
IMPROVING ONLINE CTE PATHWAYS GRANT

Application

Marin Community College District
835 College Avenue
Kentfield, CA 94940

Institutional Support Cover Sheet

David Wain Coon

President/Superintendent

David Wain Coon 5/6/19

Jonathan Eldridge

Chief Instructional Officer

Jonathan Eldridge 5/6/19

Jonathan Eldridge

Chief Student Services Officer

Jonathan Eldridge 5/6/19

Greg Nelson

Chief Business Officer

Greg Nelson 05-06-19

Alicia Pasquel

Faculty Senate President

*Loren F. Robinson, VP of Academic Senate
for "Meg" Alicia Pasquel 5/6/2019*

Cari Torres

Project Director / Principal Investigator

Cari Torres 5/6/19

Table of Contents

| | |
|--|----|
| Marin Community College District..... | 1 |
| Institutional Support Cover Sheet..... | 2 |
| Table of Contents..... | 3 |
| Creating Online CTE Pathways | 4 |
| Project Preparation (4 Pages Maximum) | 5 |
| Local Starting Point | 5 |
| Local Preparation | 8 |
| Project Implementation (6 Pages Maximum) | 10 |
| Project Alignment | 10 |
| Project Need | 11 |
| Project Description (includes timeline and budget)..... | 11 |
| Project Success | 14 |
| Project Evaluation | 15 |
| Project Feasibility | 15 |
| Project Conclusion and Continuation (3 Pages Maximum)..... | 16 |
| Project Reporting..... | 16 |
| Post-Grant Commitment..... | 16 |
| Appendix - Grant Budget Table (1 Page Maximum)..... | 18 |

Creating Online CTE Pathways

Proposed project summary (2 Pages Maximum).

College of Marin will be expanding its online course offerings to allow for online certificate and degree completion and while also paving the way for CSU/UC transfer degrees. College of Marin does not currently offer online certificates or degrees, but does have robust offerings of online courses that serve approximately 20% of our student population. Adding online career and educational pathways will address the needs of our students by reducing entry and completion barriers such as transportation, scheduling, and cost while also increasing the employability of our students in the local community.

The project stakeholders and the Distance Education Committee have identified the college's Multimedia Studies, Hospitality, and Business Administration programs as best positioned within the grant framework and timeline to begin offering online certificates and AS/AS-T degrees by Fall 2020. These programs have a high majority of courses already offered online and the support of the discipline faculty to take their programs online.

Concomitant with the course development within the Multimedia and General Business programs, we will fill existing gaps within the CSU/UC general education patterns by including the development of an online Art History (IGETC Area 3A), Communication (CSU GE-Breadth Area A-1), and potentially a lab science course (to satisfy Areas B3 and 5C) in order to allow for academic degree completion. In addition to the CTE programs, the ability to offer these courses online will allow for academic degree programs such as Anthropology and Psychology to be offered over 50% online. Academic degree pathways will potentially decrease the burden on student populations that need more flexibility in their course offerings as a pathway to completion.

If funded, this project will allow for the development of new online programs and certificates that will be closely aligned with existing course pathways. Speaking to the equity goals that would inform the entirety of the project, one objective would focus on developing the majority of the courses with Open Educational Resources (OER) as they will pave the way for a Zero Textbook Cost (ZTC) degree(s). This will complement our existing ZTC offerings and commitment to student equity as the college already offers a ZTC Sociology degree and has an established ZTC pathway for General Education completion.

Funding from the grant will also provide incentive and reimbursement for faculty to complete the curriculum and course development required to bring these programs online; reimburse staff for the over-time accumulated in creating student-facing content on available online pathways; and, assist with marketing costs.

What is the primary goal of your proposed project?

The primary goal of our proposed project is to create new online certificates, credentials, and programs (Track 2). These programs are already developed as on-campus programs with a portion of courses offered online.

A secondary objective of this project is to streamline available online learning options and services for students. We will work with the Enrollment Services and Counseling departments to develop materials for students to identify the online pathways that they can take to achieve their educational goals.

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

The emphasis for this project is to:

- Fill gaps in existing on-ground certificates, credentials or programs
- Build an online certificate, credential or program that addresses regional workforce needs
- To support students staying on their existing academic pathways

Project Preparation (4 Pages Maximum)

Local Starting Point

What is the starting point for the proposed project? Track 1 or Track 2 proposals: What is the certificate, credential or program (please include discipline, number of courses, workforce area supported)?

