

**Award for Innovation
Use of Funds Report**

<i>Application Number and Coordinating Institution</i>	[46] Shasta College
<i>Award Amount</i>	\$5 million
<i>Amount Proposed for Expenditure</i>	\$5 million
<i>Check Payable To</i>	Shasta College
<i>Mail Check To:</i>	P.O. Box 496006 Redding, VA 96049-6006

Shasta College pledges to work diligently to manage and spend the Award for Innovation funds entrusted to it responsibly and in the spirit intended in the Budget Act. To do so, Shasta College plans to have two foci in its expenditure plan. One focus will be on expenditures that directly expand the innovations described in the college’s application for the award. The second focus of the planned expenditures will be to foster the culture of innovation at the college to ensure additional ideas and approaches are supported that fulfill the purposes of the program: increasing the number of bachelor’s degrees awarded, allowing the completion of bachelor’s degrees within four years, and easing transfer.

The college’s annual general fund budget is approximately \$41 million. Thus, this \$5 million Award for Innovation provides a significant opportunity for the college to affect long-term innovative change and improvement for the betterment of the large, rural region it serves. To manage the funds effectively and responsibly, the college believes a five to six year time-frame of expenditure will maximize the effectiveness and long-term benefits of the award and will best accomplish the priorities of the Award.

Focus One: Advancing the Innovations Presented in the Application

Shasta College proposes to expend \$3.25 million of its \$5 million award (65 percent) to support and expand the innovations described in its application over the next five years. The planned expenditures below are best estimates at this point in time, and should more cost effective ways of implementing the ideas be identified, the college will reallocate the funds to support other related innovations.

The college plans to allocate a substantial portion of funds toward the expansion of the dual and concurrent enrollment efforts described in its application. One innovation to improve access to dual enrollment in our vast, rural region with multiple small high school districts is to build upon the college’s extensive experience with providing education through video conferencing (currently done at its extension campuses). By the purchase and installation of technology equipment related to supporting expansion of video conferencing, especially in the local high school district sites, we plan to overcome several obstacles delineated in our application. By using this technology, we will be able to team our college faculty who have the qualifications required by our system with high school faculty who do not. Current college faculty would be able to provide regular content through live, interactive video conferencing to several high

school sites simultaneously while the high school teacher would provide course management and supplemental instruction at the various high school sites. The current estimate for technology equipment to support this approach is \$850,000. These one-time costs are expected to be expended over the next two years. Other related costs for this approach include additional per-course support stipends to local partners and staff support for tracking and data management of individual student attendance. Support for professional development, collaborative meetings between high school and college faculty, and the development of potential partnerships with a four-year institution to encourage high school faculty to gain qualifications for college level teaching are also planned areas of expending funds. We plan to allocate \$800,000 for these kinds of related costs over the next five years. We expect these expenditures to decrease over time as the program builds sustainability through enrollment. Additionally, the college plans to allocate \$150,000 to investigate and support the expansion of our successful Gateway to College program serving at-risk high school students to additional high school districts. Finally, another fiscal barrier for our high school educational partners concerns the provision of course materials for certain dual enrolled courses. Shasta College plans to allocate \$250,000 in one-time assistance over the next several years to assist local K-12 partners in the procurement of course materials related to dual-enrolled classes. These materials will serve multiple cohorts of students over time.

Another allocation of \$350,000 is planned to be expended on supporting the start-up costs (including the development of the applications for specialized and regional accreditation, curriculum development, student and technology support development, equipment and software purchase, and marketing) related to the start-up of our approved participation in the community college pilot baccalaureate degree in health information management. The majority of this expenditure is planned for the next two years, with a smaller portion to be spent in the following three years. This approved pilot program directly relates to the goals of the Awards for Innovation in Higher Education by increasing the number of bachelor's degrees awarded and allowing students to complete bachelor's degrees within four years.

