

2020 Innovation Mini-Grant – FINAL REPORT



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:	Active Learning Through Modeling	Grant No.:	20MG-9
Grantee(s):	Nikki Raymond (took over from Laura Bleeker)		

Section 1: Narrative

1. What were the key activities of this grant?

The key activities of this grant included 1. Identify high-quality scientific models to provide hands-on, active learning; 2. Order the models and accompanying technology and 3. Install them in the TLC, building 700; 4. To train staff in best practices for handling models & increase student engagement; 5. Marketing the opportunity to corresponding courses and then 6. track student engagement.

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

We were able to close the gap between online learning and practical application by providing resources to students which were previously unavailable or inaccessible. We saw an increase in students visiting the TLC and were even able to recruit new tutors by offering active learning through our science models.

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

This grant benefits all students taking prerequisites for the nursing program and other allied health professions, as well as kinesiology and physical therapy majors. This grant is successful at providing a hands-on learning experience to both tutors and students alike and dramatically helps those taking online biology classes.

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

The pandemic continues to alter the shape of academic engagement, particularly in the sciences. It has been a struggle to find qualified science tutors, and especially those who are experienced with these models and technology. Another struggle was to coordinate space for the technology we ordered with the grant. We are still in the process of figuring out how to make the tech accessible given the limited space in the TLC.

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

I was new to this role in Shasta College when I took over this grant. With simply more experience under my belt, I feel like in the future I'd be much more prepared to handle the logistical dynamics of a grant.

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.)

A small set of data was collected from 2-7-22 through 3-4-22 from students taking Human Anatomy (ANAT-1). Students who visited the TLC and used resources provided by this grant more than 5 times scored an average of 85% on their exams. Students who used resources from this grant only 3-4 times scored on average 75% and students who visited 1-2 times only scored on average 56%. (Continued on pg. 6)

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.

I think that this project shows that most students prefer to have a hands-on learning experience, and that online instructors can easily promote the benefits of a learning center by simply encouraging their students to attend. Scalable methods could include expanding this to other departments, like math and business, to provide visual aids and ultimately encourage a more equitable, universal design for learning.

Section 2: Demographics

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

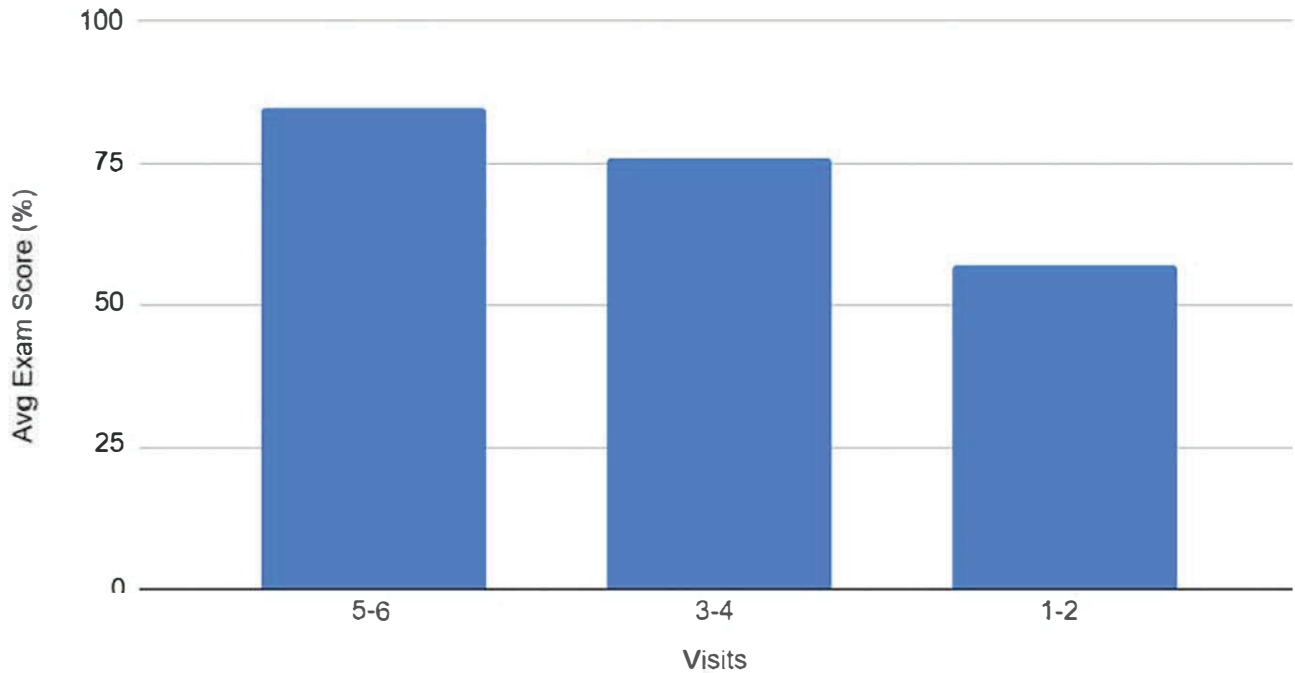
Category	Unduplicated Number Directly Served	Unduplicated Number Indirectly Served (estimated)	Notes
SC Faculty	1	5	Jessica Colwell worked closely with me in helping me fine-tune the grant model purchases to make sure we provide the most accurate resources to serve the most students. This collaboration was successful in benefiting all life science faculty.
SC Students	60	200	Unduplicated number of students is also an estimate, but on average we have seen about 20 anatomy/biology students per semester who became TLC "regulars" since Spring 2022.
SC Campus (in General)	60	500	Any student who is taking a relevant course could benefit from using the models. For example, a liberal arts major taking a psychology course can check out a brain model to study the regions)
Other Constituents	12	60	Tutors, staff and admin here at the TLC can use these models to provide support and engagement to any student who needs it. We have also had the marketing team on-campus use the models in their photos and videos!

