State of California: Awards for Innovation in Higher Education
Proposal submitted by: Yosemite Community College District: Columbia College

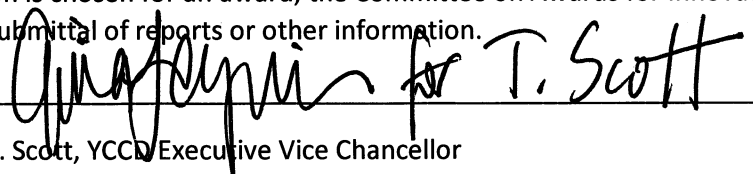|	
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	Modesto Junior College – Partner
	Yosemite Community College District (YCCD) – Fiscal Agent

Project Abstract:

The proposal, *Increasing Completion for Rural Students through Innovative Collaborations*, is designed to address the disadvantages students at Columbia College and other rural colleges throughout the state face due to limited course and program offerings. The proposed project seeks to address rural students' lack of access through the development of innovative collaborations with other educational institutions. Project activities include: collaborating with Modesto Junior College (MJC) to develop a common registration system, improve enrollment processes, explore course alignment, develop collaborative programs, and implement an educational planning portal; collaborating with area high schools to provide traditionally disadvantaged students access to college coursework via College and Career Access Pathway partnerships; and collaborating with other community colleges to offer students seamless access to online courses via the Online Education Initiative. Additionally, the project seeks to further support rural students' efforts to meet program requirements by implementing a system for awarding credit for prior experience. Combined, these activities will significantly increase student access while decreasing time to completion and total cost of attendance for students. The project builds upon Columbia's existing cross-college initiatives with MJC as well as a number of statewide initiatives including: C-ID, Degree with a Guarantee, Guided Pathways, Educational Planning Initiative, and the Online Education Initiative. The project includes a thorough evaluation of the efficacy of the program activities, which should prove informative to all community colleges statewide, but may be of particular interest to rural colleges seeking to increase student completion.

Fiscal Agent:	**Teresa Scott, Executive Vice Chancellor**
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Assurance and Signature:

I assure that I have read and support this application. I understand that, if this application is chosen for an award, Yosemite Community College District will serve as the fiscal agent for the award and that responsibility of the fiscal agent includes distribution of funds to any other participants in the application pursuant to any agreement between the participants. I also understand, that if this application is chosen for an award, the Committee on Awards for Innovation in Higher Education may request submittal of reports or other information.

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Teresa M. Scott, YCCD Executive Vice Chancellor

Increasing Completion for Rural Students through Innovative Collaborations
Columbia College, a small, rural, remote college in the Sierra foothills, and our much larger
sister school, Modesto Junior College (MJC), comprise the Yosemite Community College District
(YCCD) – a large, multi-county district in the center of the state with a mix of urban and rural
regions and a high percentage of low income, Hispanic, and first-generation students.

1. From the perspective of students, what is the problem you are trying to solve? The
overarching problem the proposal addresses is the disadvantage rural students face in reaching
their educational goals due to inadequate, unclear course and program offerings.

Students at rural colleges have lower completion rates than their peers.
Similar to other rural colleges throughout the state, students at Columbia College often struggle
to reach their educational goals. This is evidenced by the results of the 2016 California
Community College Student Success Scorecard, which indicates six year completion rates at
Columbia College (35.1%) are below the statewide average (47.1%). Additional examination of
scorecard data indicates that students at rural colleges throughout the state were less likely to
reach their educational goals than their peers. (Table 1)

Table 1: Comparison of six year completion rates between students at rural California Community Colleges and their peers.*

College Type	Number of colleges	Completion rate
Rural	13	41%
Non-rural	101	49%

Based on California Community College Student Success Scorecard 2005-2006 through 2009-2010 cohorts.
Rural colleges were those with less than 100,000 residents within 30 miles of the campus. Some colleges were omitted due to incomplete data.

