

CTE Reopening Report

Prepared for the California Community College Chancellor's Office by
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for her Qualtrics guidance and assistance, and for sharing ideas.

June 5 2020

Executive Summary

This report top lines each question to provide an overview of how campuses in the CA Community College system are preparing to bring students, faculty, and staff safely back to campus during the COVID-19 pandemic. This rich data set provides an abundance of information including details, considerations, and concerns regarding how the campuses and programs are planning to reopen in fall 2020.

The CTE Reopening Survey received 468 responses from 101 colleges in each of the seven regions. Interestingly, only 11% of all colleges in the state did not respond to the survey, with the majority of those being in the northern part of the North Far North Region, and have experienced less COVID-19 impact than other parts of the state. Also interesting is that while most colleges had fewer than 10 respondents, Butte College had 21, San Bernardino Valley College has 22, San Diego Mesa College had 33, and College of the Desert had 62 respondents.

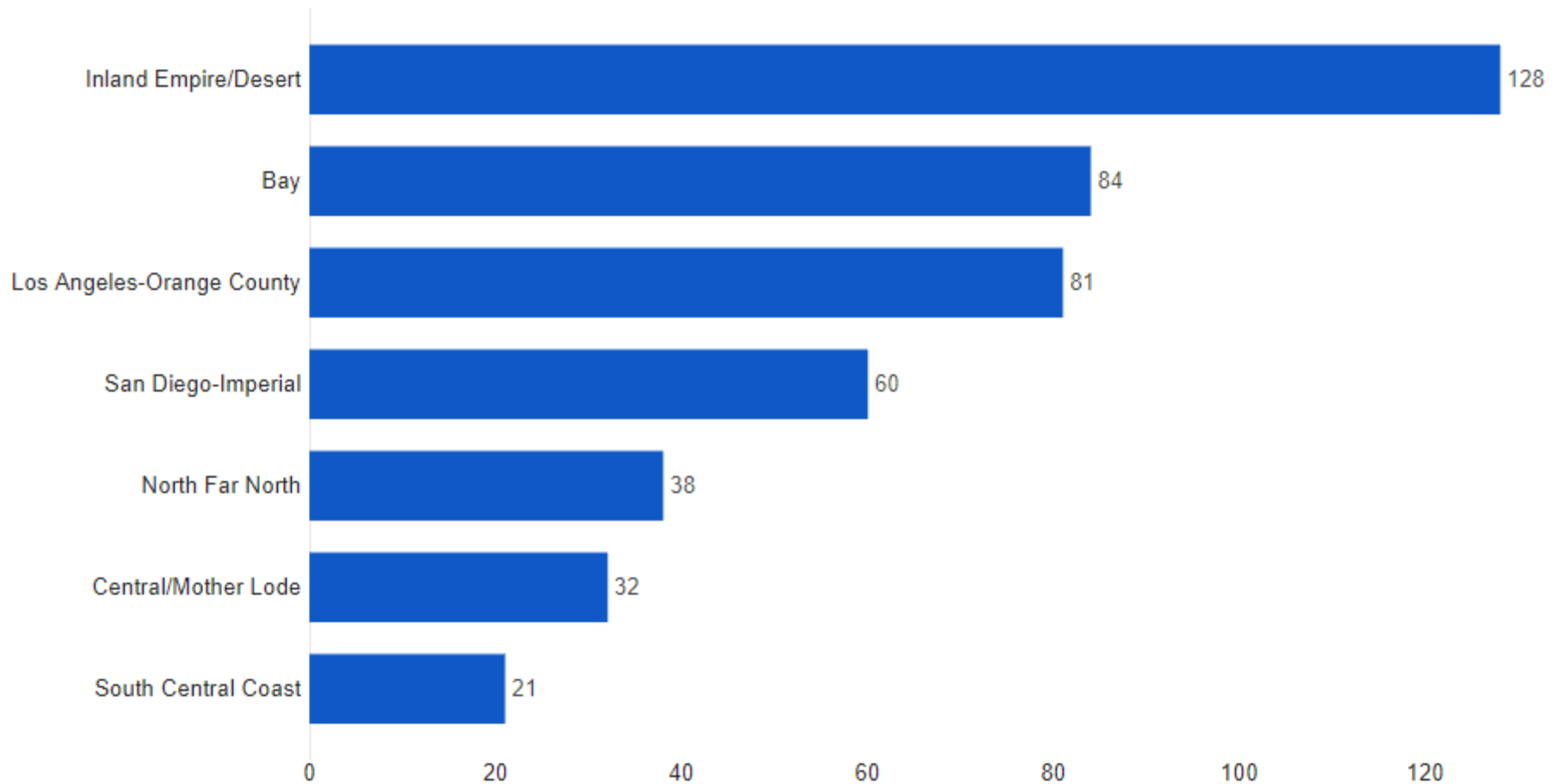
There were several interesting findings in this report. For example, expenses are expected to increase because in order to screen, sanitize, and maintain social distancing, classes will be split into smaller sections that require more space, more resources, and more personnel. Up to 32% plan to screen students before allowing them to enter the classroom, but who is going to do the screening? While 73% plan to use some hybrid form of remote and hands-on learning, or to split classes into multiple sessions, 25% plan to concentrate the hands-on learning by teaching it asynchronously when campus access is available, as bootcamps, or 24/7 shifts, potentially moving outdoors. The list of CTE classes impacted speaks to the level of impact this is having on Community College students, programs, which will in turn impact the workforce.

Comments calling for guidance and guidelines from the Chancellor's Office came up the most in the last question about other concerns as did comments regarding poor communication and lack of communication. Most of the 10 questions with the "I don't know" option were skewed toward faculty and staff; few administrators selected the "I don't know" option. This strongly suggests that those in the know about campus plans might not be communicating effectively to those who will be directly in front of students and are concerned about safety and the added demands to ensure safety.

For further information or queries, contact Terri Quenzer at tquenzer@sdccd.edu.

