Contra Costa Community College District

SECTION V.
SABBATICAL LEAVE APPLICATION

Name Jamylle Laurice Carter	Date 2017-01-27
College Diablo Valley College	Teaching field(s) Mathematics
Sabbatical leave period requested **Spring 2018**	Years of service in CCCCD 8

Have you had previous Sabbaticals? If "yes" give time period(s) and activity (activities).
No

Indicate type of Sabbatical program (see United Faculty Agreement, Section 12.5.6)
If program can be categorized by more than one type, check where applicable.

- ❑ Institutional study (complete Form A)
- ❑ **Travel (complete Form B)**
- ❑ Professional Study and/or Creative Study (complete Form C)

GENERAL SUMMARY OF SABBATICAL PROGRAM
(GIVE A 100-WORD MAXIMUM STATEMENT)

African-American students at Diablo Valley College have the second-largest equity gap in basic skills math completion, right behind Native American students. With a gap of at least 15% affecting 1,033 African-American students, I would like to participate in DVC's efforts to help level the playing field for this population. During my sabbatical leave, I will survey our Umoja students, both to understand their encounters with mathematics and to develop a strategy based on their feedback that will contribute to their success in mathematics. I will visit at least five community colleges around the country to observe classes and to interview students, staff, faculty, and administrators. I will return with recommendations for peer-based professional development for mathematics faculty, pedagogy, and collaborations with student services professionals—all to help close the equity gap for African-American students in mathematics.

Name

VALUE TO EDUCATIONAL PROGRAM

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 1, 2, 3 and 4)

Describe how the proposed sabbatical will benefit the educational program. In particular:

1. How will it benefit students, programs, or staff/colleagues?

My proposed sabbatical aligns with DVC's strategic directive to increase student success. My goal is to help close the equity gap for Black/African-American students in mathematics at DVC.

According to the DVC Student Equity Plan, DVC's all-student average completion rate in basic skills math was 39% for the 2008—2009 academic year. For Black/African-American students, the basic skills math completion rate dropped to 25%. This difference represents a basic skills math completion rate equity gap of at least 14% for Black/African-American students. This is the second-largest equity gap for basic skills math completion, right behind that of 16% for American Indian/Alaska Native students. Furthermore, the number of students needed to close the 2008—2009 basic skills math completion rate equity gap was far greater for Black/African-American students than for American Indian/Alaska Native or Hispanic/Latino students: 26 Black/African-American students were needed to close the previously mentioned equity gap, as compared to three American Indian/Alaska Native students or four Hispanic or Latino students.

District: Contra Costa Community College District College: Diablo Valley College

CAMPUS-BASED RESEARCH: BASIC SKILLS MATH COMPLETION

C-3. BASIC SKILLS MATH COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final basic skills course compared to the number of those students who complete such a final basic skills course.

Target Population(s)	The # of students who complete a final basic skills course with an A, B, C or credit	The number of students out of << (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)	Number of students needed to close current gap
	A	B	C	D	(C-D)	
American Indian/Alaska Native	17	4	24%	39%	-16%	3
Asian	245	114	47%	39%	7%	
Black or African American	179	44	25%	39%	-15%	26
Hispanic or Latino	352	135	38%	39%	-1%	4
Native Hawaiin or other Pacific Islander	16	7	44%	39%	4%	
White	927	366	39%	39%	0%	
Undeclared/Some other race	198	91	46%	39%	7%	
More than one race			~~	39%	~~	
All Students	1,934	761	* 39%			
Males	815	300	37%	39%	-3%	21
Females	997	416	42%	39%	2%	
Unknown Gender	122	45	37%	39%	-2%	3
Current or former foster youth	86	26	30%	39%	-9%	8
Individuals with disabilities	213	75	35%	39%	-4%	9
Low-income students	654	256	39%	39%	0%	1
Veterans	18	10	56%	39%	16%	
English as a Second Language (ESL)	39	25	64%	39%	25%	

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group.

The lack of decimals may cause rounding error.

Rate of ESL and Basic Skills Completion

Denominator: Number of students who complete a final basic skills course with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR
Numerator: Number of students out of the denominator that complete a degree applicable course with grade of A,B,C,P,IA,IB,IC,IPP

Notes on Special Populations:
Foster Youth: If a student is identified as foster youth on either their college application or on a FAFSA (Financial Aid) (ever) they are counted in this group. Individuals with disabilities: Any student identified as having an active disability with DSPS (Disabled Students Programs & Services) in the starting cohort year (2008-2009) is counted in this group. Per the Scorecard definition, this groups will include only those students identified as having a Primary disability registered with DSPS.
Low-income students: Any student designated as: SB26 – WIA status; SC01 – CalWORKs eligibility status; SF21 – Financial Aid award type where the award is a BOGW or a Pell Grant; SV03 – VTEA economically disadvantage status; SB00 – Student reported an SSN and there was a match with the Department of Social Services in the starting cohort year (2008-2009) is counted in this group.
Veterans: Any student that has registered themselves as a veteran with Admissions & Records (ever) is counted in this group. This includes active veterans, those ever receiving veteran benefits or any dependents of a veteran.
English as a Second Language: Any student enrolled in an ESL course in 2008SU, 2008FA, 2009SP is counted in this group.

