
IMPROVING ONLINE CTE PATHWAYS GRANT

Application

San Bernardino Valley College
701 South Mount Vernon Avenue
San Bernardino, CA 92410

Institutional Support Cover Sheet

X



Diana Z. Rodriguez

President/Superintendent

X



Dina Humble

Chief Instructional Officer

X



Scott Thayer

Chief Student Services Officer

X



Scott Stark

Chief Business Officer

X



Celia Huston

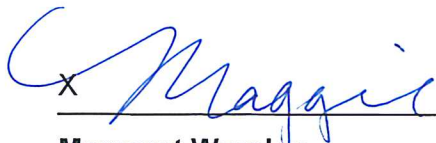
Faculty Senate President [or designee]

X



Davena Burns-Peters

Project Director / Principal Investigator

X 

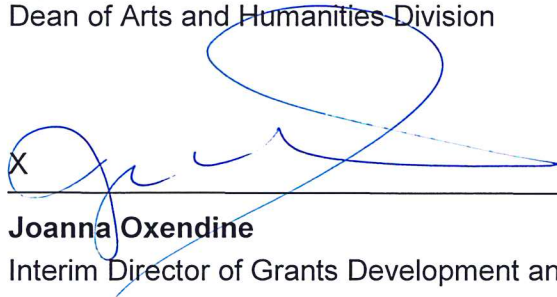
Margaret Worsley

Distance Education Co-Lead

X 

Kay Weiss

Dean of Arts and Humanities Division

X 

Joanna Oxendine

Interim Director of Grants Development and Administration

X 

Girija Raghavan

Accountant for Grants Development and Administration

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Career and Technical Education: Creating and Expanding Quality Accessible Online Pathways for Students

Proposed Project Summary

The primary goals of the proposed project will be to improve existing online certificates, credentials, and programs (Track 1) and to create new online programs (Track 2). There are three general areas of emphasis for the project including: (1) improving quality of existing online certificates, credentials, and programs; (2) filling in gaps of existing on-ground certificates, credentials, and programs; and (3) building online certificates, credentials, or programs that address regional workforce needs.

The identified track(s) and three general areas of emphasis guided the creation of four outcomes. These outcomes are to serve as a navigational tool to keep the proposed project on track and insure goals are met. San Bernardino Valley College Distance Education has established three main objectives for this project: (1) establish a formalized course review process for CTE courses offered in fully online format by building the capacity of POOCR-trained faculty; (2) explore potential partnerships, curriculum, technologies, and unconventional lab solutions to support CTE programs requiring hands on labs, such as Diesel, to become fully online; (3) increase the number of high-quality fully-online CTE pathways by capitalizing on those programs currently offered partially online; and (4) develop new fully-online CTE programs to meet workforce and industry needs.

Outcome One

The creation of a formalized review process for CTE courses is intended improve the quality of courses taught in an online format, as well as supporting students' success in such courses. (Current success rates of students enrolled in hybrid or fully online courses is 62% and 61%, respectfully; the success rate in face-to-face classes is 69%.) The formalized review process will include a series of trainings leading to courses being reviewed for quality against the CVC-OER Peer Online Course Review Rubric. Four training levels and content components have been identified, however have yet to be designed and implemented. The goal is to complete the design and implementation under the term of this grant. The Peer Online Course Review (POCR) Rubric will be the primary assessment tool for course review. The POOCR Rubric will be distributed to all divisions and departments with CTE certificates and programs, as well as to departments directly related to the support of CTE programs and certificates. Distribution will be in traditional print and electronic formats, as well as archived in a shared digital location such as Canvas or the campus website.

Trainings will include summer "boot camp" training sessions with the creation of cohorts of faculty in week-long facilitated trainings. Training will be targeted to CTE programs already being offered online and then to any modified courses and new courses. To assist with understanding the courses and programs to be targeted, one of the first items to be completed under the grant project is a full curriculum inventory and gaps analysis. A partnership will be established with SBVC's sister college, Crafton Hills College, to work towards a common training process resulting in reciprocity between campuses and improved access to quality

courses and trained instructors.

