

Sabbatical Proposal

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Submitted Fall 2018 for Fall 2019

1. Statement of Purpose

Laura Hope, Executive Vice Chancellor of Educational Services and Support, wrote in her July 10, 2018 email memo, Assembly Bill 705 (AB 705) “is designed to accomplish several important outcomes that are paramount to the Chancellor’s Vision for Success:

1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year
2. Minimize the disproportionate impact on students created through inaccurate placement processes ...

...faculty, staff and administrators will need to actively engage various aspects of developmental education reform: assessment and placement, curricular design, co-curricular design, and non-curricular support. Colleges should see this as an urgent call to innovate in order to serve their communities with the expectation that after two years; collected data will show improved rates of completion of transfer-level English and mathematics attainment.”

In the 14 years of teaching mathematics at Oxnard College (OC), the dawn of AB 705 implementation makes this the most interesting of times. I tell students in my classroom that math is the language of the gods, a language intended to understand the world. In education, math is the gatekeeper, allowing a few to venture into educational success, but for many more, including our students at Oxnard College, the math gatekeeper kills their dreams of opportunity, getting a good job and a successful life. AB 705 creates access to transfer level math courses and removes the expensive and discouraging barrier of a long sequence of remedial math courses. AB 705 requires OC to reform how we place students into math, what courses students take, and what and how we teach math.

AB 705 prohibits colleges from placing students into remedial courses unless the college can prove that placing students into a remedial math course increases their likelihood of succeeding in transfer level math within one year. In Hope’s email memo, she references and emphasizes the importance of educational reform as well as critical practice of gathering and

evaluating data. The goal of AB 705 is to give underprepared students' access to redesign remedial placement, redesigned curriculum, and career pathways. As an AB 705 Math Co-Facilitator, I have worked with my department, my Dean and my Vice President of Academic Affairs to adopt the math placement rules as set by the Hope's email memo; propose pilot co-requisite courses offered during the spring 2019; redesign our course offerings for fall 2019 implementation; and communicate with the campus about math's curricular redesign.

As an AB 705 Math Co-Facilitators for AY 18-19, my primary responsibility is to establish the institutional structures of the AB 705 implementation, such as the math placement rules, restructure of the curriculum, communication with various OC faculty, departments, students, and community. The math department has restructured the OC math placement rules as outlined in Hope's email memo, which is minimum compliance. As stated in AB 705, "colleges may require students to enroll in additional concurrent support ... during the same semester that they take a transfer-level English or mathematics course but only if it is determined that the support will increase their likelihood of passing the transfer-level English or mathematics course". Increasing the likelihood of students passing a transfer level math course at OC is the foundation of my sabbatical proposal, to enrich our math support courses to maximize the success rate of Oxnard College students in transfer level math courses. This step is vital to transitioning from institutional changes to a fundamental motivational change in the classroom for student success. Also, Guided Pathways, California Promise Grant (previously known as BOGG) and the funding formula depend on successful implementation of AB 705.

My request for a fall 2019 sabbatical is to meet the time constraints. Hope's email memo states colleges have two years to collect data and make modifications to the placement rules if needed. The funding formula starts this academic year. As part of that formula, the district will receive funds based on the success rate of students that complete the first year of transfer level math and English, and also in completion of programs that require mathematics. For this reason, identifying best practices through literature, visiting CCC math classrooms, observing OC math classroom activities, and reviewing OC data is paramount to the time constraints. Gathering and reviewing information during the first semester will allow short term changes, if any, to be made for spring 2020 and plan for long term modification to our math curriculum. AB 705 is a game changer, and this is uncharted territory for OC.

This sabbatical proposal is aligned with OC Mission Statement: “Oxnard College is a learning-centered institution that embraces academic excellence by providing multiple pathways to student success.” AB 705 allows students access to entry-level college transferable math courses. The co-requisite model will give students options to succeed by challenging their potential and provide a support structure in the co-requisite classroom without compromising the integrity of the college level math courses. Furthermore as stated in the Strategic Planning documents, the math department committed to becoming AB 705 compliant.