The starting point for this project will be to submit a substantive change to the ACCJC. College of Marin does not currently offer online certificates, credentials, or programs. However, several of our programs are approaching or exceeding 50% of courses offered in online or hybrid modalities. We have selected programs within this 50% threshold that are best aligned with the CCCC's Vision for Success.

College of Marin has identified three Multimedia Studies pathways (Graphic Design, Web Design, and Entertainment), Hospitality, and Business Administration programs as best positioned within the grant timeline and framework to begin offering online certificates and AS/AS-T degrees by Fall 2020. These programs are currently offered partially online and have brought their courses to the Curriculum Committee for Distance Education review and approval.

The following table provides a listing of the certificates/degrees identified to be developed under the grant, including the number of courses required to complete the certificate or major, and current percentage of the program currently online. The core units do not include GE or Transfer requirements.

| Discipline/Degree/Certificate | Core Courses # | Current Online % | Workforce Area |
|--|----------------|------------------|----------------------|
| Business, Administration AS-T | 8 | 50% | Business 0501/0506 |
| Business, General Certificate | 8 | 60% | Business 0501/0506 |
| Hospitality Management AS-T | 7 | 0% | Hospitality 1307 |
| Hospitality Management Certificate | 7 | 0% | Hospitality 1307 |
| Multimedia Studies, Entertainment Certificate | 10 | 40% | Multimedia 0614 |
| Multimedia Studies, Entertainment AS | 10 | 40% | Multimedia 0614 |
| Multimedia Studies, Graphic Design AS | 10 | 56% | Multimedia 0614 |
| Multimedia Studies, Graphic Design Certificate | 10 | 56% | Multimedia 0614 |
| Multimedia Studies, Web Design AS | 10 | 78% | Multimedia 0614/0702 |
| Multimedia Studies, Web Design Certificate | 10 | 78% | Multimedia 0614/0702 |

Table 1. Proposed Online Programs

Is the entire certificate, credential or program already fully online?

The above degrees and certificates are currently offered partially online.

If yes, have the individual courses been reviewed with the OEI Course Design Rubric?

Existing courses have been reviewed using the OEI Course design rubric. New courses developed for the online programs will be vetted and reviewed using the OEI rubric by the college’s Distance Education Coordinator, Instructional Designer, and Assistive Technology Specialist.

If no, how many courses are fully online courses?

Currently, there are 26 courses offered 100% online or hybrid across the Multimedia, Business Administration, and Hospitality programs. A total of 31 online courses will be newly developed requiring review with the OEI rubric. A complete list of courses is outlined in the *Project Implementation* section under the [Project Description](#) heading.

Describe Distance Education at your college or district (e.g., what percentage of total enrollments are in online courses?)

Distance Education at College of Marin is housed under the Office of Student Learning and Student Support Services and is overseen by the Assistant Vice President for Instructional Support. The department is also supported by the Distance Education Committee which is co-chaired by the college’s Distance Education Coordinator and Instructional Designer.

Distance education courses at the college have historically been brought forward to the Curriculum Committee by faculty interested in teaching online. These efforts have led to a diverse selection of online course offerings, but with undefined pathways. The college currently offers over 55 distinct online and hybrid courses each semester.

Recent data obtained from the Data Dashboard revealed that 15% of College of Marin students are enrolled in at least one Distance Education course and 5% of students are enrolled solely in online or hybrid courses.

| | Fall 2018 | | Spring 2019 | |
|---|-----------|-----|-------------|-----|
| Undup. Headcount-All Credit Students | 5,286 | | 5,230 | |
| | # | % | # | % |
| Undup. Students Enrolled in At Least 1 DE Course | 778 | 15% | 801 | 15% |
| Undup. Students Enrolled in Only DE Courses | 213 | 4% | 253 | 5% |

Table 2. Student Enrollment in DE Courses

In 2015, as part of a three-year Distance Education Plan, the college implemented the OEI rubric and increased faculty professional development with a focus on accessibility and quality online teaching through course design. The college migrated from Moodle to Canvas in 2016.

Additional student services and resources have also been implemented such as NetTutor, Proctorio, and a self-paced online orientation course, which includes the CVC-OEI Online

Student Readiness Tutorials. The college also provides online counseling and library services.