Lack of access is a key factor – as students at rural colleges often can't get the courses they
need. At Columbia, as at other rural colleges in California, small enrollment limits when and
which courses are offered. With fewer students and lower demand for courses than larger
institutions, Columbia may offer courses less frequently and cancel them more often when they
don't fill. Ironically, students at the urban college in the district (MJC) also struggle with access
to courses, but in this case due to consistently high demand (long waitlists). Students at both
colleges would benefit from the ability to enroll easily at either college, as this would reduce
waitlists at MJC while filling low enrolled courses at Columbia. However, students currently
struggle to do so due to cumbersome concurrent enrollment processes. Additionally, a number
of other factors discourage completion among students served by Columbia College including:
long distances students must travel to receive in-person instruction; lack of access to dual
enrollment; lack of access to educational planning tools and clear, easily accessible, information
regarding pathways to completion; and the absence of credit for past experience.

Project significance and relevance – The proposed project is significant as it uses a
collaborative approach to increase access and reduce the time to completion for students in
rural settings while also benefiting students at the larger urban college in the district.
This project – which includes cooperative activities designed to: increase access to concurrent
enrollment, online courses, and dual enrollment, while also providing students clear pathways
to completion – can serve as a model for numerous similarly diverse regions in the state.

2. What is the innovation? The innovation is leveraging collaborations with high schools, our sister college, and other community colleges throughout the state to improve access and increase completion for students across our diverse district.

Increasing Completion for Rural Students through Innovative Collaborations

Needs & Barriers	Activities	Outputs	Objectives

Needs & Barriers

Rural student completion is hindered due to lack of access to courses and the absence of clear pathways to completion.

Access (1)

Rural students lack access to courses due to:
- Limited course offerings due to the small student population at the rural college.
- The absence of an efficient system which enables students to register for courses at our sister college, or other colleges in the state, seamlessly.
- Student confusion regarding course numbering and concurrent enrollment process.
- The distance the students, at the rural college, must travel to receive in-person instruction.
- Lack of access to college coursework and educational planning in high school.

Pathways (2)

Students fail to identify an educational goal or a clear plan to reach that goal due to:

- Lack of clearly defined pathways to earn degrees and certificates within a reasonable period of time.
- The absence of a well developed online educational planning portal.
- The absence of a well developed process for awarding credit for prior experience.

Activities

Collaboration with MJC to develop of a common registration system, improved concurrent enrollment process, and alignment of registration dates to enable students in the district to seamlessly enroll in both colleges simultaneously. (1)

Collaboration to explore feasibility of aligning MJC and CC course levels, numbering, and courses. (1)

Collaboration with other colleges to develop and offer access to online courses through the OEI. (1)

Collaboration with area high schools to provide access to college courses, and education planning, to high school students. (1,2)

Collaboration with MJC to develop collaborative programs between the colleges (exp. Public Health). (1)

Collaboration with MJC to implement Educational Planning Initiative including development of guided pathways and meta majors. (2)

Improve process for awarding students credit for past experience. (1)

Outputs

Students enroll in courses at both CC & MJC through a single portal seamlessly (1)

District taskforce develops recommendations regarding alignment of levels, numbering, and courses. (1)

Students have greater access to courses in off campus locations (such as Oakdale) and online (through the OEI). (1)

Traditionally disadvantaged students participate in college coursework and educational planning in high school.(2)

Students access educational planning services, including clear two and three year guided pathways, online through the EPI. (2)

Students receive credit for past experience.(2)

Students have access to additional programs offered in partnership between CC and MJC. (1)

Objectives

Short Term

Increase students' average units enrolled per term by 10%.

Increase number of dual enrolled high school students by 20%.

Increase number of concurrently enrolled students by 15%.

Increase proportion of students completing educational plans by 10%.

Long Term

Reduce proportion of students with excess units (over 70 units) by 20%.

Increase six year completion rate by 12%.

Reduce time to degree and therefore total cost of attendance for students.

