

Content Outline for Sabbatical Proposals (Spring 2019)
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Oxnard College Mission Statement:

Oxnard College is a learning-centered institution that embraces academic excellence by providing multiple pathways to student success.

Oxnard College Strategic Goal 1.2: Increase Student Success

Oxnard College Strategic Goal 1.3: Remain Competitive in the Online Market

1. Statement of Purpose

The purpose of this sabbatical leave will be to improve the overall quality of instruction in the Economics program at Oxnard College, but the specific focus will be on exploring techniques to improve the success and retention rates in the Economics classes. Moreover, recent data from the State Chancellor's office (DATAMART) indicates that the success and retention rates in the Economics classes at OC is being negatively impacted by the lower success and retention rates in the online classes. Given the critical role online classes play in an average Oxnard College student's ability to balance work, education and personal life, and the student's ability to complete his/her education in a timely manner, it is clear that a serious effort is required to bridge this gap. In the spirit of ACCJC's call for CQI (constant quality improvement) I recognize the need to improve several areas of the Economics program and Economics instruction, particularly in online instruction. The activities that I propose to engage in during the one semester of sabbatical leave would enable me to provide better quality service to Oxnard College, its student body and the community it serves, and to the Ventura County Community College District. The fulfillment of the tasks will meet the mission of Oxnard College to provide multiple pathways to student success in a learning-centered environment that embraces academic excellence. It will also be a decisive step toward the satisfaction of Oxnard College's Strategic Goals 1.2 and 1.3, as stated above.

a. Goal:

The overarching goal of this sabbatical will be to improve the quality of Economics instruction with particular emphasis on online instruction, improve existing instructional materials, explore new instructional materials including OER (Open Educational Resources) and low cost educational materials, and research additional lower division Economics courses at CSUs, UCs and the California private universities.

b. Proposed Activities:

Toward this purpose during my one semester sabbatical (Spring 2019) I propose to do the following activities:

a) I will take two graduate level Economics or related courses from an accredited university such as the Massachusetts Institute of Technology (MIT) online graduate level course offerings in Economics via their MITOpenCourseWare program. Here is the link to graduate level course options in Economics that are offered online (scroll down to Economics): <https://ocw.mit.edu/courses/#sloan-school-of-management> Reading, writing, discussions etc. in the coursework involved in graduate level courses may be expected to require 30 -35 hours a week.

Courses currently under consideration are:

- i) Environmental Economics and Government Responses to Market Failure
- ii) Economic Institutions and Growth Policy Analysis

b) I will devote at least 5 hours each week toward the improvement of the design of each of my online classes.

c) I will attend at least 4 online and/or in-person workshops and retraining opportunities for Economics and online instruction, general online teaching best practices, pedagogy, and effective course design geared toward enhanced interaction, student retention and success. The hours devoted to such exercise will vary with the availability of such training workshops, but may be expected to average 5-6 hours a week.

d) Revise and update my entire set of instructional materials and notes in the desirable 5-7 year review process. In view of the high cost of textbooks and some students' reluctance to purchase print textbooks the quality and clarity of instructor provided notes and instructional supplements has become undisputed.

e) Explore Open and Low Cost Educational Resources such as Open Stax textbooks, the Knewton (and others that become available) low cost Economics learning software for the Principles of Micro and Macroeconomics courses.

f) Research, using ASSIST, other lower division, course options in Economics that may transfer to CSUs and/or UCs and private universities, that could be added to the Economics program offerings at Oxnard College.

g) Read and research to improve currency and increase instructor skills and instructional resources. Attend Economics conferences and instructional workshops that may be offered during this period, such as those offered by the Federal Reserve Bank of San Francisco, FRED or the St. Louis Federal Reserve Bank's Economic Research unit, the National Association of Business Economics (NABE), Institute of Global Economic Research at the California State University, Channel Islands (IGER), and other opportunities as they may arise.