As a result of these efforts, student success rates in distance education courses have increased with an average of rate 71.08% for Fall 2016 – Fall 2018. The success rates are higher than the 66% average presented in the California Community Colleges Chancellor’s Office Distance Education Report (2017).¹

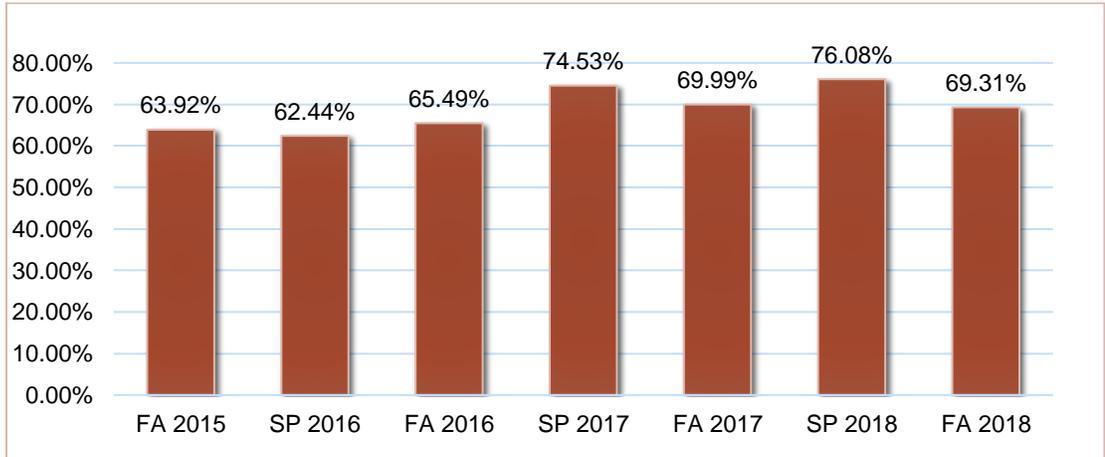


Figure 1. DE Success Rates 2015-2018

During the 2018 Spring semester, the Distance Education Committee surveyed currently enrolled online students. When asked about their online experience, over 85% of respondents reported they were satisfied or very satisfied with their online experience at College of Marin and would take another online course.

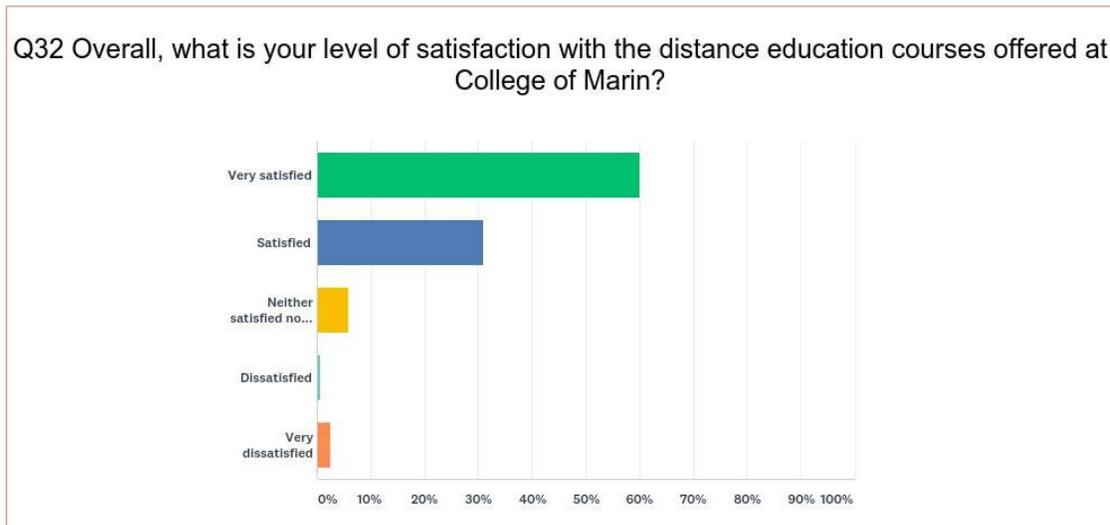


Figure 2. Student Satisfaction in Online Courses

¹ “CCCCO Publishes Latest Distance Education Report.” *California Virtual Campus*, California Community College Chancellor’s Office, 21 Aug. 2018, cvc.edu/cccco-publishes-latest-distance-education-report/.

Of the students surveyed, over 80% indicated they would take another online learning course at College of Marin. Qualitative data obtained from students also suggested adding more courses as a means of improving Distance Education at College of Marin.