Source: CCCCO Data On Demand, 2015 Scorecard, 2008-2009 BSI Cohort, JD

For more recent trends, I am including data from three math courses which were offered each term from Fall 2013 to Spring 2016, including summers. Please note that since the data is collapsed over nearly three years, we cannot determine how the success rates varied each year. Still, the course success rate for African-American students hovers at least twenty percentage points below the course success rate for white students, for both pre-collegiate basic skills classes as well as transfer-level classes.

Rates by race/ethnicity

Stc Course Name	Ethnicity	Number of Records	Crs Completion Rate	Crs Success Rate
MATH-090 - Elementary Algebra (Pre-Collegiate Basic Skills)	African American	251	62.5%	30.7%
	American Indian	10	70.0%	30.0%
	Asian	161	78.9%	57.1%
	Filipino	139	82.7%	48.9%
	Hispanic	1,061	70.9%	42.0%
	Multi-Race	361	75.1%	45.2%
	Other/Undeclared	63	81.0%	60.3%
	Pacific Islander	18	66.7%	33.3%
	White	1,449	75.8%	55.2%
MATH-120 - Intermediate Algebra (Pre-Collegiate Basic Skills)	African American	457	68.1%	34.6%
	American Indian	13	53.8%	38.5%
	Asian	598	82.8%	68.2%
	Filipino	359	75.2%	50.7%
	Hispanic	1,991	72.2%	47.6%
	Multi-Race	780	74.5%	52.4%
	Other/Undeclared	230	85.7%	67.0%
	Pacific Islander	52	65.4%	42.3%
	White	2,944	77.0%	58.9%
MATH-142 - Elementary Statistics with Probability (Transfer-Level)	African American	309	66.3%	46.9%
	American Indian	7	71.4%	71.4%
	Asian	837	84.2%	73.2%
	Filipino	395	81.3%	66.8%
	Hispanic	1,390	76.7%	59.9%
	Multi-Race	626	81.6%	67.3%
	Other/Undeclared	618	87.9%	80.1%
	Pacific Islander	22	72.7%	68.2%
	White	2,555	80.4%	67.6%

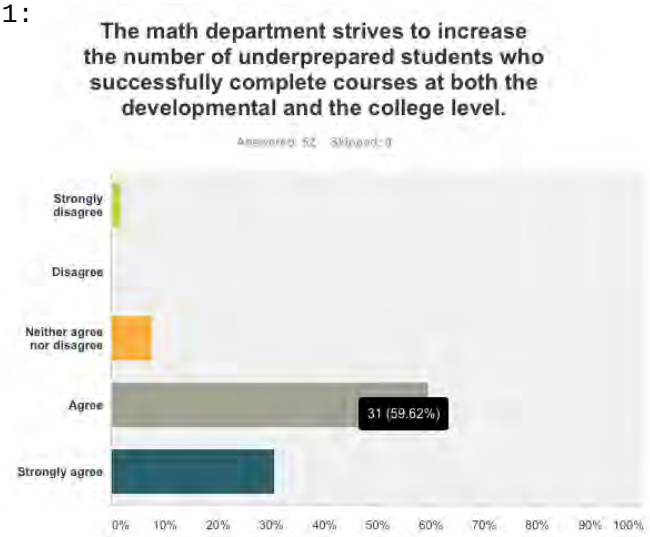
(The equity gap in community colleges becomes an equity gap in employment, both in the number of African-American faculty and professionals working in mathematics, as well as in their salaries. The American Mathematical Society documents this employment gap every year in the *Notices of the American Mathematical Society.*)

Mathematics faculty are eager to create more equity for our underprepared students. Unfortunately, since we are not trained to do so, we have difficulty meeting our equity goals.

In November 2016, Mathematics Developmental Education Coordinator Jenny Freidenreich conducted a survey of both full-time and part-time mathematics faculty. 52 faculty members responded. Jenny found that at least 63% of respondents believe that the math department strives 1) to increase the number of underprepared students who successfully complete developmental and transfer-level courses; 2) to create a campus culture that supports, encourages, and provides help outside the classroom for underprepared students; and 3) to increase equity in underprepared student success. However, only 37% of respondents believe that DVC provides training and mentoring for faculty to improve their skills in working with underprepared students.

