement online courses that increase access to LMC's CTE offerings through the development of online versions of gateway courses and short online certificates;
2. Expand districtwide online general education pathways to help students in gateway CTE programs and courses begin to fulfill general education requirements and progress towards advanced AA, AS, and ADT CTE pathways.
3. Increase development of online student support and courses including online career exploration, onboarding, expansion of early alert to online students, and better mechanisms for providing virtual support for students enrolled in online courses.

**Online Education at LMC:** Distance education at LMC has increased every term since the Fall of 2016 both numerically and as a percentage of overall FTES.

	Fall 2016	Spring 2017	Fall 2017	Spring 2018
DE FTES	205.39	236.79	252.03	302.7
Total FTES	3583.34	3465.98	3509.26	3470.26
(DE / Total) %	<b>5.73 %</b>	<b>6.83 %</b>	<b>7.18 %</b>	<b>8.72 %</b>

Distance education student enrollments have also increased from 1,898 to 2,683 since Fall 2016, an increase of 41%. While FTES and enrollments have steadily increased however, LMC remains behind most of the state in the percentage of FTES in distance education (DE) and online courses. The trendline for FTES enrollment in DE courses closely parallels the trendline for the overall state with a persistent gap of approximately 7% in the percentage FTES in DE courses. This makes it difficult to determine whether increased online course participation is a result of improvements at the college or a general trendline in online enrollment statewide.



Outcomes for online students show persistent equity gaps at LMC for specific equity populations. African American and Pacific Islander students show gaps related to completion of online courses while African American, Hispanic, and mixed-race students show lower course success rates compared to White Non-Hispanic Students.

### LMC Online Course Completion and Success – Race and Ethnicity

	Completion %		Success %
African-American	75%	African-American	52%
American Indian/Alaskan Native	89%	American Indian/Alaskan Native	68%
Asian	84%	Asian	73%
Hispanic	79%	Hispanic	64%
Multi-Ethnicity	80%	Multi-Ethnicity	59%
Pacific Islander	68%	Pacific Islander	62%
Unknown	90%	Unknown	84%
White Non-Hispanic	84%	White Non-Hispanic	73%
<b>Total</b>	<b>80%</b>	<b>Total</b>	<b>65%</b>

Equity gaps are compounded by the fact that LMC serves high poverty communities with tremendous need for increased access to higher education. LMC also serves a very large mixed suburban and rural service area. Antioch, Pittsburg, and Bay Point, the three communities that comprise LMC’s immediate service area have poverty rates of 14.6%, 13.7%, and 20.3% respectively with significant immigrant and limited English-speaking communities. LMC’s broader service area comprises all of Eastern Contra Costa County and is the only college accessible for many people in the region. Current estimates are that 80% of Antioch/Pittsburg/Brentwood residents face a 2-hour commute daily and may not be able to attend face-to-face courses. Online courses would give this commuter population greater opportunity to participate in LMC programs and provide a possible gateway for equity populations to enter the college more ready to succeed.

**Faculty Readiness:** From September 2018 to February 2019, LMC conducted a self-assessment and gap study focused on assuring the quality of distance education at the college as part of their preparation for their accreditation visit in 2020. This study included a survey to determine how faculty perceive their level of satisfaction with their online courses.

#### Q14: What Factors are Hindering or Have Hindered You From Offering Your Course Online?

ANSWER CHOICES	RESPONSES
Concern about the time it will take to build my course online	27.27%
Concern about making my content accessible	13.64%
Concern about the extra time online teaching involves	13.64%
Lack of adequate training to teach online	9.09%
Lack of support or permission from department to offer classes online	22.73%
Belief that the online format is inappropriate for my discipline	13.64%
Not interested in online teaching	4.55%
Other (please explain)	68.18%
Total Respondents: 22	

A significant percentage of faculty reported concerns about the time it takes to build online courses and the lack of support or permission from departments to offer classes online. Additional concerns were about making content accessible, the extra time involved in teaching