2. Rationale

a. Professional Development. During my sabbatical, I plan to expand my AB 705 knowledge so that I will be a greater asset and credit to Oxnard College and the District. This spring 2019, I will be the only tenured math faculty teaching one of the math pilot co-requisite courses, Math 098V Algebra Support for Math R115. Teaching the co-requisite course before AB 705 becomes in effect, fall 2019, has advantages such as exploring the curriculum, understanding our students need, and building on high impact practices. However, the placement rules for fall 2019 will allow access to students with a wide range of math skills and abilities. To maximize the success rate of student achievement in transfer level mathematics, current practices will require change. Research and resources are essential for identifying and understanding the high impact practices that can support our Oxnard College Students. To continue my focus on successful implementation of AB 705, I will attend conferences, workshops and research literature that outlines successful high impact practices inside and outside of the classroom. While I am current in my practitioner skills of teaching mathematics to our OC students, during my sabbatical, I look forward to the opportunity to explore literature about states other than California that have implemented similar requirements on community colleges, for example, Colorado, Tennessee, Arizona, Florida, and Washington State.

b. Value to Department or Discipline. Another research question I have is, what is our faculty perspective of student placement at the beginning of the semester (census week) and the end of the semester (the week before finals) for similar courses with or without co-requisite support? I will request permission from my dean and department to conduct a pre and post survey of math faculty teaching Math 105, Math 115, Math 105 with a co-requisite and Math 115

with a co-requisite. Also, I will request permission to do classroom observations of math faculty teaching Math 105, Math 115, Math 105 with a co-requisite and Math 115 with a co-requisite.

Develop Math Educational Resources for OC Math Faculty. In my personal and professional experience, Oxnard College Students have the potential to succeed in transfer level mathematics, if encouraged, challenged and supported to succeed. As stated in AB 705 and Hope's email memo, a shift of thought and change of our current practices will be required, this can be a frustrating and challenging transition to post AB 705 era. During Flex Week, I will be honored to present my findings and make resources available. The workshops, conferences, literature review, and CCC college math classroom visits will allow me to tap into an extensive reference material, classroom handouts, student-centered activities, and other resources. These materials will be organized and available to our math faculty in a course shell on Canvas. Math faculty and adjunct will have easy access to resources that can be implemented in their classroom.

c. Value to College and/or District. Successful implementation of AB 705 will reflect on the new funding formula, students' success in course completion, and an increase of students completing their educational program that requires math, such as certificates, associate's degree and associate's degree transfer.

My sabbatical will give me the opportunity to network with faculty and visit CCC math faculty and visit their classrooms that have published and presented their successful strategies to maximize the success rate of students in transfer level mathematics. The sabbatical will allow me the time to sit in class lectures during traditional teaching hours to observe math classrooms, teacher and student interaction, while gaining an understanding and knowledge of pedagogy that can support our OC math students. As of today, I plan to visit College of the Canyons, Cuyamaca College, and Saddleback College.

Additionally, I plan to visit our sister colleges, Ventura and Moorpark, to learn about their implementation AB 705 strategies and how to support each other. Also, I plan to visit California State University, Channel Islands and California State University, Northridge to learn about their response to CSU Executive Order 1110, which states California State Universities no longer require all its general education math course to have a strict intermediate algebra prerequisite.

d. Value to Students. Making a difference for Oxnard College students is the ultimate measure. In addition to expanding my knowledge of AB 705 and observation of best

practices in math CCC math classrooms, I plan to gather data at OC during the first semester of AB 705 implementation. Hope's July 2018 email memo states we have two years to collect data and make modifications to the placement rules if needed. It is vital for successful AB 705 implementation that we examine data through our Institutional Effectiveness Office and collect qualitative data reflecting our OC faculty and students perspective to make informed decisions. The RP Group has surveyed students and faculty about their acceleration projects, and they are willing to share their survey. Approval for both surveys will be requested from OC Institutional Effectiveness Office, the math dean, and Vice President of Academic Affairs. All surveys will be completely confidential of all participants.

Student Perspective. To learn about students' perspective, I will research the question, what is the impact, if any, on student perspective on placement into a transfer level course, at the beginning of the semester (census week) and the end of the semester (the week before finals) for similar courses with or without co-requisite support? I will request permission to conduct a pre and post survey of OC math students enrolled in Math 105, Math 115, Math 105 with a co-requisite and Math 115 with a co-requisite.

3. Implementation

a. Implementation Procedure/Methodology. During AY 18-19, the focus of AB 705 implementation has been to create systemic structures within the institution. The focus for AY 19-20 will be to create intrinsic changes in the classroom and on campus. The goal will be to support student success, and teachers transition to address the needs of students placed in transfer level math courses without having completed developmental courses on our campus. Support for students will need to be inside and outside the classroom. Furthermore, Hope's email memo references the need for a closer look at implementation practices and accessibility for all students. Moreover, communication among math faculty, counselors and administration is an integral component of sustainability of successful implementation of AB705.

