CTE Reopening Report

Prepared for the California Community College Chancellor's Office by
Terri Quenzer, PhD
Statewide Director, Life Sciences/Biotech

With special thanks to Laura Coleman, Statewide Director of the Centers of Excellence, for her Qualtrics guidance and assistance, and for sharing ideas.

June 5 2020

Life Sciences/Biotech Initiative
POWERED BY California Community Colleges

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.

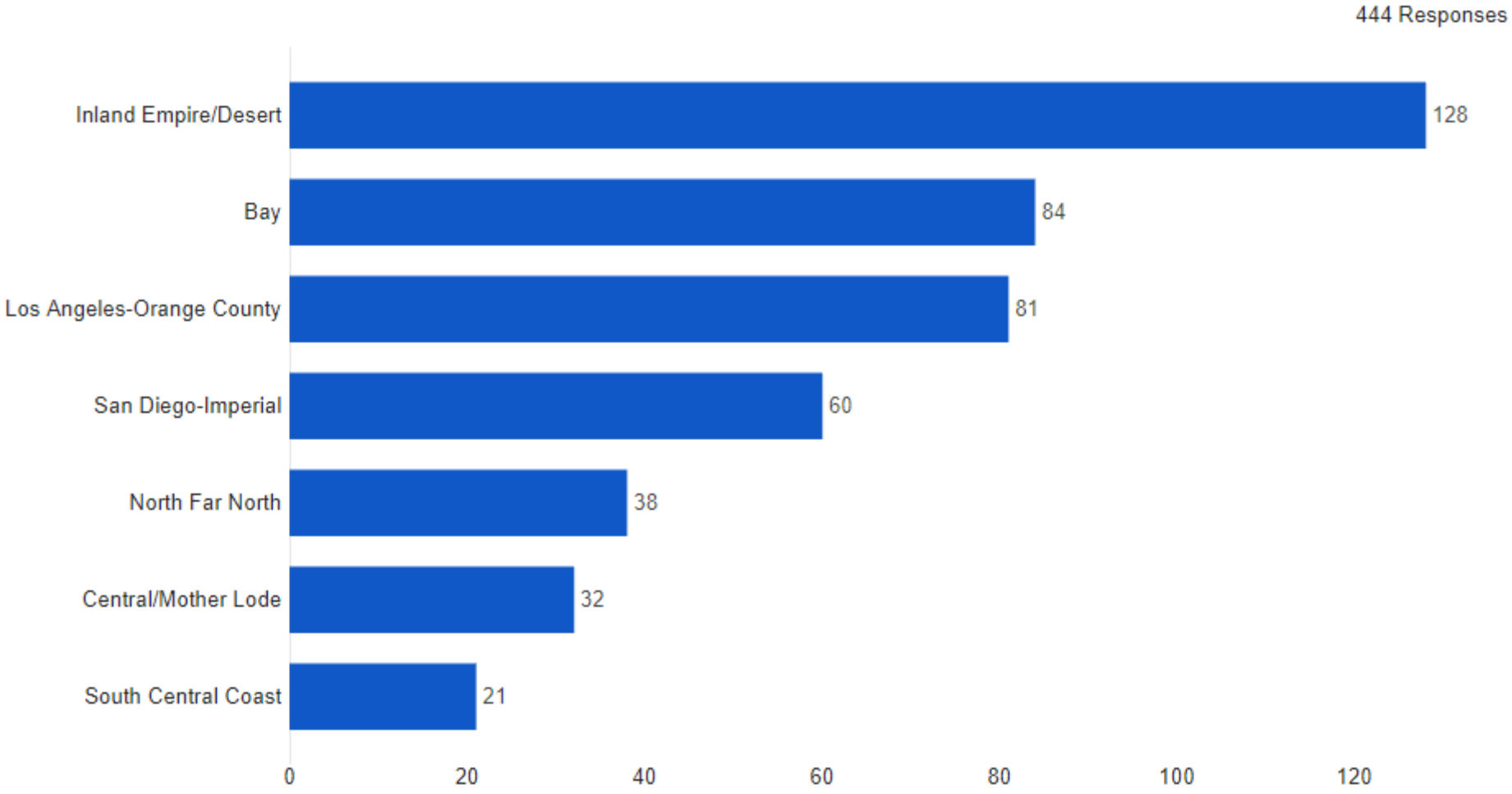
There were several interesting findings in this report. For example, expenses are expected to increase because in order to screen, sanitize, and maintain social distancing, classes will be split into smaller sections that require more space, more resources, and more personnel. Up to 32% plan to screen 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.