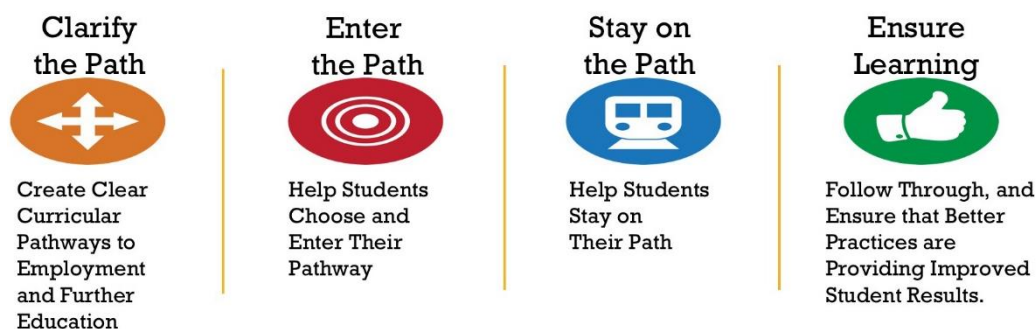
or whether online deliver was appropriate for their discipline. Only 4.5% of faculty reported not being interested in online teaching.

Based on peer review of ten fully online and hybrid online courses, it was evident instructors feel the need for more consistent standards in course development and design. Often, due to limited training, instructors may create a version of their face to face course in an online environment. The result is often a piecemeal approach with no clear and consistent standards. After the peer-to-peer review, it was evident that issues such as accessibility, technology in design, students services links, and student success were primary concerns of distance education faculty. As a result, many faculty and departments are 'on the fence' about moving their courses online. Faculty and departments express additional concerns that online enrollment may take enrollments from on-the-ground courses offered at LMC's Pittsburg and Brentwood campuses.

Despite the above concerns, a significant number of DE instructors are willing to present their courses through the rigorous CVC OEI approval process for participation in the CVC OEI exchange. As a result the LMC Academic Senate has approved joining OEI and beginning to move more courses into the exchange.

**Student Success and Readiness:** As identified earlier, there are gaps in success and completion of online courses at LMC that must be addressed if the college continues to expand CTE and other online offerings at the college. While many online courses include links to student support resources, students in online courses do not have direct access to the same level of advising, onboarding and student support online. Educational planning and career counseling are currently not available online, meaning that students matriculating online are likely not accessing the full level of advising and pathway planning support as their peers participating in on campus courses and programs.

LMC is currently planning for the implementation of guided pathways. The timing of OEI CTE funding is ideal for expanding the role of distance education in guided pathways at LMC and other colleges within the district. Guided Pathways curriculum planning will support scaffolding



of online, short term certificates, long term certificates, degree and pathways within locally defined meta-majors that can help clarify the path for students from their first offerings into a variety of certification and degree paths. This will include the identification of clear gateway courses into various pathways which would be strong candidates for implementation online and the development of online onboarding, student support, and follow through with students to ensure effective learning and progress along their pathway.

Los Medanos College has committed a 100% reassigned time for a faculty member as a Distance Education Specialist. One of the recommendations of LMC's self-study was that the Guided Pathways Committee work closely with LMC's Distance Education Committee to engage a faculty member that specializes in distance education for this position. The integration of the LMC DE committee will help inform clear articulation of the role of DE in guided pathways at the college, help strengthen department and faculty support for DE across the college, and

strengthen common curricular processes for identification of gateway pathway courses for implementation online. The majority of DE committee members hold degrees or certificates in distance education methodology, pedagogy, and practice which will strengthen LMC's implementation of guided pathways as well as this OEI CTE initiative.

## **B. Local Preparation**

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**Board Approval:** Presuming notification of funding by May 31<sup>st</sup> as described in the OEI CTE RFA, LMC will present this funding award to the Contra Costa Community College Board of Trustees at their **June 26<sup>th</sup> meeting**. That will allow for initial planning and implementation activities in June and July to prepare for full implementation in the 2019/2020 academic year.

**District and College Stakeholders:** The Executive Team and key stakeholders for the implementation of this OEI CTE funded initiative includes the following:

- Natalie Hannum (Principal Investigator): LMC Dean of Workforce and Economic Development
- Sally Montemayor-Lenz: Vice President of Instruction
- TBD: Vice President of Student Services
- Joanna Miller: Contra Costa District Dean of Distance Education
- Penny Wilkins, LMC DE Committee Co-Chair, Business
- Courtney Diputado, LMC DE Committee Co-Chair, Tech. Training & Dev. Coord.

