



Oxnard College Sabbatical Report
Completed Project: Instructional Video Library for English Composition
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Instructor's Sabbatical Leave Status: Contract Hire January 2000

Sabbatical Completed: Spring 2020

Previous Sabbatical: Spring 2008

Sabbatical Project:

AB 705 changed everything when it was enacted. My sabbatical project aimed to support students in their composition classes by creating a series of instructional videos that could be used and accessible by students in English. The videos were created to be accessible to students who speak multiple languages, who may have learning disabilities, and for a general population of students who may wish for additional instructional help.

In October of 2017, [AB 705 Seymour-Campbell Student Success Act of 2012](#) was passed. This law, in short, required massive reforms to education in English. No longer are assessment tests to be administered. No longer are students to be placed in a writing sequence. Essentially, all incoming students have the right to be placed into transfer-level composition, and they have one academic year to complete transfer-level English composition.

Some students entering English 101 College Composition needed even more extra help and support to succeed. Creating high-quality English composition videos has helped students to achieve success under the mandates of AB 705 in the era of education reform.

These videos can also supplement other disciplines that wish for their students to have a composition review before writing essays. They are available on my YouTube channel, called HelloScholars!, for anyone to use. I have shared the videos with the then Letters department, which consisted of English, ASL and Spanish.

Many students still require additional instruction and respond better to short videos in addition to the classroom learning environment. These short instructional videos reinforced classroom learning for all students in English class whether it is a traditional face-to-face class or a distance education class. The need for *quality* short instructional videos is crucial to support students. These videos were vital during the pandemic when all classes moved to online

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learning. I have included these videos in all of my classes, in one-level below transfer composition, when that class was still offered, all the way through literature classes.

I have been a composition and literature instructor for well over twenty-five years, and I have been a distance education instructor for nearly twenty years. In all that time, I have not found one video that is suitable for use in my classes. As the Course Outline of Record is demanding and full, as education reform mandated, and continues to mandate, many changes to instruction and support, I often only have limited time in class to explain the fundamentals of composition instruction.

Quality videos that I have created that students watch and re-watch, created specifically for Oxnard College students, created as a result of and in response to laws mandating innovation for supporting students and leading them to success within one-year, are a benefit for all students taking any composition class, and by extension, for any student who wants a review for writing an essay in any discipline outside of English that requires a written composition.

Results:

This sabbatical project created a quality English composition video library that is housed on a dedicated YouTube channel so that any student at Oxnard College, and any college in the district, could have access to the English composition videos. Furthermore, any district instructor or employee could have access to the videos should they wish to use them. These videos are short instructional videos covering the basics of written composition in a transfer-level English composition class.

This sabbatical enabled me to make an English composition video library that I have housed on a YouTube under the name HelloScholars! I created 10 videos for written composition. This project addressed the mandates of AB 705 by providing extra help and support for the purposes of achieving education reform, and it fulfilled the VCCCD/AFT contract at the time of this sabbatical by providing the opportunity “for professional growth leading to . . . a dynamic faculty, one equipped . . . to provide exceptional service to the students of the District in an era of constant change” (50).

Each approximately ten-minute video easily took 40 hours, if not more, to produce. Each video entailed the following: a script, background images, filming, revising, re-filming, editing for picture and sound quality, more editing, and posting to YouTube. The video library is comprised of short English composition videos that cover the basics of the writing process from the initial idea gathering phase through composing and revising an essay as well as Modern Language Association basics and an introduction to research.

The California Community College Chancellor’s Office states in its Vision for Change that “More than just offering courses, colleges need to be . . . providing supports for students to stay on those paths until completion” (CCCO Vision for Change). These videos help students stay on their educational path and empower them to complete their educational goals.

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Outcomes:

These videos are high-quality and accessible for wide usage among a diverse audience. The outcome is a more supported and solidly educated student body.

These also support the Academic Senate of California Community Colleges statement at the time of this sabbatical project as they “advocate for the sustainable use of high quality OER resources” (ASCCC). These videos have been an OER resource created for Oxnard College students.

