

2025 Innovation Mini-Grant Application



Applicant:	Cassie Leal
Division/Dept. Name:	Research Office
Project Title:	Empowering Faculty With Equity Inquiry: Closing Gaps Improving Outcomes
Focus Area:	<input checked="" type="checkbox"/> Pedagogy <input checked="" type="checkbox"/> Closing Achievement Gaps <input type="checkbox"/> Other

Project Overview

Describe how the proposed project aligns with one or more of the following themes. Explain how the project is innovative and addresses challenges or opportunities in these areas.

- Evidence-based teaching and learning strategies
- Meeting course learning outcomes in the age of AI
- Increasing non-credit course offerings
- Increasing certificate and degree completion
- Improving online learning
- Increasing success, retention, and persistence
- Reducing achievement gaps
- Other (please provide rationale if not applicable to above)

The Equity Inquiry Process at Shasta College empowers faculty across disciplines to identify and address equity gaps in student outcomes through data-informed, faculty-driven interventions. This project directly supports evidence-based teaching and learning strategies by equipping faculty with the skills to analyze institutional and classroom-level data, identify disproportionate impact, and develop/adapt targeted solutions to improve student success.

Innovative Approach:

This initiative is innovative because it promotes faculty agency in selecting and interpreting data relevant to their courses, allowing for customized, discipline-specific interventions. By integrating quantitative data analysis with qualitative insights from faculty and students, the project fosters a continuous improvement cycle that goes beyond traditional approaches to course redesign and intervention.

Addressing Key Challenges and Opportunities:

The project addresses several institutional priorities, including:

- **Increasing Success, Retention, and Persistence:** Faculty-driven interventions, informed by data, will target key barriers that impact student persistence and course completion.
- **Reducing Achievement Gaps:** By disaggregating data and identifying patterns of disproportionate impact, faculty will develop scalable strategies to narrow equity gaps across disciplines.
- **Improving Online Learning:** The project supports identifying gaps in both face-to-face and online course modalities, allowing for interventions that improve equitable outcomes across learning environments.

Rationale for Institutional Impact:

Adapting successful interventions at scale will promote sustainable improvements in student outcomes while fostering a data-informed culture of equity and continuous improvement. This project positions faculty as leaders in driving equitable change, aligning with Shasta College's mission to increase student success and close achievement gaps.

Student Impact

The primary focus of the Innovation mini-grant program is to positively impact student learning and success. Please describe the following:

- Which course or program learning outcomes (PLOs/SLOs) does your project aim to improve?
- How will your project enhance equity, engagement, or access for students?
- How will it improve student outcomes (e.g., success, retention, persistence)?
- Does your project address achievement gaps? If so, how?
- How will you measure the results of the project? How will results be documented? (Consult with Institutional Research as needed.)

The Faculty Equity Inquiry Process aims to improve student learning outcomes across a range of courses and programs by addressing equity gaps that hinder student success. Because the project empowers faculty to analyze data and identify specific areas where students face challenges, it is adaptable to multiple disciplines and course modalities. Faculty participants will focus on improving outcomes related to:

- Course Completion Rates
- Persistence and Retention
- Achievement of Course-Level Student Learning Outcomes (SLOs)
- Program Completion and Transfer Rates

Enhancing Equity, Engagement, and Access:

This project enhances equity by helping faculty identify and address barriers that disproportionately impact historically marginalized and underrepresented students. Through data-informed inquiry, faculty can refine instructional practices, redesign assignments, and implement targeted interventions that promote greater engagement and access for all students.

Improving Student Outcomes:

By supporting faculty in selecting and analyzing data points most relevant to their courses, the project promotes evidence-based interventions that improve:

- Success Rates: Targeted strategies will increase the likelihood of successful course completion.
- Retention and Persistence: Faculty-led interventions will address barriers that cause students to disengage or withdraw.
- Equity in Outcomes: By identifying and addressing areas of disproportionate impact, the project aims to reduce gaps in success and persistence across demographic groups.

Addressing Achievement Gaps:

The Equity Inquiry Process is designed to reduce achievement gaps by focusing on disaggregated data and identifying equity gaps in course success, retention, and persistence rates. Faculty will adapt interventions aimed at closing these gaps, with particular attention to improving outcomes for disproportionately impacted student populations.

Measuring and Documenting Results:

The project will include an evaluation framework that incorporates both quantitative and qualitative assessment methods.

Key metrics include:

- Pre- and Post-Intervention Data Analysis: Comparing baseline course success, retention, and persistence rates with post-intervention outcomes to assess impact.
- Disaggregated Data Review: Analyzing success metrics by student demographics to evaluate progress in reducing achievement gaps.
- Student and Faculty Feedback: Collecting qualitative data through surveys and interviews to capture insights on the effectiveness of interventions.
- Results will be documented through Case Studies: Highlighting successful interventions that can be scaled and shared across disciplines. Detailing the inquiry process, intervention strategies, and lessons learned.