Implementation will also involve the entire LMC Distance Education Committee:

- Rachel Anicetti, Transfer & Career Services
- Dann Gesink, Vocational Technology
- Erich Holtmann, Math
- Susan Reno, Nursing
- Matt Stricker, Math
- Debbie Wilson, Travel
- Luis Zuniga, Music
- Jill Bouchard, Biology
- Rikki Hall, Admissions & Records
- Laurie Huffman, Foreign Languages
- Clayton Smith, Computer Science
- Nicole Westbrook, Counseling
- Sharlice Wright, Counseling

**Fiscal Agent:** The fiscal agent for this initiative will be the Contra Costa Community College District which is the business entity for all three colleges in the district.

**Data Collection Required in Order to Start:** As part of the self-study process for LMC's accreditation visit in 2020, extensive data collection and analysis have already occurred which inform this application and will inform the implementation of this OEI CTE initiative. As a part LMC's guided pathways process and the implementation of the OEI CTE initiative, LMC anticipates the need to gather additional information such as:

- **Mapping of pathway offerings by discipline and career pathway:** This includes not only mapping of LMC DE offerings but also mapping of gateway CTE courses, occupational math and English offerings as well as aligned high school CTE offerings and adult education CTE offerings to inform development of online transition and gateway models for high school CTE and adult education students.
- **DE Student participation in matriculation, student support, and learning supports:** LMC will study patterns of participation of DE students in college matriculation and support programs to identify out to improve student access to these services and supports online.



## 5. Project Implementation

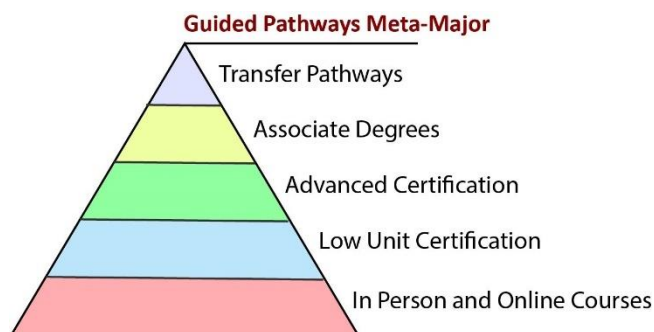
### A. Project Alignment

LMC Virtual Pathways aligns to both CCCC Goals under this OEI CTE project:

- **Goal 1:** It will increase the ability of students to access gateway and support courses for high value, in demand certifications at the college and that lead to 2-year certificates and transfer pathways.
- **Goal 2:** By increasing the submission of LMC CTE and pathway courses to the OEI CVC exchange it will support the ability of students to begin their education in the California Online Community College and continue their coursework at LMC for more advanced pathway options. Additionally, the Contra Costa Community College District, as a part of this application and companion applications submitted by the other two colleges in our district, has agreed to develop common GE and support courses for pathways in the district. Most of these courses will also be submitted to the OEI CVC exchange.

**Alignment of LMC Virtual Pathways with CCCC System-Wide Initiatives:** LMC has committed to the incorporation of online and distance education with its adoption of Guided Pathways. Guided Pathways incorporates meta majors as a key organizing principle for helping students identify their general area of interest and providing clear pathways to credentials, degrees, and transfer opportunities.

Meta majors provide coherent streamlined alignment of pathways leading to certificates, degrees, and transfer organized around common underlying competencies and careers. They should include career education and general education pathways related to the same general cluster of disciplines. For example, a meta major in health and life sciences could include everything from certifications as home health aides, certified nursing assistants, registered nursing, animal sciences/zoology, and general biology. They support stackable credentials and early emphasis on 'gateway' courses that apply to multiple pathways within the meta major to support student exploration and refinement of their pathway over time.



By embedding expansion of online offerings within LMC's emerging Guided Pathways framework, LMC will work with faculty to build support for moving more CTE gateway courses online that also align to LMC meta-majors including degree and transfer pathways within those meta majors. For example, Business, information technology and childhood education have been identified as potential opportunity areas for online courses at LMC. Faculty within these areas would focus on core courses that would apply not only to short term certification within these disciplines, but they would also work to ensure that these courses would also apply to multiple degree and transfer pathways within that meta major.

### B. Project Need

LMC Virtual Pathways will increase access to CTE pathways with special emphasis on creating pathways into LMC for students less likely to access postsecondary education without some extra effort and support. As identified earlier, as many as 80% of LMC service area residents commute 2 or more hours to work each day, making participation in on campus courses challenging. Additionally, in the most immediate communities served by LMC, approximately

35% of households speak a language other than English at home and as many as 60% of adults in communities such as Bay Point are not English language proficient.

