Sabbatical Leave Proposal
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Proposed Leave: Spring 2024
Full-time Hire Date: January 2017
Previous Sabbaticals: 0

Introduction

The Psychology and Sociology departments recently created a Statistics for the Behavioral and Social Sciences cross-listed course that fills a need for students majoring in the Behavioral Sciences (see *Transfer Model Curriculum, Psychology and Sociology*). The goals of my sabbatical would be to learn new pedagogical techniques within the field of Statistics for Behavioral and Social Sciences, determine alignment of our new Statistics course at Moorpark College with a comparable course in the Los Angeles community college system, and develop a Statistics for the Behavioral and Social Sciences course integrating both ZTC materials and OER statistical software with materials that are culturally-responsive and relate to social justice and inclusion, diversity, equity, antiracism, and accessibility (IDEAA). Additionally, I aim to facilitate collaboration of Psychology faculty across the district by creating a high-flex workshop where we can build community, discuss pedagogical techniques that support students, and share how to incorporate IDEEA and social justice into our curriculum.

Project objectives and background

Objective #1:

Enroll in Statistics for the Social Sciences at Pierce College in order to:

- *learn new pedagogical techniques within the field of Statistics for Behavioral and Social Sciences*
- *determine alignment of our new Statistics for the Behavioral and Social Sciences course at Moorpark College with a comparable course in the Los Angeles community college system*

Background:

Statistics for the Behavioral and Social Sciences at Moorpark College was created last year as a cross-listed course between Sociology and Psychology, but has not yet been offered. I am excited to have the opportunity to teach this course and to share the course materials I create with other interested instructors. However, it has been several years since I have taken, observed, or served as a teaching assistant for a statistical methods course. Therefore, I propose to enroll in a Statistics for the Social Sciences course to learn new pedagogical techniques specific to statistical methods in the behavioral/social sciences (including how to incorporate OER materials and statistical software).

I also propose to determine alignment of our course with Pierce College's statistics course, a community college in the Los Angeles Community College District. Teaching mathematical concepts within behavioral/social sciences at the community-college level has been deemed critical by the Transfer Model Curriculum in Psychology (Course Identification Numbering System, 2020) and Pierce college has offered the statistics course within the Psychology discipline for over twenty years (Pierce College, 2022). Because both Moorpark and Pierce Psychology students transfer to CSUN, CSUCI, and UCLA in high numbers and Pierce College has the #1 transfer admissions rate to both UCLA and CSUN (Pierce College, 2021), I propose to determine alignment of our course with Pierce College. This will ensure that our students are receiving comparable instruction and best practices to prepare them for transfer to upper-division statistics and research methods courses within the university systems.

Objective #2:

To increase accessibility and success, develop a Statistics for the Behavioral and Social Sciences course:

- *integrating both ZTC materials and OER statistical software*
- *creating OER materials that are culturally-responsive and relate to social justice and inclusion, diversity, equity, antiracism, and accessibility (IDEAA)*

Background:

Success in transfer-level mathematics courses is linked to higher rates of transfer and degree completion, and not completing transfer-level math within the first year is detrimental to transfer and degree completion (AB 705, 2017). Therefore, the Statistics for Behavioral and Social Sciences course needs to be accessible in order to promote equitable outcomes for our students. In addition, it is critical that students learn statistical software to continue in the social and behavioral sciences, as they will be expected to have this knowledge before the upper-division Statistics courses. To this end, I propose to increase accessibility by developing a fully ZTC course that incorporates OER statistical software.

Success in a college course is also linked to feelings of belonging and inclusion (Wood et al., 2015). Additionally, equity and social justice is a critical component of the Mission of Moorpark College. To support this mission, I propose to create OER materials for each unit of the course that are culturally-responsive and relate to inclusion, diversity, equity, and antiracism, and accessibility (IDEAA), designed specifically for the Statistics curriculum. For example, an activity regarding determining statistical significance can be centered on a peer-reviewed research study regarding the link between experienced discrimination and health outcomes, while a follow-up analysis of variance activity can be centered on a study evaluating interventions to decrease discrimination, stereotyping, and prejudice. Additionally, an activity that asks students to design a study hypothesis can be based on real-world experiences of the students in the course. After creating the course, I would then share all materials and course design on the Psychology Faculty Resources Canvas shell and with the corresponding Sociology Faculty Resource Hub so that all interested instructors can use the course materials. In addition, I would propose to share the materials on a Faculty Resources Canvas shell that is shared district-wide (see objective #3 for more detail).