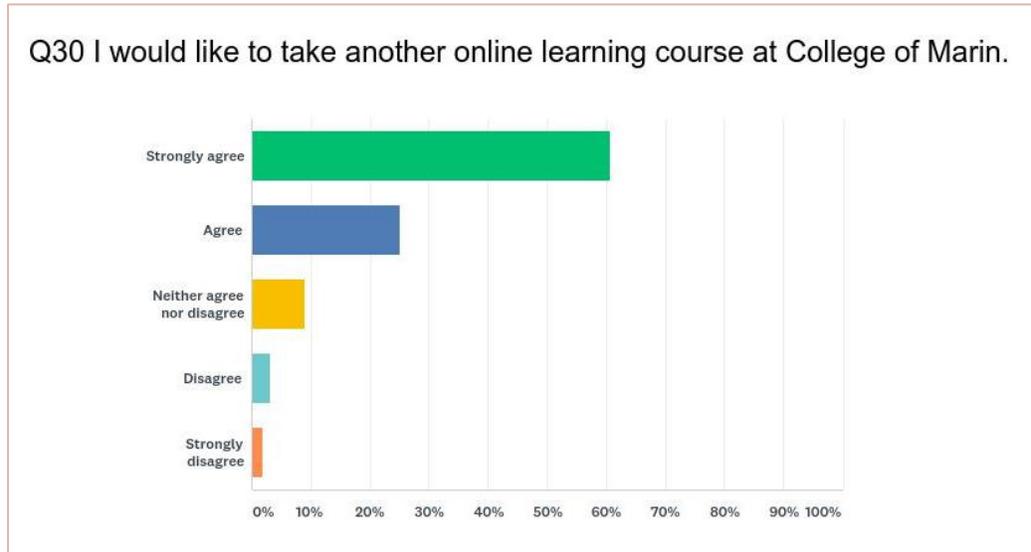


Figure 3. Student Agreement on Taking Additional DE Courses

Based on the improvements made to student resources and faculty professional development and the increases in student satisfaction and success rates, the Distance Education program is confident that the online degrees and certificates will be successful and comprised of quality courses.

Local Preparation

If you win an award, what is the first date you can give a presentation to the Board of Trustees for your district to get approval?

The earliest date is June 18, 2019.

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

The college has established a workgroup comprised of faculty from each of the certificate and degree areas outlined in the application and staff from the Distance Education Department. Members include:

| Name | Title |
|------------------------|---|
| Maria Coulson | Mathematics Faculty Co-Chair |
| Elle Dimopoulos | Assistive Technology Specialist |
| Stacey Lince | Instructional Designer Distance Education Committee Co-Chair |
| Jessica Park | Behavioral Sciences Chair Anthropology Faculty |
| Holley Shafer | Senior Research & Evaluation Specialist |
| Kathleen Smyth | Distance Education Coordinator |

| | |
|---------------------|--|
| | Kinesiology Faculty Chair Distance Education Committee Co-Chair |
| Cari Torres | Assistant Vice President for Instructional Support |
| Nancy Willet | Business Information Systems Faculty |
| Derek Wilson | Multimedia Faculty CTE Liaison |

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

Greg Nelson, Assistant Superintendent/Vice President of Administrative Services

What data must you collect before you start, so you can compare pre-award and post-award impact?

The majority of data required for identifying applicable CTE programs was collected during the application process. This included mapping the current courses offered online to the appropriate CTE degree or certificate. The same process was applied to GE transfer patterns.

Prior to implementing the project, we will need to survey current online students to ensure our course selections align with their pathways and education goals. Other required data includes:

- Current success and persistence rates for the selected programs
- Time to completion rates
- Transfer rates
- Employment data

A post-award survey and data will be necessary to determine if the creation of additional online programs and transfer pattern courses enabled students to:

- Complete their certificates, degrees, and/or ability to transfer at a faster rate
- Simplify the navigation of available online programs and courses along respective pathways
- Accomplish their educational and career goals

Project Implementation (6 Pages Maximum)

Project Alignment

Please describe how your proposed project aligns with one of the two CCCC goals for this project:

The online programs within this project are applicable to both CCCC Goals 1 and 2.

