**Developing Online Career Programs: A Guided Pathways Perspective**

Through the Improving Online CTE Pathways (IOP) Grant and other programs, the California Virtual Campus-Online Education Initiative (CVC-OEI) has worked with many colleges to help assist in the development of online career programs to serve more students more quickly and increase program completion. During this session, college faculty and staff will share lessons learned and discuss key factors to consider as CTE programs move fully online. In a Guided Pathways framework, panelists will address curriculum development, course design, labs at a distance, assessment/testing, student services, outreach/promotion, other.

**Faculty Panelists**

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**Question Prompts (see bullets under each “pillar”)**

1. **Clarify the Path** – Create clear curricular pathways to employment and further education.
2. Simplify students’ choices with default program maps developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.
3. Establish transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.
* Do you have program maps? If so, how do you share them to your online students?
* How does (can) your college provide proactive career exploration services, labor market data, etc. to online students who cannot come to your campus?
* How does (can) your college provide career advice to a person who does not live in your region (i.e., who does not live near employers located in your region)?
* How do you create fully online programs that are pathways to jobs, and not just pathways to a completed degrees or certificates?
* Does your college offer stackable certificates and/or noncredit courses as on-ramps to credit programs? If so, please describe them.
1. **Enter the path** – Help students choose and enter their pathway.
2. Bridge K12 to higher education by assuring early remediation in the final year of high school through the application of courseware technology in strong K12/higher ed partnerships, such as the TN SAILS model.
3. Redesign traditional remediation as an “on-ramp” to a program of study, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a student’s program of study, and integrates and contextualizes instruction to build academic and nonacademic foundation skills throughout the college-level curriculum, particularly in program “gateway” courses.
4. Provide accelerated remediation to help very poorly prepared students succeed in college-level courses as soon as possible.
* How does your college provided proactive academic counseling to your CTE students who are learning online and can’t come to your campus?
* Does your college provide online self-help tools that allow students to explore careers and pathways on their own? If so, please describe.
* Consider how you would provide guidance to younger high school students who may want to interact with you online but do not have the experience with that in an online college setting. How do (can) you support those students?
* Do you offer an online orientation for students or perhaps a “new online student” class?. If so, please describe.
* How does your college ensure that students start their courses with the technology they need to pursue online education (e.g., device, broadband internet access, required applications)?
* How do (would) you provide remediation online if a student does not have entry level skills for the CTE program courses?
1. **Stay on the Path** – Help students stay on their path.
2. Support students through a strong advising process, embedded and ongoing in the pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.
3. Embed academic and non-academic supports throughout students’ programs to promote student learning and persistence.
* How does your college provide students with easy online access to support services, just in time, as needed throughout the program?
* Does your college have an early alert system? If so, please describe how your online CTE faculty use it.
* How does (can) your college address student financial and other basic needs at a distance (e.g., financial aid, meals, health and wellness)?
* How does (can) your college provide non-academic support services and co-curricular activities online (e.g., intercultural training, resume writing workshops, career days, guest speakers from industry)?
* In what ways does your college (and/or program) provide equity-minded instruction and services online that are inclusive for all students?
* Does your program or other CTE programs at your college offer Open Educational Resources (e.g., free textbooks, free online resources)? If so, please describe them and the benefits to your students.
1. **Ensure Learning** – Ensure that learning is happening with intentional outcomes.
2. Establish program-level learning outcomes aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs.
3. Integrate group projects, internships, and other applied learning experiences to enhance instruction and student success in courses across programs of study.
4. Ensure incorporation of effective teaching practice throughout the pathways.
* Does your CTE program require students to learn “hands on” skills? If so, how do you do that in a fully online program?
* How can you facilitate and track internships and other forms of work experience/fieldwork at a distance?
* How do you build group projects into online CTE courses?
* What faculty training and development is needed to empower CTE instructors to ensure student success in fully online programs?
* Do your employer advisory groups look or operate differently for your fully online CTE programs? Do you solicit involvement from employers outside your region (perhaps meeting by Zoom)? If so, please describe.
* How does (can) your college measure CTE program outcomes for online students who live in other regions?