Life Sciences/Biotech Initiative
POWERED BY California Community Colleges

Regional Survey Participation

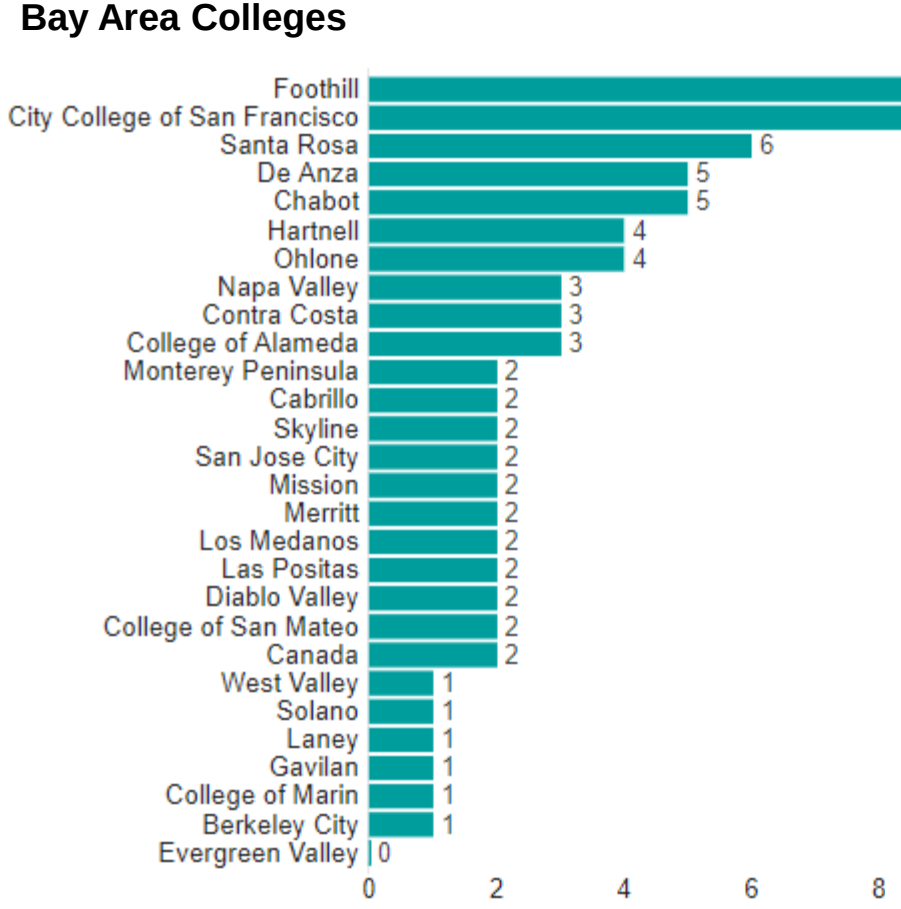


Life Sciences/Biotech Initiative

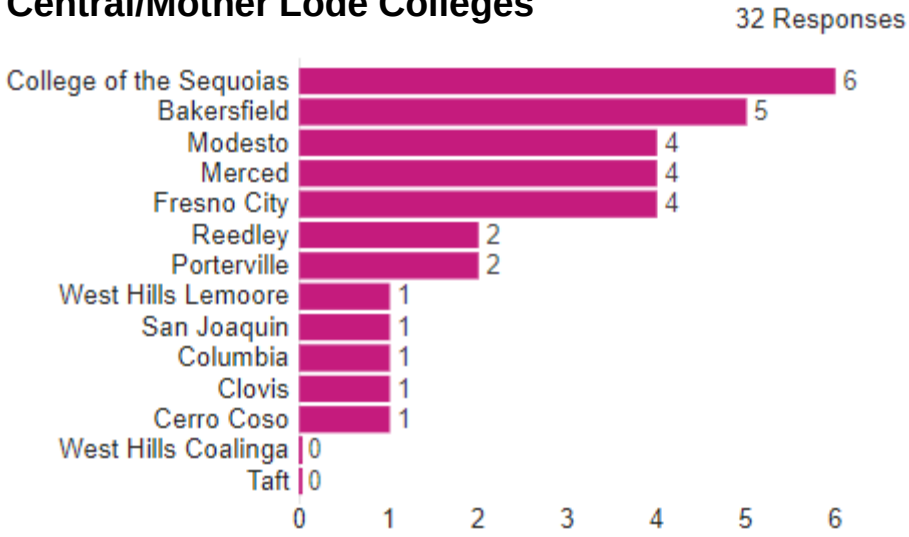
POWERED BY California Community Colleges