Collaboration

Collaboration is essential for scaling and sustaining innovative projects. Please:

- List internal and/or external collaborative partners involved in the project (Across campus? Across academic segments? Community?)
- Confirm that the partners are aware of the project and describe their roles and responsibilities in implementation

Internal Collaborative Partners:

- **Research Office:** The Research Office will provide faculty with training and support to access, analyze, and interpret institutional and classroom-level data. Their role includes helping faculty identify equity gaps, measure intervention impact, and document findings for future scalability.
- **Department Faculty:** Faculty participants from various departments will lead the inquiry process by working with the Research Office to select relevant data points, identify equity gaps, and develop and implement data-informed interventions. Faculty will also reflect on outcomes, refine strategies, and share successful practices with colleagues.

Partner Roles:

The Research Office has extended an invitation to the math department to participate in the pilot Equity Inquiry Process during the 2025-26 academic year. Research staff will provide technical support, data coaching, and post-intervention evaluation assistance. Faculty participants will engage in equity inquiry, develop actionable interventions, and contribute to the ongoing refinement and scaling of successful practices across disciplines.

This focused collaboration ensures that the project remains faculty-driven, data-informed, and aligned with Shasta College's commitment to improving equitable student outcomes.

Future Possibilities

The Shasta College mini-grants initiative provides the testing ground for innovative ideas and pilot projects that may be used on a broader scale.

Please address how your proposed project is:

- Replicable (easily shared with other campus programs)
- Scalable
- Cost-Effective (e.g., through number of students served; through District efficiencies increasing service to students; or if scaling up will prove cost-effective)

(Please consult with SCAILE/Innovation Office if needed kmahar@shastacollege.edu.)

Replicability:

The Faculty Equity Inquiry Process is designed to be easily replicated across departments and academic programs at Shasta College. The project is based on a flexible framework where faculty from various disciplines working with the Research Office can adapt the process to their unique courses and student populations. By providing faculty with a structured approach to data analysis and intervention development, the process can be shared with other departments.

Scalability:

The project is highly scalable, with the potential to expand beyond the initial cohort of participating faculty. As successful interventions are identified and refined, they can be adapted for broader implementation across the campus, serving more students. Interventions that demonstrate effectiveness can be scaled across multiple courses, programs, and even divisions within the college. Furthermore, the project encourages faculty collaboration, which will facilitate the sharing of best practices and allow other departments to build on the work of initial participants, scaling up the impact over time.

Cost-Effectiveness:

The Faculty Equity Inquiry Process is a cost-effective approach because it leverages existing institutional resources—such as the Research Office and departmental faculty expertise—without requiring substantial additional funding. Faculty-driven inquiry ensures that interventions are tailored to the specific needs of their students, maximizing impact without unnecessary expenditure. As the project is implemented on a smaller scale initially, it can be tested and refined for minimal cost. When scaled, the project will maximize efficiency by providing faculty with the tools, training, and support needed to continuously improve student outcomes across a variety of disciplines, ultimately resulting in a larger number of students benefiting from evidence-based, equity-centered interventions. Additionally, the project's emphasis on data analysis and reflection ensures that resources are used effectively, helping the college make informed decisions that increase the quality of instruction while maintaining fiscal responsibility.

Logistics/ Timeline

The mini-grant cycle (planning, implementation, and evaluation) is a maximum of 18 months (Fall-Spring-Fall). Ensure that:

- Your project can be completed within 18 months
- If any portion of your project involves Physical Plant or I.T., you consult the identified personnel listed below
- Other funds do not exist to implement your project

Please create an estimated timeline for each of the major components of your proposal.

I.T. approval is required, if your project includes any technology-related needs.

Contact Michael Saechao at 530-242-7994 or msaechao@shastacollege.edu to discuss and receive approval.

Physical Plant approval is required, if your project includes changes to facilities.

Contact Isabella Greenleaf at 530-242-8617 or igreenleaf@shastacollege.edu to discuss and receive approval.

Phase 1: Planning & Foundational Work With Faculty

• Summer, July/August:

Finalize project plan and objectives. Confirm collaboration with participating department faculty. Develop training materials and resources (data analysis tools, inquiry framework, intervention templates).

• Fall, September/October:

Identify faculty inquiry teams. Schedule initial faculty training sessions. Host training workshops for faculty on data access, analysis, and the equity inquiry process. Begin selection of initial data points for equity gap analysis.

• Fall, November:

Provide faculty with time to review data, identify equity gaps, and draft inquiry questions. Organize collaborative meetings for faculty to share initial findings and discuss interventions. Finalize a list of specific courses and programs for initial intervention focus.

• Fall, December:

Prepare for intervention design and implementation phase. Ensure faculty are ready to move forward with their equity-informed interventions.

Phase 2: Implementation

• Spring, January/February:

Faculty implement identified interventions in courses and programs. Collect initial student feedback and data from interventions to track early outcomes. Ongoing support and coaching provided by the Research Office for faculty data analysis.