- CCCC Goal 1: Lead to short-term, industry-valued certificates or credentials, or programs
- CCCC Goal 2: 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.
 - Multimedia/Information Technology
 - Management

The success of student completions in the Multimedia Studies specialty certificate and degree programs (Graphic Design, Web Design, and Entertainment) has resulted in living wage jobs, and jobs directly related to their area of study for the certificate or degree earned. Certificate and degree completions will increase with additional Distance Education offerings because it will allow current Multimedia students to complete their programs online and will offer those currently employed in the field more flexibility to enroll in courses. In Multimedia, a significant number of students are already employed and need courses to “upskill” while in the job; they may not be pursuing degrees or certificates. Offering online courses provides them the opportunity to grow their skills while employed due to their work schedules and limited time available to take face-to-face courses. A number of the students taking Multimedia courses are remote workers and can leverage the skills gained by taking online courses and apply them to working effectively outside the face-to-face office environment.

The Business Administration AS-T is designated by the Chancellor’s office as a TMC transfer degree (SB 1440). Business is part of the Strong Workforce program for the Business/Entrepreneurship North Bay priority sector.

Finally, the Hospitality Management AS-T and certificate are designated by the Chancellor’s office (C-ID/TMC) to be industry-valued CTE certificates and SB 1440 transfer degrees. They were implemented as part of the Strong Workforce program for the North Bay priority sector.

If applicable, please describe how your proposed project aligns with one of the CCCC system-wide initiatives, such as CCC Vision for Success or Guided Pathways.

The purpose of this project aligns with CCCC initiatives by providing students with more options to complete their educational and career goals. Through the elevation of the college’s CTE online degree and certificate options and increasing the number of online UC/CSU transferable courses, we anticipate we will meet students’ needs by:

- Creating online pathways to certificate and degree completion
- Improving sequencing and mapping of online course options
- Improving time to completion
- Increasing job placement in students’ chosen field of study

- Upskilling opportunities for students currently employed

Project Need

What other specific needs will you meet with this proposed project?

- Higher enrollments. Existing online classes have generated increased enrollments than when the classes were only offered in a traditional face-to-face delivery. Many CTE students are working adults and cannot attend classes twice a week at our Kentfield or Indian Valley campuses
- More advanced-level Instruction. Offering online courses will allow College of Marin to offer advanced level courses and instruction without requiring new or additional units
- Reduce time to degree and certificate completion.
- Improving online student access, success, and services

Project Description (includes timeline and budget)

Please describe the proposed project activities.

The starting point of this project is to submit a substantive change to ACCJC. Concurrent to the substantive change process, faculty will be developing courses for their respective areas to allow for 100% online certificate programs.

The following CTE courses will require full or partial development for their respective programs:

| Business Courses | Units |
|--|-----------------------|
| BUS 113 Managerial Accounting | 4 |
| BUS 124 Marketing | 3 |
| BUS 133 Human Resource Management | 3 |
| BUS 134 Human Relations in Business | 3 |
| BUS 150 Supervision and Management | 3 |
| BUS 152 Project Management | 3 |
| BUS 162 Small Business Management | 3 |
| ECON 101 Macroeconomics | 3 |
| ECON 102 Microeconomics | 3 |
| Total Courses 9 | Total Units 28 |

Table 3. Business, General and Management

| Hospitality Courses | Units |
|--|--------------|
| HOSP 100 Introduction to Hospitality Management | 3 |
| HOSP 110 Sanitation and Safety | 3 |
| HOSP 120 Hospitality and Cost Control | 3 |
| HOSP 130 Introduction to Food & Beverage Management | 3 |
| HOSP 140 Introduction to Hotel Management | 3 |
| HOSP 150 Hospitality Law | 3 |

| | |
|------------------------|-----------------------|
| Total Courses 6 | Total Units 18 |
|------------------------|-----------------------|

Table 4. Hospitality Certificate of Achievement

| Multimedia Studies Courses | Units |
|---|-----------------------|
| MMST 110 Introduction to Multimedia | 3 |
| MMST 111 Multimedia Production | 3 |
| MMST 120 Multimedia I: Digital Drawing | 3 |
| MMST 150 Photoshop I: Intermediate | 3 |
| MMST 141 3D I: Modeling & Textures | 3 |
| MMST 151 3D II: Modeling & Rigging | 3 |
| MMST 161 3D III: Animation | 3 |
| MMST 171 3D IV: Advanced Animation | 3 |
| Total Courses 8 | Total Units 24 |