Because LMC serves communities with barriers to postsecondary education, the college has made significant investments into strategies that can help these communities' access what the college has to offer. This includes expanding partnerships with K12 career education programs, service area adult education providers, WIOA (Workforce Innovation and Opportunity Act) funded programs, and services for youth and adults in detention or reintegrating in society under AB109. In recent years LMC has dramatically expanded integrated pathway strategies with high school CTE programs through increased dual enrollment and early college and career exploration and is expanding bridge programs for adult education students in Antioch, Pittsburg, and Brentwood to encourage transition into postsecondary education programs.

LMC Virtual Pathways will include special focus on online courses and support strategies that can support transition of high school CTE, adult education, WIOA, corrections and other students to help them



access and transition into LMC programs of study. The college will engage with its stakeholder partners from these systems to map pathways from their existing career education programs into aligned LMC pathways and plan with them to design effective bridge programming for their students including online college and career exploration courses, GE support courses, CTE gateway courses, and online onboarding and student support strategies.

### C. Project Description, Timeline, and Budget

LMC Virtual Pathways will pursue a three-pronged strategy for implementation of this OEI CTE initiative:

1. Create an infrastructure to help faculty to identify opportunities and implement online courses that increase access to LMC's CTE offerings through the development of online versions of gateway courses and short online certificates;
2. Expand district-wide online general education pathways to help students in gateway CTE programs and courses begin to fulfill general education requirements and progress towards advanced AA, AS, and ADT CTE pathways.
3. Increase development of online student support and courses including online career exploration, onboarding, expansion of the college early alert system to online students, and better mechanisms for providing virtual support for students enrolled in online courses.

While LMC will identify and begin implementation of new online courses in the one year time frame for the OEI CTE initiative, a key objective during this year will be creating the infrastructure for developing new online courses, developing expanded online onboarding and student support for online students, and building a stronger campus culture dedicated to online instruction and learning. While LMC has expanded courses and programs of study steadily for the last two years, the Distance Education and Guided Pathways committees will use this as an opportunity to take a more strategic approach to integrating online learning with pathway planning and development, in particular for strengthening transition of equity students into high value career education pathways leading to certification, degrees, and transfer. For this reason,

LMC will invest significant resources towards professional development, increasing instructional staff dedicated to technology and distance education, and district and college-wide faculty and staff convening dedicated to the three pillars of our effort this year.

Project Activities during this year of OEI CTE funding will focus on the following:

- **Expansion of Instructional Technology Staffing** to handle day to day coordination, work with faculty, and to assist with implementation of this initiative. The role of this expanded staffing, along with the Distance Education and Guided Pathways committees would be to formalize infrastructure support for faculty building online courses.
- **Professional Development** for faculty, staff, and department chairs to create a culture of support for moving more courses online, including identification of the opportunities and concerns that faculty and staff have. Professional Development opportunities would include effective practices and models that integrate online and in person strategies for more effective pathways, effective practice in online course development and design, and effective practices in online student onboarding, support, and early alert/intervention strategies among other topics.
- **Strategic Pathway Mapping and Gap Analysis** to leverage the guided pathways process at LMC to map out opportunities for online course development in CTE pathways at the college. This will include:
  - a. Identification of potential gateway and support courses in each CTE pathway;
  - b. Identification of GE courses aligned to CTE pathway programs that can be offered online to increase access to general education courses leading to transfer;
  - c. Mapping of aligned pathway programs offered by the colleges K12, adult education and workforce partners; Revised analysis of labor market opportunities to help identify priority pathways for expansion using online learning.

The goal would be to develop a **3-year strategic CTE online education** plan that identifies gaps in online CTE courses, support and career exploration courses, and opportunities for expanding non-credit options for populations in adult education who may need the safety of a noncredit course as a first step.

