Attached is my comprehensive Sabbatical Leave Report. I certify that I have fulfilled the objectives of my sabbatical leave and will render the amount of service required by District Policy – Administrative Procedure 7341.

NAME: Freddy N. Ramirez

DATE SUBMITTED : 2/29/2012

ACADEMIC SCHOOL YEAR IN WHICH LEAVE WAS TAKEN:2011-2012

SEMESTER IN WHICH LEAVE WAS TAKEN: Fall 2011
(NOTE: If this was a full-year leave or a variable leave, please indicate this. Do not include any unbanking as part of a sabbatical leave)

CHECK (X) TYPE OF SABBATICAL LEAVE: _____ Advanced Academic Studies, or __√__Non-Traditional Activities

SIGNATURE :Freddy N. Ramirez

(Applicant should not write below this line.

### APPROVALS

<table>
<thead>
<tr>
<th>Title</th>
<th>Approved? (Y/N)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLC Chair</td>
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<td>Academic Senate President</td>
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<tr>
<td>Superintendent/President</td>
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II. Restatement of “Abstract of Sabbatical Leave Proposal

ABSTRACT

In the fall of 2009, I was admitted to a three-year doctoral studies program at SDSU that focuses on educational leadership with emphasis in community college leadership. I have successfully completed the first year and I am now in the second year of the program. During academic year 2011-2012, I will be in the last year of the program and I will be taking courses as well as writing my dissertation toward my goal of earning an Ed. D.

For my dissertation topic, I will focus on conducting a study about the effectiveness and the academic impact that the Puente Project has had on student participants at MiraCosta College. Puente is a writing intensive program that has been at MCC for nineteen years and has been managed in a cooperative effort between the Letters and the Counseling Departments. Each year, Puente serves a new group of students (between 24 and 27) with almost 100% of such students coming from a Latino background and who begin their college experience at the basic skills level. As a cohort, students enroll in English 803 and Counseling 110 in their first semester and then progress to English 100 in their second semester. The same instructor teaches the English sequence thereby maintaining continuity. The goal of Puente is to prepare students, who come to MCC academically underprepared, to transfer to a four-year institution.

My sabbatical project will be directly related to my faculty function at MCC where I have been serving as general counselor, Puente counselor/instructor, and Puente co-coordinator since the year 2005. Conducting a study about the effectiveness of a program such as Puente, which serves basic skills and under-represented students, will be of great benefit to the district as it attempts to replicate practices that increase basic skills student retention, graduation, and transfer.
III. Completion of Objectives, Description of Activities

a. Objective #1: Successfully complete coursework toward Ed. D. program.

ED 899 – Doctoral dissertation (3 units)
ARP760 – Internship in educational leadership (proposed 1 unit)
ED855 – Seminar in educational leadership for developing educational systems (3 units)

Means by which Objective #1 was accomplished

   In fall 2011, I enrolled in the three courses listed above as part of my Ed. D. program at San Diego State University. I successfully completed all three courses as stated in my Sabbatical Leave Proposal. Furthermore, I completed two additional units above and beyond the units approved. The courses completed along with the units and corresponding grades are listed below and can be found on the attached transcript.

   ED 899 – 3 units – Grade: CR
   ARP 760 – 3 units – Grade: A (2 units completed beyond proposed units)
   ED 855 – 3 units – Grade: CR

b. Courses completed in fulfillment of objective:

   ED 899 Activities and Learning Outcomes – In order to earn credit for this course, I had to clarify the topic for my dissertation project. Through constant consultation with my Dissertation Chair and meeting with my dissertation committee, I was able to define my research project and move on to identify my research questions. The literature review and research design followed. With the assistance of MiraCosta College’s Director of Institutional Planning, Research and Grants, I was able to identify the population to be included in the study. I developed data collection and analysis procedures for the research
project along with limitations and delimitations for the study. The principal learning outcome for the ED 899 course was conceptualizing Chapter 3 of my dissertation study. I successfully defended Chapter 3 at the end of Fall 2011 as part of my Dissertation Proposal Defense. Chapters 1, 2, and 3 are available for review at www.miracosta.edu/home/framirez.

**ARP 760 Activities and Learning Outcomes** – As part of the ARP 760 course, I participated in a professional internship supervised by the Dean of Counseling at Palomar College. The total number of hours completed as part of the internship was 144. Through this learning opportunity, I developed a clear understanding of each of the Service Area Outcomes (under the Dean of Counseling) and their relationship to continuous improvement and program planning. An area of interest for me was increasing my knowledge about counseling course SLOs. Through the internship experience, I increased my understanding of each of the SLOs for two counseling courses (Counseling 110 and 120 at Palomar College). I learned about course activities, rubrics, assessment methods, and modifications as part of the assessment and evaluation process. The Counseling 110 course at Palomar College is equivalent to MCC’s Counseling 110 course. The internship also allowed me to enhance my understanding of the budget development process including projections, allocation of funds, transfers, and learning account codes and organization. Finally, I learned about strategies for managing areas of responsibility at the Dean level including the development of meeting agendas, preparation for strategic management meetings, and communicating effectively with constituencies.