Benefit to the student:

The benefit to the student is several-fold:

1. These English composition videos supports students at Oxnard College.
2. They reinforce what students are learning in their composition classes.
3. They may serve as a refresher for returning students or students who need to write an essay in a different discipline.
4. They are a free resource.
5. They are clear and simple, with accessible background images.
6. They support the mandates of AB 705.

Benefit to the instructor:

The benefit for the instructor is several-fold:

1. This project provided me with the opportunity to create high-quality videos.
2. I am able to hone my instruction for a greater audience.
3. I used the software and hardware I already own to create an instructional video library. There was no cost to the district for any software and hardware materials needed to create these videos.
4. It is directly related to my assignment as an English composition instructor who has been teaching distance education classes for close to twenty years.
5. It improved and enhanced my distance education instruction and overall pedagogy in both online and onsite classes.

Benefit to the Oxnard College:

This project directly benefitted Oxnard College in that it:

1. Fulfilled several components of the Oxnard College Mission Statement at the time of the sabbatical. The Oxnard College Mission Statement asserted that “Oxnard College is a learning-centered institution that embraces academic excellence by providing multiple pathways to student success.” Having an easily accessible English composition video library reinforces the institution as learning-centered as all instructors and students on campus could have access to these videos.
2. Students have reinforcement and/or enhancement to their classroom instruction, which empowers them to “embrace academic excellence” by using an additional, easily accessible resource.

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3. These videos support the notion of fostering “multiple pathways to student success” because they are available for use to any student or instructor at OC, and they provide accurate, quality instruction in a high-quality video.
4. These videos directly addressed the Oxnard College Strategic Plan’s vision at the time of this sabbatical to “[pursue] excellence with a focus on preparing students for success in their educational and career endeavors” (5) by providing students with easily accessible, quality instructional videos that are applicable to different writing situations.
5. This sabbatical project supported the Oxnard College Strategic Plan’s Values and Shared Beliefs at the time of this sabbatical by “[s]upporting students’ academic goals” and “promoting creativity and opportunities for innovative practices that consider potential impacts while maintaining purposeful and thoughtful use of resources” (5). This sabbatical project empowers students, and it can be used indefinitely. The project is innovative in that these videos are available to share with the district. This can still be a growing and developing video library that can be contributed to over the years. As far as I know, at the time of this project, which was proposed before the pandemic, no other district had a resource like this. It remains an opportunity for Oxnard College to lead the way to innovating useful resources for students on the campus and across the district.
6. Additionally, my sabbatical project supported several initiatives of Oxnard College as identified in the Strategic Plan at the time of this sabbatical:
 - a. Initiative I: “Innovate to achieve equitable and inclusive student success” (12).
 - i. I.C. “Accelerate student progression towards completion” (12), which directly addresses and supports the law as detailed in AB 705: “This bill would require a community college district or college to maximize the probability that the student will enter and complete transfer-level coursework in English . . . within a one-year timeframe.” The videos I created aide students, and the college, in achieving this mandate.
 - b. Initiative II: “Provide outstanding integrated college programs and services” (12).
 - i. II.A “Strengthen the college’s responsiveness to student needs” (12) and II.B “Focus on quality instruction” (12). These videos are quality instruction that directly respond to student’s needs.
7. Finally, my project addressed the Letters Department Objectives in the Oxnard College Strategic Plan at the time of this sabbatical: “Increase affordable or free options for student’s use of instructional materials. Measure its impact and effectiveness via CSLOs and departmental discussion” (18). My proposed project did exactly this: provided additional free resources (OERs) for students.

Benefit to the VCCCD:

The District benefited from these videos in several ways:

1. They support the VCCCD Mission at the time of this sabbatical project in becoming “the leader in the development of high quality, innovative educational programs and services” as these videos could be available for use at each campus in the district.

