

# 2025 Innovation Mini-Grant Application



Applicant:	Bethany Sutton
Division/Dept. Name:	Early Childhood Education
Project Title:	Faculty Fundamentals: Using Design Tools to Improve Online Learning
Focus Area:	<input checked="" type="checkbox"/> Pedagogy <input 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)

**Overview:**  
 Faculty Fundamentals is a professional development initiative designed to enhance the teaching and learning experience in Early Childhood Education (ECE). It will consist of monthly 2-hour meetings designed to assist part-time faculty to create cohesive, interactive, and standardized learning environments in Canvas. Included in the initiative will be Design Plus training sessions, course updates and peer reviews, and standardized student and program learning outcome assessments (SLO/PLO). We strongly believe this project will increase success, retention, and persistence and improve online learning for students.

This project aligns with the institution's vision and strategic plan by ensuring consistent, high-quality instruction through standardized assessments, Canvas design, and faculty training. It introduces innovative methodologies such as performance-based assessments, competency-based education (CBE), and new instructional tools in Canvas to create a more cohesive and student-centered learning environment.

**Rationale:**  
 With the implementation of Competency-Based Education (CBE), Credit for Prior Learning (CPL), and the Curriculum Alignment Project (CAP), the need for performance-based assessments in core ECE courses has become evident. The targeted courses include ECE 9, 2, 20, 17, 15, 52, 28, 7, and 8, but all ECE faculty will be invited to participate. The goal is to standardize these assessments across all courses and delivery modalities while providing ongoing professional development for faculty.

By incorporating Design Plus tools into the core ECE courses in Canvas, this initiative will ensure a uniform course design, offering students a seamless learning experience as they progress through their academic pathway. Regular engagement with part-time faculty will further enhance instructional consistency and effectiveness.

**Plan:**

Strategic Plan Alignment:

Outcome 2.1: Enhance the online learning experience for students.

- Strategy 2.1.1: Develop a peer mentor program where experienced online instructors provide guidance, share best practices, and support faculty to ensure substantive student interaction.
- Strategy 2.1.2: Assess faculty training needs and offer group and individualized professional development opportunities to enhance online teaching.
- Strategy 2.1.3: Expand instructional design support to assist faculty in creating engaging and effective online courses.
- Strategy 2.1.4: Conduct regular accessibility audits for online courses and provide faculty with training and resources to address accessibility challenges, ensuring equitable student access.

**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.)

Student Impact:

- Learning Outcomes: Standardized assessments and faculty training will improve student performance and comprehension across ECE courses.
- Achievement Gaps: This initiative will address disproportionate impact by ensuring all students receive high-quality instruction and access to equitable learning resources.
- Documentation of Results: Data will be collected on student learning outcomes, faculty training participation, and course Success and Retention to measure program success and inform future improvements.

## **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

Faculty Fundamentals will require ongoing training in Design Plus tools in Canvas.

Beginning in August, 2025, Yun-Pu Yang, Senior Online Learning Instructional Technician, will be providing training and support during monthly meetings. The meetings will be offered in person with a Zoom option. Part-time faculty who are unable to attend the scheduled meetings will have the option of completing online, self-paced Design Plus training.

Yun-Pu and Will Breitbach, Associate VP of Instructional Services, are aware of the project and have agreed to partner with us, see attached email.

## **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](mailto:kmahar@shastacollege.edu).)

Future Possibilities:

· **Replicability:** The Faculty Fundamentals model can be adapted for other academic departments to enhance faculty development and standardize student learning experiences across disciplines.

· **Scalability:** With a structured approach and documented results, this initiative can be expanded to serve a larger faculty base, including adjunct instructors, new hires, and interdisciplinary faculty members.

**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](mailto: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](mailto:igreenleaf@shastacollege.edu) to discuss and receive approval.

Our project can be completed within 18 months, We have contacted William Breitbach, Paul Burwick, and Yun-pu, Yang about the trainings and have recieved their support in the project. Meeting once monthly for 15 months.

**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.**

<b>Applicant(s) Signature</b>	
<b>Dean or Supervisor's Signature (required)</b>	<b>Mark Klever</b>  Digitally signed by Mark Klever Date: 2025.04.01 11:49:04 -07'00'
<b>I.T. Consulted (if needed) (Signature)</b>	
<b>Physical Plant Consulted (if needed) (Signature)</b>	

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## 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.

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BUDGET ITEM	QUANTITY & DESCRIPTION	TOTALS
<b>EMPLOYEE COSTS</b>		
<b>Faculty Stipend:</b> STRS-applicable work. Estimate the number of hours needed x \$50 per hour. Stipends are subject to taxes and benefit deductions.	Part-time ECE Faculty stipends 15 meetings x 7 faculty x 2 hours x \$50	10,500.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
<b>Student Worker:</b>		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
<b>ESTIMATED BENEFIT COSTS</b> - 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%	

BUDGET ITEM	QUANTITY & DESCRIPTION	TOTALS
<b>SUPPLIES:</b> Event refreshments, testing materials, promotional items, etc.		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
<b>STUDENT AID:</b> 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
<b>FACILITY RENTALS:</b>		\$ 0.00
		\$ 0.00
		\$ 0.00
<b>EQUIPMENT (\$0-\$4,999.99 Not Tagged):</b> (Refer to the Business Office "Fixed Asset (Equipment) Purchases" for info.).		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
<b>EQUIPMENT (\$5,000 or greater Tagged):</b> (Refer to the Business Office "Fixed Asset (Equipment) Purchases" for info).		\$ 0.00
		\$ 0.00
		\$ 0.00
		\$ 0.00
<b>POSTAGE/ADVERTISING:</b> Postage, costs to place a printed, radio or web-based ad.		\$ 0.00
		\$ 0.00
		\$ 0.00
<b>PRINTING:</b> Printing-related items, such as posters, flyers, brochures, and classroom materials/manuals.		\$ 0.00
		\$ 0.00
		\$ 0.00
<b>SERVICE FEES/OTHER CHARGES:</b> Contracted work such as speakers, trainers, and other professional services.		\$ 0.00
		\$ 0.00
		\$ 0.00
<b>SOFTWARE:</b> Software-related licenses and purchases.		\$ 0.00
		\$ 0.00
		\$ 0.00
<b>TRAVEL/OTHER TRAVEL:</b> Staff/Other & Student Field Trip costs.		\$ 0.00
		\$ 0.00
		\$ 0.00
<b>BUDGET TOTAL</b>		<b>\$ 0.00</b>

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