The key elements of our project:
- Provide greater access to courses by developing and implementing a **common districtwide registration system** with a student portal that is easy to use, provides seamless concurrent enrollment and common transcripts, and resolves current confusion and conflicting procedures. Both colleges have made this a top priority because of the direct impact on every student. An Innovation Award would provide expertise and support. A technology task force with diverse representation will lead this effort, and will include a comprehensive usability audit from student and staff perspectives.
- Collaborate with MJC to provide innovative **online educational planning tools,** through the state's Educational Planning Initiative (EPI), that will give students comprehensive information on their progress each semester, provide students access to two and three year degree pathways, and allow them to map out individualized plans for various degrees and certificates. The new online system will replace the current patchwork of outdated, inefficient educational planning and communication tools.

- Explore **common districtwide course numbering and curriculum alignment.** College faculty and staff have long desired a common districtwide system to resolve current confusion and conflicts between the two schools over which courses are comparable and degree applicable. Tackling this complex task will involve close cooperation of faculty and staff at both colleges, hundreds of course content reviews, and multiple layers of faculty, district, and state approvals. The resulting changes, however, will reduce confusion and help students avoid accumulating excessive units which don't count toward their intended goals.
- **Expand access to courses** and options for meeting course requirements:
    - Initiate College and Career Access Pathway (CCAP) Partnerships with local high schools to provide students in underserved regions access to college courses and educational planning services. YCCD agreements will be among the first in the state to be adopted.
    - Develop high quality online courses that meet the standards of the California's Online Education Initiative (OEI). Columbia College is in the state OEI pilot program.
    - Develop procedures to offer credit for prior experience. This could especially benefit the region's many veterans and older students who have significant work histories.
    - Pursue cooperative programs that can be offered jointly between Columbia and MJC, starting with local needs in high demand fields such as health care and technology.

Improvements for historically underrepresented populations – Project activities specifically focus on the needs of historically underrepresented and disadvantaged students. For example, first generation students, who often lack access to individuals who are familiar with the process of navigating college, will benefit from increased access to college courses, clearer enrollment processes, and greater access to educational and career planning tools. Additionally, our evaluation plan outlines a number of specific research questions related to under-served rural populations, to determine if our activities improve outcomes for these disadvantaged students.

Use of technology – This project incorporates technology that is cutting edge for California community colleges. Among the activities: implement Educational Planning Initiative; provide online tutoring and cross-college enrollment in online courses through the OEI, and add video conferencing technology that allows instructors to conduct interactive classes for two campuses at once. Columbia and MJC have pioneered this successfully with a nursing program offered on the Columbia campus.

3. How will you implement this innovation? We have developed a detailed implementation plan with the following roles and responsibilities:

Project lead: Columbia College. Responsible for project management, coordinating task force and committee activities and project evaluation. With enrollment of about 3,800 students (2,000 FTE), Columbia is one of California's smallest rural community colleges. However, the college is proud to be "small but mighty!" Current faculty and staff have a strong track record of innovation, particularly in finding ways to increase the foothill region's very low percentage of adults with post-secondary degrees or certificates. Columbia is one of 24 pilot colleges for California's Online Education Initiative (OEI). The college was recently awarded two grants from the California Apprenticeship Initiative for new programs in hospitality, automotive technology and child development, and is one of three California applicants selected to launch a federal Educational Opportunity Center to encourage adult college enrollment in this underserved region. Columbia is one of 67 colleges in the nation selected to be an experimental site for the Second Chance Pell Grant Experiment offering financial aid to incarcerated adults who enroll at the institutions. Columbia also recently was awarded a five-year federal Title III grant to improve research capacity. Columbia's leaders are eager to build on this record of innovation.

Key partner: Modesto Junior College (MJC) – MJC faculty and staff will share in all aspects of project research, planning and implementation. With enrollment of 23,304 students (14,686 FTE), MJC is one of California's larger community colleges and operates two campuses in the heart of California's Central Valley. MJC's faculty and staff have a number of innovative projects underway. MJC is a member of the national Achieving the Dream Network. MJC was invited to apply for the Frontier Set Network, a branch of the Aspen Institute (application pending). Faculty and administrators at MJC are working on innovative improvements, including exploration of course syllabi changes and teaching methods to improve engagement for students of color; exploration of guided pathways to help students make education and career decisions; and accelerated math and English courses. In addition, MJC holds multiple federal and state grants, including awards from the Department of Education Title V, National Science Foundation, and National Endowment for the Humanities. MJC leaders are eager to continue collaborative projects to benefit students at both colleges.