Table 5. Multimedia Graphic Design & Web Design Certificate/AS

Completion of the following IGETC/CSU breadth courses will allow for 100% of CTE AS-Transfer courses to be completed online.

| General Education Courses | Units |
|--|-----------------------|
| ANTH 101L Introduction to Physical Anthropology Lab* | 3 |
| ANTH 110 Introduction to Archaeology and Prehistory | 3 |
| ART 105 Introduction to Contemporary Art and Visual Culture | 3 |
| ETST 110 Introduction to Ethnic Studies | 3 |
| MATH 121 Calculus | 3 |
| POLS 101 Political Science | 3 |
| PSY 205 Introduction to Research Methods and Data Analysis | 3 |
| Total Courses 8 | Total Units 24 |

Table 6. General Education Transfer Courses

*Creating an online science lab such as Anthropology 101L would allow for 100% completion of general education online. The addition of the online lab would also pave the way to creating an Anthropology AS-T online degree.

Please provide a rough timeline for the grant period with expected deliverables at three-month intervals.

The majority of the work flow for this project involves coordination of content between faculty and the instructional design team. A more intricate content deliverables plan with deadlines and strategies will be implemented according to the course type and amount of material required for development.

Time will be dedicated to creating student-facing resources such as an improved online orientation course, updates to our student services webpage that include online student resources, and the availability of course mapping for students to more easily identify online pathways during the scheduling process.

The following is a summary of events that will take place during each quarter of the grant timeline.

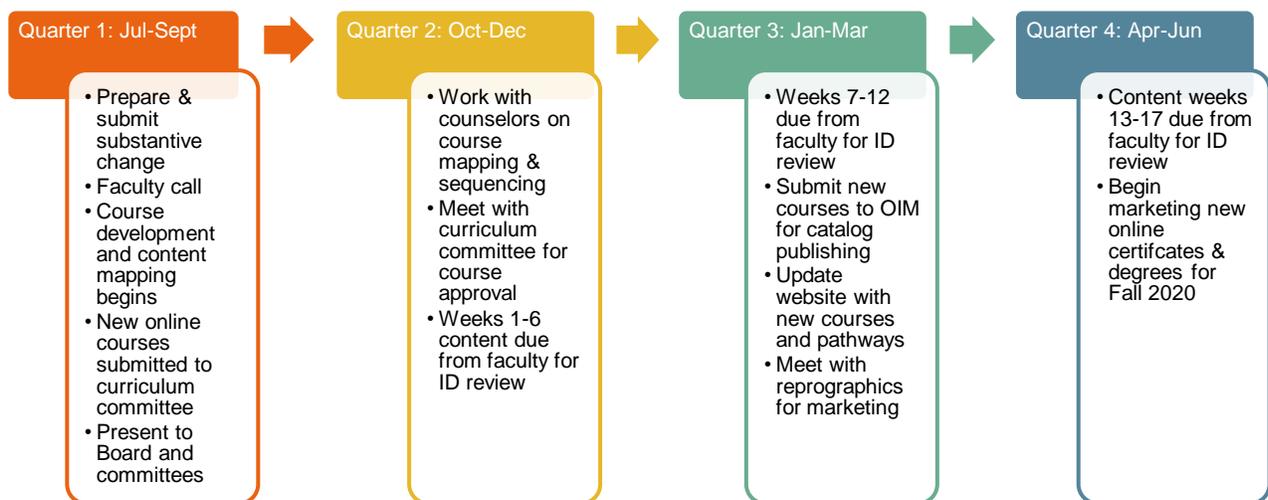


Figure 4. Project Timeline

Please provide a budget summary including the total funding requested and how you plan to use the requested funds.

College of Marin is requesting \$200,000 in funding to complete this project. The majority of funds will be paid as stipend or overtime to faculty and staff who contribute to this project.

If awarded the grant, a faculty call will be put forward requesting experienced faculty from each relevant CTE area and specific GE courses. Priority will be given to faculty who are currently teaching online and have experience or have completed professional development in course design. Included in the call will be a Counseling representative to oversee the course mapping process for defining online pathways. Faculty will be paid at the stipend rate of \$74/hour.

We anticipate 15-20 faculty members will be awarded the call. Several of the faculty are also key members of the college's CTE Grant Workgroup.

We estimate 1400 hours of course development for development of 31 courses. Hours vary from 40-100 hours per course based on faculty input and depending on the amount of content and nature of the course.