Regional Survey Participation

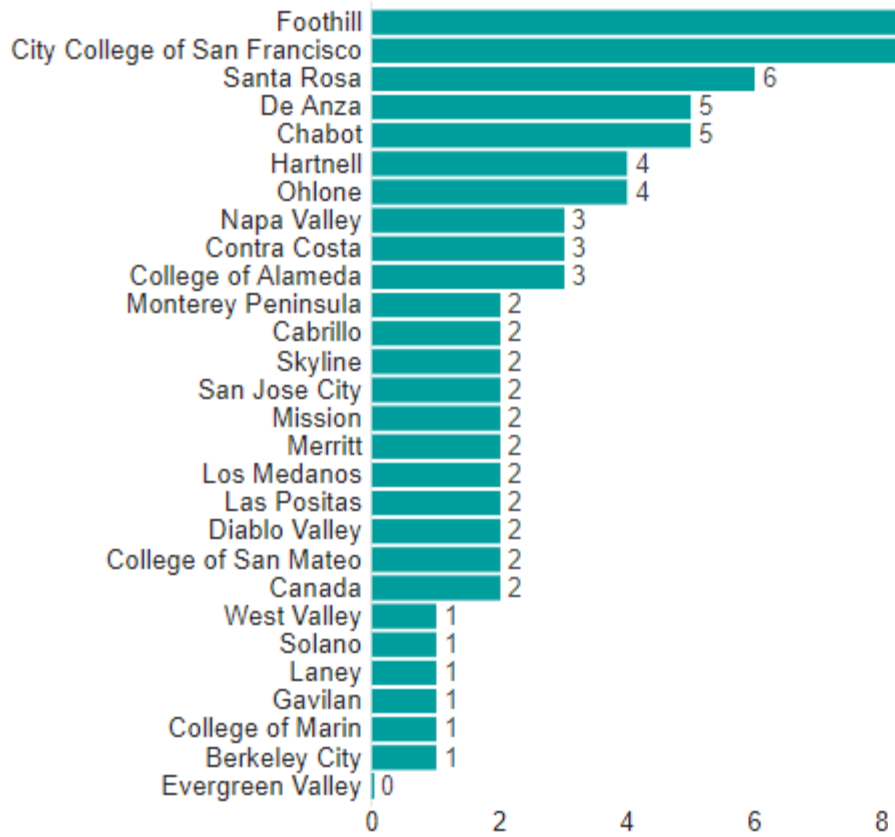
444 Responses



Northern and Central California College Participation

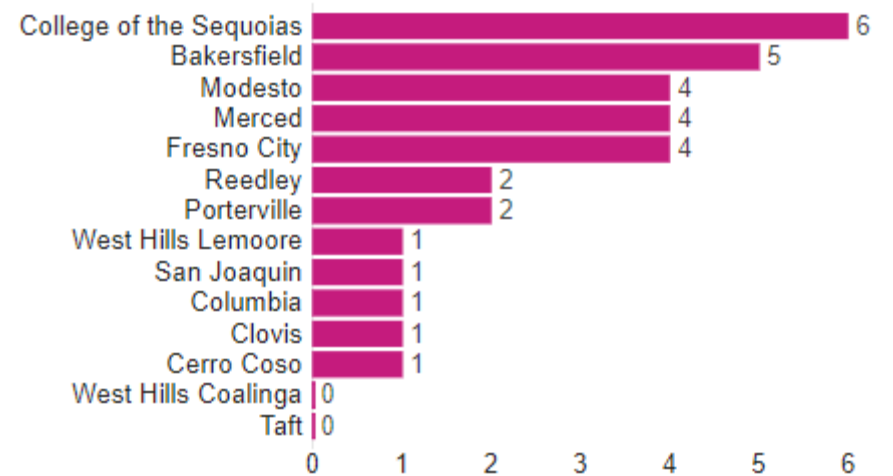
Bay Area Colleges

81 Responses



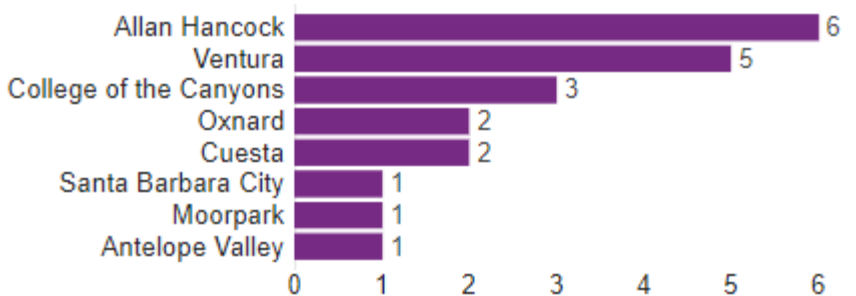
Central/Mother Lode Colleges

32 Responses



