

2020 Innovation Mini-Grant – FINAL



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 242-7534 or aschutter@shastacollege.edu. Please submit this completed form to the Office of Grant Development no later than **September 1, 2022**.

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

Project:	Cross Sector Collaboration and Enrichment Project	Grant No.:	MG20-4
Grantee(s):	BAITS; Becky Roe & Angela Cordell		

Section 1: Narrative

1. What were the key activities of this grant?

- A. Engage accounting students with Heavy Equipment Logging Operations certificate program in order to provide an opportunity for them to gain practical application of accounting theories being taught.
- B. Integrate “real-world” project(s) into existing coursework in order to support SLOs.
- C. Engage external industry professionals (accounting/business and forest sector) to share experience with students.
- D. Provide students opportunity to explore career pathways in a key local/regional industry.

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

- A. All anticipated grant activities were completed successfully.
- B. The grant activities saw participation from more than 150 accounting students.
- C. The grant funds went much farther than anticipated, allowing for the funding of professional development activities for Juanne Van Der Linde. These activities included attendance at an industry conference and CMA tools and resources for classroom implementation.

Fall 2022 Summary from Juanne:

“The initial projects were great, then this semester I focused on passing Part 1 of the CMA exam. Part 2 should be complete by summer, then I will have earned my CMA designation. It has been an incredible professional development opportunity. Furthermore, I was able to

research case studies for my classes as an IMA member. I'm hoping to introduce my first case next semester. The cases come straight from the Institute of Management Accountants, and allows students to apply the concepts with real-world situations. The cases call for critical-thinking and application.

Also, I explored Perusall as a new learning tool for my online students. Perusall lets students annotate videos (and other resources) while discussing with their peers. The setup is similar to what you might find in social media threads. The system uses AI to gauge student engagement. Next semester we get to introduce students to ClassCred, which is a gamification tool."

Ultimately, this grant was the impetus for an Accounting Clerk apprenticeship, which was just registered by the Department of Apprenticeship Standards in November 2022.

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

Through this real-world implementation project, students were given the opportunity to apply accounting theories and technical skills learned throughout this and previous courses. The students' performance and positive feedback exceeded our expectations and went above and beyond those outlined in the Student Impact section of our original application. Here are just a few of the sentiments and revelations shared by students:

- *"When we did the Demonstration of Prior Learning Project, we were able to apply the content we learned in class to a real life scenario. Finding out information such as the salvage value and useful life showed how concepts we had been studying in class related to an actual business. By doing so, it made it one of the most memorable parts of the class, and illustrated the value of applying your studies to a real-world situation."* – Anna Launder
- *"Today I think depreciation and everything related to it more often than I ever thought I would. It was interesting to have a project on a real life machine rather than just a made up scenario."* – Lea Licea
- *"My experience during the final project was exceptional. The final project taught me more about the importance of leadership and preparation than accounting. As a natural-born introvert, I am usually not one to speak up in group situations. I studied the process beforehand and made sure that I was equipped with the knowledge to complete a depreciation schedule through and through, but I was not expecting to speak out and be a leader. As it turns out, I found my voice during the project. I ended up speaking more than anyone in the group and helped to guide my team through the process of our group project. What set this assignment apart from other group projects I have done in the past is that we were working on something that gets done in the REAL world by REAL accountants. In business, collaboration and project management are essential to any company's success. During projects, people are*

exchanging suggestions and trying to find solutions to problems just like we were. Our final project allowed us to collaborate and bounce ideas off each other in a way that challenged us and made us grow. The depreciation schedule project was the first time I had ever done a project and thought, 'Businesses in the real world are sitting in an office doing what we are doing.' ... I want to emphasize that this project was the most realistic simulation of how business is conducted in real life. No other project I have done in college has replicated the practical experience quite like the final project. Acquiring theory and knowledge of accounting principals are great, but when I got to put it to use, I made my biggest leap." – Sean Salyer

- *"Going into the project I was nervous at the aspect of working with others on such a large project, but it ended up going really well. It was nice to see how what we were learning translated to real life. Even for the beginning part of the project where we had to figure out how much the piece of equipment cost and the salvage value, we were making phone calls to the company, and it was a great learning experience."* – Kaily Yap

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

Covid-19 presented both barriers and unanticipated challenges to the implementation of this grant. Our initial project concept included taking accounting students to the logging training location. However, with Covid restrictions hitting shortly after being ready to move into our implementation phase, we patiently paused for our incredibly resilient faculty and students to readjust and pivot to an online learning environment. We adjusted our initial plan to include the use of video for Juaune's accounting students to get a virtual, first-hand look at the equipment being utilized and assessed through the project.

As Covid restrictions dissolved, we looked forward to taking Accounting students to the woods and on other field trips, but class schedules, student work schedules, weather, and field trip protocols made this challenging.

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

The outcome of this project was so successful, it would have been wonderful to better document Juaune's process for the sharing of best practices with other faculty. There is still potential to do this in the future.

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.)

150 students directly served.

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.

Juanne Van Der Linde has committed to continuing to apply real-world projects and assignments in her Accounting classes. This opportunity for real-world application has the potential to be applied throughout the business and finance disciplines and should be considered by all faculty.

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	1	2	The development and registration of the Accounting Apprenticeship has included Juanne Van Der Linde and Scott Gordon.
SC Students	150	Unsure	Number per faculty.
SC Campus (in General)	4	Unsure	Angela Cordell, Becky Roe, Sarabeth Angel-Towner, Molly Stimpel
Other Constituents	3	12	Equipment sales reps, Industry partners, SCLC, CRAFT UTC Committee

2020 Innovation Mini-Grant Budget Worksheet

Project #:		PROJECT NAME:		Dept.		
BUDGET ITEM		QUANTITY & DESCRIPTION	BUDGET	EXPENSES <i>7/1/21-6/30/22</i>	EXPENSES <i>7/1/22-9/30/22</i>	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		10.41%	Estimated Benefits Total Cost			
<i>Faculty Stipend</i> total multiplied by		21.31%	Estimated Benefits Total Cost			
<i>Temporary Employee</i> total multiplied by		10.41%	Estimated Benefits Total Cost			
<i>Student Worker</i> total multiplied by		1.76%	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" column and "Totals" auto-calculate			TOTALS			