Northern and Central California College Participation

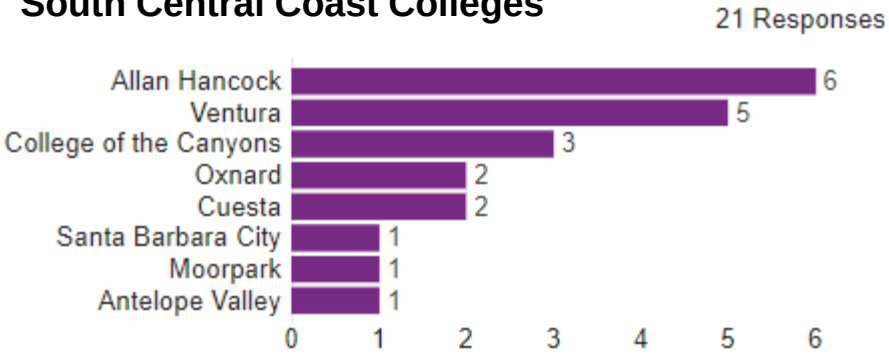
Bay Area Colleges



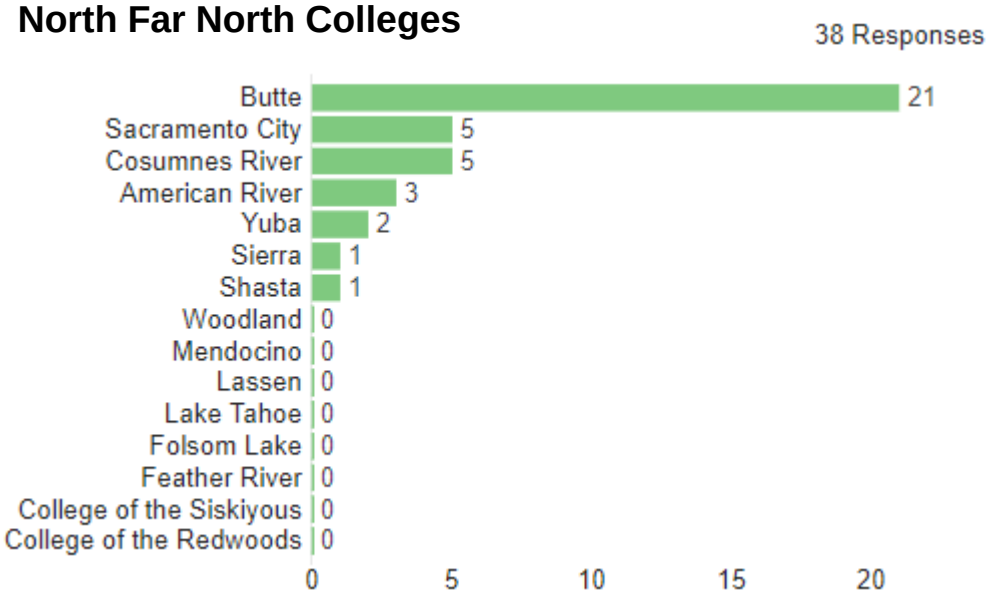
Central/Mother Lode Colleges



South Central Coast Colleges



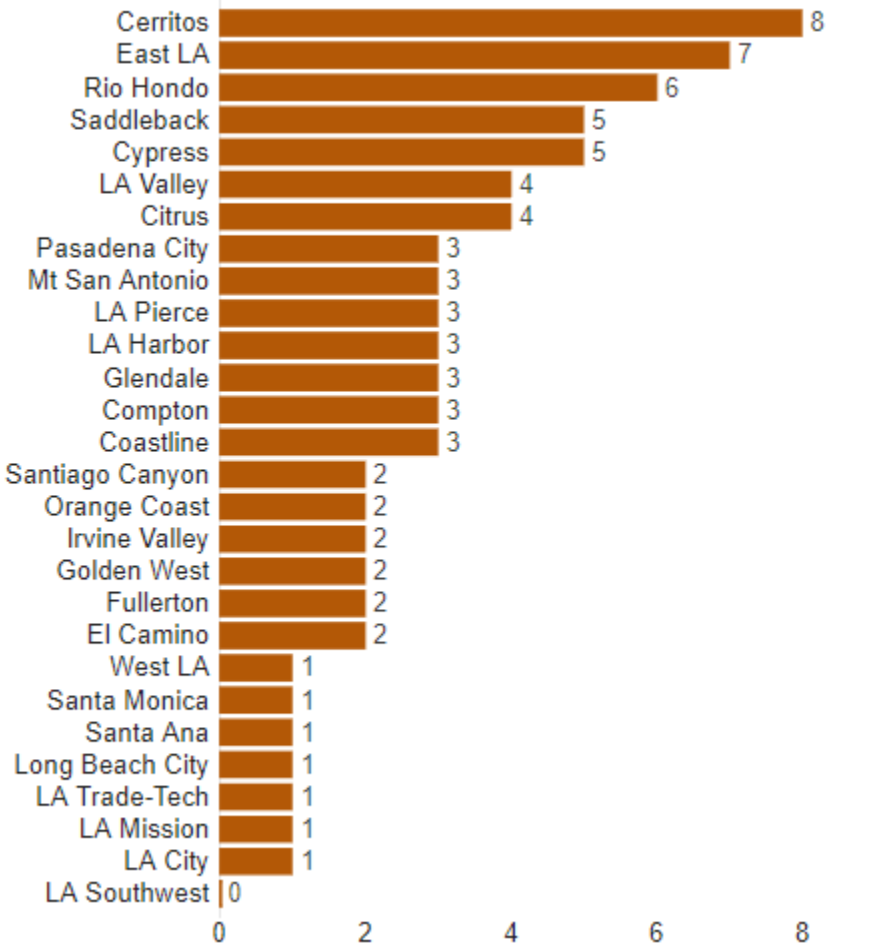
North Far North Colleges



Southern California College Participation