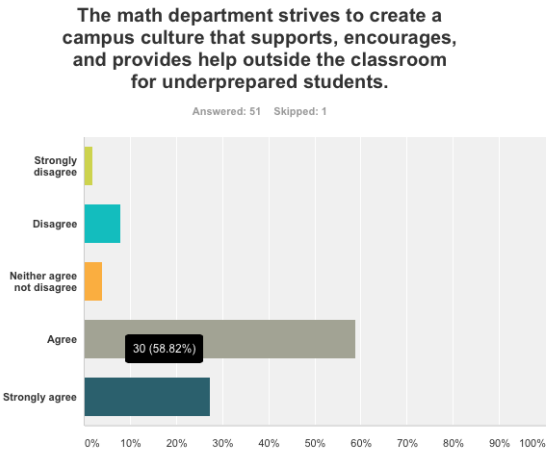
Survey results:

Question 1:



Strongly Disagree	1.92%	1
Disagree	0%	0
Neither Agree nor Disagree	7.69%	4
Agree	59.62%	31
Strongly Agree	30.77%	16

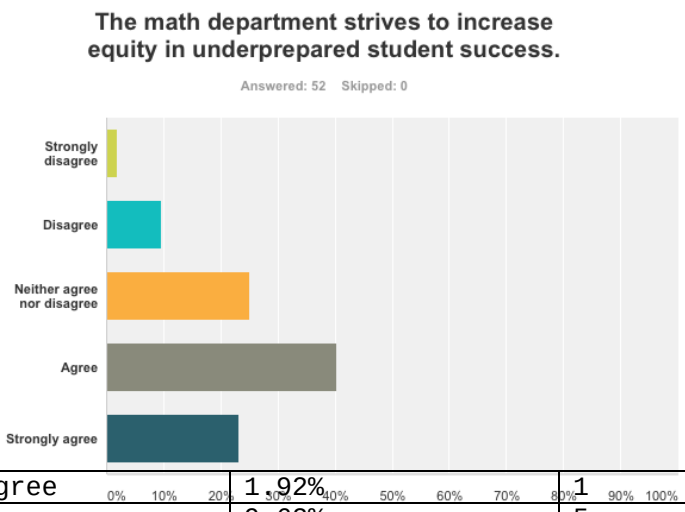
Question 2:



Strongly Disagree	1.95%	1

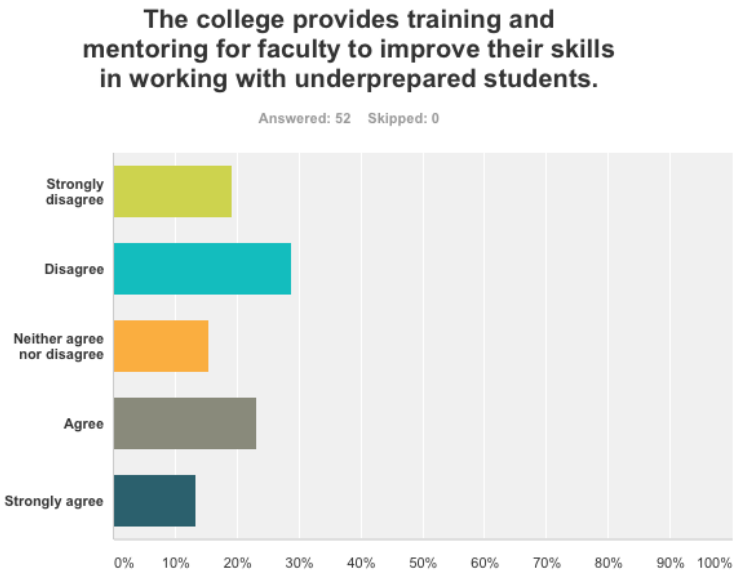
Disagree	7.84%	4
Neither Agree nor Disagree	3.92%	2
Agree	58.82%	30
Strongly Agree	27.45%	14

Question #3:



Strongly Disagree	1.92%	1
Disagree	9.62%	5
Neither Agree nor Disagree	25%	13
Agree	40.38%	21
Strongly Agree	23.08%	12

Question #4:



Strongly Disagree	19.23%	10
Disagree	28.85%	15
Neither Agree nor Disagree	15.38%	8
Agree	23.08%	12
Strongly Agree	13.46%	7

During my sabbatical leave, I will coordinate with the Umoja instructors to survey our Umoja students, both to understand their encounters with mathematics and to develop a strategy based on their feedback that will contribute to their success in mathematics. (The Umoja Community is a statewide program to enhance the cultural and educational experiences of African-American and other students.) I will also visit at least five schools around the country to observe classes and to interview students, staff, faculty, and administrators. My list includes