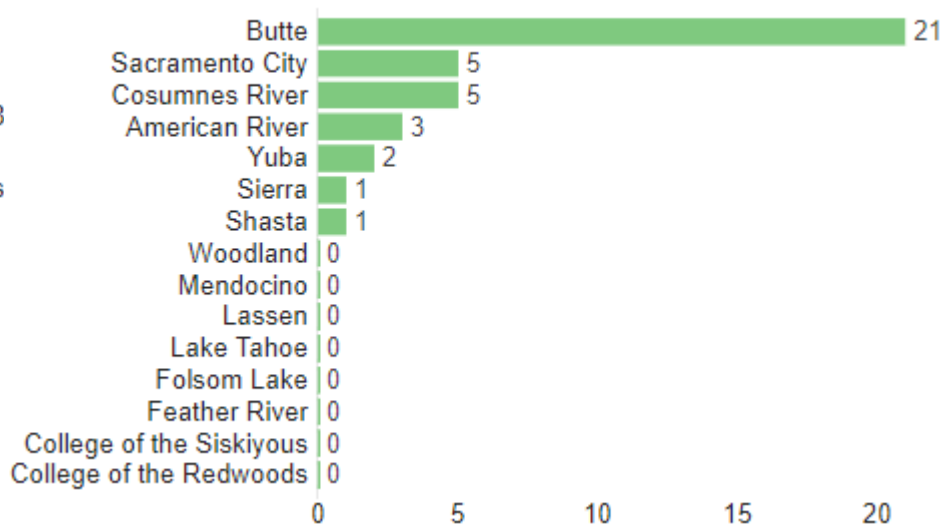
South Central Coast Colleges

21 Responses



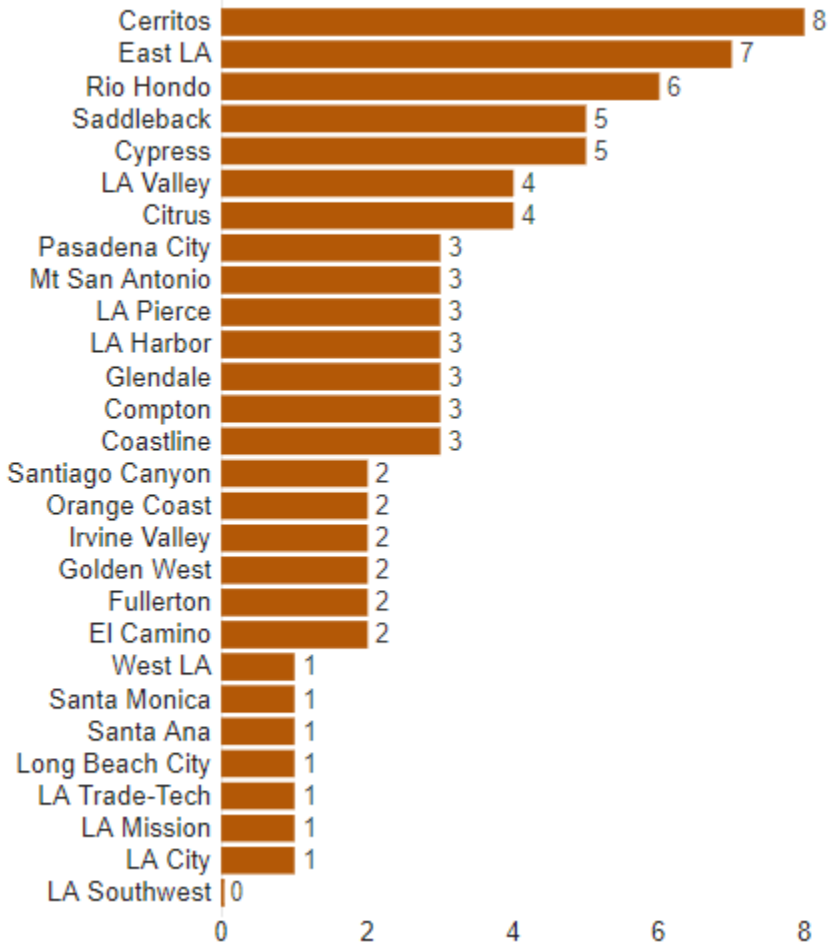
North Far North Colleges

38 Responses

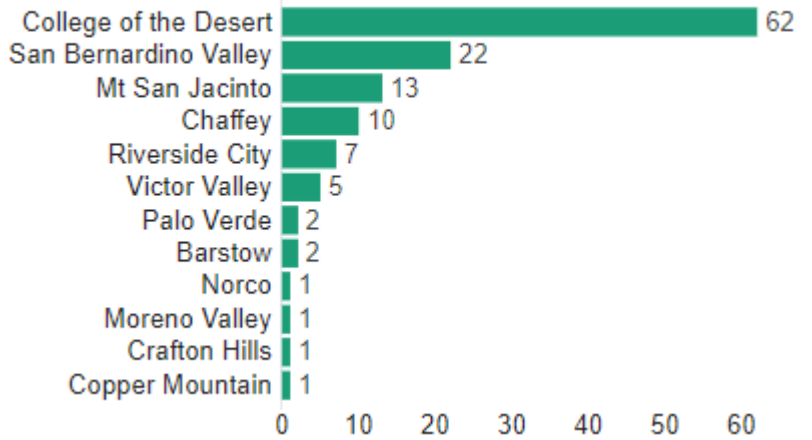


Southern California College Participation

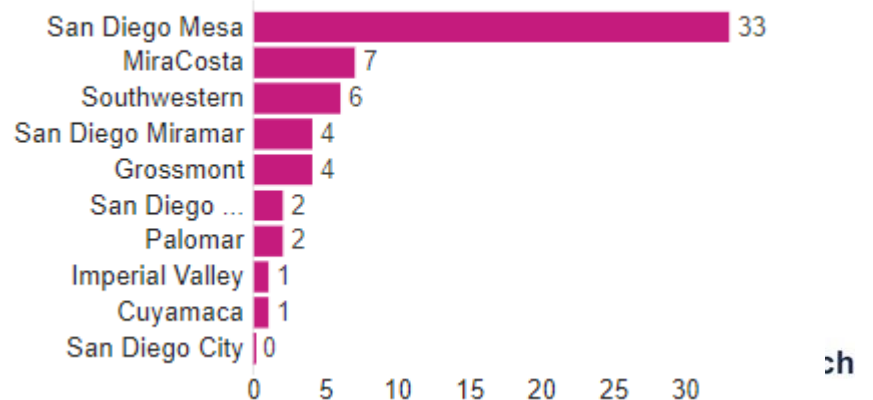
Los Angeles-Orange County Colleges 79 Responses