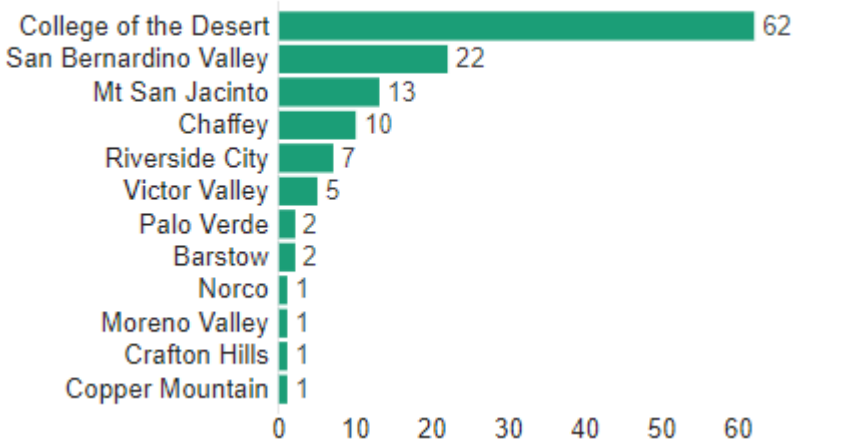
Los Angeles-Orange County Colleges

79 Responses



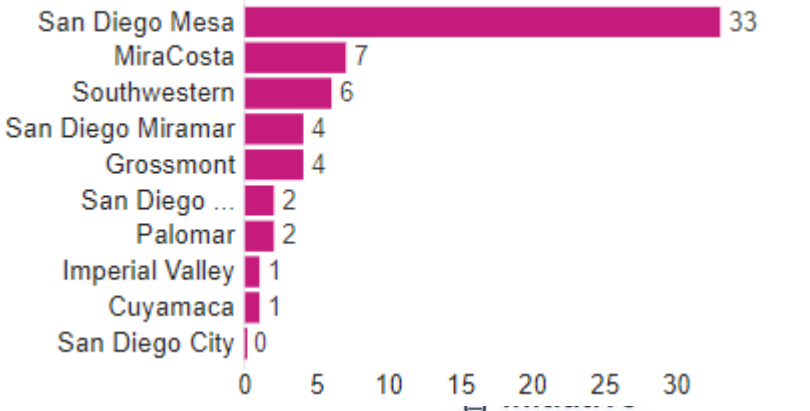
Inland Empire/Desert Colleges

127 Responses



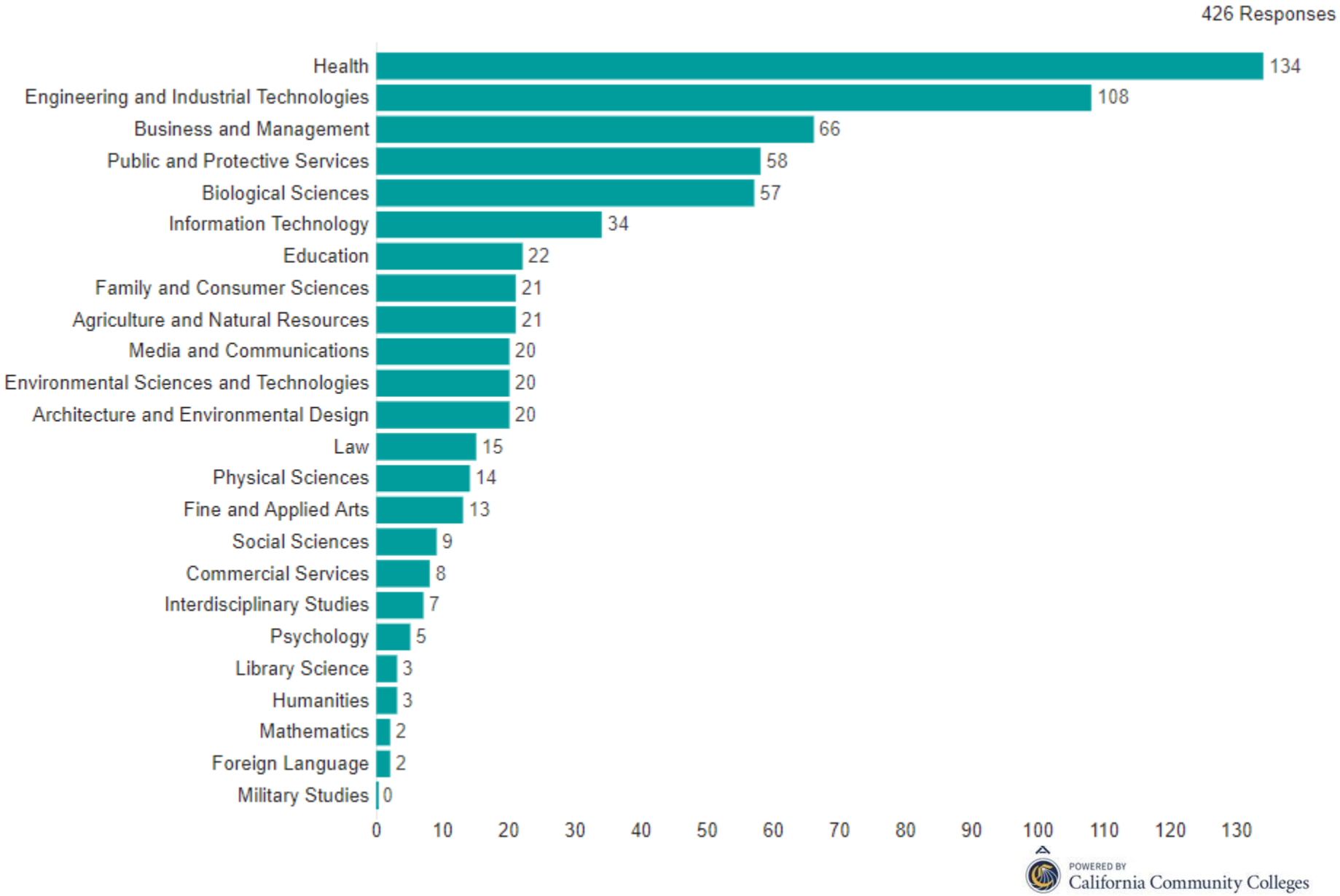
San Diego/Imperial Colleges

60 Responses



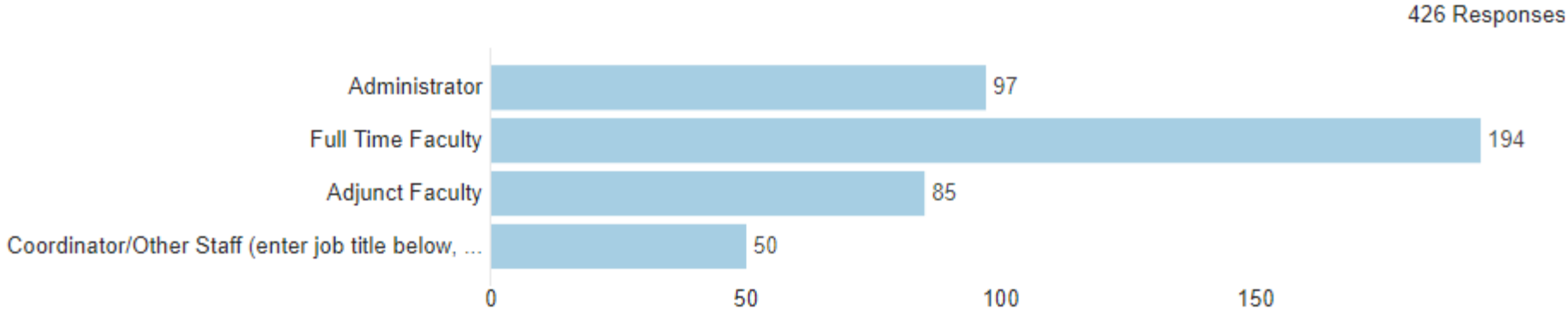
POWERED BY
California Community Colleges