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2. "Keeping in mind that students come first," these quality instructional videos place students' best interest at the fore of their intention. They are easy to access, easy to understand, and easy to apply the concepts taught within the videos.
3. The district is able to utilize the "best practice in instructional and service delivery, [and] student access" as these videos were made at no cost to the district, other than the sabbatical, and the videos are housed in an easily accessible place for everyone who may want to use them on YouTube.
4. This project directly addressed the first Strategic Goal, item 1.1c, of the VCCCD Strategic Plan Goals and Objectives 2016-2019, relevant at the time of this sabbatical project. Strategic Goal #1 Stated at the time of this sabbatical project "Increase access and student success." By creating an English composition video library, I was able to contribute to item 1.1c: "Increase online course offerings to meet student demands and establish a range of online accessible degrees and certificates." The videos strengthen my existing online offerings, are accessible and available for use in any class, and contribute towards a student's goal of degree completion.
5. The VCCCD Strategic Goal #3 stated at the time of this sabbatical project: "Promote fiscal stability and the effective use of organizational resources." The videos I created directly contribute to achieving item 3.5a: "Enhance and promote the use of technology as an educational communication tool." The videos did not need to be captioned as there is no voice over and the instruction relies on simple, easy to understand images.

The California Community Colleges Chancellor's Office Vision for Success at the time of this sabbatical project included the following goals that I believe my project addressed and helped Oxnard College in achieving. The CCCCO set the goal to "decrease the average number of units accumulated by CCC students earning associate's degrees" (CCCCO Looking Ahead), which, supports the "the goal . . . to provide students with the essential skills necessary to be successful in [their] gateway English . . . course and beyond" as stated in the in the July 2018 memo from the CCCCO with recommended guidelines for implementing AB 705. These English composition videos are available for use in all my English classes and for anyone who may wish to use them thus reinforcing the students' learning and reducing the number of classes in which they would potentially enroll.

Additionally, the CCCCO set the goal for California Community Colleges to "Reduce equity gaps . . . through faster improvements among traditionally underrepresented student groups." AB 705 was designed to minimize the disproportionate impact that previously used assessment measures and class sequences have had on students, particularly a demographic such as Oxnard College's. The English composition videos I made help empower students' "opportunities for upward mobility" (AB 705) and achieve the minimization among equity gaps and access to instruction because students can receive consistent instruction that they can access multiple times should they wish to, and all students can have access to the videos. This provides students opportunities to review and retain the information being taught in the videos, beyond the traditional classroom. Additionally, as we are an increasingly visual world, the visual communicative instructional modality of the videos is widely accessible.

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Dissemination:

The videos are housed on a dedicated YouTube channel. I shared this with my department, and with the Oxnard College Vice President's Office. I am submitting a written report to the district as per the contract requirements of the sabbatical. I had intended to hare my sabbatical project with the Board, but the pandemic caused a major interruption to most activities and plans. I am still happy to present to the Board should there be a request to do so, and I am still happy to share these videos with whomever wants to use them! I am biased, of course, but I think they are really great!

Conclusion:

I believe my English composition video library is a successful contribution to the students at Oxnard College. These videos supported the Oxnard College Strategic Plan at the time of this sabbatical project as well as the VCCCD Strategic Plan, and, ultimately, contribute to supporting the CCCC's Vision for Success at the time of this sabbatical project. Additionally, I believe this project benefited Oxnard College as we moved forward with implementing state mandated education reform as detailed in [AB 705 Seymour-Campbell Student Success Act of 2012](#). Oxnard College students have benefited from these videos in my classes and continue to benefit as I include them in every class I teach and share them with whomever wants to use them. The project empowered me to become more of an expert in my discipline as I created an innovative means of communicating complex subject matter to a vast audience. Thank you for the opportunity to fulfill my dream of creating these videos and growing as an instructor.

Respectfully submitted,
Dr. Elissa Caruth
MA, MA, EdD
Professor of English

Works Cited

[Academic Senate for California Community Colleges](#)

[Academic Senate for California Community Colleges, July 2018 Memorandum: Assembly Bill \(AB\) 705 Implementation](#)

[CCCCO Vision for Success, "Looking Ahead: Goals for Meeting California's Needs."](#)

[CCCCO Vision for Success, "Vision for Change."](#)

[Oxnard College 2018-2023 Strategic Plan](#)

[Oxnard College Mission Statement](#)

[VCCCD/AFT Contract](#)

[VCCCD Mission Statement](#)

[VCCCD Strategic Plan](#)