Overtime will be paid to staff members assisting with administrative duties such as budget calculation, reporting, and progress tracking; the Instructional Designer and Assistive Technology Specialist for their work in course vetting and course design assistance. The Distance Education Coordinator will be reimbursed via stipend for course review and faculty guidance.

Additional funds will be used to pay for the following activities: the administration fee to the ACCJC for a substantive change application; travel and/or professional development expenses related to course and program development; and, the CTE Grant workgroup progress.

Project Success

Please describe the anticipated or desired results of the proposed project — meaningful and practical success metrics related to a) capacity growth and b) student success (e.g., how many students will be served in a 3-5-year timeframe?).

During academic years 2015-2018, enrollment in College of Marin online courses has risen by 2% each year. Evening enrollments have shown a flat-to-downward trend. We anticipate with more online offerings and the ability to earn degrees and certificates online, enrollments will continue to rise at a minimum of 2% each year. Our overarching goal is to improve our online pathways and course offerings to better serve our students and local community. We anticipate enrollments will increase as we combine our efforts with Workforce Development to continue to offer courses and certificates that meet the needs of our local employers. One of the dividends we hope to achieve through this work is the ability to build a curricular bridge between CTE and ESL. As we diversify the modalities of CTE courses, ESL faculty and counselors will work with ESL students to develop educational plans that will allow for a continuum between the ESL program and CTE programs.

By developing IGETC/CSU Breadth transfer courses into an online modality, we will be able to offer students the opportunity to complete a transfer degree completely online. Many of our students work full-time, have families or are balancing their course loads with clubs, sports and/or part-time work obligations and, for many others, there can be barriers to completing a transfer degree/transfer due to unreliable transportation to make it to class. Moving key courses into an online format will create flexibility in the ways that students can complete their AA-T in Anthropology and Psychology all online or partially online. This will increase student access to our courses and reduce time to transfer.

Student success rates in online courses have increased between academic years 2015-2018 with a yearly success rate of 71.08% (see [Figure 1. DE Success Rates 2015-2018](#)). Fall success rates have been consistently lower than spring semester rates. We attribute this difference to first-time students in the fall semester who may need additional orientation to online learning. With the development of clearly defined online pathways and increased online student services as components of our overall objective, we anticipate the fall success rates will increase. In collaboration with the counseling department and the rollout of a faculty reporting feature in our enterprise system that allows for faculty to report academic concerns, we will be able to intervene earlier on to assist students who may be struggling in online courses.

With the implementation of pathways, interest clusters, and the expansion of online opportunities, we will monitor and evaluate students' course-taking behaviors, success, persistence, and completion. Ensuring that student educational plans are established and kept current (and that students are following them) will be a critical part of this process. The college is currently developing its next six-year educational master plan and strategic plan and the emphasis is on instructional programs with an equity lens, which includes the development and implementation of a master schedule that allows for full-time students to complete their programs in three years or less and part-time students five years or less. The expansion of online offerings will be an essential component to the master schedule and bringing this goal to fruition.

Project Evaluation

Please describe how you will track progress during the grant. Include how you will collect the data necessary to track progress.

The primary deliverables for this project will include a significant amount of course development and content that will be due at quarterly intervals throughout the project. In this development, we need to consider the rollout of courses for student scheduling and enrollment purposes (and where the courses fit into the course sequence for that interest area).

Course development will begin with the first courses required in each program. A detailed spreadsheet will be used to track progress of content completion and stages of the review process by the instructional design team.

A Trello board will also be used to keep faculty on task with content development stages, review progress, and communicate important reminders.

The college's Senior Research and Evaluation Specialist from the Planning, Research, and Institutional Effectiveness (PRIE) office is a part of the grant working group and will assist with collecting data and evaluating project efficacy. On an ongoing basis, as part of the new strategic plan, there is a longitudinal effort to evaluate the success rates of different modalities, scheduling patterns, and meeting students in their preferred modality.

Monthly meetings will be held with the project stakeholders to inform of the project progress and obtain feedback from the workgroup members on the project.

Project Feasibility

Please describe your college or district's expertise and capacity.