**ED 855 Activities and Learning Outcomes** – As a capstone course, ED 855 focused on the development of educational systems and integrated and strategic planning. In this course, I studied the relationship between an institution’s mission statement, institutional goals,
strategic goals, and program review. Through learning experiences in this course, I gained a deeper appreciation for the role that a master plan plays in the development of institutional goals that serve as the basis for strategic planning. Learning the concept of integrated planning that aligns the strategic plan, institutional goals, and the comprehensive master plan empowered me to better-understand the planning and decision-making structure at MiraCosta College.

c. **Total number of hours dedicated to fulfillment of objective:**

   The total number of units successfully completed was 9. The number of units successfully completed times the hour-per-unit requirement of 48 was **432 hours**.

**Objective #2:**

a. **Conduct research, gather data, and write as part of the dissertation process.**

   **Means by which Objective #2 was accomplished:**

   The experience of being able to focus on learning as a full-time student pursing a doctoral degree was invaluable and was only possible thanks to this sabbatical leave opportunity. As a first generation college student coming from a family background with very limited financial resources, I never had the opportunity to be a student and not worry about working full time while attending college. Spending a full semester reading about my topic, conducting research with the support of the MCC Office of Institutional Planning, Research and Grants, and writing a literature review as part of my dissertation was an amazing, fulfilling, and unforgettable learning experience.

b. **Materials produced in the fulfillment of the objective:**
A literature review was one of the outcomes related to the fulfillment of Objective #2. As stated in my Sabbatical Leave Abstract, the focus of my research project is the Puente Program. Puente has been at MiraCosta College for twenty years serving a new cohort of students each year. Because of the nature of the program and the population that it serves, I conducted an extensive literature review encompassing many aspects related to Puente including first-year experience programs, learning communities, and basic skills. My literature review also included articles about special student populations such as basic skills and first generation college students. Furthermore, I read and learned about theories pertaining to the improvements of student learning outcomes of under-represented and academically under prepared student populations such as the validation theory by Laura Rendon. Rendon (1994) defined validation as “an enabling, confirming, and supportive process initiated by in-and-out agents that fosters academic and interpersonal development.” Validation theory seems to be the basis on which Puente services were developed and my study aims to examine the relationship between Puente services and the academic success of its participants.

In consultation with the Director of Institutional Planning, Research and Grants, Puente cohorts for the years 2002 to 2009 were identified as part of my research project. Furthermore, a comparable group matched on the basis of demographics and academic readiness was also identified and a statistical analysis comparing the outcomes of both groups is currently underway.

In summary, I conducted research, gathered data, and wrote the first three chapters of my dissertation study as part of objective #2 of my Sabbatical Leave. All three chapters were defended successfully at the end of fall 2011 as part of my Dissertation Proposal Defense.
The next and last step in earning my doctoral degree is defending the full dissertation at the end of the spring 2012 semester. An excerpt of Chapter I is attached to this Sabbatical Leave Report.

c. **Total number of hours dedicated to fulfillment of objective was 280.**

**IV. Contribution to District**

a. **Explanation of how my activities contributed to my professional development**

One of my professional development goals was to learn leadership skills applicable to my position as faculty/counselor at MiraCosta College. Learning about strategic planning and governance structures in the community college gave me a glimpse of how colleges and educational systems function at a higher level in terms of organizational structure and administrative responsibility. Completing an internship under the supervision of the Dean of Counseling (a position I aspire to fulfill someday) at a local community college afforded me an invaluable learning experience where I learned about how daily duties and responsibilities at the Dean’s level are carried out. I now have a clearer understanding about the decision making process at the administrative level and its impact on various areas of responsibility.

Conducting research for my literature review and writing three chapters of my dissertation study improved my understanding about the history of the Puente Program, about the basis for the development of its core services to student, and about how to examine the relationship between the program’s services and the academic success its student participants experience.

b. **Impact of project on:**

**Students** – Persistence, retention, and completion have become a top priority for colleges and local and state governments, especially during these difficult economic times. Learning about under-represented and academically under prepared student populations (especially the
basic skills Latino student population served by the Puente program) has given me a clearer understanding of the issues such populations have to deal with and how such issues impact student academic success. Equally important, I have gained the knowledge and skills necessary to develop programs and services based on solid theory such as Rendon’s validation theory. Students will benefit as I represent their interests with my input as part of their decision making process at MiraCosta College. Students will also benefit from the enhancement of services currently in place such as the new student orientation meetings, classroom counseling services presentations, and individual counseling sessions. Furthermore, students will benefit from the creation of new services and programs that I hope to lead in the future.

