

 California Community Colleges California Virtual Campus – Online Education Initiative	District:	Chabot-Las Positas CCD
	College:	Las Positas College
	Subaward No:	19-029
	Principal Investigator:	Vicki Shipman

NARRATIVE REPORT

Q1 Q2 Q3 **Q4 X** Q5 FINAL

REPORTING REQUIREMENTS: Please provide a detailed response for each of the (6) six questions and its sub-questions. Narrative reports, CTE Courses and Student Success Data Tables are due Friday, July 31, 2020.

1) What was accomplished during the Q4 (04/01/2020 - 06/30/2020) reporting period?

a) List all Q4 activities proposed in your application and their status as X% complete (i.e., 100% complete = finished, 1-99% complete = in progress, 0% complete = not started). Please note any changes or additions from your application, along with a rationale for those changes.

[See the Data Table for activities and completion status](#)

b) Describe any challenges encountered for proposed activities that were not completed as expected, how you plan to address those challenges, and if they require any changes to your timeline.

Three of the eleven courses in our CoA for this grant are behind schedule for OEI alignment. As noted the in Q2 report, we tragically lost a faculty member during the grant period, and that course was reassigned to another faculty member already working on two courses. That person’s increased workload has slowed progress towards completion, but we do expect to get those three courses completed by the end of 2020. One is in local review now, and the other two will be submitted for local review within the next two weeks.

As is true of all California community colleges, we have had to shift our priorities because of the pandemic. In spite of these challenges, we have moved eight of the eleven courses in this grant to the OEI for final approval, and three have been approved, with the remaining three making forward progress as noted above. Our instructional designer and our accessibility specialist are both very busy and in fact oversubscribed with work at present as part of our transition to fully online instruction.

c) Track 1 & 2 Outcomes: Update the **CTE Courses Template Table** -- for new changes, please highlight the cell or row in yellow. By June 5, CVC-OEI will provide a template for you to complete (even if nothing has changed since Q2) and then submit in Excel format.

[Of the eleven courses in our Certificate of Achievement,](#)

- Three are now fully aligned and approved by OEI
- Five have completed local POCR and been submitted for final review to OEI
- One was submitted to local POCR, completed initial review, and started in remediation to prepare for submission to OEI just outside of the time period covered in this report, on July 11
- Two are in final preparation for local POCR

We are exploring the best use of our professional development funds from the grant that were unspent because the Online Teaching Conference went virtual. Upon faculty return to campus in early August, a decision will be made as to the use of these funds. The options will be submitted to the grant monitor for approval.

- d) Track 3 Outcomes: Update the **Student Success Template Table** -- for new changes, please highlight the cell or row in yellow. By June 5, CVC-OEI will provide a template for you to complete (even if nothing has changed since Q2) and then submit in Excel format.

2) How have you engaged with people and groups beyond your core grant team?

- a) Over the last year, how you have engaged with other organizations to support your grant:
- o With other higher-ed schools (e.g., partnered with other schools in district)
 - o With non-higher-ed (e.g., met with industry partners, please list companies)
 - o With Pathways Communities of Practice (e.g., participated in Basecamp discussions)
We participate in the Business – Management and Leadership CoP as well as the Improving Online CTE Pathways group. We have posted in the discussions when appropriate.
 - o As previously noted, we attained local POCR certification from the OEI
 - o Our local POCR team (campus wide) does regular norming sessions supported by grant funds
 - o Our Business Department faculty meet with a business advisory board in our community to ensure that courses and programs offered by the college meet the needs of our industry partners
 - Charlene Anderson Tri-Valley Conservancy
 - Theresa De La Vega City of Livermore
 - Nadine Horner Lawrence Livermore National Laboratory
 - April Ingram Uncle Credit Union
 - Steve Lanza LAM Research
 - Kristin Pollard Comcast Cable
 - Lecia Roundtree Premier One Credit Union
 - John Sensiba Sensiba San Filippo LLC
- b) Describe marketing and communication efforts for the programs supported by the grant. No grant funds have been expended towards marketing and communication. We participated in development of an IOP grant video for our project with Bob Nash at OEI. The completed video is available here. <https://youtu.be/sZcipeQf4iY>. The IOP grant video will be utilized in social media and posted on our website.
- c) Describe professional development opportunities faculty and staff have participated in Q4 and explain how each one supports the goals of the grant.

In summer 2020, the college is offering professional development in online instruction to all faculty across the college, since our campus is offering almost entirely online instruction for fall 2020. The training program includes coach/mentors for all participants. Five of the six coaches completed the POCR training and/or our local course design training with funds from this grant which qualified them to become coaches for other faculty.

3) Please outline your Q4 budget expenditures.

Submitted July 15, 2020.

- a) Complete the Q4 column in the attached Budget Tracker spreadsheet.
- b) Complete the Planned Expenditures and Q4 column on the Expenditure Report.
- c) Using the Expenditure Report, have your Business/Grants Office prepare an invoice for reimbursement. For the general ledger, ensure personnel names and transaction dates are listed for audit purposes.