- Medgar Evers College
- Harold Washington College
- El Camino College
- Pathways in Technology Early College High School (a high school that partners with the City University of New York and the New York City College of Technology)
- Community College of Aurora
- Guttman Community College
- Community College of Denver
- Truckee Meadows Community College
- Community College of Baltimore County
- City University of New York (for its CUNY Start program to help students prepare for college-level coursework)

I have chosen these schools based on

- their experience with supplemental instruction courses, restorative practices through community building and support, acceleration models, and curricular redesign;
- their math courses dedicated to the Umoja, First-Year Experience, and Puente learning communities;
- their concrete, specific strategies, policies, and practices informed by the Center for Urban Education at the University of Southern California's Rossier School of Education;
- their practices of collaborative inquiry; and/or
- their accelerated developmental math courses, some of which include in-class, integrated student support.

To increase the likelihood of institutional buy-in and transformation, I have assembled a group of twenty-eight colleagues to "follow" me virtually on my sabbatical journey: to help me ask the right questions and collect the appropriate data. I envision monthly gatherings in Spring 2018 (e.g., the first Wednesday of the month from 3:00 pm — 4:00 pm) via video conference to share my findings and receive feedback in the process of collaborative inquiry.

My sabbatical companions are mainly from the Pleasant Hill Campus: 19 instructional faculty (14 full-time math, two part-time math, two full-time English, one full-time psychology), two full-time counseling faculty, four administrators (one vice president and three deans), and one full-time staff member in career and employment services. The remaining sabbatical companions include a full-time mathematics faculty member at the San Ramon Campus and an educational director at the Carnegie Foundation for the Advancement of Teaching.

I will return with peer-informed recommendations for curriculum, pedagogy, collaborations with student services professionals, and professional development and mentoring for mathematics faculty—all to help close the equity gap for African-American students in mathematics.

Several math faculty have agreed—given appropriate administrative support—to test these recommendations in the 2018—2019 academic year. DVC Developmental Education Coordinators Jenny Freidenreich and Lisa Orta have offered to explore assistance they might be able to offer to implement these recommendations upon my return. This type of support from the college aligns with DVC's long-term goal to "integrate best equity practices into all programs and services," as stated in the Student Equity Plan.

My sabbatical work aligns with the DVC Student Equity Plan's recommended activities to improve basic skills completion for African-American students, who are experiencing a disproportionate impact:

"Basic Skills – Developmental Education Strategies and Support

- Research and Evaluation
    - Implement promising innovations while maintaining best practices and institutionalizing successful ones (Dev Ed)
        - Increase access to research on best and innovative practices in developmental education and institutionalize processes for dissemination and discussion of these practices.
- Curriculum/Course Development or Adaptation
    - Increase the number of underprepared students who successfully complete courses at both the developmental and the college level (Dev Ed)
- Professional Development
    - Provide professional development resources that deliver concrete strategies to improve success and retention rates for underperforming groups (Dev Ed)
    - Expand equity based training to more faculty and include data-driven discussions about the achievement gap to relevant departments."

To summarize, my sabbatical work will benefit students by helping to close the equity gap for Black/African-American students in mathematics. It will benefit the mathematics department and the Umoja learning community by improving the success rates of Black/African-American students in developmental mathematics courses. My proposed sabbatical will benefit colleagues by providing recommendations for needed training and mentoring for faculty to improve their skills in working with underprepared students, in the spirit of collaborative inquiry.

As the DVC Student Equity Plan states, "When effective strategies to achieve equity are employed, and when equity plans are integrated into regular college and district processes, all components of college life benefit."

2. How will it enhance and/or improve your background and professional competence?

I was trained as a research mathematician. Before I came to DVC, I had held several postdoctoral fellowships; taught at universities; worked at a museum of science, art, and human perception; and founded an after-school math enrichment program for African-American middle-school kids in Oakland. However, I had never taught community college. I faced a steep learning curve as I adapted to the myriad needs of my students. Even though my colleagues and deans helped tremendously with my on-the-job adjustment, I still struggled to learn who my students were and what they needed. (While I share the same race as my African-American students, my educational path, socioeconomic status, and family upbringing made my lived experience quite different.)

My proposed sabbatical will help me learn of cultural competencies relevant to working with underprepared and underrepresented students in mathematics especially at the basic skills level. I will be equipped to share these best practices by training and mentoring DVC faculty to improve their skills in working with underprepared and underrepresented students.

