

Caruth Sabbatical Report: Instructional Video Library for English Composition,
Completed Spring 2020

Oxnard College Sabbatical Report
Completed Project: Instructional Video Library for English Composition
Submitted by: Dr. Elissa Caruth
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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!,

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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.

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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 create

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