



2019 Innovation Mini-Grant Application

Applicant:	Sharon Brisolara
Division/Dept. Name:	Extended Education, Student Services
Project Name:	Zoom Me In
Project Overview	What is your project & how is the project innovative?

This year, Tehama Learning Center staff began using Zoom technology to regularly serve a small cohort of students. They found the technology extremely effective in serving students who live in outlying areas, who participate in courses from multiple locations, and who have diverse learning needs. This project, Zoom Me In, proposes to increase student retention and course success by expanding quality tutoring and learning opportunities using Zoom technology.

The project would supply all three Extended Education sites and the Health Sciences Center with equipment needed to fully utilize Zoom including touch screen monitors, web cameras, headsets, dedicated Chromebooks, and stylus pens. In order to support effective use of Zoom technology, the project includes training sessions and supportive materials for Learning Center paraprofessionals, tutors, and faculty in all four sites and support for faculty participation in training. Our research has identified the need for two additional 10 hour tutors, one specializing in Math and Statistics and another in study skills and reading comprehension. In addition, we are partnering with Library Services staff to provide Zoom workshops in Canvas, research skills, and full utilization of library services. We anticipate requiring 10 hours of IT staff time to support the design of instructional materials and effective tracking of Zoom sessions. Finally, we plan on contributing to the District's vision of becoming nationally recognized by supporting a presentation of project outcomes at the Tutor Expo conference in Spring 2020 by two paraprofessionals and two tutors; the conference is held in the Bay Area.

Outcomes would include:

- To increase tutoring hours and the number of students tutored.
- To increase course success rates through enhanced support and increased student engagement.
- To increase retention rates by helping students in outlying areas build academic skills, engage with the college, maintain SAP, and have increased access to Student Success Workshops.
- To decrease disproportionate impact by reducing barriers to services for low-income students, those with limited transportation, with child/elder care responsibilities, and/or with disabilities.
- To increase the District's capacity to serve our growing Online student population.
- To increase service to our Health Sciences Center and support transition to Health Sciences degrees and certificates for Extended Education students.
- To expand our capacity to provide tutoring in math and foundational academic skills to bolster achievement in key gateway classes including transfer level math.

This project is innovative in several ways: a. This project will allow the District to provide academic assistance to students via technologies that allow face to face/screen to screen interaction with our own staff. b. The project will increase the capacity of staff and tutors at all participating sites; coordinating the project from the Tehama campus contributes to the District's goal of achieving center status and further connects these sites with each other. c. Zoom Me In will allow for more robust group tutoring and study sessions as well as faculty office hours. d. The program models how student services (student success workshops, student services program content, and other engagement efforts) can be leveraged in support of academic success and Vision for Success goals; training efforts include part time and full time staff, faculty, and students.

Student Impact	<p>The main focus of the Innovation Award funds is to positively impact student learning and success. Please describe how your project will:</p> <ul style="list-style-type: none"> • Improve one or more Student Learning Outcomes (SLOs) • Increase student engagement and/or success • Reduce the amount of time for a student to complete a Certificate, Associates Degree or Bachelor's Degree • Document measurable results (consult with the Research Office)
<p>Zoom Me In focuses on student course success via increased engagement and opportunities to build the skills, strategies, and mindsets critical to academic success. Our work will strengthen progress towards Institutional Goal 2 which is focused on the use of technology and other innovations to provide students across the District with improved access to instruction and student services. We are establishing Service Area Outcomes focused on increasing the number of students served, the number of tutoring hours originating from Tehama, and course success/retention rates. Activities associated with the outcomes previously mentioned appears below.</p> <p>To increase tutoring hours and the number of students tutored. [Data Source: SARS Trak; baseline 18-19] *We will train additional staff, faculty, and students in using Zoom technology for tutoring and study sessions. *Additional tutors will help us meet the increased demand that the equipment and promotional efforts will create.</p> <p>To increase course success and retention rates through enhanced support and increased student engagement. [Data: IFS; SARS Trak; Tableau Annual Area Plan; Cal-Pass Plus; baseline 18-19] *Students will engage in Zoom tutoring, workshops designed to build academic skills, and office hours, thereby increasing their engagement with the college. Research demonstrates the important role of students' sense of belonging in fostering engagement that leads to academic achievement (Strayhorn 2021). *Using tutoring services is an important help-seeking behavior that can lead to greater willingness to access other programs. Referral to other campus resources would be further integrated into Zoom sign in instructions, sign off questions, and/or student surveys. *We will use early alert reporting mechanisms to identify, contact, and remind students of the program. We will record weekly workshops held on the Tehama Campus for rebroadcast to other sites.</p> <p>To decrease disproportionate impact by reducing barriers to services. [Data: Tableau; IFS; Student Surveys] *Zoom sessions have been particularly helpful for students with agoraphobia, Asperger's (by allowing for control of verbal and light input), and those with limited ability to access services on campus. We will promote and offer more Zoom-based learning opportunities and pilot drop in hours allowing for equitable access to our services. *All participating sites are soon receiving Chromebooks for loan to students without personal computers. *Paraprofessionals and tutors will receive training on best practices for serving neurodiverse populations.</p> <p>To increase the District's capacity to serve our growing Online student population. [Data: Student Surveys; Distance Education Report on Online Success Rates; Tableau.] *Many Online students would benefit from direct personal interaction with staff and students from the college, particularly if they are isolated or are still building the skills needed to succeed in Online coursework. Support would contribute not only to course success, but degree completion.</p> <p>To increase service to our Health Sciences Center, support transition to Health Sciences degrees and certificates, and expand capacity for tutoring affecting gateway class success. [Data: SARS Trak; IFS] *The addition of two 10 hour tutors would enable us to expand tutoring in areas identified as needs. We will hold Zoom inquiry sessions with Health Sciences faculty, staff, or students to promote careers in the field.</p> <p>We will work closely with the Office of Research to finalize measurable outcomes and create student surveys to measure perceived benefits and future recommendations. Data sources, most of which can be accessed by staff, are noted above; 18-19 baseline data will be used. Staff will document all elements of program implementation including training attendance and topics, equipment use, and type/number of sessions offered.</p>	