Objective #3*: Facilitate collaboration of Psychology faculty across the district*

Background:

In the 5 years since joining the Moorpark College faculty, I have not yet had the opportunity to meet Psychology faculty from across the district. Within our Psychology department at Moorpark College, we have experienced the benefits of collaborative work, holding at minimum one faculty meeting per semester to discuss SLO's, curriculum updates, equity-based practices, pedagogical challenges and solutions, and to build a positive community environment. Additionally, research demonstrates the value of faculty collaboration in our aim to serve students (Ronfeldt et al., 2015). With increased online enrollment, students are increasingly taking courses across the district. Therefore, it is critical that we collaborate district-wide. I would like to expand collaboration across the district by holding a high-flex meeting where we can build community, discuss pedagogical techniques, and share how to incorporate IDEEA and social justice into our curriculum. I will create a high-flex workshop that covers these topics, with guided questions to facilitate discussion of each topic. In addition, I would propose to create Psychology Faculty Resource Canvas shell that is shared district-wide, modeled after the Canvas shell created and used by the Moorpark College Psychology faculty.

Project timeline and outcomes

January-February:

1. Enroll in Statistics for Social Sciences course at Pierce College
2. Research ZTC/OER texts for Statistics for Behavioral Sciences and OER statistical software

February-April:

1. Continue in Statistics for Social Sciences course at Pierce College
2. Build the Statistics for Behavioral and Social Sciences course incorporating ZTC/OER texts and OER statistical software
3. Create OER materials focused on IDEAA and social justice

April-May:

1. Complete Statistics for Social Sciences course at Pierce College
2. Complete fully ZTC/OER Statistics for Behavioral Sciences course
3. Create and hold a high-flex workshop for psychology faculty across the district

Project implementation and dissemination

At the conclusion of the sabbatical, I will have completed construction of the ZTC/OER Statistics for Behavioral and Social Sciences course. I will make the course materials available to all faculty, so that they may use the course design, resources I have gathered, and materials I have created - I will post these on the Canvas shell 'Psychology Faculty Resources,' share with the corresponding Sociology Faculty Resource Hub, and will be available for questions to anyone who will be teaching the course. I will also post these materials to the district-wide 'Psychology Faculty Resources' after proposing the creation of this Canvas shell to the faculty at the district-wide Psychology high-flex workshop.

I will also have initiated contact with all Psychology faculty district-wide, and have facilitated a collaborative high-flex workshop. The next step would be to expand this collaboration to include all of Behavioral Sciences district-wide. This will be the first of a semi-annual or annual meeting to discuss topics and share ideas that are relevant to our area of instruction across the district.

Relation to professional assignment and suitability for sabbatical leave

Statistics for the Behavioral and Social Sciences has not yet been offered as a course at Moorpark College. I will serve as the Behavioral Sciences department lead in creating the course materials, teaching the course, and disseminating course materials to other instructors. While the Statistics in Behavioral/Social Science course at the community college level has been deemed critical by the Transfer Model Curriculum in Psychology (Course Identification Numbering System, 2020), it can prove difficult to recruit faculty to teach the Statistics course. For example, some community colleges have Psychology Instructor positions specifically for teaching Statistical Methods in the Behavioral Sciences. Therefore, making the course design, materials, and resources available can reduce the barrier for other faculty interested in teaching the course.

To create OER materials that are culturally-responsive and relate to inclusion, diversity, equity, antiracism, and accessibility (IDEAA), I will rely on my training though the CHESS program, knowledge obtained from attending conferences and workshops such as the A2MEND and Teaching of Psychology conferences, and experience as a core member of the TWMOCAs. I will also be researching how to specifically incorporate IDEAA into the statistics course. I propose to integrate meaningful curriculum throughout the course, with every unit incorporating social justice themes, which will require time to conduct research and thoughtful creation of assignments.