Outcome Two

The second outcome of the proposed project is to explore potential partnerships, curriculum, technologies, and unconventional lab solutions to support CTE programs requiring hands on labs, such as those in the various diesel and heavy duty engine programs, to become fully online. Many CTE programs currently offered online are being offered in this format due to the more natural fit of the content. There are many CTE programs that do not possess that natural fit with online formatting. Programs that fall into this category include Diesel, Auto Mechanics, Auto Body, Welding and others. To date, SBVC does not offer online pathways for CTE programs requiring more hands-on lab components. Part of the project will focus on determining which technologies would be needed for implementation, creation of protocols for students and faculty in these programs, researching options for reconstructing course set up (i.e. split 4 unit course into 2-units lecture course and 2-units lab course), research of online course material available in each subject matter, and research and visits of model programs that are currently doing online programs with hands-on labs.

Outcome Three

The third outcome is to increase the number of high-quality fully-online CTE program pathways by capitalizing on those programs currently offered partially online. SBVC currently has several CTE programs with only a portion of the program being offered in online format resulting in students having to either come to the physical campus or make alternate choice if campus attendance is not plausible. Programs currently being offered with at least one online course within the pathway will be targeted. As a way of establishing what programs are to be targeted and in what priority, one of the first tasks under this project is to complete a full inventory of CTE course and gaps analysis of CTE programs and certificates. The results of the inventory and analysis will identify pivotal courses to increasing the number of CTE online programs, as well as possible course substitutions that would allow for the same. Providing training to faculty for course modifications in support of online format (explore applicable student learning tools) is imperative and, therefore, will be created and implemented as part of the project.

Outcome Four

Review of current programs will certainly result in an overall increase of online CTE pathways, but the opportunity to establish new fully-online CTE programs to meet workforce and industry needs is not to be missed. The project will allow for the establishment of several new CTE programs, all with fully online pathways. Currently, there are three programs targeted for establishment. Programs include: American Sign Language Interpreting, Art and Entrepreneurship, and Media Academy.

Project Preparation

Local Starting Point

Online classes were first offered at San Bernardino Valley College in January 1996. From those initial experimental sections—one section of Physics, one section of Philosophy—online learning has expanded dramatically. In the spring semester of 2011, fully 12% of all instruction at SBVC was delivered in an online or hybrid format. Online learning is no longer experimental; it is a major component of instruction at SBVC with 37% of students taking at least one online course in the 2017-2018 academic year. From the start however, the motivation for offering online classes has always been to use technology to increase access to educational opportunities for a diverse community of learners.

As the online offerings grew at SBVC, the need for a formalized “institutionalization” of online learning became apparent. In the Fall of 2002, a group of managers and faculty met to imagine the possibility of an “Online College” at SBVC. The Vice President of Instruction (VPI) at that time took the major leadership role and served as the institution’s administrative oversight of online instruction, including the packaging of existing online classes into a viable way for students to complete an AA degree by taking online classes. In 2006, the Online Program Committee (OPC) was established as a standing committee of the Academic Senate. The stated mission of the Online Program Committee is to advise “the Vice President of Instruction regarding all issues related to online learning at the College. The committee functions as a visionary body, as a conduit for information between faculty/administration/students, and as a technology advisory body for issues related to online learning.”

From as early as 2010, the OPC recognized the need to establish an “Online Learning Plan” to systematically construct a trajectory for quality online instruction. The committee is devoted to assessing changes in Title 5, accreditation requirements, campus and district strategic plans, campus and district technology plans, as well as changes in technology itself. With SBVC Distance Education Co-Leads chairing the Online Program Committee, infrastructure and history supports execution of large projects such as those mentioned in this proposal.