2. Rationale

a. Professional Development

I am committed to constant professional development well beyond what is achievable through an occasional attendance of a conference or workshop partially funded by the Professional Development funds available at Oxnard College. The task I am committing to undertake requires time and focus beyond 15 hours a week over an 18 weeks semester.

Examples of Past Professional Development Activities:

As an instructor dedicated to my areas of responsibility (Economics and Interdisciplinary Studies) I have made an effort to maintain currency in my knowledge and level of preparation to serve my students, college and the community. I have taken graduate level courses in the areas of international business, international management and international management science (statistics) from an accredited university (CSUDH). I have attended conferences at CSUN, CLU, Chitaquaua Conference at University of Texas at Austin, Claremont Graduate School, Robert Morris Economics conference, International Studies Program conference at the Riverside Community College, the Western Economics Association Conference in San Diego, American Economics Conference in Washington D.C., Asian Studies Conferences, National Association of Business Economics, Federal Reserve Bank, California State University, Channel Islands (Martin V. Smith Institute and Institute of Global Economic Research), and others.

Between 2010 and 2015 I completed 36 graduate units in History (to enhance my Interdisciplinary Studies responsibilities) and received a Master's degree in History (World/Global History emphasis), with High Honors. I completed the entire degree online and received considerable experience of the student perspective in an online class.

In June 2016 I attended the 3-day Online Teaching Conference plus the all-day CANVAS training workshop in San Diego sponsored by the California State Chancellor's office. I have attended several online teaching workshops at the three colleges at the VCCCD, and was in the first group of faculty at Oxnard and Moorpark colleges to successfully complete the CANVAS training in March 2016 and get certified to teach online classes using CANVAS.

In 2012 I served on the State Academic Senate's Faculty Discipline Review Group (FDRG) for Economics made up of 3 community college instructors and 3 CSU professors from the entire State of California. The group was responsible for developing the Economics C-IDs and the Transfer Module Curriculum (TMC) that was approved by the State Chancellor's office in 2012-2013 and is currently in use. Prior to this I severed on the State-wide Economics LDTP (Lower Division Transfer Pattern) for Economics, and the IMPAC (Inter-segmental Major Preparation Articulated Curriculum) – both of which were the California State Academic Senates effort to increase collaborative effort between community colleges and the CSUs and UCs to improve transfer preparation and increase the transfer rates.

As a member of Oxnard College Student Success Committee I have attended workshops pertaining to the Institutional Effectiveness Partnership Initiative (IEPI) at several community colleges in this area (2014-2016) , including at the College of the Canyons. The objective was to improve student success, retention and transfer. The current Guided Pathways initiative is a follow up of these earlier efforts.

b. Value to Department or Discipline

As the only instructor of Economics and Oxnard College I shoulder the full responsibility of building and maintaining the Economics program. This poses the multi-layered responsibility of classroom instruction (in class and online), course preparation, program curricular maintenance and improvement, program review, administration and planning. The work that I propose to complete during this sabbatical will improve the quality of Economics instruction, and improve the success and retention rates in all Economics classes, but particularly in online instructional delivery where the need for improvement is the greatest. The activities planned for the sabbatical leave period will also explore the possibility of adding new course offerings in Economics. Any progress that I can make in these directions will benefit the discipline, the department, and the college.

c. Value to College and/or District

The college and the district, both, will benefit from the fact that the lead Economics instructor will bring back 1) a greater breadth of knowledge, 2) greater proficiency in effective instructional techniques and better designed online classes geared to improve student success and retention. The course design improvements techniques that I hope to acquire during my sabbatical leave should have application beyond Economics at Oxnard College. I expect my sabbatical exercises to enable my skills to progress well beyond what I am currently able to acquire through my participation in the currently in-progress Moorpark College's Design to Align training. My proposed sabbatical activities should make me a better instructor with higher retention and success rates. I would be happy to share my acquired knowledge and skills with colleagues across the college and the district who may be interested in learning them. The college will have a better Economics program and hopefully also higher productivity, retention and success in the Economics program (and possibly even a higher transfer rate than the already high current transfer rate that the Economics program currently offers).