Collaboration

Mini-grant projects often involve collaboration between multiple divisions/departments and/or outside entities (K-12, CSU/UC, or community partnerships). Please:

- List any internal and/or external collaborative partners
- Confirm that the partners are aware of the project and what their role in implementation will be

Our Extended Education Learning Center leaders believe in the power of collaboration. Not only are diverse perspectives critical to fostering inclusion, but collaboration and integration are necessary for the creation of sustainable practices.

In order to ensure that sustainability of the project and shared learning, project staff and the Associate Dean are working with a range of partners across the District.

Learning Center Staff and Tutors: Tehama Learning Center staff are on board and have included training on Zoom technology in tutor training materials. Redding Learning Center Coordinator, Cherish Padro, is interested in the project providing training to interested Redding Learning Center staff and tutors.

Health Sciences: Dean Royce has shared with the program the priority need of students in her division and has expressed an interest in being included in this project. Zoom Me In would help establish patterns of utilizing tutoring/Learning Center services within the division. Health Sciences instructors can elect to be trained in use of Zoom.

Information Technology (IT): The Associate Dean has consulted with IT about equipment they would support and recommend. Staff have worked with IT to configure SARs Trak in the Learning Center and would work closely with IT to ensure that SARS Trak and other monitoring systems capture zoom sessions and that staff troubleshooting messages and instructions are accurate and user friendly.

Extended Education Faculty: Several instructors who teach on site in Tehama and have held office hours in the Learning Center. These instructors and other faculty have expressed interest in learning or more fully utilizing Zoom technology and participating in trainings offered. Faculty would be asked to promote the availability of Zoom sessions to their students.

Library Services: Library and Educational Technology staff have committed to presenting workshops via Zoom including using Canvas, note taking, research skills, and broader use of Online library resources.

Marketing: We will work with the Marketing Department to promote the availability of the project to all students, especially new Online students and community collaborative groups that are interested in increasing educational opportunities for their constituents.

Community Groups: Other organizations that have disseminated Extended Education information in the past include Latino Outreach, Tehama Together, Expect More Tehama, Trinity Together, Intermountain Action Growth and Education (IMAGE), the Tehama Job Training Center, and the Tehama Veterans Collaborative. All of these groups are interested in promoting higher education opportunities and support to their customers.

Research Office: The Associate Dean has spoken to the Research Office about and received confirmation of the data choices selected and our interest in Student Surveys.

Future Possibilities

The Shasta College mini-grants initiative provides the testing ground for innovative ideas to determine successful outcomes that may be used on a broader scale. Please discuss if the 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)

After testing the feasibility of providing Zoom tutoring and learning sessions with a small cohort, we are confident that the proposed project would provide us with the equipment and support we need to replicate and scale this strategy in a cost-effective manner.

Ability to Replicate

- With the additional support of student tutors, paraprofessionals will be able to spend time documenting best practices and training guides for providing tutoring via Zoom. By the end of the project, we anticipate that all Extended Education paraprofessionals, tutors, and instructional assistants, Health Science paraprofessionals, and ten other staff including Redding Learning Center staff and tutors and Extended Education faculty will be trained to effectively use Zoom for learning assistance.
- The equipment requested through the grant would help enhance our ability to provide high quality sessions, increase the use of group tutoring sessions, and establish Zoom sessions as one of the ways we provide student services. Zoom is increasingly used by businesses and nonprofit entities and we anticipate growing familiarity with this platform, particularly since it can be used free of charge.
- Given support provided by the Chancellors Office for Zoom and the District's investment in training and equipment for counselors, we anticipate having all the resources needed to ensure scalability. During training sessions for our Extended Education One Stop staff, we have observed that hands on practice has been very effective in facilitating use of the technology.