Fiscal agent/technology lead: Yosemite Community College District (YCCD). YCCD oversees spending and provides grant oversight. The YCCD Grants Office is the point of contact and correspondence for award, amendments, reporting, and audit purposes. YCCD also provides all technology services for both colleges. District leaders fully support this cooperative effort to serve students more effectively and efficiently.

Project risks and mitigations – One risk suggested in previous research is that students in online courses may be less successful than those in face-to-face instruction. As mitigation, Columbia's online instructors must complete training in effective online instruction. Additionally, students must complete a module assessing readiness for online coursework and

they have access to online tutoring 24 hours a day. Another risk is that guided pathways developed for the EPI may be too prescriptive and discourage student exploration. However, educational planning tools will allow students to explore various scenarios and career paths.

Project Implementation Timeline	Lead and key staff	Year 1 2017-18		Year 2 2018-19		Year 3 2019-20	
		Fall 17	Spr 18	Fall 18	Spr 19	Fall 19	Spr 20
1. Technology upgrades for seamless interaction: Student Portal, E Transcript, Online Ed Planning	Project Director						
Convene Technology Task Force, hire IT consultant	Technology Task Force	■					
Research/recommend design/usability features		■					
Set implementation and training schedules		■					
• Launch Online Ed Plan (Starfish software)		■					
• Launch Student Portal (common registration)		■	■				
• Launch E Transcript (common transcript)		■	■				
2. Course Numbering/Course Alignment	**Project Dir**						
Convene Curriculum Task Force (faculty/staff)	Curriculum Task Force	■					
Research/recommend framework/ processes		■	■				
Secure approvals (framework/process/timeline)				■			
Implement approved elements, including curriculum and articulation processes					■	■	
3. Online Education Initiative	**A&S Dean**						
Provide incentives/training to develop OEI courses	Distance Ed Coordinator and Deans	■	■	■	■	■	■
Secure OEI approvals and offer new OEI courses		■	■	■	■	■	■
Provide OEI training, support, outreach		■	■	■	■	■	■
4. Improved Pathways	**VPI**						
Work group: research/develop process & timeline	Curriculum Task Force	■	■				
Implement CCAP agreements with high schools		■	■	■	■		
Develop guided pathways and meta majors		■	■	■	■		
Integrate pathways w/ registration & ed planning		■	■	■	■		
Develop/publish program guides (print and online)		■	■	■	■		
5. Credit for past experience	**VPI**						
Convene work group (student services, faculty)	Deans, faculty, registrars	■					
Research and develop policies, secure approvals		■	■				
Provide training and implement			■	■	■	■	
6. Collaborative programs: MJC & CC	**VPI**						
Convene work group to explore options	Faculty, Deans, staff	■					
Develop pilot projects, secure college approvals		■	■				
Launch pilots and evaluate processes and results				■			
7. Project management and evaluation	**Project Dir**						
Establish project teams, hire staff and consultants	Research office, project staff	■	■				
Finalize research questions, evaluation plan, tools		■	■				
Schedule and convene student focus groups		■		■		■	
Collect/assess data, share results, annual reports		■	■	■	■	■	■

4. How does this innovation align with other efforts you are undertaking, and how does it relate to other efforts in higher education in California? Our collaborative efforts with MJC align directly with the mission statements and strategic plans of both colleges and with the goals of the Innovation in Higher Education Awards. Many of our proposal concepts emerged from a summer workshop, "Common College Initiatives for Student Success," in which Columbia College and MJC faculty identified several barriers to student success that could be addressed jointly: cumbersome processes for registration and concurrent enrollment, confusion over unaligned course numbering systems, inconsistency in student placement, and opportunities for collaborative programs, where the colleges are unable to meet students' needs independently. A key barrier to implementation is the significant commitment of time and resources needed to tackle such a complex project. In November, the College received a College Futures Foundation planning grant to develop the cross-college collaboration described in this proposal. We believe this work has the potential to vastly improve efficiency across the district as it leverages current state and federal grants and builds on the growing spirit of cooperation among our two colleges. This project also builds on key statewide initiatives:

California's C-ID process – a mandated project to standardize common courses across the community college system. A key innovation of this project is exploring design of a district-wide course numbering system built on the C-ID framework to reduce student confusion.

Guided Pathways and the **Educational Planning Initiative (EPI)** – Connected efforts to support California community colleges by creating "structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers.[1]" Columbia and MJC have begun developing guided pathways with published materials and planning tools to clearly map out program requirements and learning outcomes, making it easier for students to select and navigate appropriate programs. The EPI supports this effort with a student services portal and education planning system that will help students make informed choices, clarify goals, and plan for success. Both Columbia and MJC have been accepted into the second cohort of colleges to implement the EPI.

"Degree with a Guarantee" Initiative – a new type of degree (Associate Degrees for Transfer) which provides students a guaranteed transfer pathway to a California State University (CSU), and enables students to complete a bachelor's degree with as little as 120 semester units of coursework. Our plans to develop guided pathways and implement the EPI will clarify the benefits and requirements for transfer degrees, and support student efforts to transfer to a four-year institution without completing unnecessary coursework.

Online Education Initiative (OEI) – a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. Columbia has participated in the online tutoring portion of the project and will begin participating in the course exchange next year. MJC will enter the next phase of the OEI.

College and Career Access Pathways (CCAP) – a statewide effort to encourage underserved high school students to participate in post-secondary education. This dual enrollment initiative provides colleges the ability to offer courses at high schools during the regular school day.

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[1] https://www.caguidedpathways.org/

5. How could this innovation be scaled up within the setting in which you work and replicated in other areas in California?

How will this project be scaled up within the setting in which we work?
Many of the innovations described in this project will be at "full scale" upon implementation, immediately benefiting all students. The common registration portal, for example, will enable students at both Columbia and MJC to register in courses across the district immediately. Other innovations will provide immediate benefits to all students upon implementation, with the benefit to students increasing as the innovation is improved upon. For example, with the implementation of the EPI, all students will have immediate access to online educational planning tools, however additional components, such as program guides and an early alert system, will be added over the course of the project.

Still other activities, such as offering of college courses in high schools, offering of college credit for previous coursework, and development of online courses through the OEI, will initially benefit a limited number of students but be scaled up over time. For example, the colleges plan to begin offering college courses to traditionally underserved students in area high schools through recently developed College and Career Access Pathway agreements beginning in Fall of 2017. These initial offerings will be limited to a couple of courses, per high school, per term. However, with support from this innovations grant, the colleges intend to expand these offerings to serve more students over time. Similarly, Columbia College will begin offering online courses through the OEI course exchange in the Fall of 2017, with plans to expand the number of courses offered as more courses are developed as a result of this innovative project.

How will this work be replicated in other areas of California?
Many of the innovative approaches proposed for increasing access and reducing the time to completion for rural students through innovative collaborations could be replicated across the state. For example, efforts to provide students with greater access to courses via an improved district portal, access to the OEI course exchange, increased access to college courses in high schools, and collaborative cross college programs would be of interest to all institutions, but may be particularly salient to colleges serving students in rural settings. These activities, and others which are incorporated in the project, such as the development of guided pathways and the provision of credit for previous experience, may also be of interest to all community colleges who are seeking innovative approaches for increasing student completion and reducing the cost of attendance for students.

6. What evidence suggests that this innovation would be effective in addressing the problem identified in your response to Item 1 and implemented successfully? A variety of evidence suggests these innovations will be effective and can be implemented with success:

- **Past experiences of multi college districts with similar collaborations** – Los Rios College District developed a common registration portal which enables students to enroll at multiple colleges in the district seamlessly. Los Rios also has taken steps to align assessment practices, ensuring students are placed in similar course levels across the district.