The college plans to allocate the remaining \$850,000 to be spent over the next five years to support the selection of several additional innovations which advance the Awards for Innovations' goals, the possibilities of which include the following:

- Working with UC Davis to establish a pathway which encourages and enables local high school students to complete a bachelor's degree within three years of graduating high school, including the expansion of their Transfer Admission Planner that will ensure ease of transfer for all Shasta College students.
- Working with the UC System to carry out the goals set forth by President Janet Napolitano's Transfer Action Team including the articulation of lower-division course units required in five majors – anthropology, biology, chemistry, economics, and mathematics.
- Supporting Shasta College's recently established study abroad program which is a cooperative effort with local high schools to take high school and community college students on short-term summer study-aboard experiences related to various disciplines,

including biological and earth sciences with a goal of encouraging more STEM majors (potentially in conjunction with the first bullet points above)

- Supporting the establishment of a faculty-led Center for Teaching and Learning on campus
- Supporting the expansion of efforts in working with high school students in areas such as leadership development, exploration of non-traditional career paths, and business entrepreneurship
- Investigating and supporting the pursuit of funding for scholarships toward the North State Promise, an initiative to encourage and promote a college-going culture in our region
- Supporting local collective impact model efforts, such as Reach Higher Shasta and Expect More Tehama, to reduce the need for remediation and ensure all local high school students are college and career ready at the time of graduation from high school
- Sharing the results of our efforts and contributing to the field of knowledge of innovative practices through conference presentations, papers, and the like.

Focus Two: Supporting and Expanding a Culture of Innovation

Shasta College proposes to expend \$1.75 million of its \$5 million award (35 percent) to support and expand its burgeoning culture of innovation over the next five to six years. To do this, we plan to found a Center for Community College Innovation and Research. The purpose of this Center will be to foster innovations at Shasta College and assess the results of the innovations attempted in order to share results with the larger public educational community. This Center will be funded at start up with Award for Innovation funds, and will, over time, shift its funding to come through other sources such as grants and contracts from foundations and other entities. We estimate the need for one-time start-up funding of up to total \$850,000 for the first three years with \$300,000 total funding for the following two years to sustain the Center as it shifts its funding stream to other sources. There will be two major tasks managed by the Center at its founding: (1) it will manage the Award for Innovation funds and be responsible for the assessments described in the application and the reporting requirements of the Budget Act, and (2) it will manage an internal annual innovation award budget of \$100,000 for six years; totaling \$600,000. This is the only portion of the Award for Innovation funds that we currently project expending in a sixth year. This internal award will be administered similarly to the State award. Through an open application process, faculty and staff will submit proposals outlining innovations which serve to advance students through to bachelor's degrees. The expected innovations will be focused on such areas as

- reducing remediation rates of incoming students
- removing or reducing barriers to student success
- increasing retention and persistence rates
- improving learning outcomes
- improving transfer rates, and
- increasing attainment of degrees and certificates.

These awards will be one-time in nature and, as can be deduced from the examples listed, are related to the priorities of the Awards for Innovation in Higher Education. All innovations will be assessed through a continuous improvement cycle and, where applicable, high impact strategies will be documented, scaled and shared with other institutions (across academic segments) that might benefit from our experiences.

Investing for the Future

Finally, to maximize the effect of this award on the future of the college and the region it serves, we plan to invest (following all legal requirements for establishing such an investment account) the Award for Innovation funds following our conservative investment policy which is used to invest our endowed Trustee Scholarship Fund. This multi-million dollar fund has been managed for many years and has consistently provided between 4 and 5 percent annual returns to provide scholarships for students. By investing the award dollars up front, we project that we will earn approximately \$600,000 over the next 5 years which will allow funds for an additional year to support the college's culture of innovation and extend the effect of the Award for Innovation further into the future.



Shasta College

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April 1, 2015

Committee on
Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit
915 L Street
Sacramento, CA 95814

To Whom It May Concern,

As Superintendent/President of Shasta College, I would like to express my support and commitment to the proposal for use of funds for our Award for Innovation, in the amount of \$5 million. I believe our proposal reflects both the intention and the spirit of the Award, focusing on advancing the innovations presented in our application and building a culture of innovation at the regional level through the creation of a Center for Community College Innovation and Research, which has implications for replication and dissemination across the state. Shasta College's proposed use of the award is responsible in its stewardship of public funds and maximizes and leverages funding for immediate benefit as well as conservative investment strategies to sustain innovative efforts over the next five years.

I appreciate your recognition of Shasta College's efforts to increase the number of north state students who attain baccalaureate degrees through intersegmental partnerships, dual and concurrent enrollment, and collaboration in doing what's right for students.

Sincerely,

Dr. Joe Wyse
Superintendent/President

JW:tm

Governing Board Members

Rhonda E. Nehr Dr. Rob Lydon Duane K. Miller Kendall S. Pierson Rayola B. Pratt Robert M. Steinacher Scott J. Swendiman
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Joe Wyse, Ed.D.