

2018 Innovation Mini-Grant – FINAL REPORTING



This form is required for your Innovation Mini-Grant. Please feel free to add any attachments regarding your project. Photos and videos are especially welcome. If you have any questions, or need any help completing this form, please contact Amy Schutter, Director of Grant Development, at 242-7713 or aschutter@shastacollege.edu. Please submit this completed form to the Office of Grant Development no later than **March 31, 2020**.

Thank you for your support and dedication to innovation at Shasta College!

Project:	PLO Special Projects	Grant No.:	18MG-4
Grantee(s):	Sara McCurry		

Section 1: Narrative

1. What were the key activities of this grant?

- Spring 2019: Participating faculty (Debbie Whitmer and Kate Ashbey of Early Childhood Education program) read the book *Meaningful and Manageable Program Assessment: A How-To Guide for Higher Education Faculty*
- Spring 2019: Faculty met for in April to discuss the book and design a PLO project for their newly developed (Fall 2018) PLO for ECE 9.
- Fall 2019: Faculty re-designed the SLO for ECE 9 to align with the new PLO, designed a corresponding assignment for the SLO using an interactive program called “Developing Lives,” and conducted an ungraded survey assessment of participating students to see how successfully the students met the SLO and PLO.

2. What aspects of the activities and/or grant were successful?

- Faculty had a recently updated PLO that they measured using a newly designed SLO for ECE 9. Although their assessment results were not as successful as they had hoped (see #6 below), the process sparked discussion with other ECE faculty about course alignment within programs.
- Participating ECE faculty have sent out a faculty survey to begin a professional learning community to continue the process of aligning their PLOs with all their coursework, making sure that all faculty understand where their classes fit in the scheme of meeting the program PLOs.
- Enhanced ECE faculty dialog and planning for SLO/PLO alignment.

3. How was/is this grant beneficial to Shasta College students?

- ECE 9 is key for the Early Childhood Education program students, but it is also a transfer level class required for several other majors, and thus it helps prepare students for roles in

social work, psychology, teaching, coaching, therapy, etc., who all need to know what's normal, typical, and expected in childhood development. Successful measurement of the PLO will help determine students' competency in this knowledge.

4. What aspects of the activities/and/or grant were challenging?

- Faculty are still reticent about taking on special projects during the semester, even with a stipend, and particularly when related to learning outcomes work, which I think explains the low number of participants. It was my hope that the stipend and a chance to improve and directly assess a PLO (as envisioned in the original proposal) would incentivize faculty, but even with several calls for participants, I ultimately only had two interested faculty. Scheduling time to meet with busy ECE faculty was also a challenge.

5. What, if anything, would you do differently if you could do this over again?

- As the grantee and SLO Coordinator, I would have to say that I overestimated faculty's potential interest in and time for this project. I was grateful to get two interested faculty! This experience has helped me continue to shape my professional goals as SLO Coordinator, focusing on briefer PD opportunities for faculty that may not conflict with their existing schedules or demand too much of their time.
- Kate Ashbey expressed that if she were to conduct the assessment for the PLO again, she would make it a graded assignment rather than an ungraded survey so that more students would participate. She also indicated that additional, formative assessments earlier in the semester might yield better results.

6. Please provide any data you have obtained regarding this project, whether reflecting success or otherwise. (Consult the Research Office if you need assistance with data collection.)

Program Learning Outcomes (PLO) project in Early Childhood Education, Fall 2018-Spring 2020

Kate Ashbey, ECE Faculty, March 9, 2020

In the Fall of 2018, the ECE Faculty changed the Program Learning Outcome for ECE 9: Child Growth and Development to:

Upon successful completion of this degree, the student should be able to exhibit skill in identifying the needs, the characteristics, and multiple influences on the development of children from birth to age eight.

This change required us to reassign the SLO we were using to measure student learning in this category.

In order to track this new outcome, we agreed to implement a new learning tool called "Developing Lives", an interactive, virtual parenting program provided by our textbook publisher.

In the program, students complete an initial questionnaire designed to assess their personality, academic skills and athletic achievement. Based on this initial assessment, students choose an avatar, a partner and give birth to a virtual baby. Throughout the major stages of development, from birth to age 18, they make key decisions most families make, such as breastfeeding, returning to

work, choosing day care, etc. Along the way they receive feedback on how their child is doing. At the end, their virtual child exhibits outcomes – like going to college or getting a job - based on the correlational research.