d. Value to Students

Most Economics students enroll in Economics classes with the objective of transferring to a four-year college or a university. Therefore, it is essential for the future success of the Oxnard College students that the course content be reviewed and improved periodically with ongoing reeducation and training of the instructors. Additionally, many Oxnard College students balance their work schedules, personal responsibilities and

education, and in so doing prefer to enroll in online classes that offer them the schedule flexibility that makes it all possible. In view of this reality it is essential for Oxnard College to offer sufficient courses in the online modality to enable students (if necessary) to complete their degree with online courses. In order to make the online Economics courses more accessible to students from diverse backgrounds, some change in course design is necessary. It would also be helpful for both online and face to face students if the existing notes (that I make available to students) were periodically revised and modified for academic currency. This would be essential if the Oxnard College Economics program were to switch to low cost or free OER (Open Educational Resources) which do not have good quality online learning supplements and workbooks. Students will benefit from better course design, more instructor-prepared notes, and cheaper educational resources.

e. Value to Community

The community will benefit because it will be served in the following ways:

- 1) It will have more resources on hand to succeed in challenging courses such as Economics that lead to well-paying career possibilities. Good training in Economics translates to good jobs, better paying jobs, and upward economic and social mobility. A recent report from the Bureau of Labor Statistics (BLS) and disseminated widely among Economics instructors indicated that employment opportunities for those with a Bachelor's degree in Economics has sharply increased in recent years. Employment opportunities and income potential for those with Masters' degree and higher in Economics continues to be strong. <https://www.bls.gov/ooh/life-physical-and-social-science/economists.htm>
- 2) University education today requires a fairly high level of computer use and instruction is almost universally supplemented with online enhancements, even when the classes are not offered entirely online. The State of California is making some determined steps toward inexpensive online instruction that can better serve the most disadvantaged segments of our state population. By improving the online class design in our instructions our classes will become more accessible to the technologically disadvantaged members of the local community. The ability to take and succeed in online classes will increase technological self-confidence in the community and ensure success in education and employment in many different areas. The skills that I will bring back from my sabbatical experience will enable the community to increase income potential, acquire greater economic security and offer an option for upward economic and social mobility, which ultimately also leads to a greater political empowerment.

3. Implementation

a. Implementation Procedure

My sabbatical plan is devote at least 40 hours a week toward my sabbatical project. I expect to allocate my time among the three primary focus areas listed below.

1) To complete the two graduate level Economics courses I shall proceed as per the requirements of each course and complete the weekly assignments as per each course syllabus and course plan. This is likely to be very time consuming and will require 30-35 hours a week on an average.

2) In order to improve the course design of Economics courses (especially those taught in the online modality) I shall engage in professional development workshops pertaining to course design, instructional techniques, methods to improve student retention and success, particularly with the view of improving the retention and success of students enrolled in online classes. I shall research engagement tools that may be used in Economics instruction, Economics games, economics videos, prepare PowerPoint lecture slides with audio components using Camtasia, and learn to make short videos for the online component of all Economics classes. I shall attend free and some paid online teaching conferences (@One, OnCourse, and others).

3) In order to improve my course notes for students, I will thoroughly review and revise my existing notes. I plan to place as many of them as possible on "Pages" in CANVAS. All class that I teach are either online, hybrid-online, or fully web-enhanced. Therefore the improvement and maintenance of the online component of my classes is critical to the improvement of my instructional delivery for all my classes regardless of their current instructional modality.

4) In order to maintain and improve the currency of my academic preparation I will attend at least one academic conference during my sabbatical leave.

b. Projected Results

At the end of the period of my sabbatical leave I will have achieved the following:

1) I will have acquired greater breadth of knowledge of new developments in two areas of Economics or in related fields. This may be expected to improve the quality of the course content of all Economics courses offered at Oxnard College.

2) I will have improved the course design of Economics courses, and will have redesigned the delivery of my Economics classes so that they are more accessible

for our student body. This may be expected to improve student success and retention.