CTE Program Areas Represented in the Survey



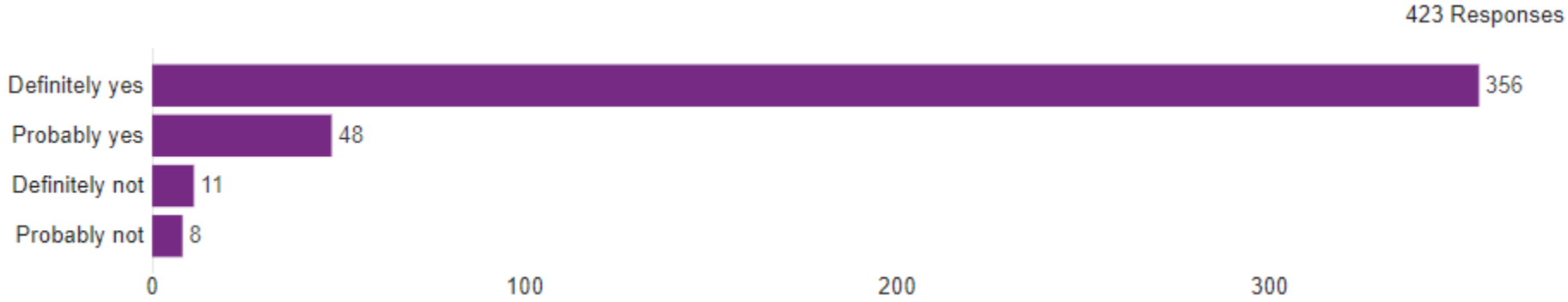
About the Respondents

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?



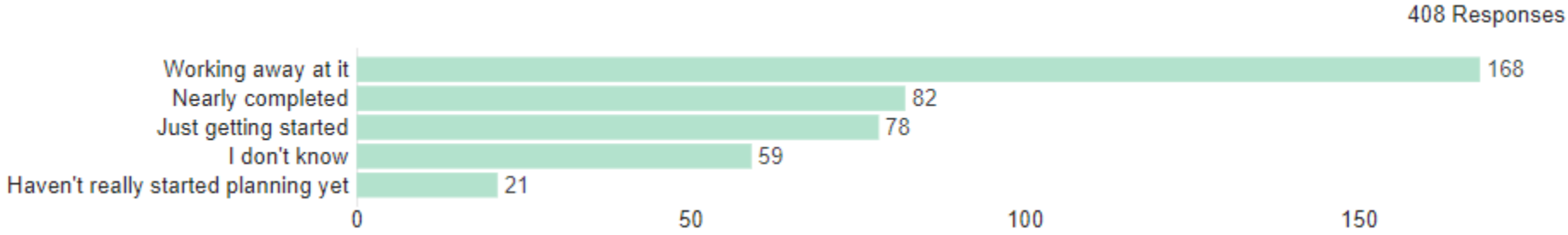
Most of the respondents (96%) plan to continue in their roles in fall 2020.

Life Sciences/Biotech Initiative

POWERED BY California Community Colleges

Status of Re-Entry Planning Efforts

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

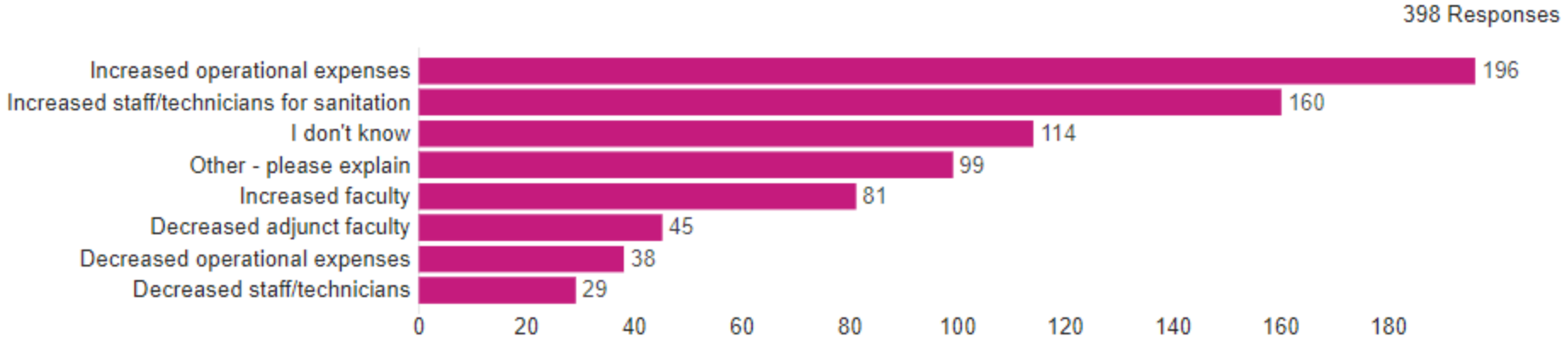


COVID-19 re-entry planning efforts are underway in most colleges; only 5% of the colleges have not started planning efforts as of this survey. That number could be on the low end given that 14% don't know the status of planning efforts on their campus.

Life Sciences/Biotech Initiative
POWERED BY California Community Colleges

COVID-19 Impact on Resources

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



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

Increased expenses due to:

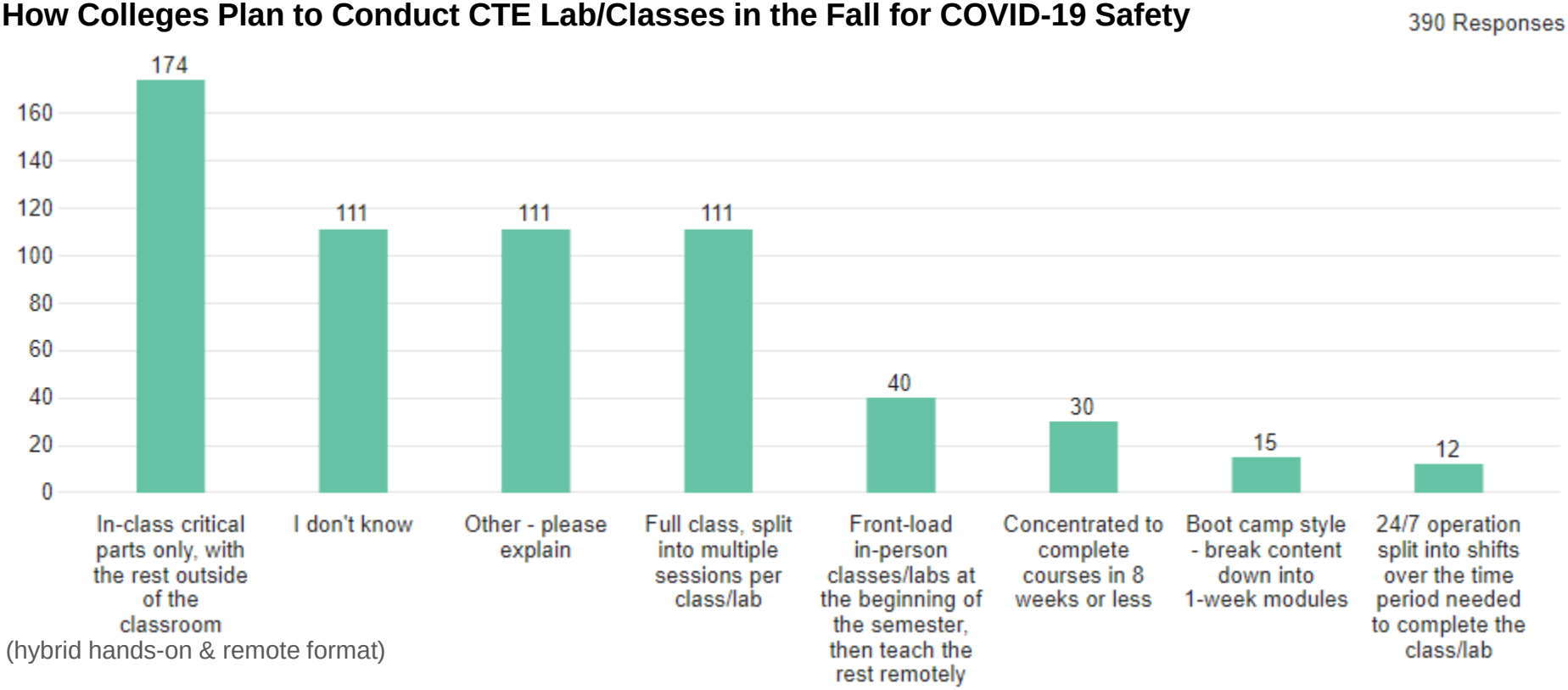
- Social distancing impact: fewer students per classroom per period, more/split class/lab sections; more lab space; costs to move equipment; fewer courses/labs offered; decreased enrollment
- PPE restocking after donating supplies and difficulties obtaining PPE and medical supplies
- Software and licensing, 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



Plans to conduct CTE Classes/Labs under "Other" include:

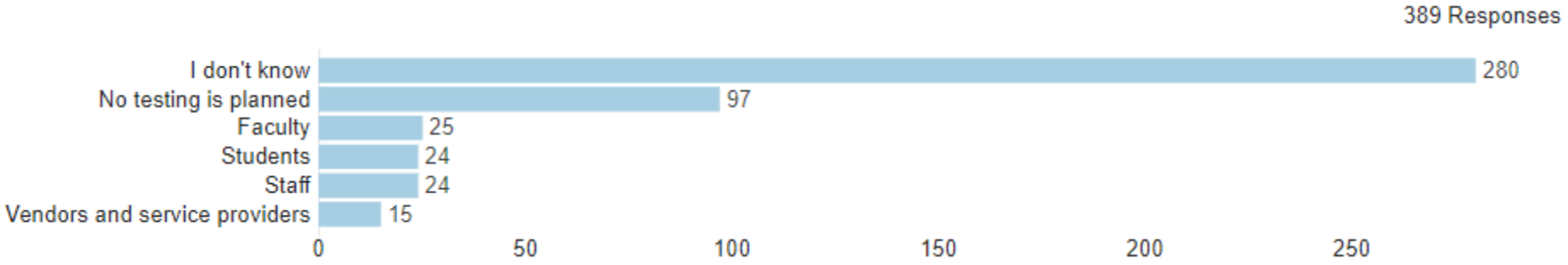
- Online only instruction; simulations (e.g., NetLabs, Labster)
- Some campuses plan to close
- Limited number of students per class/lab
- Use of external/remote training sites
- Take-home lab kits
- Cancel CTE classes/labs

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

Life Sciences/Biotech Initiative
POWERED BY California Community Colleges

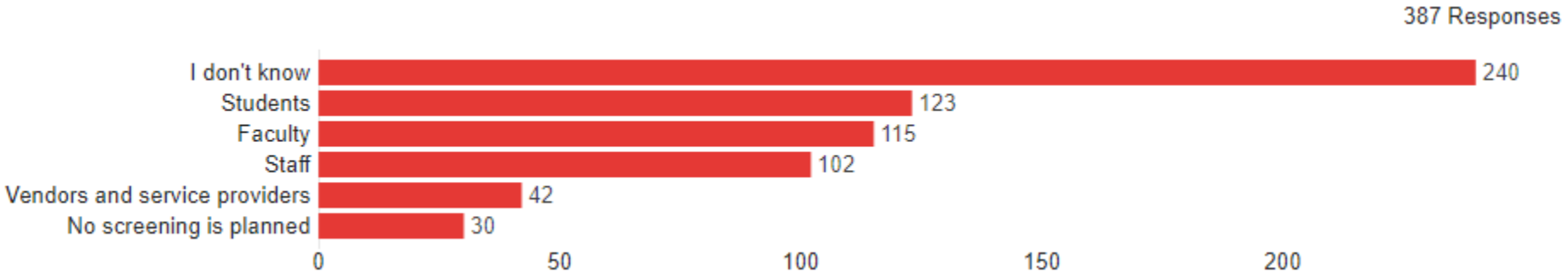
Plans for COVID-19 Screening

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?