3. How will it relate to your ongoing professional assignment?

My duties and responsibilities include

- "advancing equitable student learning through dedicated, exemplary instruction in accordance with established course outlines;
- participating in professional development activities, both departmental and college-wide;
- maintaining current knowledge in the subject matter area and effective teaching/learning strategies;
- demonstrating commitment to student learning and to the success of all students in the open-access learning environment of a community college;
- demonstrating sensitivity to issues of diversity, and ability to motivate and teach community college students of diverse ethnic and racial backgrounds, sexual orientations, genders, cultures, and learning styles, as well as students with disabilities or varied levels of academic preparation; and
- improving the success of students of all backgrounds and abilities, in particular, reducing achievement gaps of under-prepared and under-served students through innovation and on-going professional development."

African-American students are present in all math classes, if we are so fortunate. What I learn will be applicable in every class I teach.

Moreover, my sabbatical companions will share my findings in the spirit of collaborative inquiry. Together we will make requests and observations, ask questions, and gather data to increase the success of our African-American students.

4. How are the breadth and depth of the project appropriate for the sabbatical leave rather than the regular teaching year?

The DVC mathematics department has adopted several strategies to address equity. Current strategies include

- accelerated courses in developmental mathematics
    - accelerated statistics [Statway]
    - accelerated algebra
- a contextualized developmental mathematics course in the DVC Career Advancement Academy Pre-Apprenticeship Program (for participants to practice the mathematics needed to pass their apprenticeship exams)
- involvement with several DVC learning communities
    - Early Childhood Education Professional Development Program (A cohort of Early Childhood Education students take an evening section of Statway together to fulfill their General Education requirements.)
    - Fit for Life, Smart for Life (which links physical fitness with algebra)
    - MESA [Mathematics, Engineering, and Science Achievement] Program (a statewide program for full-time students majoring in science, technology, engineering, or mathematics)
    - STEM [Science, Technology, Engineering, or Mathematics] Pathways (which supports our local high school graduates to complete the transition into a STEM course of study)
    - Umoja Program (a statewide program to enhance the cultural and educational experiences of African-American and other students)
- A required study skills component of a (developmental) elementary algebra course
- Mathematics departmental units created in Fall 2016
    - Professional Development Task Force
    - Developmental Education Coordinator position

However, despite all these strategies, African-American students still have the second-largest equity gap in basic skills math completion, right behind Native American students.

While these efforts are applaudable at attempting to address this issue, I want to gather research and data from institutions that have shown substantive improvements in the success rates of African-American students in mathematics. With all the duties of teaching, mentoring, research, and service, I simply would not have time to conduct these activities during a regular academic year. I am committed to using my sabbatical to visit community colleges with successful programs and to interview administrators, faculty, staff, and students.

The kind of work I am proposing is simply not possible given my teaching schedule and my service responsibilities. The severity of the problem requires a focused effort.

Name

PROPOSED OBJECTIVES AND EVIDENCE OF COMPLETION

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 5 and 6). Note that Rubric 6 regarding the "Proposed Evidence of Completion" is weighted twice that of all other rubrics.

Identify specific objectives and describe in detail the evidence that will accompany your report, which indicates that you have met each objective. The product of your approved sabbatical leave program will be subject to review by the Sabbatical Leave Committee at the time of making your final report. Examples follow:

Institutional study

Objective:	9 units of graduate level history courses as indicated on Form A will be taken at ... University.
Evidence:	(Here you would describe the transcripts, class notes, exams, class projects, etc., you would submit as evidence of completing these units.)

Travel

Objective:	Travel to archeological zones in Central America.
Evidence:	(Here you would describe exactly what you plan to submit to document your sabbatical leave travel. You should specify the kinds of things you will present, like journals, artifacts, and slides, and you should give the committee an idea of the extent of the evidence by specifying the minimum number of slides, pages in a journal, number of museums, etc. If you so state, you must provide tangible evidence in your final sabbatical leave report that you have, in fact, written the minimum number of pages you proposed, visited the minimum number of archaeological zones you proposed, etc.

Professional study and/or creative study

Objective:	Compose a musical score or write a textbook.
Evidence:	(Here you would clearly indicate the scope of the project, including the minimum number of pages you plan to write, approximate length, an outline of the contents, description of the complexity, etc.)

The Committee will rely on the information you provide in the evidence section to determine if you have met the contractual obligation of the leave.

Objective: Survey Umoja students.
Evidence: Written summary of face-to-face interviews, paper questionnaires, and online questionnaires to capture the most relevant information (at least two pages)

Objective: Travel to at least five community colleges across the country.
Evidence:

1. Written report outlining recommendations, best practices discovered, classroom observations, and summary of interviews of students, staff, faculty, and administrators (at least two pages per school visit – a total of ten pages).
2. 18 entries of two paragraphs each in the Reflection Log. Each page will contain the entry date, a content (summary) paragraph, and a reflective (personal response) paragraph (at least 18 pages total).