3) The content and presentation of my notes, support material, and course delivery, will be significantly improved by my sabbatical experience. This may be expected to have a positive impact upon student success and retention.

4) As the lead Economics instructor at Oxnard College I will have acquired greater currency in Economics course content and new developments in theory, and greater depth and breadth of available resources in Economics, particularly online resources. This may be expected to have a positive impact upon student success and retention.

c. Dissemination Plan: Benefit to Colleagues/Students/College

I will share the outcome of my efforts with my colleagues within my discipline, department, and the general body of the college through meetings and a written or oral presentation.

4. Past Contributions to the District

Examples of Past Professional Development Activities:

As an instructor dedicated to my areas of responsibility (Economics and Interdisciplinary Studies) I have made an effort to maintain currency in my knowledge and level of preparation to serve my students, college and the community. I have attended several national and regional Economics conferences including the American Economics Association conference, the Western Economics Association conference, Federal Reserve Bank workshops, National Association of Business Economics presentations, and talks at the local universities (CSUCI, CLU), as well as online conferences. I have taken graduate level courses in the areas of international business, international management and international management science (statistics) from an accredited university (CSUDH). I have completed a Master's degree in History with Honors from an accredited university.

I have attended conferences at CSUN, CLU, Chitaquava Conference at University of Texas at Austin, Claremont Graduate School, Robert Morris Economics conference, International Studies Program conference at the Riverside Community College, the Western Economics Association Conference in San Diego, American Economics Conferences in San Francisco and San Diego, and others. I have attended numerous conferences on online teaching, including the

June 2016 Online Teaching Conference in San Diego offered by the California State Chancellor's office.

a. Scholarship

I have a Ph.D. degree in Economics. Not content with my education in Economics, I have broadened my interdisciplinary studies credentials by completing a Master's degree in History (Global/World History Emphasis) with the help of my previous sabbatical leave. Since so many of my students are Business or Accounting majors, I have successfully completed graduate level courses at CSU Dominguez Hills in the areas of international business, international management science (statistics) and global consumerism, and am only a few courses short of an MBA.

I have participated in several annual conferences of the American Economics Association (AEA) and the American Social Science Association (ASSA). I have attended several workshops on effective teaching of Economics (with data) to community college students offered by the Federal Reserve Bank of San Francisco and the FRED (St. Louis Federal Reserve). I have attended lectures, read literature and teaching related materials, attended conferences pertaining to Economics, teaching of Economics, participated several times in lectures and discussions about the state of the US economy both at California Lutheran University and at the CSUCI.

b. Service

1) Department/Discipline

Chaired the Sabbatical Committee 2012 -2014
Served on the sabbatical committee 2011-2012
Served on the Student Success Committee 2012-2016
Served on Distance Learning Committee 2012-2016
Academic Senate: Senator 2016 – present
Served on several Tenure Review Committees
Served on several full and part-time Hiring Committees within the last 5 years.
Served as Department Chair, Social Science Department, 2008-2010.
Lead Faculty, Economics, and taught History of World Civilization courses (Interdisciplinary) 1991 – 2011
Department Representative, Planning Effectiveness of Programs Committee (PEPC) Fall 2008 – Spring 2010.
Co-Chair Accreditation Self-Study Standard III Subcommittee Fall 2008 – Fall 2010.
Department representative to the Curriculum Committee for 6 years
Department representative to the Staff Development Committee for 2 years
Served on Faculty Evaluation Committees

Served on tenure review committees
Represented the Oxnard College Economics Program at the State-wide IMPAC (a sub-committee of the State Academic Senate) for five years.
Prepared new course outlines, revised and updated old course outlines, worked on SLOs (student learning outcomes) at the program and course levels, collected SLO data etc.
Completed Program Effectiveness and Planning Reports for Economics for several years