- How many faculty releases and/or support staff members does your college or district already provide for distance education activities?
 - The college employs one faculty 20% time Distance Education Coordinator and two support staff members – a full-time Instructional Designer and full-time and Assistive Technology Specialist.
 - Distance Education is overseen by the Assistant VP for Instructional Support.
- How do these faculty and/or staff members' skills and technical capabilities align with the overall demands of the proposed work?
 - All faculty who will be completing course development for this project are currently teaching online in their respective programs and/or have completed the Online Education Standards and Practices course offered through the Online Network of Educators. All project members have previous experience designing online courses.
 - Faculty will have access to the college's Distance Education Coordinator, Instructional Designer and Assistive Technology Specialist to ensure courses meet compliance standards and to assist with course design.
 - The grant budget allows for two administrative staff members to support the project in reporting, data collection, and budget management.

- How much staff time (total FTE) will your college or district be able to devote to this project over the grant period (12 to 18 months)?
 - .25 FTE

Project Conclusion and Continuation (3 Pages Maximum)

Project Reporting

Please describe how you will document what the proposed project has achieved during the grant period (through June 2020).

- The project members will track progress by course development completion and marketing feedback from students and faculty
- The substantive change will be documented through its completion, submission, and award
- Survey data and feedback of student satisfaction with online student services and faculty professional development will be collected and disaggregated
- The Guided Pathways implementation will be fully underway, including the established interest clusters and the mapped program pathways that will include the expanded online course offerings available in those programs.

Include how you will synthesize main achievements, remaining or revised work to complete, challenges, and replicable practices.

Monthly meetings will be held with the project stakeholders to inform of the project progress and obtain feedback from the workgroup members about challenges they are facing, revisions to the process and/or timeline, and replicable practices.

Milestones, progress, and processes will be made available on the college's [Initiatives page](#) within the public website along with meeting agendas and minutes.

We anticipate that the work will continue beyond the life of the grant and that we will leverage the momentum that the grant provides to extend the replicable practices to other CTE disciplines in future years. Faculty that are part of the grant will be in a position to develop and facilitate professional development activities for other CTE faculty (and faculty in general) during Flex Week and College Hour.

Post-Grant Commitment

How will your college or district institutionalize the advancements funded by this CVC-OEI *Improving Online CTE Pathways* grant program (e.g., schedule/offer new certificates,

credentials or programs for at least 3-5 years after they have been created; advertise existing certificates, credentials or programs)?

The grant work undertaken in the next year will be institutionalized in the college's master schedule, using the Guided Pathways framework. This work is documented as a priority in the 2019-2025 Educational Master Plan and Strategic Plans (two three-year plans). Faculty and staff are part of assigned workgroups to support these activities in the strategic plan and that ensures that both time and resources have been allocated. Listed below is a summary of planned, post-grant initiatives, activities, and programs:

- Indian Valley Campus renovation (where most of the CTE programs are housed); state-of-the-art facilities that will support the college's hospitality and multimedia programs, including a maker space, virtual reality lab, art/design studio, and 500-seat conference center (Jonas Center)
- Curricular design, including development of micro-credentials and short-term programs, that engages adult learners who seek to upskill, high school students, ESL students bridging to CTE, and students desiring an ADT
- Participation in the CVC-OEI Course Exchange and POOCR

Appendix - Grant Budget Table (1 Page Maximum)

| Appendix - Grant Budget Table | | |
|-------------------------------------|--|------------------------|
| College: | College of Marin | |
| District: | Marin Community College District | |
| Grant Program: | Improving Online CTE Pathways | |
| Project Title: | | |
| Time Frame: | July 01, 2019 - June 30, 2020 | |
| | | |
| BUDGET CATEGORY | AMOUNT | |
| | | |
| STAFFING & PERSONNEL | | |
| | | |
| | <u>Employee Salaries</u> | |
| | | \$ 139,600.0000 |
| | <u>Employee Benefits</u> | |
| | | \$ 39,400.0000 |
| | Subtotal | \$ 179,000.0000 |
| SUPPLIES & MATERIALS | | |
| | | |
| | <u>Supplies & Materials</u> | |
| | | \$ 5,000.00 |
| | Subtotal | \$ 5,000.00 |
| OTHER OPERATING EXPENSES & SERVICES | | |
| | | |
| | <u>Technical & Professional Services</u> | |
| | | \$ 5,000.00 |
| | <u>Travel & Meetings</u> | |
| | | \$ 5,000.00 |
| | <u>Software Licensing</u> | |
| | | \$ - |
| | <u>Advertising & Marketing</u> | |
| | | \$ 6,000.00 |
| | Subtotal | \$ 16,000.00 |
| | Total Grant Budget | \$ 200,000.00 |