Inland Empire/Desert Colleges 127 Responses

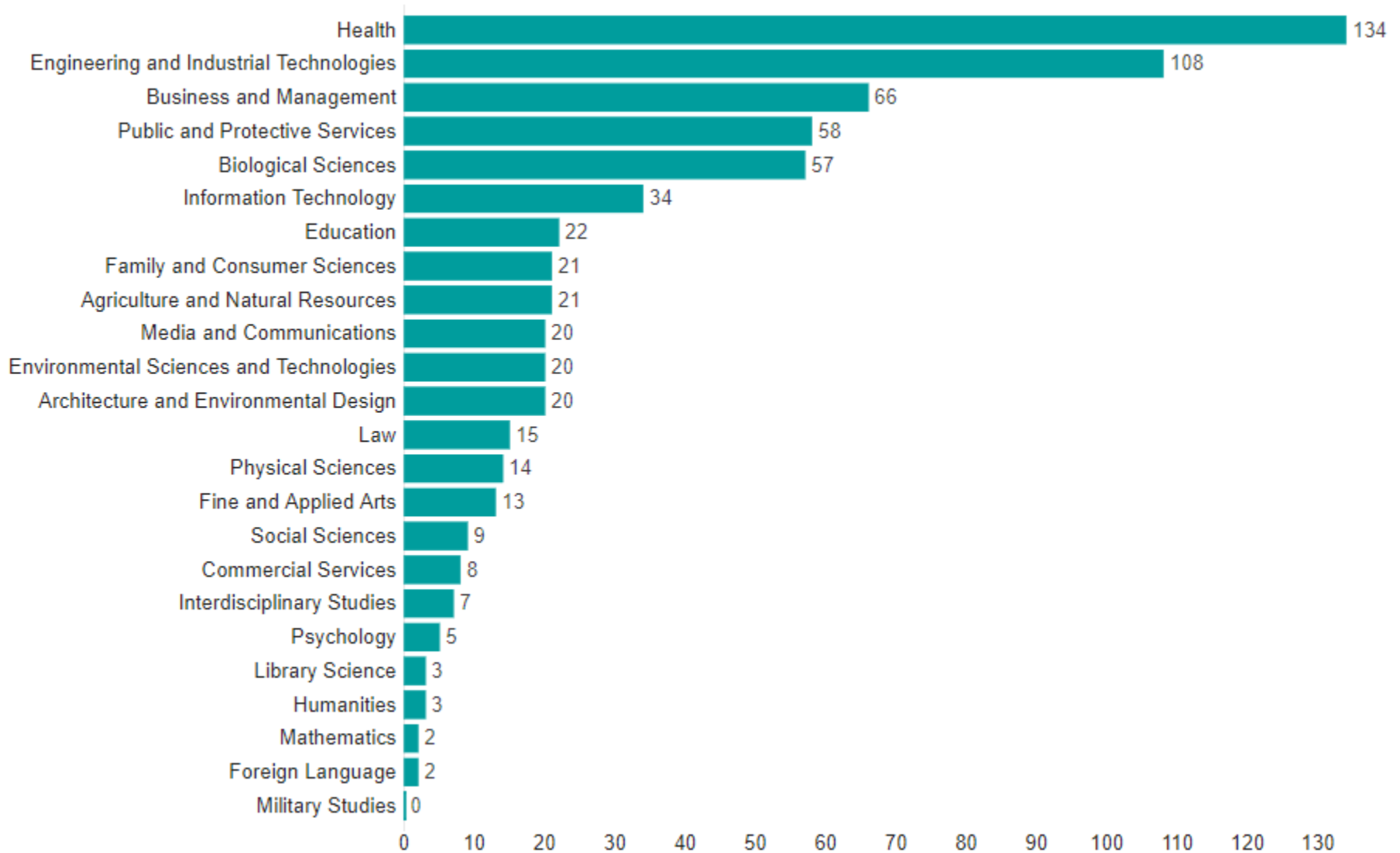


San Diego/Imperial Colleges 60 Responses



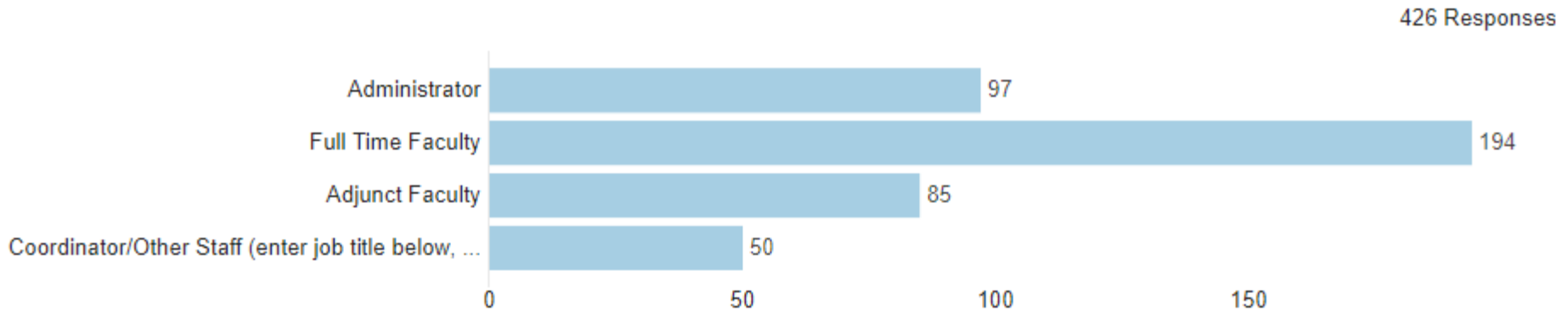
CTE Program Areas Represented in the Survey

426 Responses



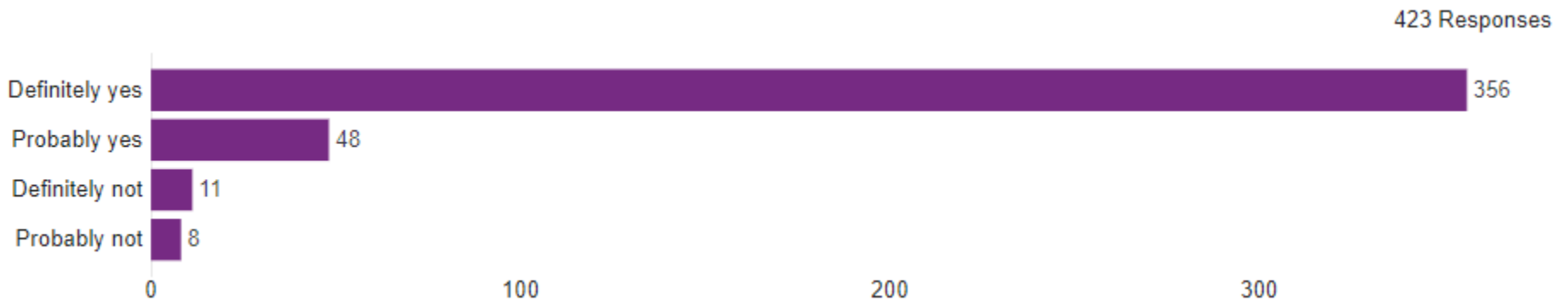
About the Respondents

Role of Survey Respondents



Nearly two thirds (65%) of the survey respondents are faculty, while nearly a quarter (23%) of the respondents are Administrators.

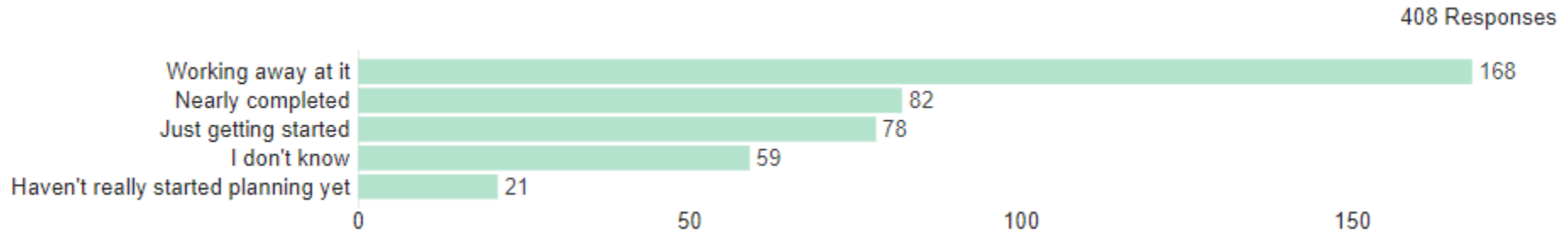
Will the Respondent Continue the Role in Fall 2020?



Most of the respondents (96%) plan to continue in their roles in fall 2020.

Status of Re-Entry Planning Efforts

Status of CTE Lab/Class COVID-19 Re-Entry Planning Efforts for Fall 2020

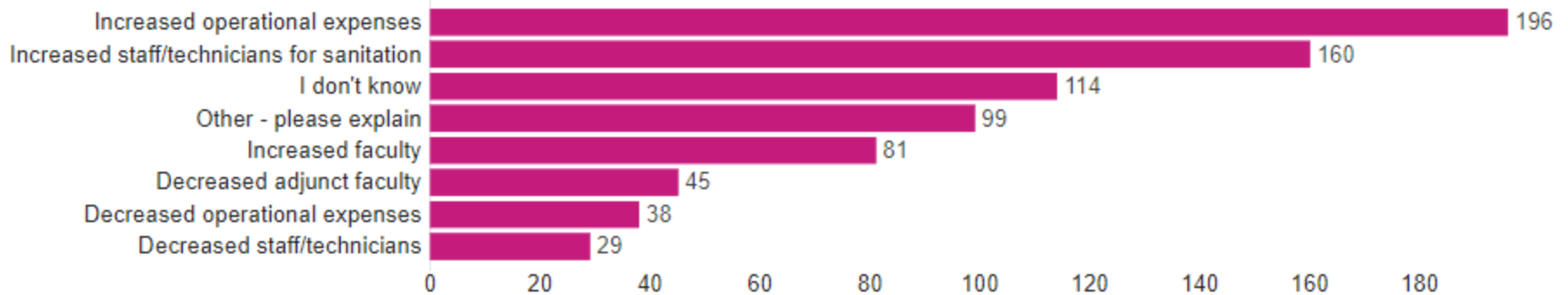


COVID-19 re-entry planning efforts are underway in most colleges; only 5% of the colleges have not started planning efforts as of this survey. That number could be on the low end given that 14% don't know the status of planning efforts on their campus.