Publishers such as Pearson provide course textbooks with seamless integrated intuitive software such as MyLabStats. Unfortunately, these products are costly. To create a ZTC with OER statistical software integrated into the course will require research, creation of new materials, and learning to code in programs such as R. While I have familiarity with coding in other programming languages, becoming proficient in R will allow me to create these OER materials.

Finally, the Psychology faculty at Moorpark has previously discussed creating a collaborative environment across the district. Unfortunately, with our other professional development and student service activities, we have not had the time required to engage in such an endeavor. Therefore, I want to use the sabbatical time to develop this collaboration, that can then continue once it has been established.

Value of proposed leave on the candidate's professional competence

This sabbatical would provide me the opportunity to learn new skills, techniques, and subject matter. By attending Pierce College's Statistics course, I will learn new pedagogical techniques for teaching statistics. By creating a course with OER software, I will become proficient in another programming language. By developing a course with ZTC/OER materials, I will learn the process of adapting these materials to then apply to other courses. This is similarly true for creating OER materials that incorporate social justice and IDEEA in the curriculum. By creating a cross-district workshop, I will also learn from fellow faculty across the district regarding how to best support our students, ranging from pedagogical techniques to student services to program planning with culturally-responsive curriculum.

Value of proposed leave on instruction or service to students

The outcomes of this sabbatical proposal are directly aimed at improving the student's experience at Moorpark College as well as after they transfer, in particular focusing on equitable outcomes for our students.

First, research has shown that if students majoring in Psychology take a Statistics course in Psychology, they are better prepared for success once they transfer (Stringer, 2022). Second, research has demonstrated that reducing financial barriers by creating ZTC courses with OER materials increases success for disproportionally impacted students (California Community College Curriculum Committee, 2022; Linton, 2011). Third, higher success rates for marginalized students are also seen when courses incorporate materials that address diversity, equity, and inclusion and are culturally-responsive (California Community College Curriculum Committee, 2022; Thomas & Tripp, 2020).

In my proposal, I aim to address all three of these student success outcomes. First, determining alignment of our Statistics for the Behavioral Sciences course with Pierce College's course will ensure our students are receiving comparable instruction and best practices to prepare them for transfer to upper-division statistics and research methods courses within the university systems. Then, I will develop a ZTC/OER Statistics for the Behavioral Sciences course and create OER materials for the course that have social justice themes, are culturally responsive, and directly incorporate IDEEA. I will then share all course materials with the Moorpark Psychology Faculty Resource Canvas shell, corresponding Sociology Faculty Resource Hub, and proposed district-wide Psychology Faculty Resource Canvas shell. In this way, the sabbatical will improve outcomes for disproportionally impacted and marginalized students, as well as all majors in the Behavioral Sciences.

In addition, facilitating collaboration in Psychology across the district will result in greater opportunities and consistency for students taking classes across the district. We will engage in discussions regarding how to incorporate IDEEA into our curriculum, pedagogical techniques that support students, and creation of more opportunities for students such as clubs, professional talks, and internships.

Value of proposed leave to the college, district, and consistency with mission of the district

The aims of this sabbatical proposal directly address the district mission to provide students "access to comprehensive quality educational opportunities" and Moorpark College's mission that is "grounded in equity, social justice, and a students first philosophy" to "achieve equitable outcomes." Aligning our new Statistics for the Behavioral sciences course with the successful transfer Pierce College course will ensure our students continue to receive quality educational opportunities. Developing a ZTC plus OER software course, and creating culturally-responsive OER materials incorporating social justice themes to best serve our disproportionately impacted and marginalized students will increase equitable outcomes. In addition, facilitating collaboration and sharing of materials across the Psychology departments within the district would promote the VCCDD value of "open discussion to drive our plans and decisions."

Distribution of sabbatical leaves among departments and discussion with relevant constituencies

The two most recent sabbatical leaves in the department of Behavioral Sciences were in 2020 and 2012. The department has 7 full-time faculty members.

Please see attached letters of support (following the References section) from Chair Danielle Vieira and tenured Psychology faculty members Dr. Julie Campbell and Professor Elisa Setmire.

Dr. Josepha Baca, Dean of Social & Behavioral Sciences, also offered her support of the sabbatical proposal with this statement: "This proposal will strengthen the transfer pathway for Behavioral Science majors. I support this proposal as an excellent opportunity for our students to achieve their academic and professional goals."

References

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