- **Implementation of expanded student support** for online students to include:
  - a. Expansion of student support modules and information within LMC's Canvas LMS system with increased emphasis on financial aid and access to external income supports, transportation, food supports, and other extended services;
  - b. Increased use of Starfish (LMC Connect) as an early alert mechanism for online students in need of support and for intrusive counseling strategies;
  - c. Expansion of online student advising and pathway tools including online program mapping of LMC meta major areas and the career pathway certificates, degrees, and transfer pathways. These would need to clearly identify how LMC's online career pathway offerings layer into and lead to multiple possible career and degree pathways under Guided Pathways;
  - d. Strengthening or creating online college and career exploration credit and noncredit courses for high school career education students, adult education, students and other equity populations;
  - e. Expanded online counseling and implementation of online education planning, career-advising and other services not currently supported online at the college
- **Online Course Development and Implementation:** LMC will use OEI CTE funds to offer direct support for faculty choosing to migrate or create new courses to be offered online. While the one year timeline of OEI CTE funding limits the number of new courses

that will be limited during grant funding, LMC will 'prime the pump' by aggressively mapping out opportunities for course development, building out the culture of support among faculty and departments, and recruiting faculty to begin developing courses that can be implemented during grant funding or that at least will be ready for curriculum review approval in Fall of 2020. This grant will be used to identify and establish a process to institutionalize the practice of moving existing courses to an online platform and a process to initiate the development of new courses and programs of study.

- **Districtwide Distance Education Activities:** In addition to LMC's college-specific professional development and planning activities, the three Contra Costa CCD colleges have agreed to support common professional development and planning work to support a district wide online teaching and learning culture, including:
  - a. Implementation of district-wide peer mentoring and review to improve quality in online CTE and support courses for submission of the CVC-OEI Course Exchange;
  - b. CTE and supporting disciplines collaboration including district wide flex activities for online course and pathway discipline planning;
  - c. Gap analysis and planning to support implementation of general education pathways that support online CTE certificates and programs.

## LMC Virtual Pathways Project Timeline

### Quarter 1: July 1 to September 31<sup>st</sup> 2019

- (Prior to funding – June 2019) Identification of faculty member on release time for leadership and support of day to day activities of project
- (Prior to funding – June 2019) Identification of departments and faculty willing to act as early adopters to work on course migration or design over Summer 2019
- Implementation of local (college) and extended (with K12, AE, other stakeholders) pathway mapping, expected completion by September 2019
- Establishment of professional development and planning activities and schedule for the 2019/2020 academic year
- Establishment and initial convening of student services and CTE discipline planning teams to coordinate activities in these areas and for planning flex planning and professional development
- Implement first set of district wide and college flex planning activities in August
- Gather estimates of any additional development or enhancements of online tools including early alert, LMS, or other digital tools such as development of program maps for online advising and college pathway exploration.
- Preparation of existing online courses for submission to the OEI/CVC Course exchange
- Implement updates to the LMC distance education website – this will be an ongoing activity related to the bullet above

### Quarter 2: October 1<sup>st</sup> to December 31<sup>st</sup> 2019

- Implement online proctoring, counseling, tutoring, onboarding, etc to be integrated into each Canvas course room (LMC is currently joining the OEI consortium and will have access to the tools by Summer 2019).
- Create Student Services Module to integrate assistive links for online student success, onboarding, tutoring, proctoring, counseling, library resources, technology support, etc.

- Submission of new courses created over Summer to curriculum committee for approval and submission to CO for approval and to OEI CVC course exchange
- Submission of existing approved online courses to the OEI CVC course exchange
- Convening and planning with LMC service area K12, adult education, corrections, workforce and other stakeholders to support creation of online bridge strategies that increase access to LMC CTE pathways for their populations
- Ongoing professional development activities, peer mentoring network activities.

#### Quarter 3: January 1<sup>st</sup> to March 31<sup>st</sup> 2020

- Based on pathway mapping, focus on migration and curriculum development of second wave of CTE gateway and support courses and related general education courses for approval by curriculum in following academic year.
- Implementation of second set of district-wide flex planning and professional development activities in January 2020.
- Full implementation of new student services modules and onboarding support strategies
- Outreach and marketing to K12, adult ed, corrections and workforce partners for recruitment of students from equity populations into existing and new online offerings
- Ongoing professional development activities, peer mentoring network activities

#### Quarter 4: April 1<sup>st</sup> to June 30<sup>th</sup> 2020

- Continued course and program development for submission to curriculum in Fall 2020
- Implementation of District wide Distance Education Summit in early June to support additional pathway planning and identification of new courses and programs to be offered online for next academic year and refinement of scaffolded online student support strategies.
- Continuing marketing and outreach to service area partners to recruit students into existing and new online offerings
- Ongoing professional development activities, peer mentoring network activities

**Project Budget:** LMC's Budget for OEI CTE funding reflects the strong emphasis on cultivating a strong culture of support for online teaching and learning in CTE pathways. This includes:

#### **Instructional Staffing (1000):**

- 100% of a FT faculty member on reassigned time
- Curriculum development for 20 courses at an estimated cost of \$3,000 per class
- Course Review estimated at \$65 an hour for 500 hours
- Mentoring/Coaching for 20 faculty at \$2000 per faculty

#### **Classified Staffing (2000):**

- Staffing for instructional design support and 508 accessibility - \$57,550

#### **Other Operating (5000):**

- Online Teaching Conference for 20 faculty at \$1,300 per - \$26,000
- Canvas Conference for 20 faculty at \$1,600 per – \$32,000
- Professional Lecturers/Consultants - \$10,000

## **D. Project Success**

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LMC anticipates adding up to 20 new courses in the year of OEI CTE grant funding with full implementation of these courses within 12 months of the end of grant funding. However, because the focus of this initiative is equally focused on building infrastructure, expertise, and a culture of support for online teaching and learning, the anticipated result is that LMC will continue to add new pathway relevant courses every year for the foreseeable future.

If LMC succeeds in its goals for this project the college anticipates the migration or creation of as many as 10 courses per year for the next 3-5 years. Presuming 2 sections per course per year with as many as 40 students in each section, that would result in an increase of as many as 3,000 additional students participating in online pathway courses at the end of 5 years.

LMC's ability to achieve this success will be highly dependent on creating the necessary culture at the college as well as effectively developing offerings that can help prospective students at area high schools, adult schools, in corrections, and the workforce system effectively participate. Another metric for measuring effectiveness would be the number of job centers, high schools, adult schools and community-based organizations offering on site support for their students and clients to participate in LMC online CTE, support, and general education courses. While the level of cultural support within LMC is important, the level of support by other educators and service providers will be just as important.

## **E. Project Evaluation**

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LMC will work closely with the Contra Costa District Research Office to flag and capture participation, success, retention, and demographics for online students at the college. Because the research office has already captured historical data on online courses at the college, they will be able to look at shifts, in particular increases in completion and course success for equity populations in those courses.

Additionally, LMC will look at longer term patterns in general student persistence and completion of credentials, degrees, or transfer pathways. LMC will use supplemental surveys to capture demographic variables, referrals from other systems and other student information to better understand the students they are serving in online pathways. The college will work with the research office to cross reference patterns in success (students who persist and complete) with student participation in expanded online onboarding and support services and the types of referrals (from high schools, adult schools, community organizations, etc), and course taking patterns which are helping drive increased success for students in online courses.

## **F. Project Feasibility**

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Contra Costa Community College District supports a district wide Distance Education Committee and LMC also supports a similar committee at the college. Currently the college provides partial release time for 2 faculty who co-chair the college Distance Education Committee.

LMC benefits from several full-time faculty with extensive expertise in online teaching and learning. In preparation for accreditation in 2020, LMC conducted an extensive self-study and gap analysis of distance education at the college, thus positioning the college for use of OEI CTE funds to strengthen college distance learning infrastructure and online offerings.

LMC will dedicate 1.0 FTE in faculty release time to the primary coordination of this initiative as well as extensive support for faculty reassigned time and Other Academic Services (OAS) compensation for curriculum development, training, mentoring and other activities for over 20 faculty during the period of grant funding.

## 6. Project Conclusion and Continuation

### A. Project Reporting

As described earlier, the design of LMC Virtual Pathways is a direct result of the extensive self-study conducted by the college in preparation for accreditation in 2020. It included a rigorous analysis of distance education student and course data and extensive feedback and input from faculty.

To document gains achieved through OEI CTE funding LMC will track and continuously document the project in the following ways:

- Annual documentation of the numbers and types of courses and awards migrated to or developed solely for online implementation and how those courses and awards map into LMC's meta major pathway system;
- Term by term data pulls from the district MIS system to track enrollments, completion, success, persistence, and participation in online onboarding and support activities for students including disaggregation by special and equity populations and by pathway type/TOP code;
- Term by term cross referencing of student participation in expanded onboarding, student support, and learning support processes against student participation and success data to better document the effectiveness of discrete student services and onboarding interventions;
- Term by term tracking of student persistence *within pathway* including whether students persist in the same discipline/pathway/TOP code and whether they progress after completion of initial award type to more advanced certification, degrees or transfer in their discipline area. It is unlikely that such data will yield much during OEI CTE implementation, but LMC will implement processes to document and report on this data on a term by term or annual basis as a regular part of the colleges research activities after grant funding ends;
- Tracking of faculty participation including number of faculty participating in professional development, peer mentoring, and planning activities including hours of participation in OEI CTE grant supported efforts during the effective year of funding;
- Documentation of student transitions from key community partners and systems including K12 career education programs, adult education, workforce development, and community-based organizations. LMC will track both transition from its partners and document co-enrollment or integrated pathway enrollment in both high school/workforce/adult education programs *and* college online courses as part deliberate transition or integration efforts.