Section 3: Project Expenditures

- ✓ Submit a copy of the "APPROVED - 2020 Innovation Mini-Grant Budget Worksheet" with the "Expenses 7/1/21 – 6/30/22" column completed with this report.
- ✓ The "Quantity & Description" and "Budget" columns are read only fields. You will not be able to change or enter information into these fields.
- ✓ The "Balance" column auto-fills and auto-calculates for convenience. Using Tab or your mouse to advance to the next box will prevent this from auto filling & calculating correctly.

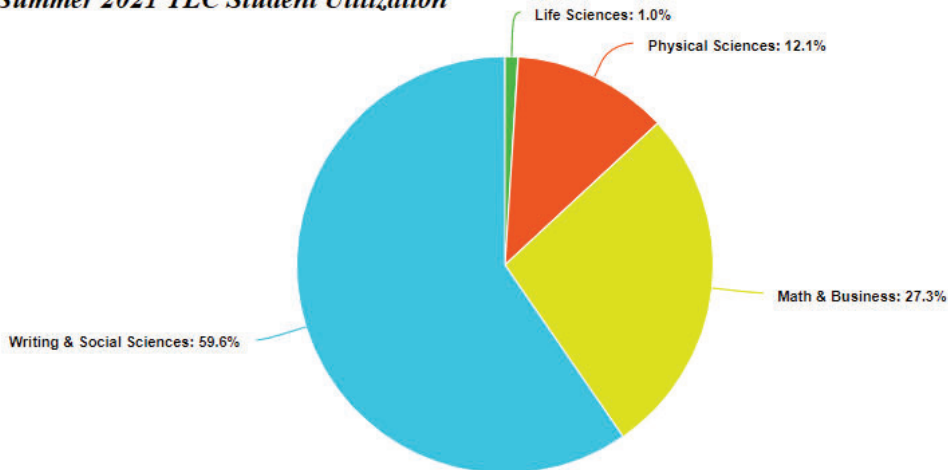
Project #:	PROJECT NAME:		Dept.			
BUDGET ITEM		QUANTITY & DESCRIPTION	BUDGET	EXPENSES 7/1/20-6/30/21	EXPENSES 7/1/21-6/30/22	BALANCE
EMPLOYEE COSTS						
Faculty Professional Expert \$50/hr <i>None STRS applicable work. Object Code: 233000</i>						
Faculty Stipend <i>STRS applicable work. Object Code: 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 Examples: Bookstore Vouchers, Textbooks, Event Refreshments, Testing Materials, and SWAG & Shipping, etc. Object Code: 439900						
EQUIPMENT (\$0-4999.99 Not Tagged) (refer to the Business Office "Fixed Asset (Equipment) Purchases" for information). Object Code: 640000						
EQUIPMENT (\$5000 or greater Tagged) (refer to the Business Office "Fixed Asset (Equipment) Purchases" for information). Object Code: 649000						
POSTAGE /ADVERTISING Use for postage costs to mailing post-cards or flyers or place a newspaper or radio ad. Object codes: 508000/590400						
PRINTING Use for all printing related items, such as posters, flyers & brochures. Object Code: 590500						
SERVICE FEES/OTHER CHARGES Use for all contracted work such as speakers, trainers and installation services. Also includes facilities rentals. Object Code: 530000/573000						
SOFTWARE All software related licenses and purchases. Object Code: 578000						
TRAVEL All staff & student travel related expenses. Object Code: 511000						
Note: The "Balance" column and "Totals" auto-calculate			TOTALS			

Avg Exam Score (%) vs. Visits



Data provided by Jessica Colwell, Human Anatomy (ANAT 1) Instructor - Spring 2022

Summer 2021 TLC Student Utilization



6. (Continued) As seen on the graph to the left, life science student engagement during the Summer 2021 and Summer 2022 semesters increased from 1% to 20% due partly to a return to in-person learning, but also because of the resources provided by the Innovation Mini-Grant. Direct faculty engagement played a key factor in this as they were able to market the services directly to their students and offer extra credit as an added incentive to visiting the TLC.

Summer 2022 TLC Student Utilization