San Bernardino Valley College currently offers a total of 131 CTE programs; 86 CTE certificates and 45 CTE degrees. Of the certificates offered, 13 have a fully online pathway and 22 have a partially online pathway. Of the CTE degrees, 7 are available via a fully online pathway and 16 through a partial online pathway. Additionally, there is one specific course (BUSAD 050) identified as being pivotal to offering fully online pathways for 3 additional certificate programs. To date, no courses within the CTE programs and certificates have been reviewed with the OEI Course Design Rubric, hence the need for building faculty capacity as trained POCR reviewers to ensure those programs and certificates offered online are of high quality and meet or exceed the guidelines established in the Peer Online Course Review Rubric.

The intent of the project is to target CTE programs in existence but not yet online, CTE programs in existence and are currently offered partially online and establishment of new CTE programs to meet workforce needs. The singular overarching goal of this project, both short- and long-term, is to increase student access to high-quality CTE programs offered in a fully online format.

As part of the proposed project, an official inventory of classes, certificates and programs will be conducted in order to verify the gaps within programs, verify the consistency of course offerings

within the current online and partially online programs and identify any pivotal courses for increasing the number of CTE online programs. Data already collected regarding current (partial and full) and proposed online CTE pathways are included below.

Current Online CTE Programs of Focus

Program/Certificate	Fully online?	# Courses Online	# Additional Courses to Make Fully Online	Supported Workforce Area
Bookkeeping Certificate	No	5	1	Business & Entrepreneurship
Business Administration Certificate	No	9	1	Business & Entrepreneurship
Childhood Development	No	5	3	Public Safety & Service
CIT-Management information Systems Certificate	Yes	10	0	Information & Communications Technology/Digital Media
Computer Network Support Specialist Certificate	Yes	7	0	Information & Communications Technology/Digital Media
Computer Support Specialist Certificate	Yes	7	0	Information & Communications Technology/Digital Media
Heavy/Medium Duty Diesel Truck Technology Associate	No	1	10	Advanced Transportation & Logistics
Information Security and Cyber Defense Certificate	Yes	7	0	Information & Communications Technology/Digital Media
Library Technology Certificate	Yes	14	0	Public Safety & Service
Library Technology Associate	Yes	10	0	Public Safety & Service
Retail Management Certificate	No	7	1	Retail, Hospitality, & Tourism

New Online CTE Programs of Focus

Program/Certificate	Currently online?	# Courses Approved	# Courses to Design for Online	Supported Workforce Area
American Sign Language	No	0	TBD	Public Safety & Service
Arts and Entrepreneurship	No	0	TBD	Business & Entrepreneurship; Information & Communications Technology/Digital Media
Diesel Engine and Fuel Injection Technology Certificate	No	5	5	Advanced Transportation & Logistics
Heavy/Medium Duty Clean Vehicle Technology Certificate	No	8	8	Advanced Transportation & Logistics
Heavy/Medium Duty Diesel Truck Technology Certificate	No	9	9	Advanced Transportation & Logistics
Media Academy	No	0	TBD	Information & Communications Technology/Digital Media

Local Preparation

If awarded the CCC CVC Improving Online CTE Pathways Grant, the first opportunity to present to the San Bernardino Community College Board of Trustees will be at the July board meeting.

Grant funds, if awarded, will be received by Steve Sutorus, business manager for the San Bernardino Community College District. Additional executive stakeholders from the college and district who will be integral in both the short- and long-term success and sustainability of the improvements made via the intended project include:

- San Bernardino Community College District Board of Trustees
- Bruce Baron, Chancellor, San Bernardino Community College District
- Diana Rodriguez, President, San Bernardino Valley College
- Diana Humble, VP of Instruction, San Bernardino Valley College
- Scott Thayer, VP of Student Services, San Bernardino Valley College
- Scott Stark, VP of Administration Services, San Bernardino Valley College
- Paul Bratulin, Director of Marketing and Public Relations, San Bernardino Valley College
- Luke Bixler, Chief Technology Officer, San Bernardino Community College District
- Albert Maniaol, Dean, Applied Technology, Transportation & Culinary Arts, San Bernardino Valley College
- Kay Weiss, Dean, Arts & Humanities
- Rania Hamdy, Professional & Organizational Development Coordinator, San Bernardino Valley College
- Davena Burns-Peters and Margaret Worsley, Distance Education Co-Leads
- San Bernardino Valley College Academic Senate
- San Bernardino Valley College Student Senate
- San Bernardino Valley College Classified Senate