Objective: Conduct three video conference calls with colleagues to share findings and gather questions.
Evidence: Written summary of the relevant information discussed (at least one page per video conference call)

Objective: Share findings with the mathematics community at large.
Evidence: Article submitted to professional journal *(Mathematics Teacher, MathAMATYC Educator, Notices of the American Mathematical Society, or The American Mathematical Monthly)*

Name

INSTITUTIONAL STUDY

Name of Institution	Place of Institution

Period of Attendance	UNDERGRADUATE LEVEL	GRADUATE LEVEL
	❑ Semester units to be attempted* ❑ Quarter Units to be attempted *(Minimum 12 semester units) *(Minimum 18 quarter units) ***Neither continuing education units (CEUs) nor courses taken from unaccredited institutions will be considered as Institutional Study. Please see Professional Study Form C.***	❑ Semester units to be attempted* ❑ Quarter units to be attempted *(Minimum 9 semester units) *(Minimum 13.5 quarter units) ***Neither continuing education units (CEUs) nor courses taken from unaccredited institutions will be considered as Institutional Study. Please see Professional Study Form C.***

Accepted for Admission: ☐ Yes ☐ No ☐ Other
If "Yes," attach evidence of admission.
If "Other," explain:

List courses and unit value from the institution's catalogue. In case your choice of courses is not available, please indicate substitutions. (The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Be sure that the scope of your studies is clearly defined.)

*** A full load is considered to be 12 semester units of undergraduate work or 18 undergraduate quarter units, or 9 semester units of graduate work or 13.5 quarter units at an accredited college/university.**

Name

TRAVEL - TENTATIVE

Plan: Itinerary (The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Be sure that the purpose, duration, and schedule of your travel are clearly delineated.)

If visits are not feasible, I will substitute from the following list:

Guttman Community College (all students do a First-Year Experience learning community)
Community College of Baltimore County (accelerated math program)
City University of New York (for its CUNY Start program to help students prepare for college-level coursework)

Place	Duration of Visit	Purpose
Diablo Valley College Pleasant Hill, California	**2 weeks**	**Interview Umoja students**
El Camino College, Torrance,California	**3 weeks**	Observe math courses dedicated to Umoja, First-Year Experience, Puente. Interview students, staff, faculty, and administrators.
Truckee Meadows Community College Reno, Nevada	**2 weeks**	Observe one-semester pre-algebra through intermediate algebra course that effectively prepares students for success in pre-calculus. Interview students, staff, faculty, and administrators.
Community College of Denver Denver, Colorado	**2 weeks**	Observe FastStart program: one-semester developmental math course, either for liberal arts/social sciences or STEM, with in-class, integrated student support. Interview students, staff, faculty, and administrators.
Community College of Aurora Aurora, Colorado	**2 weeks**	Observe the transformative mathematics education results from Colorado's Equity in Excellence Project, including faculty professional development and equity mentoring. Interview students, staff, faculty, and administrators.
Harold Washington College, Chicago, Illinois	**2 weeks**	Observe the supplemental instruction courses; restorative justice circles in developmental mathematics, English, and English as a Secondary Language courses across the curriculum; acceleration models; and curricular redesign of the mathematics department. Interview students, staff, faculty, and administrators
Medgar Evers College, Brooklyn, New York	**3 weeks**	Historically Black College. Observe the research agenda grounded in the pedagogical, content, socioeconomic, cultural, and structural issues which inform low rates of achievement by students of color. Interview students, staff,

		faculty, and administrators
Diablo Valley College, Pleasant Hill, California	**2 weeks**	Write article to be submitted to professional journal.

Name

PROFESSIONAL STUDY AND/OR CREATIVE STUDY

(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Units completed at any unaccredited and/or international institutions will not be considered. Be sure the kind and scope of your study methods, resources, and activities are clearly delineated. Include an estimate of the time that will be spent engaged in various activities.)

MEDGAR EVERS COLLEGE
The City University of New York

CUNY The City University of New York

The School of Science, Health Technology
1638 Bedford Ave.,Brooklyn NY 11225,
Tel: 718-270-6217 , Fax:718-270-6217
www.mec.cuny.edu/Academics/ssht.aspx

January 26, 2017

Dear Dr. Carter

I trust that all is well. We understand that the possibility of study leave now arises for you at Diablo Valley College. On behalf of the Department of Mathematics and The School of Science, Health and Technology at the Medgar Evers College, CUNY we would like to invite you to spend as much time as possible in such study leave here working together upon our shared research interests. As you are aware your work intersects well with some members of our faculty. To be specific we share a common interest in the equity gap in basic skills completion for African Americans. We are a Predominantly Black Institution(PBI) and we are extremely excited to entertain your work in this regard. Our research agenda is grounded in the pedagogical, content, socioeconomic, cultural and structural issues which inform the low rates of mathematics achievement by students of color. Our work aims to increase the participation of underrepresented minorities in mathematics and science from grade school to graduate school. We focus on:

(i) Strategies which enhance the mathematical preparedness of underrepresented students for college level mathematics and those which support access to meaningful mathematics while in college;

(ii) Understanding and implementing strategies which foster retention and persistence in mathematics for all students but particularly those from underrepresented communities;

(iii) Developing and understanding meaningful and innovative uses of emerging instructional technologies in support of mathematics instruction.