This sabbatical will afford me the opportunity to seek perceptions of AB 705 in the following areas: definition of implementation and sustainability, communication of AB 705 compliance needs, and implications for equity and access for all students. During the sabbatical, I will move forward with a mixed methods approach combining the analysis of both quantitative and qualitative data.

The quantitative data will be drawn from a pre and post test focusing on students' demographics and student attitude. The qualitative data will include classroom observations and informal interviews from math faculty teaching co-requisite courses at OC and throughout the state.

b. Projected Results. At the end of my fall 2019 sabbatical, I will have accomplished the following:

1. A thorough review of relevant literature as it pertains to placing students into transfer level math courses based on their HS transcript and the high impact practices with respect to supporting students.
2. An in-depth study of CCC math classroom that have successfully implemented support and how this relates to OC math students and faculty
3. An understanding of OC students and faculty perspective of students' math placement based on their HS transcripts.

c. Projected Timeline

August 2019:

1. Begin literature review
 - a. ERIC
 - b. Academic Search Premier
 - c. ProQuest Education Journal
 - d. AMATYIC publications
2. Begin coordinating math classroom visits to CCC that have successfully implemented support
3. Contact Th RP Group.
 - a. Contact The RP Group during the summer for permission to use their survey
 - b. Modify the survey if needed
 - c. Obtain permission from Institutional Effectiveness Office, the math dean, the math department and math faculty to administer the surveys

September 2019:

1. Continue literature review
2. Research conferences that focus on math support classes
3. Schedule dates to visit CCC math classrooms
4. Administer the pre-survey

October 2019:

1. Continue literature review
2. Attend conferences that focus on math support classes
3. Visit CCC math classrooms
4. Review the pre-survey for patterns in data.

November 2019

1. Continue literature review
 - a. Begin to analyze the data as it relates to Oxnard College
2. Summarize findings from conferences that focus on math support classes
3. Summarize findings from visit CCC math classrooms
4. Prepare the post-survey for patterns in data.

December 2019

1. Post finding from the literature review on a Canvas course
2. Post findings from conferences that focus on math support classes on Canvas course
3. Post findings from visit CCC math classrooms
4. Administer the post-survey for patterns in data.
 - a. Work with Institutional Effectiveness Office to analyze the data
 - b. Prepare a presentation to the department

d. Dissemination Plan: Benefit to the Colleagues, Students, and the College

1. Best high impact practices from the literature review, conference attendance, and CCC visits will be shared at a math department meeting, Flex day, and will be available on a course shell on Canvas for math faculty.
2. Results from the pre and post survey will be presented in the department and the Student Success Committee.

4. Past Contribution to the District

The Oxnard planes have been my home for many years (a lot). I started teaching at Oxnard High School in 1995 and then Oxnard College in 2004. This is my first sabbatical request, and my interest is the successful implementation of AB 705. The new funding formula considers success in the transfer level math course and also in completion of programs that require mathematics. Funding for Guided Pathways, California Promise Grant (previously called

BOGG) and the funding formula depend on AB 705 full compliance. Our students can succeed in their educational goal; math will no longer be the barrier that keeps them out.

a. Scholarship. From my campus, I was the first to attend a California Acceleration Project (CAP) Conference in March 2017. My excitement of creating access and supporting students to succeed in a transfer level math course was unprecedented. I attended every CAP workshop that was approved by my dean and two additional workshops that I paid for. Additionally, I was invited to participate in the Central Valley Higher Education Consortium (CVHEC). Their workshops have provided insight on the implementation of AB 705, Guided Pathways and CSU's EO 1110 from CCC and CSU in the Central Valley. The presentations are rich with questions, answers and concerns. I will continue to participate in both CAP and CVEDC until AB 705 is fully implemented.

b. Service

AB 705 Math Co-Facilitator
Student Success Committee, Chair
Guided Pathway Committee
Strategic Planning Committee, AY 17-18
Tenure Review Committee for 4 faculty
Student Learning Outcomes Coordinator
Sabbatical Committee

5. Length of Service & Past Sabbaticals Awarded

I started teaching math at Oxnard College as a part-timer in 2002 and as a full-timer in the fall 2004. If granted, this will be my first sabbatical.