Although some data has been collected as part of the pre-grant activities in preparation for the submission of this proposal, additional data, especially surrounding student success, needs to be collected prior to the start of the grant period so as to establish baseline numbers. A list of data points to be collected prior to the start of the grant, as well as throughout and at the conclusion of the project period, though not exhaustive, is included below.

- Student Success Rates
 - Online courses vs. face-to-face
 - Success rates in CTE overall
 - Success rates in CTE programs online vs. face-to-face
- Enrollment numbers for online courses
- Enrollment numbers for face-to-face courses
- Number of CTE programs offered online, partially and fully
- Number of faculty teaching online courses
- Number of POOCR-trained faculty

As part of the pre-grant planning activities, multiple conversations and information sessions have been held with faculty members in our targeted CTE programs, including Diesel, Library Technology, Child Development, and Media Academy among others. These faculty are committed to the project should it be funded. To move forward and keep the grant on track, additional faculty need to be recruited for the initial POOCR-training, which is slated to take place in late summer 2019.

Project Implementation

Project Alignment

With regard to the California Community College Chancellor's Office goals for this project, our proposal aligns with both Tracks 1 and 2 in that we will be expanding upon existing programs and creating new pathways for short-term, industry-valued certificates and CTE programs.

Additionally, our proposed project supports several of the CCC's Vision for Success goals and commitments, as well as the pillars of Guided Pathways. By moving more of our offered CTE programs online, thereby expanding access to not only DE courses but also creating fully-online CTE programs, we are hoping to increase the number of SBVC students who earn credentials (Vision for Success Goal 1 and Core Commitments 1 and 2) in any given year. Our objectives and activities center on increasing faculty capacity to review the quality of online courses as set by the CVC-OER Peer Online Course Review (POOCR) rubric, to move faculty courses online (with professional expert support), and to research successful online programs with hands-on labs (queued programs include Diesel Engine and Fuel Injection Technology). These objectives support Vision for Success Commitments 2 and 5, and will increase the number of faculty members who understand and apply best practice with regard to online teaching and learning.

Careful tracking of students' progress in new and revised online CTE courses (and programs) will allow for the use of data to inform decisions regarding course content and online pedagogy (Vision for Success Commitment 4) while ensuring student learning is aligned with intentionally developed outcomes (Guided Pathways Pillar 4). It is our hope that these activities—launched together under the scope of the PROJECT and in the years beyond the funded project—will

afford SBVC the opportunity to further articulate clear fully-online pathways to several CTE credential programs, allowing students the freedom and flexibility of taking 100% of their classes online so that they may stay on track towards earning their credential (Vision for Success Goal 1 and Commitments 1 and 2; Guided Pathways Pillars 1, 2, and 3).

Locally, the proposed project aligns closely with several of SBVC's Educational Master Plan strategic directions and goals, the first being increased access (SBVC EMP Goal 1), specifically to CTE certificates as outlined in the EMP. Secondly, the professional development opportunities offered to faculty as part of the project (SBVC EMP Goal 4), as well as the rolling out of several online support tools and services for students, aims to promote student success by enhancing student learning (SBVC EMP Goal 2).

Project Need

Several needs will be met upon implementation of the proposed project including an increase in student access to innovative online learning opportunities here at San Bernardino Valley College. While our efforts will be focused on CTE programs and certificates, it is clear the campus as a whole will benefit from advancements in partnerships, new curriculum, upgraded technologies, and exploration of unconventional lab solutions. Another (unexpected) need met will be the empowerment of both Valley College and Crafton Hills College in their establishment of a shared online faculty training process. This concept will not only make our district as a whole more efficient, but has already started to boost morale amongst faculty and administrators on both campuses.