(iv) Community/Social infrastructure that supports mathematics achievement in underrepresented communities, in particular, the challenges and opportunities for the development of institutional partnerships aimed at connecting mathematics to the community specifically the creating and sustaining of links between Middle Schools, High Schools, Two and four year College and Research Institutions in a particular geographic region.

(v) Strategies to support the participation of members of underrepresented communities in research mathematics; and

(vi) The use of number theory in the teaching and learning of mathematics and in mathematics education research.

As you suggest, your visit would be either during the Fall 2017 to Spring 2018. We regret that we have no funding to support your study leave at Medgar Evers College, but you and your colleagues can be assured that all appropriate office space and resources would be available to you to conduct your work.

We look forward eagerly your anticipated visit. Please do not hesitate to contact me on any issue pertaining to this matter. I can be reached by email at `tblackman@mec.cuny.edu` and by telephone at `1-718-270-6217`. I look forward to hearing from you. Be well.

Sincerely yours,

Terrence Richard Blackman, Ph.D.,
Dean(Acting)
School of Science Health & Technology

DVC Mathematics Department

Letter in Support of Jamylle Carter's Sabbatical Application

At its meeting of Monday 12/5/2016, the DVC Mathematics department voted unanimously and enthusiastically in support of Dr. Jamylle Carter's proposed sabbatical project. Our department has been proud to be involved in the Umoja program, but we are aware that more must be done to build up the program in terms of student numbers (especially in Math), as part of our overall goal to reduce the achievement gaps faced by under-represented and under-served students. The current low numbers of Umoja students in typical Umoja-affiliated Math sections mean that few of the benefits of community apply to those classes.

As an experienced Umoja Mathematics instructor, and an instructor with broad experience in the Basic Skills classes in Mathematics, as well as in alternative pedagogy (for example, Statway), Dr. Carter is an ideal person to undertake a study of best practices at other institutions, and then to bring those practices back to apply at DVC.

One feature of this application that was particularly attractive to members of the Math Department was Dr. Carter's proposal to maintain contact and keep the department (and other interested parties) updated through a series of workshop/reports during the semester, some of which might be mediated through remote videoconferencing. She has collected expressions of interest from as many as 20 faculty already, and further has commitments from several faculty to trial in their classes the recommendations in the sabbatical's final report.

For these reasons I am happy to forward the Department's support of Dr. Carter's exciting proposal.

Sincerely,

CDS Needham
Mathematics Department Chair.

DVC
DIABLO VALLEY COLLEGE

January 23, 2017

Dear CCCCD Sabbatical Leave Committee,

It is with great pleasure that I write this letter of recommendation in support of Dr. Jamylle Carter's sabbatical leave application for the spring 2018 semester.

Dr. Carter proposes to use the time during her sabbatical leave to research and create a list of recommendations for peer-based professional development for mathematics faculty, and to suggest collaborations with Student Services, aiming at closing the equity gaps for African-American students in mathematics.

As a Umoja faculty with eight years of mathematics teaching experience at the college, Dr. Carter has developed a profound understanding of the struggles of African-American students in the math classroom. Her past involvement with the San Francisco Exploratorium Teacher Institute, and the Oakland Math Circle have led her to develop skills to make advanced mathematics accessible and enjoyable for African-American middle-school students. As a DVC Statway faculty, Dr. Carter has implemented new pedagogies that have shown a consistent, positive impact on the success of underrepresented students.

If funded, this sabbatical proposal will provide the mathematics department at DVC with specific training and mentoring strategies for faculty to work with underserved students, a resource that is both desired and highly needed. African-American students at DVC have the second-largest equity gap in basic skills math completion, right behind Native-American students; and improving student success through inclusive excellence is the strategic focus of our college.

In Fall 2016, the DVC Mathematics department voted unanimously in support of Dr. Carter's sabbatical proposal. In addition, several math faculty have shown interest in testing her recommendations and proposed strategies in the 2018—2019 academic year.