- **Results of previous research** – Previous research (Bailey.T, Jaggers, S.S., Jenkins, D. 2015; Jenkins, D. 2012; Student Success Task Force, 2012) suggests that student participation in educational planning, early selection of an educational program, and access to guided pathways promotes student persistence and completion. Previous research also suggests that dual enrollment is particularly beneficial to underserved students. Researchers (Hughs, Rodriguez, Edwards, and Belfield, 2012) examined the effect of the James Irvine Foundation's Concurrent Courses Initiative that enabled thousands of low-income, academically struggling high school students from historically underrepresented backgrounds to take college courses and earn college credit. They found that students who participated in dual enrollment were more likely to graduate from high school, less likely to take basic skills courses in college, more likely to persist, and accumulated more college credits than comparison students.

- **Culture of collaboration between the colleges** – Columbia and MJC already have a strong record of effective collaboration. Examples include joint participation in the EPI, development of collaborative programs (nursing program), engaging in common professional development (2016 Great Teachers Conference, 2016 Disney Training), development and support of a new Oakdale center (located between colleges), shared development of Title IX trainings, and development of this innovations grant proposal.

- **Significant state investment, and progress, in implementing EPI and OEI** – Our project is built upon the foundation laid by these two initiatives. The EPI is now entering its fourth year of operations. Its "CCC MyPath Student Services Portal" has gone live at several colleges, and student testing recently conducted at Santa Rosa Junior College and Butte College has yielded overwhelmingly positive results. The Hobsons Starfish Enterprise Success Platform is live in three pilot colleges. Meanwhile, the Online Education Initiative this semester launched its course exchange component, which provides a seamless pathway for students to register for online courses across participating colleges without requiring students to complete separate application and matriculation processes.

- **Experienced project leadership and personnel** – Columbia College Vice President of Instruction Dr. Brian Sanders will be project director. Dr. Sanders holds an Ed.D. in Educational Leadership, and Master of Arts in Mathematics. He served as a mathematics professor and dean at MJC for 21 years before joining Columbia last year. His expertise in curriculum and understanding of the two institutions will enable him to lead toward district-wide consistency where appropriate, while maintaining the individual characteristics of each college. Other key Columbia College staff include Associate Dean of Student Equity Dr. Brandon Price, Dean of Arts and Sciences Dr. Joseph Ryan, and Academic Senate President Wendy Griffiths-Bender. Lead MJC faculty and administrators include Academic Senate President Curtis Martin and Vice President of Student Services Dr. James Todd.

7. What information will you use to assess the success of this innovation in addressing the program's goals, and how will that assessment be used to inform future efforts?

The Project Director will work with research and planning personnel to evaluate the efficacy of the project and disseminate findings to stakeholders locally, and statewide. The process will include formative and summative evaluation components.

<table>
<tr><td colspan="2" align="center">Overarching research questions</td></tr>
<tr><td colspan="2"><i>What effect does ...</i>

1. Improved access to courses across the district have on units enrolled among students at a rural college?
2. Improved access to courses across the district have on concurrent enrollment among students in the district?
3. Improved access to courses via the OEI have on access to needed courses among students at a rural college?
4. Access to online educational planning tools have on student persistence and completion at a rural college?
5. Implementation of College and Career Access Pathways have on college enrollment among traditionally disadvantaged high school students?

6. The provision of credit for past experience have on reducing unnecessary course taking?</td></tr>
<tr><td colspan="2" align="center">Examples of Formative Evaluation Activities</td></tr>
<tr><td align="center">Objectives</td><td align="center">Activities</td></tr>
<tr><td>Increase student access to courses.

Increase proportion of students completing educational plans.

Reduce proportion of undeclared students.

Increase college enrollment among traditionally disadvantaged high school students.

Increase completion rates and reduce time to completion.</td><td>• Conduct student and staff focus groups regarding barriers to course access, such as technology, distance, etc.