Perhaps it is redundant, but in this case celebratory, to include the specific needs met of increasing fully-online certificates and degrees, increasing our school's FTES, as well as increasing the quality of new and existing programs through industry research. A rising tide lifts all boats, and with this proposed project, progressive change will be felt by all—most essentially, by our students.

Project Description (includes timeline and budget)

The overarching goal of the proposed project is to improve existing online CTE certificate programs (Track 1) and to build new online programs (Track 2) by: (1) improving the quality of existing online certificates, credentials, and programs; (2) filling the gaps in our existing programs so as to make them fully online; and (3) building new online programs that address our regional needs. In order to reach our goals, we have established 3 primary outcomes, all of which are measurable, with specific target increases or milestones associated with each supporting activity or task.

Given the immediacy of enactment if awarded these funds, our implementation team is utilizing an Implementation Timeline to streamline outcomes, activities/tasks, and their projected occurrence over the course of the next three years (see *Implementation Timeline* on page 13). Immediate activities, which will begin July 1, will include establishing criteria for training levels; creating shared training outcomes with Crafton Hills College; planning and offering POOCR boot camps trainings; and continuing the process of inventorying existing online CTE programs.

Because the primary outcomes and activities of the proposed project are reliant upon professional development and training for faculty with regard to online instructional design and quality assessment (i.e., POOCR), the bulk of the proposed budget (nearly 96%) goes to directly

support these opportunities. A professional expert will be employed for a year as an **Instructional Design Consultant**. The daily rate of pay will be \$400/day for 5 days a week for 36 weeks (\$72,000). The consultant will help with curriculum design and implementation. The total cost for the consultant will be \$80,640 for the year; this includes benefits calculated at 12%. Two project co-leads, who also serve as DE co-leads and faculty at SBVC, will be provided \$4,000 **reassigned time** each to enable them to complete the work necessary for the project to continue moving forward and be successful.

Stipends will be paid to faculty to participate in the areas of training, research, developing partnerships, curriculum inventory and summer planning and implementation. **Training stipends** will be paid at \$52/hour for 40 hours for 4 weeks over the course of the year to 30 faculty members, totaling \$249,600. Because we are aware myriad worthwhile training and development opportunities exist via professional conferences, \$90,000 has been earmarked for faculty **conference attendance**. Five faculty who engage in research of online pedagogy best practices or into innovative ways in which to host hands-on labs online (\$52/hr. for 10 hours) and three who seek out and develop partnerships for online learning opportunities (\$52/hr. for 20 hours) will be paid **research and development stipends**. Additionally, a line item for **planning and implementation** will be devoted to paying 15 faculty (\$52/hr. for 30 hours) to assist and engage in the planning and facilitation of training sessions, as well as undertaking some of the work devoted to moving the identified classes online. For the shift of offering additional online courses to take place, though, a thorough **inventory of current and needed online courses** must be completed; to facilitate this happening expeditiously, \$520 has been earmarked as a stipend for one person to devote 10 hours to completing the inventory.

Additional costs associated with the intended on-campus training sessions includes supplies and materials. The cost of **refreshments** for meetings was calculated at \$150/meeting for 6 meetings during the year. In addition, 2 major events will be held during the year for which the cost of food is calculated at \$500/event. The total cost for food is \$1,900. **Instructional supplies** for the trainings are estimated at \$2,000, and **non-instructional supplies**, at \$1,000.

Other operating expenses for the project include contract services dealing with web design, web content, and training and advertising. **Contract services** regarding web design and web content will allow us to create a centralized, accessible place for distance education resources for both faculty and students. We also recognize that some faculty may require additional Canvas training and, as such, have included this as a technical and professional contract service. The total amount budgeted for all contract services is \$14,400. Another \$5,000 has been included as **advertising and marketing** costs associated with increasing outreach and prospective students' awareness of the new 100% online CTE pathways that will be established as part of this grant.