COVID-19 Impact on Resources

COVID-19 Impact on CTE Lab/Class Resources (Expenses and Personnel)

398 Responses



Seventy two percent anticipate increases in expenses and personnel while 15% anticipate decreases.

Increased expenses due to:

- Social distancing impact: fewer students per classroom per period, more/split class/lab sections; more lab space; costs to move equipment; fewer courses/labs offered; decreased enrollment
- PPE restocking after donating supplies and difficulties obtaining PPE and medical supplies
- Software and licensing, electronics, technology for remote teaching
- Mobile materials, supplies, & lab kits for students
- Increased workload, sanitation, time checking temperatures
- More adjunct faculty

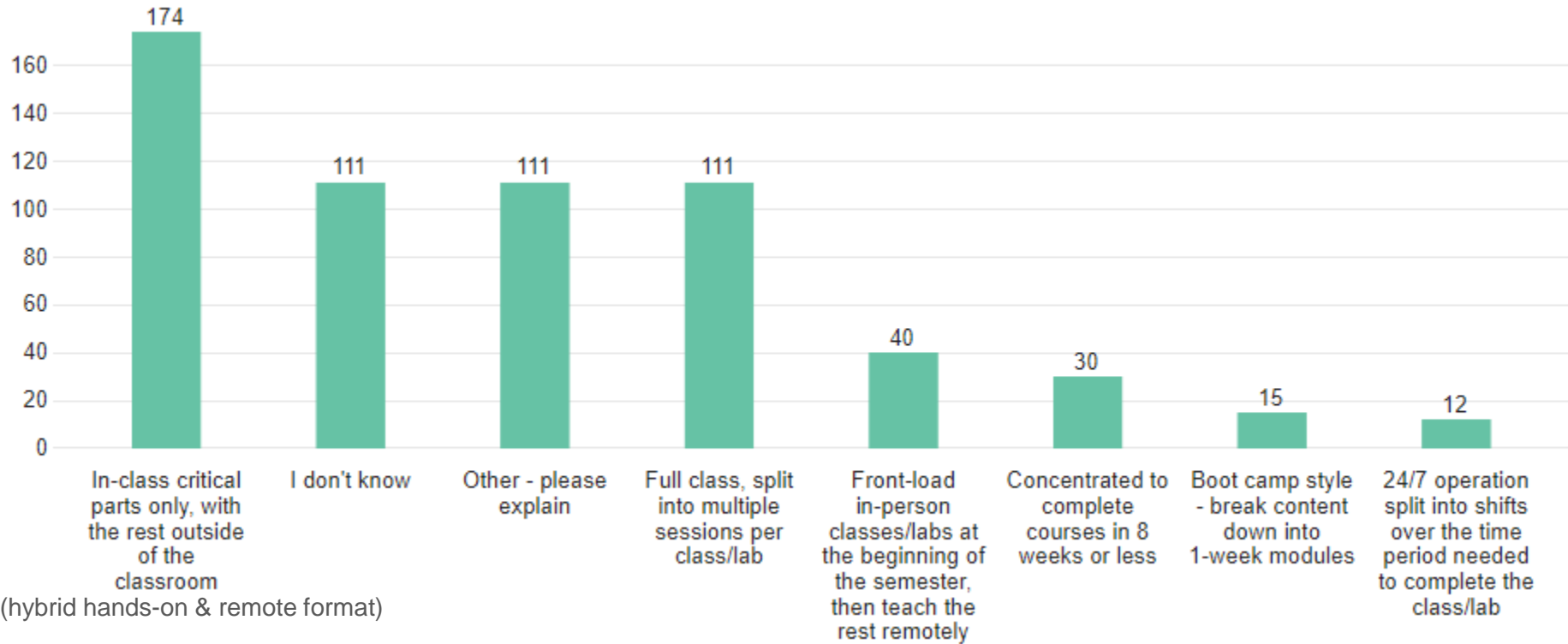
Decreased expenses due to:

- Smaller cohorts
- Remote teaching
- Cuts in programs, courses, student support resources

How Classes Will Be Conducted

How Colleges Plan to Conduct CTE Lab/Classes in the Fall for COVID-19 Safety

390 Responses



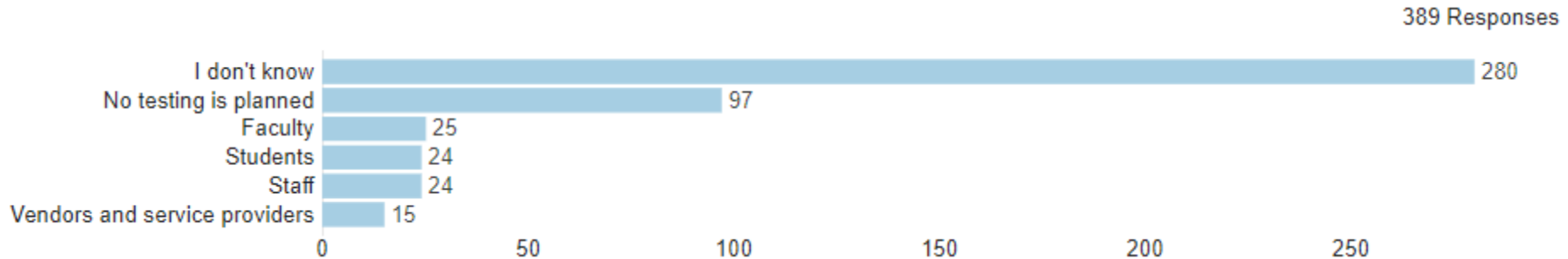
Plans to conduct CTE Classes/Labs under “Other” include:

- Online only instruction; simulations (e.g., NetLabs, Labster)
- Some campuses plan to close
- Limited number of students per class/lab
- Use of external/remote training sites
- Take-home lab kits
- Cancel CTE classes/labs

Several colleges have not reached any decisions yet or the respondent is not aware of any decisions

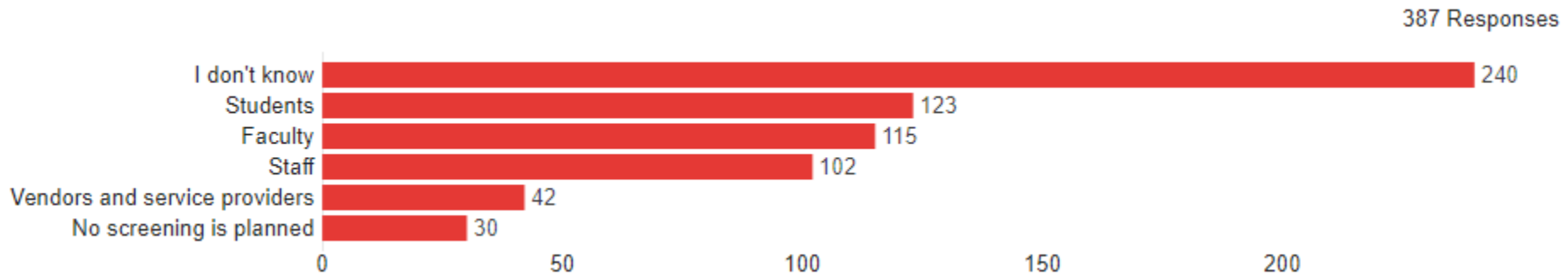
Plans for COVID-19 Screening

Who Gets Screened for COVID-19 Before Returning to Campus?