• Examination of dual enrollment trends and survey of high school students to determine courses / programs of interest.

• Survey of students participating in OEI course exchange.

• Workgroup to explore alignment of course numbering and curriculum across the district.</td></tr>
<tr><td colspan="2" align="center">Examples of Summative Evaluation Activities</td></tr>
<tr><td align="center">Objectives</td><td align="center">Method of Analysis</td></tr>
<tr><td>Increase student access to courses.

Increase proportion of students completing educational plans.

Reduce proportion of undeclared students.

Increase college enrollment among traditionally disadvantaged high school students.

Increase completion rates and reduce time to completion.</td><td>Pre and Post program implementation comparisons:
• Average unit enrollment
• Number of students enrolled at both colleges
• Proportion of students completing educational plans.
• Proportion of undeclared students
• Number of dual enrolled students
• First year student persistence rates
• Units completed after 1,2, and 3 years
• Number of students with excess units
• Completion rates</td></tr>
</table>

The results of the evaluation efforts will be disseminated through a variety of methods:
- Annual reports from Student Success Councils regarding efforts to increase student success
- Columbia College research briefs (hosted on the institutional website)
- Presentations to campus and community stakeholders
- Conference presentations on strategies for increasing success among students at rural colleges

8. What resources or commitments, or both, do you currently have to support this innovation, and how will implementation of this innovation be sustainable over the long-term? Project partners already have invested significantly in this project. To date, the district and colleges have:

- Purchased student portal technology and online educational planning software and are now planning steps for design, implementation, and training.
- Developed several online courses for inclusion in the course exchange for the OEI.
- Developed College and Career Access Pathway partnership agreements with feeder schools.
- The colleges have developed pathway templates for degree and certificate programs.
- Faculty and staff have started exploring a framework for course numbering and course alignment, and Columbia recently completed re-aligning general education requirements. This brought the colleges' GE requirements closer, while still meeting their unique needs.
- Columbia's new Title III grant, which includes investments in research staff, technology, and improved communication and training, will fully support our innovation goals. The data dashboards and reports developed under the grant will be shared with MJC and utilized to evaluate the impact of this program.

An Innovation Award will build on this momentum and let us focus resources on the most complex aspects. Key personnel will be compensated for their time and expertise, and coordinating the activities via the grant will integrate efforts and increase impact. If selected for an Innovation in Education grant, resource allocation will be focused primarily on one-time staffing needs and technology: freeing up senior faculty at Columbia and our sister college for in-depth work on the project's Technology Task Force, Curriculum Task Force and work groups; development of online courses; providing temporary administrative and technology support staff and specialists for project activities; investing in related software and equipment, and supporting travel and meeting costs for cross-college committee work.

PROPOSED USE OF GRANT FUNDING	Yr 1	Yr 2	Yr 3	Total
Personnel: salaries, stipends, fringe	$530,000	$635,000	$625,000	$1,790,000
Faculty: 6 adjunct (backfill task force leaders) + stipends				
Support staff: 3-5 positions: project activities, eval + mgmt				
Equipment and supplies	$222,500	$2,500	$0	$225,000
Video conferencing / 2 classrooms. Equip 5 workstations.				
Travel, meetings, trainings	$21,000	$5,000	$4,000	$30,000
Research site visits (4/4 people @ $1k) + work teams				
Consulting and Services	$125,000	$80,000	$0	$205,000
Software subscriptions, IT services, marketing				
Indirect (4%) and contingency (6%)	$90,000	$80,000	$80,000	$250,000
PROJECT TOTAL	**$988,500**	**$802,500**	**$709,000**	**$2,500,000**

Project sustainability and generation of other funding – Sustaining these innovations will consist mainly of maintaining software subscriptions, training new staff, updating educational planning tools and marketing materials, and following procedures to keep curriculum alignment current as new courses are added. These tasks can be absorbed easily into the workload of current staff. While the innovations themselves do not require significant effort to maintain, we believe they will have a significant long term effect on student access and completion.