Implementation Timeline

		YEAR ONE				YEAR TWO				YEAR THREE			
		Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
Outcome 1. Establish formalized review process for CTE courses offered online by building the capacity of POCR-trained faculty.													
1.1	Establish criteria for training levels	X											
1.2	Plan and offer POCR boot camp trainings	X		X		X		X		X		X	
1.3	Create online faculty handbook		X	X	X								
1.4	Create faculty resource webpage for POCR trainings, process, etc.				X	X	X						
1.4	Prepare courses for quality review and badging through the OEI Exchange		X	X	X	X	X	X	X	X	X	X	X
1.5	Courses having completed local review be submitted OEI for quality badging			X	X	X	X	X	X	X	X	X	X
1.6	Create shared training outcomes with sister college, Crafton Hills College	X											
Outcome 2. Explore partnerships, curriculum, technologies, and unconventional lab solutions needed to support fully-online CTE programs.													
2.1	Determine need for new online technologies to support online learning	X	X										
2.2	Create protocols for students and faculty teaching in online programs		X	X									
2.3	Research options for reconstructing course set-up	X	X										
2.4	Research online course material available in pertinent subject matters	X	X										
2.5	Research and visit similar programs using online platforms for hands-on labs	X	X										
Outcome 3. Increase the number of high-quality fully-online CTE program pathways by capitalizing on those programs currently offered partially online.													
3.1	Inventory existing online CTE programs to identify gaps	X											
3.2	Assess partially online programs	X											
3.3	Identify courses needing expansion to online format to allow for 100% online pathways	X				X				X			
3.4	Identify possible course substitutions to complete online pathways	X				X				X			
3.5	Train faculty for course modifications to support online learning			X	X								
3.6	Train faculty on use and integration of student succes ecosystem		X		X		X		X		X		X
3.6	Provide ongoing DE curriculum assistance to faculty		X	X	X	X	X	X	X	X	X	X	X
Outcome 4. Develop new fully-online CTE programs.													
4.1	Complete Labor Market Analysis to support need of program		X	X									
4.2	Establish online pathway for programs			X	X								
4.3	Develop curriculum for new programs to be offered online				X	X	X						
4.4	Submit developed curriculum for review/approval							X	X				
4.5	Launch new fully-online CTE programs										X		

Project Success

Because the proposed project was designed intentionally with outcomes in mind, the overall success of this project will be determined by the extent to which the articulated outcomes have been met, both at the end of the one-year grant-funded period as well as over the course of the following two years (at minimum). Benchmarks for success have been established as follows:

Cumulative Benchmarks

	YEAR 1	YEAR 2	YEAR 3
Number of POCR-trained faculty (CTE & supporting)	20	25	35
Number of courses submitted to OEI for badging	5	15	25
Number of courses receiving 3+ badges	2	10	20
Number of CTE programs 100% online	2	5	10
Increase in number of students enrolled in online courses	90	120	300
Student success rates in online courses	64%	66%	69%

Project Evaluation

Cooperatively with the outcomes, activities, and proposed timeline will be extensive tracking of our projected outcomes through the following:

Tracking Outcome 1: POCR boot camp training attendance will be tracked in a spreadsheet, organized by completed levels. Surveys distributed throughout trainings and to online faculty will help create our online faculty handbook as well as our online faculty resource webpage. Shared training outcomes between San Bernardino Valley College and Crafton Hills College will be organized through Canvas shells (manually populated as they are presently by TESS/Distributed Education), accessible to Deans. Courses being prepared for quality review and badging are tracked by Distance Education Co-Leads, and badges themselves can fortunately be tracked through the OEI Exchange.

Tracking Outcome 2: The need for new online technologies will be tracked through a spreadsheet with consistent dialogue between the Vice President of Instruction and Online Program Committee (OPC). Protocols for students and faculty teaching in online programs can be built upon feedback from surveys. Research will be tracked on a case-by-case basis, with lead faculty sharing their findings with CTE Leads, the OPC, and Academic Senate.