To capture the learning, we developed an ungraded Canvas outcomes survey and administered it to two online sections. A total of 28 students completed the questionnaire. The questions were:

1. Think about your previous understanding at the start of the course compared to now. Did the Developing Lives activities in this course provide new and helpful information on child development? (96% answered “true”)

2. As a result of Developing Lives, do you feel more knowledgeable about the characteristics of the different stages of child development? (91.5% answered “true”)

3. As a result of Developing Lives, do you feel more confident in your ability to identify the needs of children in different stages of development? (88.5% answered “true”)

4. If you encountered a two-year old child who had not yet said his first word, you would say:

This child is developing atypically (69%) *Correct answer

This child is developing typically (21%)

I don't know (14%)

*typical 2-year-olds should have a vocabulary of 50 words or more.

5. List five (5) influences (such as prenatal stress) that might impact a child's development from birth to age eight. (Most students were able to correctly identify factors such as SES, parenting styles, nutrition, sleep, drugs, abuse/neglect, etc.)

The results indicate that while students report increased confidence and knowledge of typical development, when asked to apply this knowledge their performance was not impressive. We believe in order to truly assess this PLO we need to have a more robust assessment of developmental milestones during the course. While “Developing Lives” is a fun, interactive program that most students enjoy, it does not appear to be an effective tool for increasing student’s working knowledge of development.

7. If this project is scalable, please describe the method by which scaling up could take place, and which areas might benefit from lessons learned through this project.

- N/A

Section 2: Demographics

Please complete the following table which tells Shasta College about who you served with this grant.

Category	Unduplicated Number Directly Served	Unduplicated Number Indirectly Served (estimated)	Notes
SC Faculty	2	10 (ECE faculty)	
SC Students	28 (participants in Spring 2019 survey)	350 (ECE 9 students/year)	
SC Campus (in General)	N/A		Difficult to assess as this was an early stage project
Other Constituents	N/A		Difficult to assess as this was an early stage project

Section 3: Project Expenditures

Attach a copy of the completed 2018 Approved Innovation Mini-Grant Budget Worksheet

FINAL & CORRECTED -2018 APPROVED INNOVATION MINI-GRANT BUDGET WORKSHEET

PROJECT NAME: Program Learning Outcomes Special Project (SLAM)		APPROVED BUDGET	EXPENSES 7/1/18 - 2/28/19	EXPENSES 3/1/19 -2/29/20	BALANCE
BUDGET ITEM	DESCRIPTION				
PERSONNEL /BENEFITS					
Faculty Professional Expert \$50/hr	Amended to 2 faculty, 5 hrs/semester for Spring 2019 and Fall 2019 (10 hrs. each total)	5,700.00	0	1,000.00	4,700.00
Associated Benefits = 9.609% multiplied by Faculty Professional Expert Costs (547.71)		544.00	0	58.09	485.91
Faculty Stipend (STRS applicable work, all other work paid as Faculty Professional Expert)					
Associated Benefits = 26.28% multiplied by Stipend Amount					
Temporary Employee (Non-Bargained Classified Work)					
Associated Benefits = 9.609% multiplied by Temp. Employee Costs					
Student Worker Costs					
Associated Benefits = 1.809% multiplied by Student Worker Costs					
Contracted Work					
SUPPLIES					
Bookstore Vouchers					
Textbooks	12 –Meaningful & Manageable Program Assess. (\$28.45 per book = \$341.40)	346.18	335.18	0	11.00
Printing					
Supplies & Materials	Shipping costs, binders, pens, etc.	159.00	0	0	155.00
Event Refreshments					
Capital Outlay					
Equipment (\$0- 4999.99) Not Tagged					
Equipment (\$5000. or greater) Tagged					
TRAVEL					
Transportation -Student Field Trips					
Field Trip Expenses					
FOR USE ONLY BY THE OFFICE OF GRANT DEVELOPMENT					
18-19 to 19-20 Adjustment (?)	Benefits -4.00 (548.-4=544.)				
18-19 to 19-20 Adjustment (?)	Supplies +4.00 (155.+4.=159.00)				
18-19 to 19-20 Adjustment (rounding)	Supplies +4.18 (342.+4.18=346.18)				
TOTALS		\$6,745.00	\$335.18	\$1,058.09	\$5,351.91