**Synopsis, 2023**

**Annie Hsu, Lecturer**

**Teaching**

In the Fall, I taught one section of **Financial and Cost-Benefit Analysis** (V401-3230, 42 students), one section of **Intermediate Public Budgeting and Finance for Public Affairs** (V374-10928, 55 students), and one section of **Contemporary Economic Issues in Public Affairs** (V202-10236, 87 students). Three courses were the new prep for me.

As evidence of high-quality classroom teaching, I organized some tables to display the quantitative scores and qualitative comments demonstrated.

Table 1: Summary from OCQs

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Financial and Cost-Benefit Analysis** | **Intermediate Public Budgeting** | **Contemporary Economic Issues** |
| Responses ratio to OCQs | 92.9% ([link](https://www.dropbox.com/scl/fi/oedy7ved3dcb5snsonrk1/IUB-Fall-2023-Individual-Report-for-SPEA-V401-LEC-3230-FIN-COST-BENEFIT-ANALYSIS-Annie-Hsu-_28fe34e9-f7b4-451e-aba0-2e28fe32f0eaen-US.pdf?rlkey=vo09exd0sbdmc77gg97c9l5ct&dl=0)) | 85.5% ([link](https://www.dropbox.com/scl/fi/1i3omuvvo9x4yujheoir2/IUB-Fall-2023-Individual-Report-for-SPEA-V374-LEC-10928-INTERMED-PUBLIC-BUDGET-FIN-Annie-Hsu-_e6bd2077-486a-436a-9fe3-dbf40625640ben-US.pdf?rlkey=oe84e9b3qhqo7haalcwsthhg8&dl=0)) | 92% ([link](https://www.dropbox.com/scl/fi/t6whisodsaci9mz4fmee0/IUB-Fall-2023-Individual-Report-for-SPEA-V202-LEC-10236-CONTEMP-ECON-ISSUES-PUBLIC-AFF-Annie-Hsu-_41eeec7b-08d8-491d-8c71-d7118c52be0een-US.pdf?rlkey=r7samzp77drhcdh3h94qjqwsj&dl=0)) |
| Clarity | 79.49% | 82.98% | 68.75% |
| Effective | 66.67% | 74.47% | 63.75% |
| Availability | 94.87% | 100% | 82.5% |

Note: In the individual report section of the course questionnaire, responses are measured on a 4-point scale, including categories such as "Very clearly," "Clearly," "Somewhat clearly," and "Not at all clearly." When calculating percentages in Table 1, the combination of responses falls into the "Very clearly" and "Clearly" categories, with a similar approach applied to the effective and availability indices.

The "Availability" index underscores my commitment to assisting students whenever they require support. This dedication is exemplified by my consistent hosting of approximately 3 hours of office hours every week. Enclosed in this message is a [link](https://www.dropbox.com/scl/fo/f3e5s8uxv2y1aq7bhy6yd/h?rlkey=oygvbidpn3jmqkjmqxtogn3cc&dl=0) that provides evidence of the appointments scheduled by students during these hours. Notably, a number of students have demonstrated significant improvement following my guidance during these office hours, highlighting the positive impact of my availability on their academic progress.

Table 2: Participating in Office Hours and Progress from Midterm to Final Examination

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Students’ ID (class #) | How many times s/he visit my office hour (after midterm) | Midterm score  (before curve) | Final score (before curve) | Improvement (growth rate) |
| 6519854 (V202) | 3 | 37.5 | 99 | 164% |
| 6345890 (V202) | 3 | 42.5 | 87 | 104.71% |
| 6264574 (V202) | 3 | 62.5 | 93 | 48.8% |
| 6199731 (V374) | 3 | 60 | 87 | 45% |
| 6423277 (V374) | 2 | 54 | 78 | 44.44% |
| 6574964 (V374) | 4 | 66 | 75 | 13.64% |
| 6448845 (V374) | 3 | 93 | 102 | 9.7% |
| 6426574 (V401) | 3 | 27 | 85 | 215% |
| 6364503 (V401) | 3 | 35 | 49 | 40% |
| 6568815 (V401) | 4 | 70 | 94 | 34.29% |
| 6582751 (V401) | 4 | 61 | 77 | 26.23% |

Table 2 illustrates that students, who expressed concerns about their academic performance post-midterm examination by actively participating in my office hours, demonstrated noticeable improvement and a deeper understanding of the course materials under my guidance. This positive engagement was reflected in their final exam grades.

Table 3: Stickiness index

|  |  |  |  |
| --- | --- | --- | --- |
|  | Spring-V401 | Spring-V374 | Spring-V361 |
| Fall-V401 | - | 6 (14.29%) | 10 (23.81%) |
| Fall-V374 | 15 (27.27%) | - | 9 (16.36%) |
| Fall-V202 | 5 (5.7%) | 1 (1.15%) | 7 (8%) |

Note: The numbers depict the count of returning students from the Fall semester of 2023 who opt to enroll in my various classes during the subsequent semester in Spring 2024.

I've introduced a novel metric called the "Stickiness" index, gauging students' satisfaction with their learning experience in my Fall semester (2023) classes and their subsequent decision to enroll in my different courses during the Spring semester (2024). The data indicates that students appreciate my teaching style, find value in their learning journey with me, and trust that they can achieve similar positive learning outcomes in the upcoming semester.

In an effort to enhance my teaching methodologies, I engaged with a teaching and learning group and took part in a workshop on the Service-Learning Program hosted by CITL.

In teaching-related service, I have written recommendation letters to help students applying for the graduate program. Here is the summary table.

|  |  |
| --- | --- |
| Students’ ID and Class # | How many letters I have written |
| 6437325 (V374 & V401) | 10 |
| 6448845 (V374 & V401) | 10 |
| 6437305 (V401) | 10 |
| 6436848 (V401) | 6 |

I participated in the conference hosted by the National Tax Association from November 2, 2023, to November 4, 2023. During the event, I presented the paper titled "Dealing with Fiscal Stress: Cities versus Suburbs." You can find more details about the program ([program link](https://nta.confex.com/nta/2023/meetingapp.cgi/Person/3715)).