Tracking Outcome 3: CTE program inventory will continue to be tracked and analyzed by our Administrative Curriculum Coordinator and Articulation Officer. Training faculty for course modifications and integration of the student success ecosystem will be tracked by our Professional Development team.

Tracking Outcome 4: Labor Market Analysis will be partially supported by our Office of Research, Planning, & Institutional Effectiveness, as well as faculty involved in affected area. New online pathways will be tracked with spreadsheets by the programs in which they are a part of, as well as the Distance Education Co-Leads.

Overall tracking of enrollment data and student success rates in online CTE programs will continue through established data collection and reporting mechanisms. The project lead will collaborate and work with the Office of Research, Planning and Institutional Effectiveness in order to track trends in student enrollment and success in online CTE courses/programs.

A detailed *Evaluation Plan* with outputs and measures is offered on page 16.

Evaluation Plan

Outcome 1. Establish formalized review process for CTE courses offered online by building the capacity of POCR-trained faculty.		
ACTIVITY	OUTPUTS	MEASURES
1.1 Establish criteria for training levels	*Number of trainings *Number of POCR-trained faculty *Shared training outcomes *Number/level of OEI badges earned *Handbook	*Faculty surveys *Student success rates
1.2 Plan and offer POCR boot camp trainings		
1.3 Create online faculty handbook		
1.4 Create faculty resource webpage for POCR trainings, process, etc.		
1.4 Prepare courses for quality review and badging through the OEI Exchange		
1.5 Courses having completed local review be submitted OEI for quality badging		
1.6 Create shared training outcomes with sister college, Crafton Hills College		
Outcome 2. Explore partnerships, curriculum, technologies, and unconventional lab solutions needed to support fully-online CTE programs.		
ACTIVITY	OUTPUTS	MEASURES
2.1 Determine need for new online technologies to support online learning	*Sharing of research with CTE leads, OPC, and Academic Senate *Protocol/best practices	
2.2 Create protocols for students and faculty teaching in online programs		
2.3 Research options for reconstructing course set-up		
2.4 Research online course material available in pertinent subject matters		
2.5 Research and visit similar programs using online platforms for hands-on labs		
Outcome 3. Increase the number of high-quality fully-online CTE program pathways by capitalizing on those programs currently offered partially online.		
ACTIVITY	OUTPUTS	MEASURES
3.1 Inventory existing online CTE programs to identify gaps	*Number of CTE programs offered online *Number of faculty trained and assisted *List of possible course substitutions *Integration of ecosystem	*Evaluation of Online Instructor *Student success rates
3.2 Assess partially online programs		
3.3 Identify courses needing expansion to online format to allow for 100% online pathways		
3.4 Identify possible course substitutions to complete online pathways		
3.5 Train faculty for course modifications to support online learning		
3.6 Train faculty on use and integration of student succes ecosystem		
3.6 Provide ongoing DE curriculum assistance to faculty		
Outcome 4. Develop new fully-online CTE programs.		
ACTIVITY	OUTPUTS	MEASURES
4.1 Complete Labor Market Analysis to support need of program	*Completed market analysis, pathways, and curriculum	*Student enrollment in newly developed programs *Student success rates
4.2 Establish online pathway for programs		
4.3 Develop curriculum for new programs to be offered online		

Project Feasibility

Because the DE co-leads and others involved in the submission of this proposal have already had multiple in-depth conversations and brainstorming sessions with those faculty members who design and teach courses in the programs on which the proposal focuses, there already exists a level of buy-in and excitement from faculty members regarding this project; faculty are eager to increase both the number of online pathways SBVC is able to offer as well as the quality of those online courses and programs that already exist.

At SBVC, oversight of Distance Education is assigned to the Dean of Arts and Humanities as an additional responsibility. Currently, a total of 80% reassigned time is shared between two faculty co-leads for Distance Education. These faculty co-leads are well-versed in online instruction and delivery and are currently in the process of earning their OEI and POCR Certifications. Additionally, both have experience with curriculum development and work closely with the Professional Development Coordinator to offer professional development opportunities for faculty regarding DE.