I am therefore strongly recommending Dr. Carter's sabbatical proposal, as it will benefit not only her professional skills and teaching expertise, but it will also enable the Mathematics department to consider new strategies, become more aware of our diverse students' needs, and adopt practices with potentially high impact on student success. Dr. Carter's project would be an asset to the department and the college and I hope the committee can give her proposal a high priority and ranking.

Thank you for your consideration.

Sincerely yours,

Despina Prapavessi

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DIABLO VALLEY COLLEGE

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January 25, 2017

To: DVC Sabbatical Leave Committee:

The DVC Student Equity Committee (SEC) would like to recommend Dr. Jamylle Carter's sabbatical proposal for the Fall 2017/Spring 2018 semester.

Dr. Carter's proposal is focusing on increasing the success rates of students taking basic skills math courses. More specifically, her goal is to research and acquire new pedagogical approaches that specifically address the equity gap for African American students (African- American students have the second-largest equity gap in basic skills math completion, right behind Native American students). Per the Math Department's last program review:

> *"Over the past few program review cycles, DVC's math department's course success rate has improved, but it still lags behind the college overall (61% IU. compared with 75% college-wide). Many math faculty speak about how students are not prepared for the course they are enrolled in, making it difficult to finish all the topics in the syllabus and prepare them for the next course they need to take. Student success in math courses significantly lags behind that of the overall success rate at DVC; this is typical nationwide. It is worth noting the exception of Statway, where an average of 85% success during the 6 semesters it has been offered at our college."*

Dr. Carter's plans to investigate the various approaches used at community colleges around the country that increase the success rates of African American students taking Basic Skills Math. After gathering information about the approaches, methodology, and their impact, her plan is to bring these new interventions back to DVC to be implemented and measured during the 2018-2019 academic year. Dr. Carter has secured 14 Math faculty members to "virtually" follow her sabbatical leave and plans to cast a monthly video conference calls to share her research findings with and gather input from her colleagues.

The SEC believes that this kind of research on new innovative pedagogy will improve the success rates of African American students in Basic Skills Math. We are very excited to learn about the new approaches Dr. Carter plans to implement in the 2018-2019 academic year. SEC hopes you will approve Dr. Carter's Sabbatical Proposal.

Thank you for your time and consideration.

Sincerely,

Dr. Newin Orante- VP of Student Services

Dr. Mark Akiyama- Chair of the Student Equity Committee

DVC
DIABLO VALLEY COLLEGE

January 14, 2017

Dear Sabbatical Committee,

I am writing in support of Jamylle Carter's sabbatical proposal related to best practices supporting Umoja students in math classes at DVC.

Jamylle has been involved with Umoja, having been an Umoja mentor, attended the two-day Umoja training offered in summer 2015, attended some Umoja Steering Committee meetings, and signed up to teach two different math classes open to Umoja students. (For clarification, all math classes are open to Umoja students, but we hold 5-10 seats in three different math sections each semester so that if Umoja students elect to take those classes, they can do so with other Umoja students and with an Umoja-trained teacher.)

The Umoja Program at DVC has struggled to support our students in their math classes. Many students put off math for as long as possible, and feel tremendous anxiety and doubt about their ability to succeed. As a result, while our Umoja English classes usually have between 8 and 20 Umoja students enrolled in each, our Umoja math classes may have none, or only one or two. These students are then much more likely to withdraw from the class or to fail. Since there are so few Umoja students in these math classes, it's harder to get math faculty involved with the Umoja Program, since they see so few of our students anyway. We really hope to develop a stronger link to math, to have more Umoja involvement from full-time math faculty, and to see Umoja students succeed in their math classes at higher rates.

To this end, Jamylle's interest in finding out what's working at other campuses is right on target. We are hopeful that she will learn about successful methods of engagement, course offerings, incentives, and anything else that will serve our students as they navigate their math classes at DVC.

Please consider supporting this project, as the vast majority of Umoja students assess at the basic skills or developmental level in math (and English), and struggle with meeting these basic requirements. Unless we can find better pathways for our students to move through their math classes, they will not be able to succeed at DVC and transfer in their majors.

Thank you for your consideration in this matter.

Heidi Goen-Salter, English Instructor and Umoja Co-Coordinator

El Camino College Community College District
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Telephone (310) 532-3670 or 1-866-ELCAMINO

January 14, 2017

To Whom It May Concern:

I was excited to learn that Dr. Jamylle Carter is interested in visiting El Camino College to observe our courses that have been established to address some of our Student Equity efforts. We have a few math courses dedicated to some of the target populations including Project Success, Puente and First Year Experience (FYE). Dr. Carter is welcomed and we look forward to hosting her during the 2017-2018 academic year.

My contact information is listed below should you have any questions.

Sincerely,

Jacquelyn Sims
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