

Sabbatical Proposal Content Outline for Alan T. Hayashi

1. Statement of Purpose

Changes to the Developmental Mathematics have made this proposal extremely relevant and timely. During the Fall 2012 semester, I plan to formulate the Department's thoughts and ideas into a formal cohesive courses which I will develop the course outlines and the related needs, moving the outlines through the curriculum approval process. I will use these course outlines as the foundation for the customized textbook and resource materials. Lastly, assuming time permits, I will be correlating the course outlines and the text and course materials with the College assessment materials.

2. Rationale

The State of California and the Chancellor's Office has focused on basic skills and mathematics. Many changes to course offerings are being discussed. Budget constraints and curriculum directions for community colleges are influencing discussions that are imminently possible. After very long discussions at the state level a number of years ago, the State changed the minimum graduation requirement to Intermediate Algebra with the message that College Algebra should be the minimum standard. Also at the K-12 level No Child Left Behind dictated a change in the California Standards requiring students to meet minimum algebra knowledge proficiency.

Currently, the California Community Colleges Board of Governors, through a Task Force, is focusing on student success rates and through this, basic skills including developmental mathematics. Recommendations from the Task Force include:

- Limiting the number of units covered under a BOG fee waiver to 110 units
- Community Colleges will collaborate with K-12 education to jointly develop common standards that are aligned with high school exit standards

Lastly, with the budget constraints, there is tremendous pressure on scheduling limitations and curriculum demands. Questions of the inclusion of the appropriate mathematics levels in the K-16, the talks at the State level pertaining to limiting courses to two levels below transfer, and fiscal limitations relating to course offerings at Oxnard College and prioritization are driving the Department to evaluate the placement of developmental mathematics course in the schedule.

a. Professional Development

This proposal will require that I incorporate best practices and teaching techniques within the curriculum changes. With the successful completion of this proposal the entire department will benefit from the results. Over the years I have had the opportunity to observe and dialogue on a variety of teaching styles and approaches. This proposal will enable me to put into practice many of these ideas.

b. Value to Department or Discipline

Being proactive the Department is considering its direction for the developmental mathematics curriculum at Oxnard College. The Department has lost a number of tenured faculty over the last few

years. The demands and responsibilities have grown, placing additional pressures on the full-timers. Completing the course revisions is a demanding and time-consuming task. With this proposal, the Department will be able to focus on this issue and envision its completion in a timely manner without sacrificing in other areas.

c. Value to College and/or District

The proposal will address many of the issues as stated in the rationale. It will align the developmental mathematics curriculum with the direction from the State. With the curriculum changes incorporated, the College and the District will address the graduation and certificate completion rates. Indirectly, budget constraints could be addressed.

d. Value to Students

For the students the curriculum changes will address their progress to their educational goal. Students will complete curriculum that addresses their needs and their ability levels. With the Department determining the direction for these courses, the result of the proposal will hopefully allow students to assess at and complete only the courses that are necessary for the progress. With a consolidation, less time will be required. The course redesign should mean students can address their needs and successfully complete their educational goals.

e. Value to Community

With the articulation, the alignment of the assessment tests, and the course redevelopment these should better address the community needs.

3. Implementation

a. Implementation Procedure

During this academic year, 2011-2012, the Department is scheduling extra monthly department meetings to discuss and determine the direction for its developmental mathematics course sequence. I expect that the Department will solidify their direction by the end of the academic year.

During the Fall 2012 semester, I will be taking the direction from the Department and its discussions of the previous year to formulate the course structure [*e.g.* number of courses, the instructional units for each], the course outlines and the student learning outcomes. From there, I will produce the course outlines and shepherd their way through the curriculum approval process.

With the course outlines established, the instructional materials for the courses will be organized and prepared. Since the courses will be traditionally classroom based, it is anticipated that they will be textbook based. With the Department direction, then I envision that the customized books will include Oxnard College specific materials [*e.g.* course objectives and SLO, catalogue materials, review/self assessment material].

If time permits, I would like to address the assessment tool to evaluate the direct relationship between the exit skills in our classes and the assessment test for incoming students. Students who successfully complete a course are expected to exhibit exit skills at a level comparable to those incoming students meeting the prerequisites requirements through an assessment tool for a subsequent course. Creating course assessments that correlate to the assessment tool is a valuable validation of the course and the assessment placement of students in the mathematics curriculum.

b. Projected Results

The completed proposal will result in the approved course outlines encompassing the entire developmental mathematics sequence. For the instructors, the accompanying text materials will be available. The completion means that the sequence can be implemented starting the Fall of 2013. If the progress is early in Fall 2012, then the initial course could be offered as a R098 course in the Spring of 2013.

c. Dissemination Plan: Benefit to Colleagues/Students/College

The successful completion of this proposal will be disseminated through the implementation in the course curriculum. The benefits will be the enhanced placement, time and effort compaction, and hopefully, higher success rates.

d. Project Timeline

Please see the attached table below.