Scalability

- We foresee a number of possible applications for Zoom in the future including piloting synchronous meetings of students in Online classes, the provision of tutoring services or skill building workshops to dual or concurrently enrolled high school students, personalized outreach efforts including meeting with a counselor, career/Guided Pathways efforts to help students "get on a path", and financial aid workshops.
- Once we receive our allotment of Chromebooks to be distributed through library loan, we will be able to more fully support students who do not currently have a computer at home.
- We have begun to promote the degrees and certificates that a student can complete from our Extended Education sites; completion requires accessing one or more Online courses. We are committed to excellent support of students who might not initially be comfortable or successful in an Online environment. Zoom study and tutoring sessions as well as office hours could significantly increase success rates for such students.
- Workshops provided via Zoom can be recorded and integrated into Canvas shells, furthering access to these resources by enrolled students. Supplemental Instructors could produce or make use of Canvas recordings.

Cost Effective

- Zoom technology continues to be a low cost technology for meetings and other synchronous events. Money that students save in traveling to campuses to access services or paying for private tutoring can be used for books or other basic needs. Similarly, having presenters Zoom in from Redding or other sites saves money in mileage and the cost of substitutes needed to cover staff positions during trainings.
- Student tutors allow for a cost effective means of providing support. Employing students also contributes to their own course success and retention which translates into revenue for the District given the new funding formula. Increased funding due to improved participant outcomes will more than compensate for project costs.
- Finally, we anticipate that future desktop computers purchased by the district would have webcams installed; therefore, as existing computers are replaced, additional webcams will not be needed.

Logistics

The mini-grant cycle—to include planning, implementation, and evaluation—is a maximum of 18 months (Fall-Spring-Fall), and all funding sources should be considered. Please confirm that:

- The project phases can be completed within an 18-month cycle
- No other funding sources are available for the project
- A Budget Proposal form has been completed and is attached.

In addition, it is recommend that proposals including I.T. or Physical Plant related needs are reviewed with those departments prior to submission as those items may change the project timeline.

We are piloting this project for 18 months. During that time we anticipate being able to establish procedures that permit sustainability of the project.

There are a number of long-standing priorities related to Extended Education operational expenses that would take precedence over this project if funds were to become available. The existing Extended Education budget, therefore, cannot accommodate this request. We have made several requests to SEA funds for projects that align quite closely with the goals of that funding stream; we are also aware of the considerable pressures on the SEA budget given the sunseting of BSSOT (Basic Skills Student Outcomes and Transformation Program) and the uncertain future of Basic Skills Initiative funding. We do not currently have other sources of funding for this project.

A budget proposal is attached and reflects the costs of 18 months of operation.

We have been in communication with IT regarding equipment selection and support as noted elsewhere in this project. We will work closely with IT and Physical Plant regarding distribution and installation of equipment requested.

Signatures are required prior to submitting the application to the Office of Grant Development.

Signature of Applicant

Date

Dean or Supervisor's Signature

Date

Rev. 10/23/18

Adjusted & Approved 2019 Innovation Mini-Grant Budget Worksheet

Project #:		PROJECT NAME:		Dept.		
BUDGET ITEM		QUANTITY & DESCRIPTION	BUDGET	EXPENSES <small>7/1/19-2/28/20</small>	EXPENSES <small>3/1/20-2/26/21</small>	BALANCE
EMPLOYEE COSTS						
Faculty Professional Expert \$50/hr <i>None STRS applicable work. Object Code: 233000</i>						
Faculty Stipend <i>STRS applicable work. Object Code: 140000</i>						
Temporary Employee <i>Non-Bargained Classified Work. Object Code: 233000</i>						
Student Worker <i>Object Code: 237000</i>						
ESTIMATED BENEFIT COSTS <i>are automatically calculated using the percentages listed below</i>						
<i>Faculty Professional Expert</i> total multiplied by		8.86%	Estimated Benefits Total Cost			
<i>Faculty Stipend</i> total multiplied by		20.79%	Estimated Benefits Total Cost			
<i>Temporary Employee</i> total multiplied by		8.86%	Estimated Benefits Total Cost			
<i>Student Worker</i> total multiplied by		1.06%	Estimated Benefits Total Cost			
SUPPLIES <i>Examples: Bookstore Vouchers, Textbooks, Event Refreshments, Testing Materials, and SWAG & Shipping, etc. Object Code: 439900</i>						
EQUIPMENT (\$0-4999.99 Not Tagged) <i>(refer to the Business Office "Fixed Asset (Equipment) Purchases" for information). Object Code: 640000</i>						
EQUIPMENT (\$5000 or greater Tagged) <i>(refer to the Business Office "Fixed Asset (Equipment) Purchases" for information). Object Code: 649000</i>						
POSTAGE /ADVERTISING <i>Use for postage costs to mailing post-cards or flyers or place a newspaper or radio ad. Object codes: 508000/590400</i>						
PRINTING <i>Use for all printing related items, such as posters, flyers & brochures. Object Code: 590500</i>						
SERVICE FEES/OTHER CHARGES <i>Use for all contracted work such as speakers, trainers and installation services. Also includes facilities rentals. Object Code: 530000/573000</i>						
SOFTWARE <i>All software related licenses and purchases. Object Code: 578000</i>						
TRAVEL <i>All staff & student travel related expenses. Object Code: 511000</i>						
Note: The "Balance" and "Totals" columns auto-calculate			TOTALS			