4) Identify your college/district's goals and/or deliverables for the following:

- a) upcoming Q5 grant period (07/01/20 - 09/30/20).
- b) after the grant period ends (planning for institutionalization). Please refer to your grant application and note which post-grant goals are the same and which have changed. Use the framework developed for this grant as a model for other certificate programs across the college. Several of the courses aligned for this grant are also required for other CoA and we hope to make those certificates available fully online as well. Continue to offer the services of the POCR team for local course review. Call on faculty trained for online course delivery by this grant to mentor other faculty transitioning classes to the online environment. For our summer 2020 professional development program for all faculty, five of the six coach mentors were trained with funds for this grant.

5) Please describe any support (other than more time) you will need to finish your grant activities in Q5:

- a) webinar topics
 - b) one-on-one consultation topics
 - c) other support (please describe)
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Project Summary for IOP Webinar Series

In lieu of the OTC poster session, you will be required to present one aspect of your project during late Summer/Fall 2020. Based on the CTE sector or project topic selected, CVC-OEI will group grantees to present for 2-5 minutes in one of the following formats a) live Q&A presentation or b) pre-recorded webinar.

Presentations will cover **one** aspect of your grant project, that which you feel has had the most success or will have the best impact on students. This could highlight one online CTE program you've created or improved, one CTE sector that your grant has addressed, student support services that will assist CTE students, a professional development program that benefits CTE faculty, or another part of your IOP project that you are most proud of. It is highly encouraged to have faculty present to share their stories, challenges, and best practices.

Adapted from the OTC poster board and to help our team develop a schedule, provide responses to the following:

1. CTE Sector or Topic of Discussion

Our fully aligned Certificate of Achievement in Supervisory Management

2. Statement of Need - Please provide a brief description of the need(s) that inspired your project, including any new need(s) that your project has addressed over the first four quarters (100 words or fewer).

Our internal surveys have shown that students seeking business programs and credentials are often working professionals. By offering a fully online credential, we seek to make our programs available to students with other commitments to complete their work in a time and manner of their choosing.

3. Statement of Project Goals (including Student and College Impact) - Please provide a brief statement of your project goals.

Increase access to online certificates; Improve quality of online courses.

4. Relevance to Students - What do you want students to know about your project?

That they can complete this CoA fully online in high quality courses aligned with OEI standards

5. Lessons Learned and/or Obstacles Encountered

Obstacles: COVID-19.

6. Major Project Accomplishments (thus far)

3 courses so far fully aligned with OEI rubric and 8 additional in various stages of this process; 15 faculty trained in best practices on online course development using our own Online Course Development Program; 6 faculty completed @ONE POQR training and joined our POQR team; Local POQR approved by OEI (not part of the grant goals, but achieved during the time period of the grant – 4th college in the state to gain approval).

CTE Certificate/ Program	College	Course Name	Award Type	Goal: Hybrid or Fully Online	Course Status	Status %	Goal: Quality Rubric Aligned	QR %	OER/ ZTC	OER/ ZTC %	Other Alignment/ Improvement	Other %	Base line: # Students in AY 18-19	Term Launch	Est. # Students Impacted AY 20-21
Business	Las Positas College	BUSN30	Certificate of Achievement	Fully Online	Aligned	100	Yes	0	yes - not funded by grant	NA	NA	NA	98	Fall 2020	108
Business	Las Positas College	BUSN48	Certificate of Achievement	Fully Online	Submitted to OEI	100	Yes	0	yes - not funded by grant	NA	NA	NA	70	Fall 2020	77
Business	Las Positas College	BUSN52	Certificate of Achievement	Fully Online	Submitted to OEI	90	Yes	0	no	NA	NA	NA	84	Fall 2020	92
Business	Las Positas College	BUSN53	Certificate of Achievement	Fully Online	In Progress towards alignment	75	Yes	0	no	NA	NA	NA	66	Fall 2020	73
Business	Las Positas College	BUSN56	Certificate of Achievement	Fully Online	In Progress towards alignment	75	Yes	0	no	NA	NA	NA	64	Fall 2020	70
Business	Las Positas College	BUSN88	Certificate of Achievement	Fully Online	Submitted to local POC R	75	Yes	0	no	NA	NA	NA	35	Fall 2020	30
Business	Las Positas College	BUSN18	Certificate of Achievement	Fully Online	Aligned	100	Yes	0	no	NA	NA	NA	107	Fall 2020	118
Business	Las Positas College	BUSN40	Certificate of Achievement	Fully Online	Aligned	100	Yes	0	yes - not funded by grant	NA	NA	NA	424	Fall 2020	466
Business	Las Positas College	BUSN58	Certificate of Achievement	Fully Online	Submitted to OEI	100	Yes	0	yes - not funded by grant	NA	NA	NA	75	Fall 2020	83
Business	Las Positas College	WRKX94	Certificate of Achievement	Fully Online	Submitted to OEI	90	Yes	0	no	NA	NA	NA	62	Fall 2020	68
Business	Las Positas Coll	WRKX95	Certificate of Achievement	Fully Online	Submitted to OEI	90	Yes	0	no	NA	NA	NA	75	Fall 2020	83