2) College

Served on the State-wide Economics FDRG (Faculty Disciplines Review Group) as one of 3 community college instructors and worked with the 3 CSU professors on the committee to develop the state-wide Economics C-IDs and Transfer Module Curriculum (TMC) that is currently in use.
Chaired the Sabbatical Committee 2012 -2014
Served on the sabbatical committee 2011-2012
Served on the Student Success Committee 2012-2016
Served on Distance Learning Committee 2012-2016
Served on the Hiring Committee for the Dean of Liberal Studies (2011)
Co-Chaired Accreditation Self-Study Standard III Subcommittee Fall 2008 – Fall 2010.
Served on the Planning and Budget Committee for 5 years
Member, Financial Resources Committee for 3 years
Member, Curriculum Committee for 6 years
Member, Staff Development Committee (now called Professional Development Committee) for 2 years
Served on several Faculty Evaluation Committees
Served on Hiring Committees for Deans and Executive Vice President of Oxnard College
Served on tenure review committees
Attended the State-wide Academic Senate Curriculum Meetings to better understand curricular issues
Attended workshops and training sessions regarding distance education at Oxnard College
Attended workshops and training sessions regarding student learning outcomes at Oxnard College
Attended workshops and training sessions regarding Omni to manage department web page at Oxnard College
Participated in the 2-day workshop to redesign the college web page

3) District

Served on the District Sabbatical Committee 2012- 2014

Attended Student Success and Institutional Effectiveness and Partnership Initiative (IEPI) workshops
Attended several district-wide Online Teaching workshops
Attended the district-wide enrollment management workshop in the Fall of 2008
Attended the district-wide Accreditation workshops in Fall 2008
Attended district-wide distance learning workshops and training sessions

4) Community

Participated in Outreach activities on behalf of Oxnard College at the local high schools and at Oxnard College
Participated in Condor Day, SOAR, and other College Day presentations at Oxnard College for the community of high school students from the community
Moderated and assisted in the organization of the first Oxnard College President's Forum on the Economy. This was an event intended to serve the local community.
Participated as one of the three speakers in the final Oxnard College President's Forum about the Economic Crisis (September 2008). This was an event intended to serve the local community.
Offered presentations on various topics at the Oxnard College Multicultural Day Celebrations, three times, over a period of three years. This event is open to the community.
I serve our local community every time a member of the local community enrolls in any of my classes and acquires education and training that prepares them for life with better opportunities.

5) Length of Service & Past Sabbaticals Awarded

I was hired at Oxnard College as full time faculty in August 1991. My first sabbatical was granted in Spring 1999. I completed graduate level courses in International Business, Operational Management at the California State University, Dominguez Hills, and engaged in other academic exercises related to Economics instruction. I was granted my second sabbatical leave in Spring 2011. During my 2011 sabbatical I completed two graduate courses toward my Master's degree in History (World/Global History emphasis) and thus enriched my interdisciplinary credentials. I also produced an Economics booklet for students, and my students have had regular access to such notes over these past 6 years, and find them very useful. During my previous sabbaticals I completed everything that I had proposed to complete, and I submitted evidence of the same to the college president and the VCCCD Board of Trustees upon my return. In Spring 2019 I shall be in my 28th year of full-time service (faculty) at the VCCCD.

Proposed Timeline:

January 2019: (Approximately 3 weeks)

1) Begin the graduate level courses.

- 2) Participate in one instructional improvement professional development workshop. Workshops focusing on the improvement of Economics instruction and/or online instruction will be preferred.
- 3) Examine and review existing course design in Economics class whether F2f or online, and identify areas that need improvement. Begin working on these.
- 4) Review and Improve notes, exercises, and other supplemental instructional materials for the first three chapters (introductory terminology and materials and demand, supply and markets) of the Principles of Microeconomics coursework.
- 5) Review and improve notes, exercises, and other supplemental instructional materials for the first three chapters (introductory terminology and materials, economic systems, and how decisions are made in a capitalistic economy) of the Principles of Macroeconomics coursework.
- 6) Explore available open or low cost instructional resources for Economics, including but not limited to Open Stax, Knewton and other low cost instructional text and learning supplements.
- 7) Read professional articles of economic and global content, on an ongoing, daily basis.