Less than 10% of the respondents are aware of plans to screen faculty, students, staff, and vendors before being allowed on campus; 25% do not plan to screen, and 72% do not know if their college plans to screen for COVID-19.

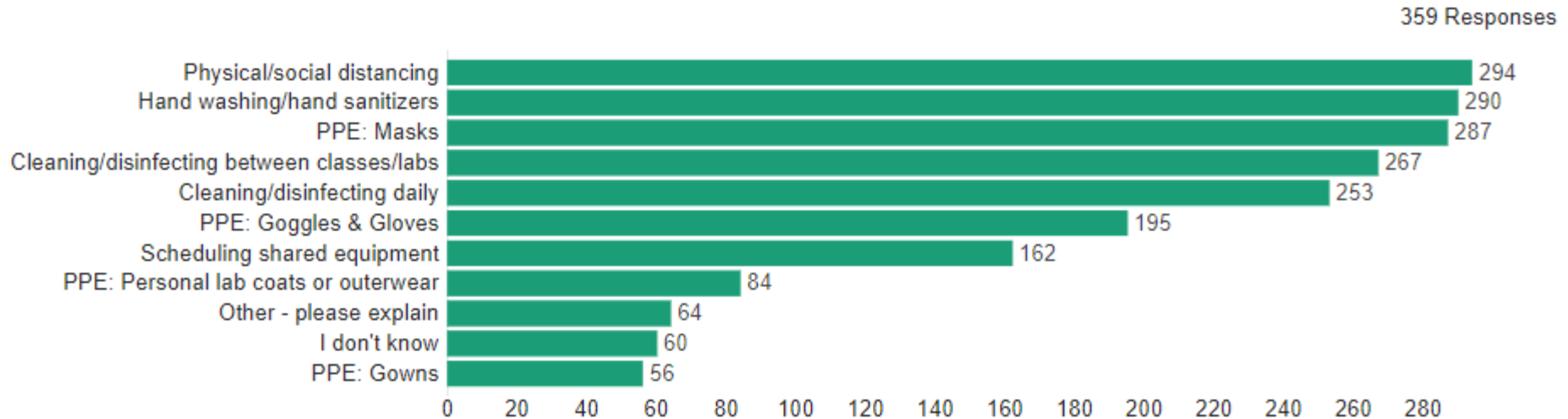
Who Gets Screened for COVID-19 Before Entering CTE Classes/Labs?



Up to 32% of the respondents plan to screen faculty, students, staff, and vendors before being allowed to enter the classroom. The burden of this screening falls on faculty and staff; less than 10% do not plan to screen, and more than half of the respondents (62%) do not know they will have to screen for entry into the classroom.

Plans for COVID-19 Safety

How COVID-19 Safety will be Ensured in CTE Classes and Labs



In addition to the methods above, common plans for COVID-19 safety listed under “Other” include:

- Limiting movement
- Sanitizing
- Asking health/screening questions
- Face shields (PPE)
- Temperature checks
- Posted guidelines/protocols
- Remote teaching where possible
- Ventilation
- Holding labs/classes outside when possible
- Using individual supply kits

Several colleges have not reached any decisions yet or the respondent is not aware of any decisions

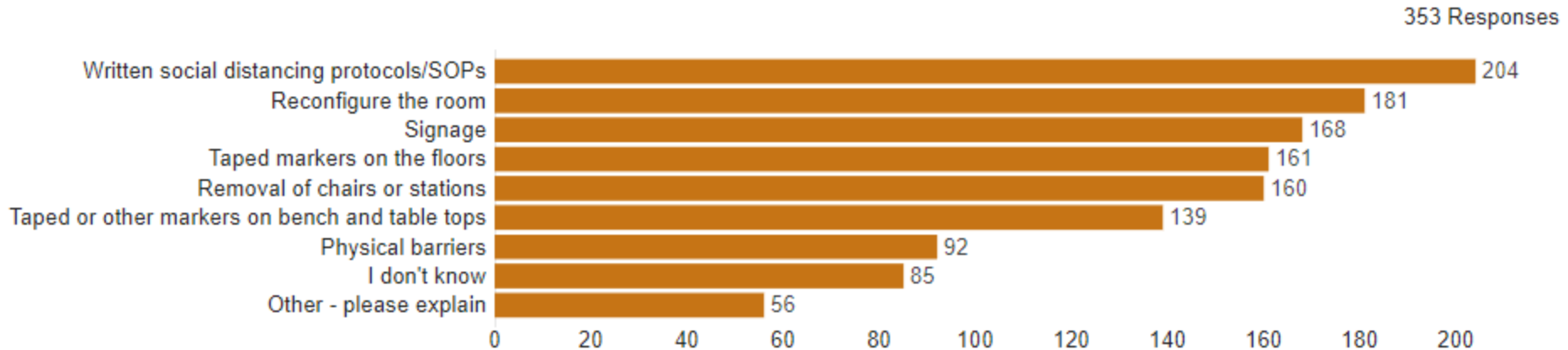
CTE Classes Impacted

Responses are summarized below:

Accounting	Clinical	Health	Paramedic Academy program
Agriculture	Clinical Hospital and Field Internship Rotations	Health Program	Performing arts
Agriculture labs	Clinical pathology	Healthcare	Personal training program
Aeronautics	Clothing alterations	Horticulture	Pest management
Aircraft maintenance	Clothing construction	Horticulture labs	Pesticides laws and regulations
Aviation	Commercial truck driving	HVAC	Phlebotomy
Aviation maintenance	Computer applications	HVACR	Photography
Aviation mechanics	Construction	Industrial	Physical Therapy Assistant program
Aviation Tech	Construction practices	Industrial Electrical Technology	Physiology
All	Cosmetology	Industrial maintenance	Plant ID
All classes with lab portion	CPR	Introduction to Drawing and Perspectives	Plant identification
All allied health CTE program labs	Culinary Arts	Investigative Report Writing	Plant propagation
All Computer Numeric Controlled (CNC)/Machine lab classes	Culinary Labs	Irrigation Technology	Plant science
All CTE classes	Custodial	Information Technology	Police academy
All CTE with Labs or <u>Clinicals</u>	Dance program	Kinesiology	Basic Corrections Officer Training
All Non-Manufacturers training	Defensive Tactics	Land Surveying	Basic Peace Officer Training
Alternative fuels	Dental Assisting	Landscape construction	Basic Police Officer Training
Anatomy	Dental Hygiene	Landscape Equipment	Process technology
Anesthesia	Diesel and automotive	Landscape management	Psychiatric Technician
Animal care	Drafting	Landscape planning and design	Public safety
Animal Science	Early childhood studies practicum classes	Manufacturing	Public safety academy
Animation and Media Arts	Education practicum classes	Marine biology	Radiation Technician
Applied Sciences	Electric vehicle technology	Mechatronics	Radiation Technology
Arboriculture	Electronics Tech	Medical Assistant	Radiology
Architecture	Emergency Medical Responder program	Microbiology	Respiratory lab classes
Auto	Emergency Medical Services	Medical Laboratory Technician	Respiratory Therapy
Auto body	Emergency Medical Technician – all	Modalities	Science
Auto classes	Energy Systems Technology	Mortuary Science	Science Lab Classes
All auto lab classes	Environmental Sciences	Multiple Health Science Programs	Shooting Range
Auto Collision and refinishing	Equine Science	Natural Resources	Soil science
Auto Collision Repair and Paint	Fashion studies	Neuro	Speech language pathology assistant
Auto Tech	Film and Television	Noncredit	Sports Medicine
Automotive	Film production	Nursing – all	STEM labs
Automotive Air Conditioning	Fire Academy	Nursing Assistant	Technical Office Occupation Program
Automotive Electrical	Firefighter Academy	Nursing Clinical	Technical Theater
Automotive maintenance	Fire Science	Nursing programs	Therapeutic Exercise
Automotive technology	Fire skill courses	Nursing Skills Lab Courses - All	Trades
Automotive/Diesel Technology	Firearms training	Certified Nursing Assistant (CNA)	Turf equipment
Automotive/motorcycle/auto body	Floral design	CNA – Restorative Care	Turf management
Biology	Allied Health	LVN	Vet Tech Program
Biotech	Allied Health Program	RN program	Veterinary Technology
Chemical agent training		Observation & Practicum classes	Water science
Child Development & Education		Ornamental Horticulture	Welding - All

Plans to Enforce Social Distancing in CTE Classes & Labs

How Social Distancing will be Enforced for Indoor CTE Activities and Labs



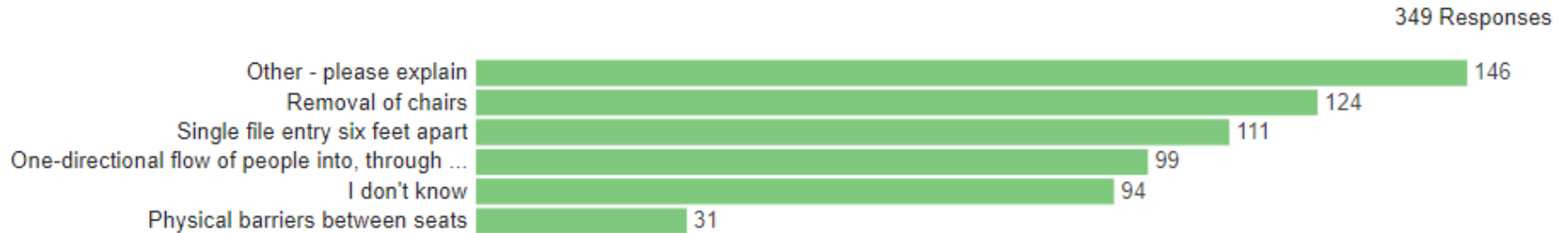
Students are typically engaged in hands-on activities that may involve movement and sharing equipment in CTE classes and labs.

In addition to the methods above, common plans to enforce social distancing listed under “Other” include:

- Following specific protocols/guidelines, including how to enter the classroom
- By modeling protocols to students
- Training and COVID-19 education
- Spreading out equipment
- Staggered scheduling
- Supervision
- Spacing markers
- Moving activities outside
- Social distancing wristbands

Several colleges have not reached any decisions yet or the respondent is not aware of any decisions

Plans to Enforce Social Distancing in Lecture Classes



Students in lecture classes typically remain in the same seat for the duration of the class once they settle in. Students often either enter the class late, or leave early, having to walk through narrow aisles in close proximity to seated students.

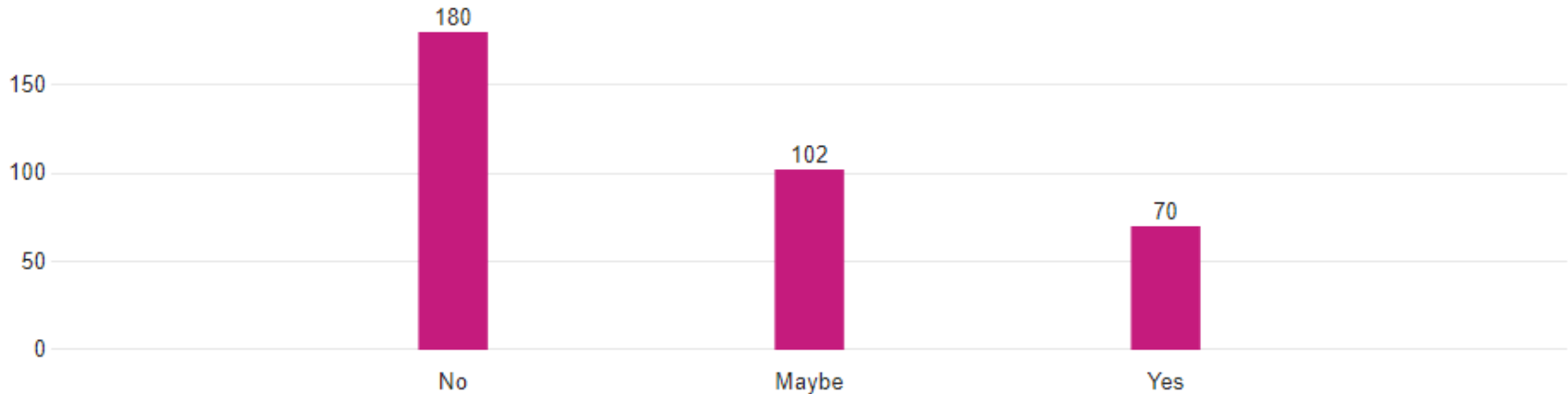
In addition to the methods above, common plans to enforce social distancing in lecture classes listed under “Other” include:

- Assigned seating
- Removing chairs; 6 ft spacing between chairs
- Smaller class sizes
- Spread students out across multiple classrooms
- Hold classes in large rooms or outside
- No in-person lectures; online only

Several colleges have not reached any decisions yet or the respondent is not aware of any decisions

Plans to Use Outdoor Labs

352 Responses



Classes/programs that plan or are considering to use outdoor labs (49%) include:

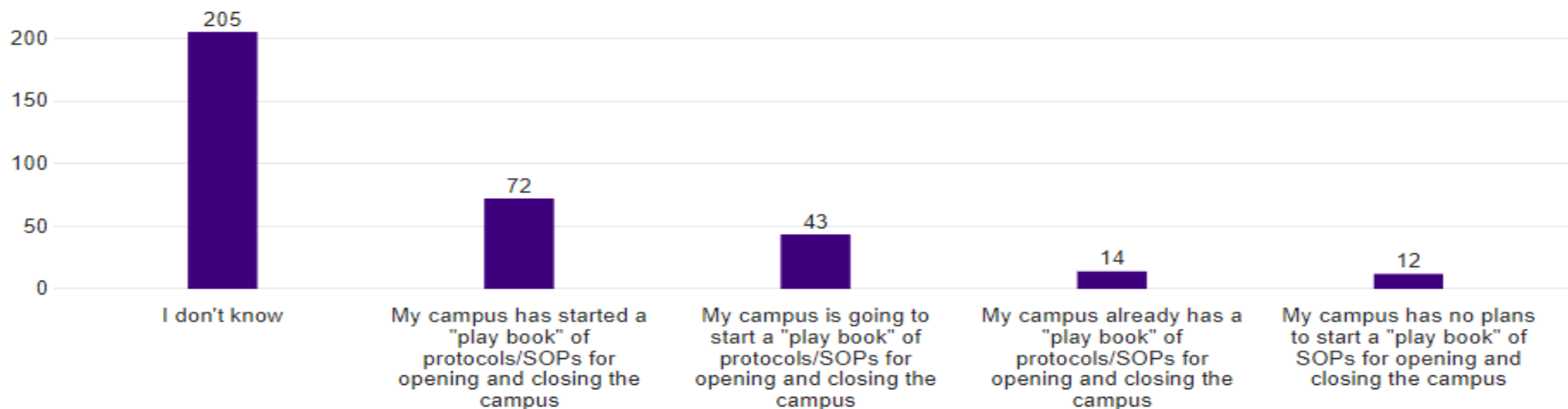
- Agriculture and Natural Resources
- Environmental Design/Environmental Sciences & Technologies
- Engineering and Industrial Technologies
- Health
- Public and Protective Services
- Business and Management
- Biological and Physical Sciences
- IT, Media and Communications, Humanities, Education, Law, Fine and Applied Arts, Family and Consumer Sciences

Several respondents did not answer this question

Play Book of Protocols

Status of Campus-Wide Play Book of Protocols/SOPs for Opening and Closing Campus

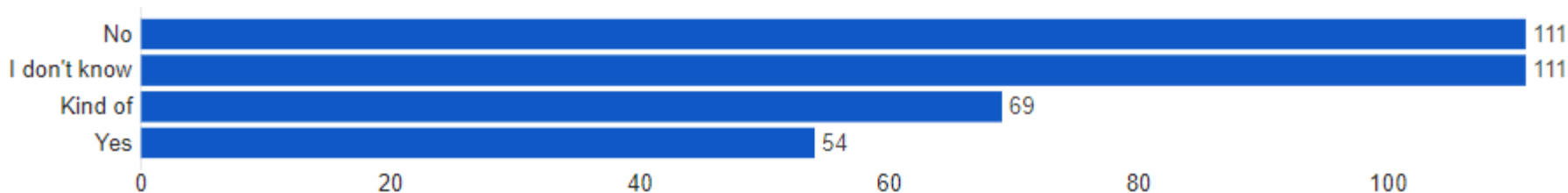
346 Responses



While 37% of respondents campuses have either started or plan to start a play book and 3% have no plans to start a play book, those actual numbers are likely much higher as 59% don't know if their campus has or has any plans for a play book.

Do Departments Have a Play Book of Protocols/SOPs for Opening and Closing CTE Classes/Labs?

345 Responses



While 36% indicated that their departments either have or are working on protocols to open/close CTE classes/labs and 32% indicated their departments do not, those numbers are likely higher given 32% don't know.

Other Concerns that were Commonly Expressed

Below is summary of the biggest concerns that came up multiple times in this survey:

- Guidance/guidelines from CCCCCO – many are looking to the CCCCCO for guidelines. This one probably came up the most.
- Lack of communication or poor communication – frustration on campuses as many have no idea of campus planning (“I don’t know” responses were as high as 72%)
- Lack of any decisions; lack of having a plan (or not knowing of a plan); too much uncertainty
- Cannot prepare the workforce without hands-on training
- Healthcare workers cannot graduate & enter workforce; difficulty placing clinicals; students can’t complete hands-on skills (firearm; fire academy); cohorts on hold for skills assessment
- Healthcare and public safety workers require close contact training (healthcare workers specifically train to work in infectious environments); their hands-on training should not be interrupted
- Decreases in enrollment
- Equity for disadvantaged students; access for students without computers
- The funding structure does not support CTE skill classes; how will SWP funding cuts impact CTE?; faculty, staff, and support cuts
- Can we keep faculty, staff, and students healthy and safe on campus? What about those at high risk with COVID-19? How will colleges handle faculty and staff who don’t want to be on campus?
- Challenges of keeping students engaged and connected with industry partners in a virtual setting
- Inability to deliver consistency in training
- Emotional toll on students, faculty, and staff
- Students that were not able to complete the spring semester; students that could not graduate; those students competing with new students for limited space with social distancing in the fall
- Liability around protocols and screening; who should monitor health?; Can/should faculty monitor health?
- Delayed education/training; there will be future workforce shortages due to this training gap
- Student success is no longer the priority

Recommendations

Guidance

Many campuses do not know what to do and are seeking guidance from the Chancellor's Office. If the Chancellor's Office does not already have a plan to share with the colleges, I am providing a copy of the "Biocom Return to Work Guide", as it is thorough and much of it applies to any organization that intends to open up work spaces safely. While the Biocom Return to Work Guide is geared toward Life Sciences industries, much of the guidelines can be applied to labs and CTE classes and can be adapted to non-life science classrooms.

If such guidelines currently do not exist within the Chancellor's Office, perhaps we can begin by having Colleges that already have plans share best practices regarding their process and plan to provide guidance to Colleges that need help.

Transparency

Administrators had the fewest "I don't know" responses to survey questions, followed by full-time faculty, then adjunct faculty and staff having the most "I don't know" responses. This suggests that planning is taking place on most campuses, and that planning is not being communicated effectively down the channels. Communication and involvement of the campus community in safety planning will alleviate anxiety and foster solutions that are aligned across the campus.

Leadership

Leadership and clear communication during these times (and always) is crucial for uniting campuses to effectively practice safe hands-on training that ultimately benefits our students and continues to build the workforce.

Equity

With most courses being offered online only or some hybrid of online and in-person formats in fall 2020, access to computers and internet connection must be addressed to assure that disadvantaged students with no computers and/or internet, and those in rural zones with poor internet connection do not get left behind.