LMC will implement process immediately upon grant funding to document the above improvements in both the achievement of gains due to OEI CTE funding *and* as annual or term by term review processes at the college as it expands online teaching and learning both within the college and the broader community. For the specific purposes of documenting gains for the OEI CTE grant, LMC will summarize any findings from the above research activities into a final report that will be available to the funder after the end of the grant period on June 30, 2020.

## **B. Post-Grant Commitment**

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LMC Virtual Pathways, while creating new offerings during grant funding, will focus extensively on creating infrastructure to support faculty to create and expand online offerings, create and strengthen a college culture around online teaching and learning, and implement and institutionalize student services processes to improve effective onboarding, ongoing support, and effective learning for online students. Virtual Pathways will increase the ongoing capacity of the college to continuously increase offerings for 3 to 5 years or more and to do so in a way that strengthens college online and on the ground certificate, degree and transfer pathways.

The expansion of student services infrastructure is designed to create permanent capacity for effectively engaging and onboarding online learners and to improve support in ways that can improve completion, success and persistence for online students. The processes describe in this application for engaging with LMC's service area community – K12 career education programs, adult education, workforce providers, and community based organizations – reinforces the intent of LMC Virtual Pathways to create not only a college-centered culture of online teaching and learning – but a broader community-based culture as well.

To ensure that Virtual Pathways is fully institutionalized at LMC, the college is fully integrating this initiative within its broader Guided Pathways planning and implementation process. Online offerings and awards will be fully scaffolded into LMC meta-majors and the new online student onboarding and support processes will also be folded into the broader discussions at the college about effective onboarding and support, without which Guided Pathways cannot really achieve its goals to improve student success, completion, and increase earnings after college.

Finally, during the 2019/2020 academic year LMC will conduct a cost study of online and distance education. This study will include a cost-benefit analysis of online education at the college and an analysis of the discrete costs for increasing and institutionalizing distance education at scale. One of the outcomes of that analysis will be a funding and resource plan for distance education that identifies how resources that result from increasing online offerings need to be directed towards maintaining and expanding the infrastructure for online teaching and learning that the college will create OEI CTE funds.



## 7. Grant Budget Table

Appendix - Grant Budget Table		
<b>College:</b>	Los Medanos College	
<b>District:</b>	Contra Costa Community College District	
<b>Program:</b>	Improving Online CTE Pathways	
<b>Title:</b>	LMC Virtual Pathways	
<b>Frame:</b>	July 01, 2019 - June 30, 2020	
BUDGET CATEGORY		AMOUNT
STAFFING & PERSONNEL		
	<u>Employee Salaries</u>	
<b>1000</b>	1.0 Faculty on Reassigned Time - DE Coordinator	110,000
<b>1000</b>	Curriculum Development - (Reassigned or OAS)	60,000
<b>1000</b>	Mentoring (OAS Rate)	40,000
<b>1000</b>	Course Review (500 hours at \$65/hr)	32,500
<b>1000</b>	OAS for Training (500 hours at \$65/hr)	32,500
<b>2000</b>	Classified Staff - Instructional Design and Accessibility	57,550
	<u>Employee Benefits</u>	
<b>3000</b>	Combined for Instructional, OAS, and Classified Staff	99,450
	<b>Subtotal</b>	<b>432,000</b>
SUPPLIES & MATERIALS		
	<u>Supplies &amp; Materials</u>	
	<b>Subtotal</b>	<b>-</b>
OTHER OPERATING EXPENSES & SERVICES		
	<u>Technical &amp; Professional Services</u>	
	Professional Lecturers/Consultants	10,000
	<u>Travel &amp; Meetings</u>	
	Online Teaching Conference & Canvas Conference (20 participants)	58,000
	<u>Software Licensing</u>	
		-
	<u>Advertising &amp; Marketing</u>	
		-
	<b>Subtotal</b>	<b>68,000</b>
	<b>Total Grant Budget</b>	<b>500,000</b>