SBVC will continue to support the .80 reassigned time. The Online Programs Committee will work through the program review process to determine requested staffing levels which will be prioritized through college processes. DE co-leads have been instrumental in the vision and writing of this proposal, providing them with a thorough knowledge of the needs for meeting project goals. They will remain in the role as leads in implementation and reporting.

Project Conclusion and Continuation

Project Reporting

All of the work regarding assessment and evaluation of the proposed project will be guided by the established outcomes which are ultimately intended to expand SBVC's offering of fully-online CTE programs while increasing students' success rates in said online courses and programs. As part of the requirements of the grant award, quarterly reports submitted to CVC-OEI will provide information as to the extent to which activities undertaken in support of the overall outcomes of the project have taken place within the given reporting period. (See *Implementation Timeline and Evaluation Plan*).

As the first three quarterly reports will serve as formative assessments, the DE co-leads and faculty involved in implementing the project will review and discuss all collected data and information so as to make informed decisions regarding the progress of the project. Data-based decisions and next steps will be communicated to CVC-OEI as part of the reporting process. A summative report detailing all of the project's outcomes and the extent to which each outcome was met at the end of Year 1 will be provided to CVC-OEI. Additionally, if desired, follow-up reports at the end of Years 2 and 3 (and beyond) can be submitted to CVC-OEI, as it is the intent of the project team and the college that the work begun and the courses developed as part of this grant project will continue ad infinitum.

Post-Grant Commitment

The proposed project stands to have several long-term and lasting effects on teaching and learning at SBVC. Those online courses and fully online pathways developed as part of the

project have the potential to increase not only the number of online courses/pathways SBVC is able to offer students for whom earning a certificate or degree face-to-face is not feasible, but also to increase the number of students, in totality, we are able to serve. By increasing the number of students we are able to serve in establishing clear online pathways, it is reasonable to expect more certificates (or degrees) might be conferred.

Faculty research into new and innovative online resources and instructional practices has the potential to increase the implementation of new instructional modalities. Additionally, by offering ongoing support and training to faculty with regard to online instructional design and best practice, this project will serve as a way by which SBVC can support faculty in the development and delivery of the high-quality instruction imperative to students' success.

Appendix - Grant Budget Table

College:	San Bernardino Valley College	
District:	San Bernardino Community College District	
Grant Program:	Improving Online CTE Pathways	
Project Title:	Career and Technical Education: Creating and Expanding Quality Accessible Online Pathways for Students	
Time Frame:	July 01, 2019 - June 30, 2020	
BUDGET CATEGORY		
	AMOUNT	
STAFFING & PERSONNEL		
	<u>Employee Salaries</u>	
	Instructional Design Consultant (1 FTE, one-year)	\$ 72,000
	<u>Faculty Stipends-</u>	
	Training	\$ 249,600
	Research	\$ 2,600
	Developing Partnerships	\$ 3,120
	Curriculum Inventory	\$ 520
	Summer Planning & Implementation	\$ 23,400
	Faculty Reassigned Time	\$ 8,000
	<u>Employee Benefits</u>	
	Instructional Design Consultant	\$ 8,640
	Subtotal	\$ 367,880
SUPPLIES & MATERIALS		
	<u>Supplies & Materials</u>	
	Food	\$ 1,900
	Instructional Supplies	\$ 2,000
	Non Instructional Supplies	\$ 1,000
	SubTotal	\$ 4,900
OTHER OPERATING EXPENSES & SERVICES		
	<u>Technical & Professional Services</u>	
	Contract Services-Web design,Web content,training	\$ 14,400
	<u>Travel & Meetings</u>	
	Conference Attendance	\$ 90,000
	<u>Advertising & Marketing</u>	
	Advertising	\$ 5,000
	Subtotal	\$ 109,400
	Total Grant Budget	\$ 482,180