February 2019:

- 1) Continue completing course work for the graduate level courses.
- 2) Select one or two design deficiencies in my existing class designs and research ways to improve them. Start work on course design modifications.
- 3) Participate in an online teaching or Economics conference or workshop.
- 4) Review and improve notes, exercises, and other supplemental instructional materials regarding government involvement and the free market system and consumer and producer surplus, the next sequential contents in the Principles of Microeconomics coursework.
- 5) Review and improve notes, exercises, and other supplemental instructional materials regarding market failure and government failure and measures of national production, the next sequential contents in the Principles of Macroeconomics coursework.
- 6) Explore free online teaching resources –tutorials, videos, cartoons, exercises, games, alternate teaching tools.

7) Explore ASSIST for lower division Economics course possibilities. If lower division Economics (other than the principles of micro and macroeconomics) are offered at the CSUs and other community colleges, attempt to get hold of their course outlines.

8) Complete further work examining, exploring available open or low cost instructional resources for Economics, including but not limited to Open Stax, Knewton and other low cost instructional text and learning supplements.

8) Read professional articles of economic and global content that may be incorporated into instructional materials, on an ongoing, daily basis. Collect general interest economic content articles from the daily newspapers that can be used in teaching.

March 2019:

- 1) Continue completing course work on the graduate level courses.
- 2) Continue my research of instructional design solutions for all Economics classes, but particularly for ways to improve Economics online course design. Apply some of the recent findings to the evolving course design.
- 3) Review and improve notes, exercises, and other supplemental instructional materials regarding government involvement and the free market system and consumer and producer surplus, the next sequential contents in the Principles of Microeconomics coursework.
- 4) Review and improve notes, exercises, and other supplemental instructional materials regarding unemployment, inflation and business cycles, the next sequential contents in the Principles of Macroeconomics coursework.
- 5) Participate in a workshop or mini-conference or online workshop, as may be available.
- 6) Explore free online teaching resources –tutorials, videos, cartoons, exercises, games, alternate teaching tools.
- 7) Explore ASSIST for lower division Economics course possibilities.
- 8) Explore available open or low cost instructional resources for Economics, including but not limited to Open Stax, Knewton and other low cost instructional text and learning supplements.

9) Read professional articles of economic and global content, on an ongoing, daily basis. Collect general interest economic content articles from the daily newspapers that can be used in teaching.

April 2019:

- 1) Continue work on the graduate level courses as required for each course.
- 2) Continue my research of course restructuring solutions and online course design improvements. Apply new design changes to the evolving course design.
- 3) Review and improve notes, exercises, and other supplemental instructional materials for the first three chapters (introductory terminology and materials, economic systems, and how decisions are made in a capitalistic economy) of the Principles of Macroeconomics coursework.
- 4) Review and improve notes, exercises, and other supplemental instructional materials regarding Keynesian policy, fiscal policy and monetary policy, the next sequential contents in the Principles of Macroeconomics coursework.
- 5) Participate in an online teaching or Economics conference or workshop.
- 6) Explore free online teaching resources –tutorials, videos, cartoons, exercises, games, alternate teaching tools.
- 7) Explore available open or low cost instructional resources for Economics, including but not limited to Open Stax, Knewton and other low cost instructional text and learning supplements.
- 8) If lower division Economics (other than the principles of micro and macroeconomics) courses are offered at the CSUs and other community colleges, attempt to get hold of their course outlines.
- 9) Read professional articles of economic and global content, on an ongoing, daily basis. Collect general interest economic content articles from the daily newspapers that can be used in teaching.

May 2019:

- 1) Complete the graduate level courses as per the requirements of each course.

- 2) Produce at least one redesigned, completed, course for any of the Oxnard College Economics courses. The design could be replicated for the other classes, as needed.
- 3) Assess my findings from ASSIST and identify one new lower division Economics course that may be added to the Oxnard College Economics course offerings.
- 4) Add the finishing touches to the notes revisions. Produce a full set of revised notes for the Micro and Macroeconomics courses.