

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

NARRATIVE REPORT

Q1 Q2 Q3  Q4

REPORTING REQUIREMENTS: Please provide a detailed response for each of the (5) five questions and its sub-questions. Reports are due Friday, May 15, 2020.

1) What was accomplished during the Q3 (01/01/2020 - 03/31/2020) reporting period?

- a) List all Q3 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.

Our goals for Q3 include the following:

1. Deliver our Online Course Development (OCDP) training program to 5 remaining faculty who have signed up as part of this grant. As of the end of this reporting period, 3 of the five have completed training, and 2 are presently enrolled and making forward progress. This is in addition to the 10 faculty who previously completed training as part of this grant, for our total of 15 faculty trained – 90% complete
2. Submit all 11 courses in the Supervisory Management certificate of Achievement that were identified for alignment as part of this grant. Eight of the 11 courses have been submitted for local POCR, and 3 others are in the later stages of being prepared for submission, somewhat behind where we would like them to be, but still making forward progress. – 80% complete
3. Identify and offer other professional development opportunities for online course development and delivery. This objective is undergoing some review with the unexpected transition of all courses at our college to online instruction. As part of this grant, we had already trained a number of faculty outside of the department that is the focus of this grant, and now there are discussions at our college, as at other institutions, about how to ensure all faculty are trained in online instruction. Our own OCDP and other workshops were offered this term, including 20 workshops in the two days prior to converting all the classes to online instruction. The work of this grant informs some of these discussions. Additionally, as previously noted, we had offered the opportunity to attend the Online Teaching Conference to faculty across the campus, and had filled all the slots allotted by this grant, but for now it is unclear whether that conference will take place as scheduled. Percent complete – 100%?

4. Report and present on project activities. We have a web page on our college site with supporting pages where information about our grant and our progress is hosted. We attend monthly checkin meetings with other grant awardees. We hold regular meetings with our team. Additionally, we hosted a team from the CVC-OEI to make a video about our work on this grant in early March. – 100% complete

5. Complete local POQR for 11 courses. Eight of the 11 courses for the certificate have completed local review. Of these, two have completed remediation and been submitted to the OEI for final approval. Six are still completing local review. – 60% complete

- 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.

As is true of all California community colleges, we have had to shift our priorities because of the pandemic. The courses that had already completed local POQR and were moving to remediation in preparation for submission to the OEI will not make forward progress as quickly as we would hope. 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. This is a bottleneck for the courses in the grant.

Additionally, one instructor who is responsible for three of the courses in the grant is moving somewhat slowly in course preparation. We have offered and are reviewing with this instructor options for support by other members of the grant team at our college so the courses can be aligned and ready by the end of the grant period.

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

- a) List how you have engaged with other organizations to support your grant:
- 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.
 - As previously noted, we attained local POQR certification from the OEI
 - Our local POQR team (campus wide) does regular norming sessions supported by grant funds
- b) Describe marketing and communication efforts for the programs supported by the grant. To date, no marketing and communication efforts have been supported by the grant.
- c) Describe professional development opportunities faculty and staff have participated in Quarters 1, 2, and 3 and explain how each one supports the goals of the grant. 15 faculty will have completed our training program for online teaching, the Online Course Development Program, and some of these faculty have also used our college specific Course Design Template that meets all OEI rubric standards. The faculty members are from both the discipline pursuing a fully online Certificate of Achievement for this grant, and from other disciplines across our college. Our college Accessibility Specialist has worked with faculty on the 11 courses in this grant to educate them on accessibility standards and ensure their courses meet these standards.

Nine faculty members have completed POCR training and joined our local POCR team, and one is signed up to complete this training in May.

3) Please outline your Q3 budget expenditures.

- a) Complete the Q3 column in the attached Budget Tracker spreadsheet.
Completed
- b) Complete the Planned Expenditures and Q3 column on the Expenditure Report.
Completed
- 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.
Completed

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

- a) upcoming Q4 grant period (04/01/20 - 06/30/20).
Submit last three courses for local POCR
Complete local review and remediation for all 11 courses (2 of 11 have already completed this process)
Submit remaining 9 courses to CVC OEI and complete certification of these course
Pursue and complete professional development opportunities for faculty as available and feasible under current conditions; specifics TBA.
- b) after the grant period ends (planning for institutionalization).
Use the framework developed for this grant as a model for other certificate programs across the college.
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.

5) Please describe any support (other than more time) you will need to finish your grant activities in Q4:

- a) webinar topics
- b) one-on-one consultation topics
- c) other support (please describe)
We are working internally on using our available resources to complete course alignment for the courses in this certificate. This is especially challenging in the areas of accessibility and instructional design because of the changes in priorities created by the pandemic.