**Department** – Among the short-term impacts and benefits to the Counseling Department resulting from my sabbatical are my increased participation during planning meetings and my willingness to step up and serve in leadership roles. My input during planning meetings has increased and the impact of my input is more meaningful as a result of my learning. My Counseling Department colleagues have shared with me their appreciation for my active participation and for the thoughtfulness and relevance of my contributions. In terms of long-term impacts to the Counseling Department, I have agreed to serve as Department Chair for the next two years. I strongly believe that the knowledge and skills learned during my sabbatical will enhance my ability to successfully carry out my duties as Department Chair. Some of my knowledge and skills that will be relevant to my department and to the duties of Department Chair include enrollment management, budget management, and Title V regulations.

**College** – Studying about the development of educational systems, governance, and integrated planning has enhanced my understanding about how the college functions at all levels. My participation in committees and workgroups as part of the integrated planning process and
shared governance will be one of the long-term benefits to the college. Additionally, as part of the short-term benefits to MiraCosta, I am enhancing the curriculum of the courses that I teach thereby immediately putting to practice the knowledge that I gained during my sabbatical.

Community – The needs of our community are very diverse, and as an institution of higher learning, our responsibility is to meet the educational needs of our district. As mentioned earlier in this report, one of the most pressing needs of our community is to improve the academic outcomes of our students, especially basic skills students, who tend to succeed at lower rates than other student groups. Improving the academic outcomes of all students attending MiraCosta College will be a benefit to our community. In the short-term, students will complete more courses the first time they attempt them, and in the long-term, more students will graduate and will return to their community to give back and share the benefits of their education.

V. Documentation – Non-Traditional Sabbatical Leave

An excerpt of Chapter 1 is included as an appendix to this report as evidence of projects completed. Complete versions of Chapters 1, 2, and 3 are also available at www.miracosta.edu/home/framirez.

The number of hours pertaining to coursework completed in fulfillment of Objective #1 was 432. Additionally, 280 hours were completed in the fulfillment of Objective #2. The table below indicates the breakdown of hours dedicated to each activity pertaining to Objective #2.
<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>OBJECTIVE #2 DESCRIPTION OF ACTIVITY</th>
</tr>
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<tbody>
<tr>
<td>08/22/2011</td>
<td>Researching articles, reading and meeting with DCC *= 15 hrs</td>
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<tr>
<td>08/29/2011</td>
<td>Researching articles and reading = 15</td>
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<tr>
<td>09/05/2011</td>
<td>Researching articles, reading and writing literature review draft =15</td>
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<tr>
<td>09/12/2011</td>
<td>Researching articles, reading and writing literature review draft =15</td>
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<tr>
<td>09/19/2011</td>
<td>Revising draft and meeting with DCC = 15</td>
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<tr>
<td>09/26/2011</td>
<td>Finalizing Lit review and meeting with DCC = 15</td>
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<td>10/03/2011</td>
<td>Writing draft of Chapter 1 and meeting with DCC = 15</td>
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<tr>
<td>10/10/2011</td>
<td>Revising Chapter 1 and further researching articles = 15</td>
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<tr>
<td>10/17/2011</td>
<td>Incorporating additional articles to Literature Review = 15</td>
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<td>10/24/2011</td>
<td>Identifying data needs and consulting with Institutional Research = 15</td>
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<td>10/31/2011</td>
<td>Finalizing CH 1 and 2 and meeting with DCC = 15</td>
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<tr>
<td>11/07/2011</td>
<td>Writing draft of CH 3. Consulting with DC members = 15</td>
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<td>11/14/2011</td>
<td>Reviewing other dissertation to finalize methodology for study = 20</td>
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<td>11/21/2011</td>
<td>Revising CH 3 and consulting with DCC - 20</td>
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<td>11/28/2011</td>
<td>Finalizing CH 3 and preparing to defend proposal = 20</td>
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<tr>
<td>12/05/2011</td>
<td>Preparing to defend Dissertation Proposal = 20</td>
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<tr>
<td>12/12/2011</td>
<td>Preparing to defend Dissertation Proposal = 20</td>
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<td><strong>OBJECTIVE #2 TOTAL HOURS = 280</strong></td>
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* DCC = Dissertation Committee Chair

Sum total of hours completed for approved activities in objectives 1 & 2 = 712