Sabbatical Leave Report

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Department of Psychology
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 were 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, to facilitate collaboration of Psychology faculty across the district by creating a high-flex workshop to build community, discuss pedagogical techniques that support students, and share how to incorporate IDEAA and social justice into our curriculum. It has been an honor and privilege to complete this sabbatical project.

Project Objectives and Completed Outcomes

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 (from sabbatical proposal):

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.

Completed Outcomes for Objective #1:

- Completed 4-unit Statistics for the Social Sciences course at LA Pierce College (grade: A, transcript attached)
- Organized a meeting with Dr. Jenny Moses (Statistics Instructor, Dept of Psychology) at Pierce College to discuss COR alignment with Pierce College and best practices for an OER Statistics course for the Behavioral and Social Sciences

- Attended meetings with Moorpark College AB 1705 workgroup to update group on progress in creating PSY/SOC M125 (Statistics for the Behavioral and Social Sciences). Received valuable feedback and discussed possible stipends for instructional faculty
- Organized a meeting with MC Psychology and Sociology faculty to discuss the PSY/SOC M125 COR
- Multiple meetings with Letrisha Mai (Moorpark College Articulation Officer) regarding the Psychology AA-T, Statistics for Behavioral Sciences course, and Research Methods for Behavioral Sciences course in order to ensure transferability of Statistics course
- Revised PSY M06 (Introduction to Behavioral Research Methods) to include PSY/SOC M125 as an option for the Statistics prerequisite
- Re-wrote Soc/Psy M125 (Statistics for Behavioral and Social Sciences) COR to align with C-ID Math 110 and resubmitted for equivalency approval. Course was approved.
- Met with Chair and Dean to discuss changes to PSY/SOC M125

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 (from sabbatical proposal):

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.

Completed Outcomes for Objective #2:

- Researched OER Behavioral Statistics Textbooks and software:
  - Evaluated 5 OER texts:
    - Introduction to Statistics in the Psychological Sciences by Cote et al.
    - Answering Questions with Data – Introductory Statistics for Psychology Students by Crump
    - Indispensable Statistics for the Behavioral Sciences by Reid
    - Learning Statistics with Jamovi by Navarro
    - An Introduction to Psychological Statistics by Foster et al.
      - Chosen for being written at the appropriate level, reader-friendly, and continually updated (updated by a Pierce College professor with a PhD in Quantitative Psychology and offered as Canvas Pages).
  - evaluated 5 OER software programs:
    - R
    - Jamovi
    - Google Sheets
    - MyOpenMath
    - PSPP
      - Chose PSPP – best aligns with SPSS, the software program used in most upper division statistics in Psychology courses. Additionally, the user interface does not require the student to have coding experience and is updated frequently
- Contacted Ethnic Studies department for articles regarding social justice themes for statistics course
- Sought out peer-reviewed research articles with social justice themes for use in statistics course
- Researched and used the following resources for OER social justice assignments:
  - STAT 18--Statistics for the Behavioral and Social Sciences: Open for Antiracism (OFAR)

- ASCCC OERI Statistics for Social Justice
- Gallup
- Social Statistics for a Diverse Society Web Resources
- Elicited feedback from previous students regarding Statistics for Behavioral Sciences
- Consulted with Chris Lonner, Math faculty at CSUN to discuss statistics course taught at CSUN, framing of statistical concepts, and statistics software
- Consulted with Michelle Sadeh, Psychology faculty at CSUN to discuss statistics course taught at CSUN, framing of statistical concepts, and statistics software
- I have yet to completely finish all the lectures/assignments for the course. The course is scheduled to be offered for the first time in Fall 2025 (I will be the only instructor Fall 2025, teaching two sections), therefore once I complete all materials this Spring I will post to the Psychology Faculty Resources Canvas shell for other future instructors.

Objective #3:

Facilitate collaboration of Psychology faculty across the district

Background (from sabbatical proposal):

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.

Completed Outcomes for Objective #3:

- Created, scheduled, and hosted workshop for psychology faculty across the district on Zoom with breakout rooms on Friday April 12, 2024:
  - Icebreaker meet and greet

- preferred name and pronouns, college and area of emphasis, favorite desert and why
  - o Share favorite class activity
    - Describe key elements of the activity and why is it one of your favorite activities?
  - o Discuss DEIA best practices
    - What is a strategy you have found to be effective in closing the equity gap?
  - o Share potential future directions for our departments
    - What is a big-picture future direction/hope/dream you have for the psychology department?
- Multiple faculty from each college (Ventura, Oxnard, and Moorpark) attended!
- Productive discussion and future collaborations were discussed. District-wide canvas shell was discussed but not decided upon. I look forward continuing these workshops with my colleagues across the district.

Conclusion

It has been an honor and privilege to complete this sabbatical project. I facilitated collaboration of Psychology faculty across the district by creating a workshop; learned new pedagogical techniques within the field of Statistics for Behavioral and Social Sciences by taking a Statistics for Social Sciences course; determined alignment of our new Statistics course at Moorpark College with a comparable course in the Los Angeles community college system and re-wrote the COR to obtain equivalency for C-ID Math 110; and developed 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). I look forward to teaching the new Statistics for the Behavioral and Social Sciences course this coming Fall!

References

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Pierce College. (2021). *Pierce College Fact Sheet 2020-21* [Fact sheet]. Los Angeles Community College District. https://www.piercecollege.edu/pierce_why.asp

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LA Pierce College Transcript

Unofficial Transcript

Name: **Boucquey,Veronique**
Student ID: 900741714

SSN: XXX-XX-7065
Birthdate: July-23-XXXX
Print Date: Dec 12, 2024

Beginning of Credit Record

2024 Winter (Jan 1, 2024 - Feb 4, 2024)

Course		College	Title	Units Attempted	Units Earned	Grade	Grade Points	Notes
STAT	101	LAPC	Stat For Social Sci	4.00	4.00	A	16	CSU/UC

				Units Attempted	Units Earned	GPA Units	Grade Points	
Term GPA	4.00		Term Totals	4.00	4.00	4.00	16	
Cum GPA	4.00		Cum Totals	4.00	4.00	4.00	16	
Cum GPA w/o NDA	4.00			4.00	4.00		16	

Credit Career Totals

			Units Attempted	Units Earned	GPA Units	Grade Points
Cum GPA:	4.00	Cum Totals	4.00	4.00	4.00	16

Beginning of Non Credit Record

NO WORK COMPLETED

End of Unofficial Transcript