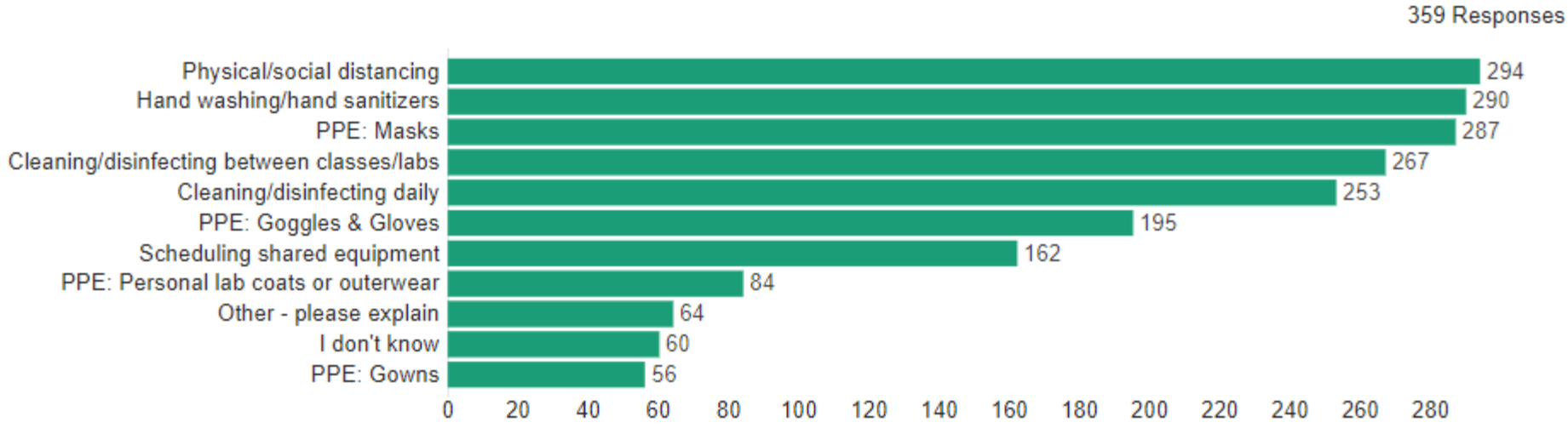
Up to 32% of the respondents plan to screen faculty, students, staff, and vendors before being allowed to enter the classroom. The burden of this screening falls on faculty and staff; less than 10% do not plan to screen, and more than half of the respondents (62%) do not know they will have to screen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

Life Sciences/Biotech Initiative

POWERED BY California Community Colleges

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

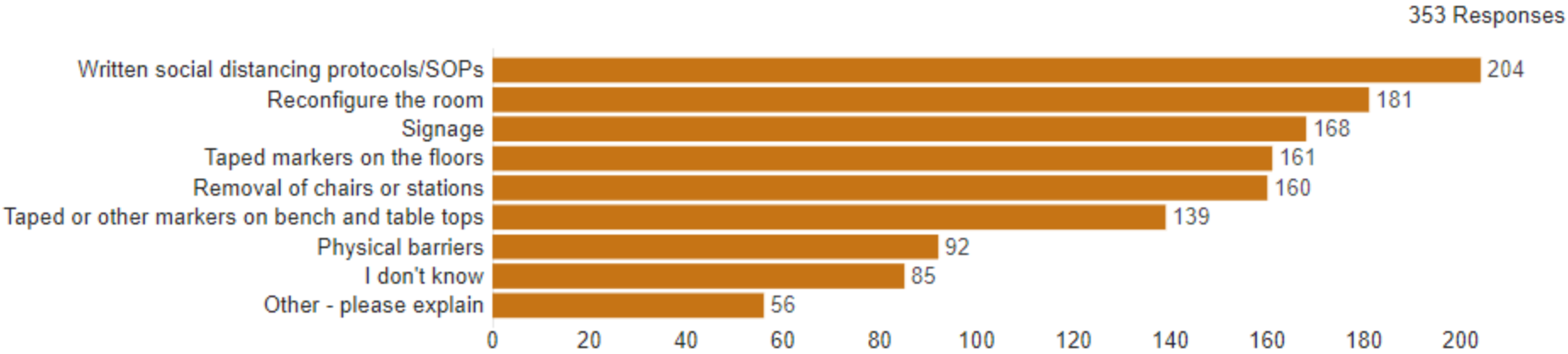
CTE Classes Impacted

Responses are summarized below:

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

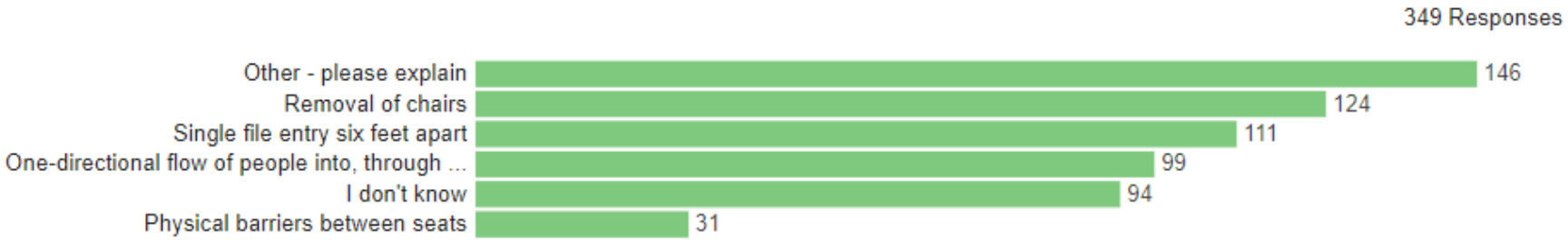
In addition to the methods above, common plans to enforce social distancing listed under “Other” include:

- 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

Life Sciences/Biotech Initiative
POWERED BY California Community Colleges

Plans to Enforce Social Distancing in Lecture Classes



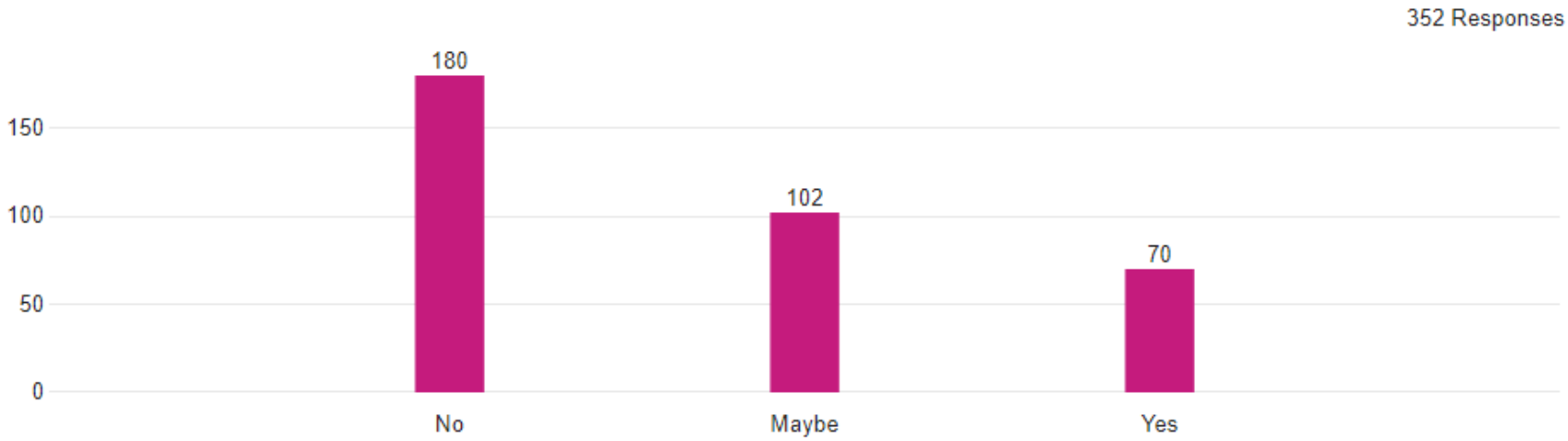
Students in lecture classes typically remain in the same seat for the duration of the class once they settle in. Students often either enter the class late, or leave early, having to walk through narrow isles in close proximity to seated students.

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



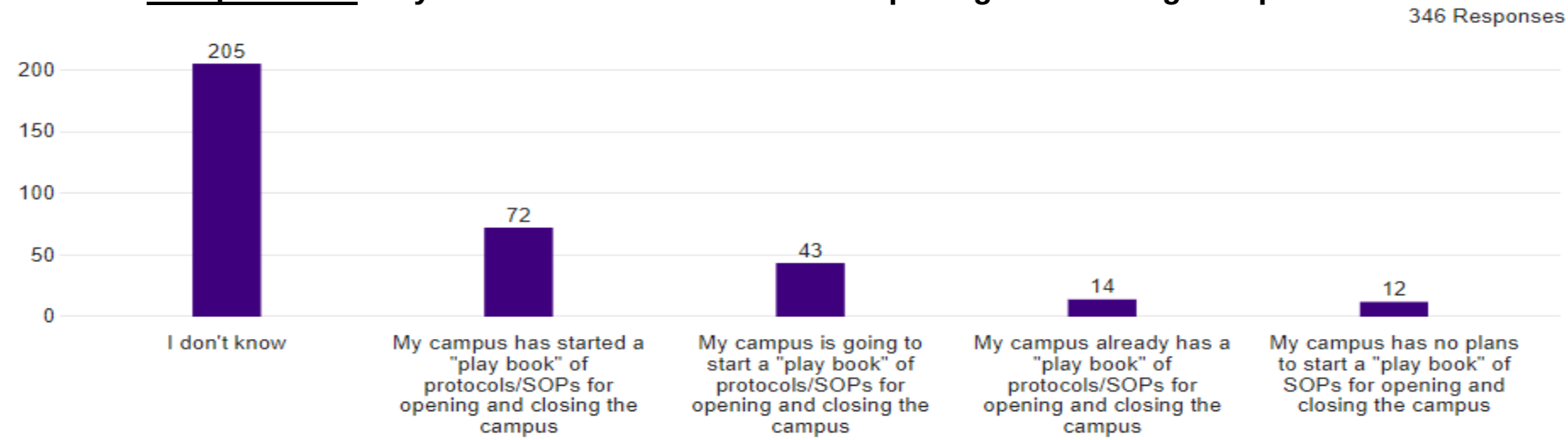
Classes/programs that plan or are considering to use outdoor labs (49%) include:

- 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

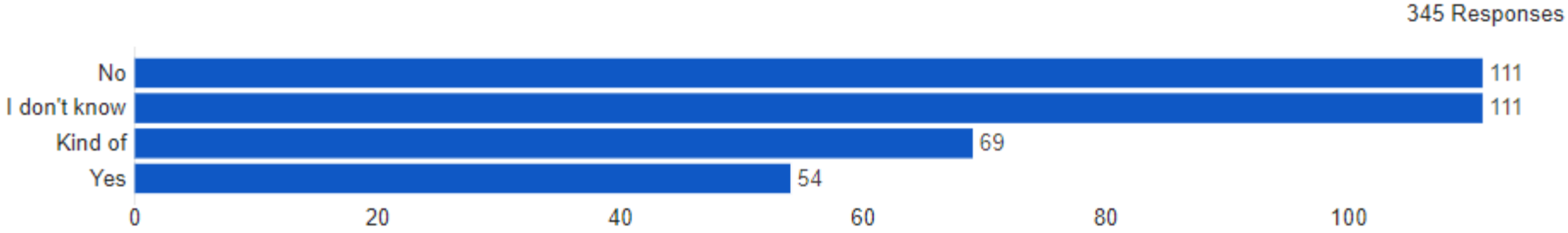
Play Book of Protocols

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



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?



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.

Life Sciences/Biotech Initiative

POWERED BY California Community Colleges

Other Concerns that were Commonly Expressed

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

- Guidance/guidelines from CCCCO – many are looking to the CCCCO 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.