• Spring, March:

Continue monitoring interventions. Faculty collaborate with colleagues and the Research Office to share progress and challenges. Collect mid-semester data (e.g., mid-term grades, SLO results, student engagement).

• Spring, April:

Conduct follow-up faculty meetings to discuss progress and adjust interventions as needed. Continue tracking student outcomes and equity gaps.

• Spring, May:

Prepare for end-of-semester data collection and analysis. Gather student and faculty feedback on interventions, challenges, and successes.

Phase 3: Evaluation

• Over Summer Research Office:

Analyze post-intervention data. Compare baseline data with post-intervention outcomes (e.g., course completion, retention, persistence). Document findings from faculty reflection reports and student feedback.

• Beginning of Fall:

Conduct a final evaluation with faculty to assess the impact of interventions. Working with faculty, identify what elements were most successful and why. With faculty, review lessons learned and refine interventions for future use.

**Signatures are required prior to submitting the application to the Office of Grant Development.
Electronic signatures are acceptable
Due by April 1, 2025 at 5:00 p.m.**

Applicant(s) Signature	
Dean or Supervisor's Signature (required)	Will Breitbach  Digitally signed by Will Breitbach Date: 2025.03.25 13:04:32 -07'00'
I.T. Consulted (if needed) (Signature)	
Physical Plant Consulted (if needed) (Signature)	

Rev. 2.25.2025

2025 Innovation Mini-Grant Application Budget

This form is the proposed budget for your project. Please itemize all costs necessary to complete your project during the 18-month grant term.

Allowable Costs:

- ✓ Faculty may receive a stipend for project-related work above and beyond their normal duties as a faculty member. Stipends are calculated at the professional expert rate and timecards must be kept and submitted for payment. Estimate the total hours you estimate it will take to complete the project. See “example calculation” to determine the total stipend for each person working on the project.
Example calculation: 50 hours of work multiplied by \$50. /hour = \$2,500 total stipend (enter this in the “TOTALS” line)
- ✓ Classified employees & Administrators are not eligible for additional compensation. Any work performed must be included in the regular workday/schedule.
- ✓ Student Workers will be paid at the current minimum wage.
- ✓ You may hire temporary contractors if your project requires this type of work. List these services under “Service Fees/Other Charges.”
- ✓ Student gift cards or incentives are allowable but must follow Business Office guidelines and be reported to Financial Aid.

Unallowable Costs:

- ❖ Hiring new staff.
- ❖ Release time will not be approved to complete the work related to this project.

Project Title:	Empowering Faculty With Equity Inquiry:Closing Gaps Improving Outcomes
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BUDGET ITEM	QUANTITY & DESCRIPTION	TOTALS
EMPLOYEE COSTS		
Faculty Stipend: STRS-applicable work. Estimate the number of hours needed x \$50 per hour. Stipends are subject to taxes and benefit deductions.	Approximately 20 hours of faculty commitment for up to 5 faculty members to participate	\$ 5,000.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
Student Worker:		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
ESTIMATED BENEFIT COSTS - This section will automatically calculate the total based on the total listed in the Employee Costs section		
Faculty Stipend Total multiplied by	22.40%	Totals Automatically Calculated
Student Worker Total multiplied by	1.75%	
		\$ 1,120.00
		\$ 0.00

BUDGET ITEM	QUANTITY & DESCRIPTION	TOTALS
SUPPLIES: Event refreshments, testing materials, promotional items, etc.	Refreshments for meetings	\$ 300.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
STUDENT AID: Must be reported to Financial Aid. Educational fees, meals, transportation/bookstore vouchers, and other gift cards/incentives with a monetary value.		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
FACILITY RENTALS:		\$ 0.00
		\$ 0.00
		\$ 0.00
EQUIPMENT (\$0-\$4,999.99 Not Tagged): (Refer to the Business Office "Fixed Asset (Equipment) Purchases" for info.).		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
EQUIPMENT (\$5,000 or greater Tagged): (Refer to the Business Office "Fixed Asset (Equipment) Purchases" for info).		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
POSTAGE/ADVERTISING: Postage, costs to place a printed, radio or web-based ad.		\$ 0.00
		\$ 0.00
		\$ 0.00
PRINTING: Printing-related items, such as posters, flyers, brochures, and classroom materials/manuals.	Printing workshop materials	\$ 200.00
		\$ 0.00
		\$ 0.00
SERVICE FEES/OTHER CHARGES: Contracted work such as speakers, trainers, and other professional services.		\$ 0.00
		\$ 0.00
		\$ 0.00
SOFTWARE: Software-related licenses and purchases.		\$ 0.00
		\$ 0.00
		\$ 0.00
TRAVEL/OTHER TRAVEL: Staff/Other & Student Field Trip costs.		\$ 0.00
		\$ 0.00
		\$ 0.00
BUDGET TOTAL		\$ 6,620.00

If you have questions, please contact: Amy Schutter, Director of Grant Development at aschutter@shastacollege.edu or 530.242.7613.