4. Past Contributions to the District

a. Scholarship

Throughout my career, education and maintaining my teaching and subject matter competence have been of high importance. Since receiving my Bachelor's degree, I have continued to take courses including computer science, mathematics, and student learning and instruction courses at both the K-12 and post-secondary levels. I have attended numerous conferences in mathematics and education presented through the entire spectrum from the local level to Annual Meetings at the national and international levels. A few years ago, I was invited to attend two series of MAA-PREP presentation sessions on developmental mathematics

In relations to my sabbatical proposal concerning developmental pre-transfer curriculum, currently I have attended conferences, webinars, and courses on course redesign and developmental mathematics. I am, and have been for over ten years, a board member of the Ventura County Math Council. I have been presenter at their conferences as well as others.

Over the years I have served on many panels and committees evaluating textbooks and instructional materials. This list includes evaluating Pre-Calculus and Algebra II text books for the State of California, reviewing numerous textbooks and supplemental materials for publishers, and as a contributing author, creating materials for Pearson's Interactive Mathematics – a computer-based hybrid/online developmental mathematics program.

b. Service

1) Department/Discipline

I have served my department in numerous ways. These include being the Department Chair on two separate terms, representative to the College Council of Instruction and Academic Senate. I have served as a member as well as a chair for textbook evaluations, part-time faculty selection committees, full-time selection committees, tenure review committees, and curriculum development and review. I have been actively engaged in the development and implementation of Student Learning Outcomes and the development and review of course outlines. I represented the Department and the College on four-year post-secondary institutions articulation committees and discussions.

2) College

I have been an active member of the Oxnard College community over my employment at the College. I have been a member of many college and shared governance committees including the Planning and Budget Consultation [earlier Planning and Budget Committee], Technology, Measure S Task Force, Learning Center / Tutorial Center Advisory, Title III Task Force, Title V Advisory, and STEM Grant Proposal Development Committee. I have served on many Accreditation Self-Study Committees including the Standard II Educational Services and the Standard III Physical Resources Co-Chair. I have served on screening committee for Deans, Vice-Presidents, Executive Vice-Presidents and Presidents. I have consulted on many issues concerning College issues and attending many workshops, training sessions, and seminars regarding student learning styles, articulation between the College and high schools and four-year institutions, technology-based education, and developmental mathematics. I have represented the College at many events including Continuous Quality Improvement Conference. I have represented the Mathematics Department at the Academic Senate and served many terms as its Treasurer. I have organized and participated District-wide Mathematics Departments Flex Day activities. I have been active in a wide range of College interests with the latest volunteering to complete training as a technical assistant for the new Oxnard College Performing Arts Building.

3) District

I have attended many District-wide workshops and training sessions. I have served on many Negotiation Teams. I have served on the AFT Local 1828 Executive Council as the Budget Analysis. As such I am a member of the District Council of Administrative Services, the District Council on Human Resources, and the District-AFT Joint Committee on Health Benefits.

4) Community

Since moving from the K-12 system to Oxnard College, I have maintained my connections and involvement with the K-16 Mathematics Community. I have served on two California State Department of Education textbook review committees and other instructional materials review committees. I have

been a NSF project fellow as well as a California Mathematics Project fellow, senior fellow, and Summer Institute co-director. I maintain close ties with the Oxnard Union High School District, one of our feeder high school districts. I have been a member and board member of the Ventura County Mathematics Council.

5. Length of Service & Past Sabbaticals Awarded

My service to the District started in 1989 as an adjunct faculty in Mathematics. In the Fall of 1991 I was selected as a Full-time Mathematics Instructor. I taught each semester since then without a Sabbatical Leave.

Sabbatical Timeline Proposal for Alan T. Hayashi For Fall 2012

August	September	October	November	December
Confirm the course content with the Department				
	Write and submit the course outlines to the Department and then the Curriculum Committee			
		Develop the supplemental material for the customized textbooks		
			Correlate the course content assessments and the Oxnard College Mathematics Assessment Tool	
		<i>Optional: If time permissible, develop a R098 course to begin an early implementation of the first course in Spring 2013.</i>		

Fall 2011 and Spring 2012: Department discussions formulating the direction for the Department Developmental Mathematics Courses.

Spring 2013: Since the progress of the course development will be constantly reviewed by the Department during the Fall 2012 semester, much will be demonstrated through its implementation and inclusion in the Fall 2013 schedule.