

## Annual Instructional Program Review Template for 2011-2012

### **Introduction to The Program Review Process for Instructional Programs**

#### Program Review at Foothill College

##### Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

##### Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

#### **Foothill College Program Review Cycle:**

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

### Basic Program Information

Department Name: Economics

Program Mission(s): To provide students with an underpinning of economic theory and critical thinking in preparation for future academic and workplace environments.

Program review team:

Name	Department	Position
Jay Patyk	Econ	Instructor
Brian Evans	Econ	Instructor

Programs\* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Economics	AA	30

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

\*\*Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

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### Section 1. Data and Trend Analysis

#### 1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Econ Associate's	10	3	8	

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change

#### 1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment				
Productivity (Goal: 546)				
Success				
Full-time FTEF				
Part-time FTEF				
Full-time Staff				
Part-time Staff				

#### Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1									
Ex. ART 2									

#### 1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

- Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Enrollment has increased significantly... in our core courses (Econ 1A and 1B) we had 1,714 enrollees in 08-09 and 2,032 in 10-11.

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.
  - a. AA, AS, transcriptable certificates

**We do not have data on the number of students earning an Econ AA.**

- b. Local, non-State approved certificates
  - c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.
3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)

**Productivity has dropped a touch but remains well above the campus goal of 546. (in 10-11 we had productivity of 643 in Econ 1A and 677 in Econ 1B).**

4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

**No courses are regularly (or ever) cancelled due to low enrollment.**

5. Curriculum and SLOs
  - a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

**All courses are Title 5 compliant. No issues here.**

- b. Comment on program mapping and how it ties to the college Mission(s).

**The college mission is well integrated into our courses. In particular, critical thinking and computation are fundamental to our courses.**

- c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.

**We have one course (ECON 9) which is cross-listed as POLI 9. As the course is Political Economy it bridges the two disciplines.**

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d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

The recent housing and financial crisis has created a need for a deeper understanding of credit markets. In addition the powers / tools of the US Central Bank have been expanded. We anticipate these trends will gradually be incorporated into the curriculum. We have created a new course entitled "Contemporary Economic Issues (ECON 18)" which might delve into some of these developments.

e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?

Yes and yes.

6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):

7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)

Our courses articulate well to UCs and CSUs campuses. Anecdotal evidence suggests many of our students do well after transfer.

8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)

## Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

We will begin a PL assessment in Winter 2012. We have created a test which we will give to some incoming Econ 1A students ... and also to some “exiting” Econ 25 students that have also taken Econ 1A/1B. This will give us two data points from which we can see what kind of progress has been made.

SEE ATTACHED

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Note that we assess our course every WINTER quarter. As such, we do not have assessment data in TracDat yet. We have, instead, copied the C3MS template for each course. We apologize for its length.

SEE ATTACHED

## Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

Students generally retain the basic principles we are trying to teach.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

Nothing in particular.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

It is difficult to capture the knowledge, skills, and abilities needed for success in a few questions. However, we believe students that show evidence of mastery of our SLOs are likely to have success in an Economics program.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

The department meetings which have arisen through the process may have been helpful in discussing effective teaching strategies and techniques. However, other than this tangential benefit we do not believe the assessment of SLOs have contributed much in the improvement of student learning.

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

We have yet to do this.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

n/a

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
<b>1 Continue to refine our teaching pedagogy</b>	All	Transfer	Improve student comprehension of basic economics
<b>2 Meet with all econ teachers as a group</b>	All	Transfer	Continue to improve instruction

### Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

#### 3.1 Program relation to college mission/core missions

To provide students with an underpinning of economic theory and critical thinking in preparation for future academic and workplace environments. We are focused on enhancing student success as is the department and college.

#### 3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
<b>1</b> Transfer students to 4-yr schools	Continual	We taught our classes	Difficult to track... no data
<b>2</b> Increase student interest and understanding of the world around them	Continual	Created more interactive content	Again, no data... but classes remain extremely popular
<b>3</b> Encourage active application of critical thinking skills	Continual	All instructors met to discuss teaching strategies	Will continue this practice going forward

#### 3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
<b>1</b> Transfer students to 4-yr schools	Long	<b>Continue to refine our teaching pedagogy</b>	Better transfer
<b>2</b> Increase student interest and understanding of the world around them	Long	<b>Continue to refine our teaching pedagogy</b>	Improve student comprehension of basic economics
<b>3</b> Encourage active application of critical thinking skills	Long	<b>Meet with all econ teachers as a group</b>	Improve student comprehension of basic economics

<b>Section 4: Program Resources and Support</b>
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4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
<b>One full-time instructor</b>	tbd	all	School budget

Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
<b>none</b>			

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
<b>none</b>			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
<b>none</b>			

One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
<b>Printer for Jay</b>	\$200	Transfer	B budget
<b>Videos / books</b>	\$500	Transfer	B budget

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**Section 5: Program Strengths/Opportunities for Improvement**

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	<b>INTERNAL FACTORS</b>	<b>EXTERNAL FACTORS</b>
<b>Strengths</b>	Friendly full and part-time instructors that are passionate about the topic and approachable for students.	Program has success at transferring students and is well thought of by former students (anecdotal)
<b>Weaknesses</b>	We often have full classes which prevents some students from successfully enrolling. We have had 6 adjunct instructors over the last year... making it difficult to ensure consistency and quality.	
<b>Opportunities</b>	There has been tremendous economic upheaval in recent years. The discipline is going through self-reflection and debate. This makes our courses more dynamic and interesting.	
<b>Threats</b>	The state of the state and school budget.	

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

No.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

No particular concerns.

5.4 Address the concerns or recommendations that were made in prior program review cycles.

Concerns have been addressed.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

## Draft Annual Program Review Template for 2011-2012

We have an extremely popular program with strong and growing enrollment. Our students repeatedly tell us they enjoy our classes and learn a lot. The full-time faculty love teaching and helping students both in the classroom and on an individual basis.

### **Section 6: Feedback and Follow Up**

This section is for the Dean to provide feedback.

#### 6.1 Strengths and successes of the program as evidenced by the data and analysis:

Overall, you have provided an excellent analysis of your department needs. The information and requests are reasonable and expected from a department with such high productivity.

#### 6.2 Areas of concern, if any:

No immediate concerns at this time with program.

#### 6.3 Recommendations for improvement:

All accounting, business, and economics students are required to take most economics course offerings for transfer. Econ is one of our most productive areas in the BSS Division and we ask you to continue to seek additional Adjunct Faculty to increase the amount of course offerings in 2011/12 that will be critical for the departments continued growth and success. We also recommend you prepare your Adjuncts to teach online.

#### 6.4 Recommended Next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

# Unit Assessment Report - Four Column

## Foothill College Program (BSS-ECON) - Economics AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Program (BSS-ECON) - Economics AA - 1 - Have a working understanding of the role of prices in a market economy, the benefits of trade, economic growth and stability, market structures and competition, market failures and the economic role of government.			
<b>PL-SLO Status:</b> Active	Program (BSS-ECON) - Economics AA - 2 - Employ economic reasoning to explain the world around them and make objective decisions based on assessments of costs and benefits.		
<b>PL-SLO Status:</b> Active			

# Unit Course Assessment Report - Four Column

## Foothill College Department - Economics (ECON)

**Mission Statement:** The mission of the Economics Department is to provide students with an underpinning of economic theory and critical thinking in preparation for future academic and workplace environments.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Economics (ECON) - ECON 18 - CONTEMPORARY ECONOMIC ISSUES - Master supply and demand - Employ the supply and demand model to predict market responses to shocks. (Created By Department - Economics (ECON))	<b>Assessment Cycles:</b> 2011-2012 2012-2013		
Department - Economics (ECON) - ECON 18 - CONTEMPORARY ECONOMIC ISSUES - Unintended Consequences - Illustrate and explain unintended consequences resulting from government interference in well-functioning markets. (Created By Department - Economics (ECON))	<b>Assessment Cycles:</b> 2011-2012 2012-2013		
Department - Economics (ECON) - ECON 18 - CONTEMPORARY ECONOMIC ISSUES - Critical Thinkings - Explain and critically assess competing strategies to resolve contemporary economic issues. (Created By Department - Economics (ECON))	<b>Course-Level SLO Status:</b> Active		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Economics (ECON) - ECON 1A - PRINCIPLES OF MACROECONOMICS - SLO 1 - Supply and Demand - Employ the supply and demand model to predict market responses to shocks. (Created By Department - Economics (ECON))			
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Economics (ECON) - ECON 1A - PRINCIPLES OF MACROECONOMICS - SLO 2 - Government Interference - Illustrate and explain unintended consequences resulting from government interference in well-functioning markets. (Created By Department - Economics (ECON))			
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Economics (ECON) - ECON 1A - PRINCIPLES OF MACROECONOMICS - SLO 3- Aggregate economy - Illustrate and critically assess the aggregate economy using a macroeconomic model or models. (Created By Department - Economics (ECON))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Economics (ECON) - ECON 1A - PRINCIPLES OF MACROECONOMICS - SLO 4 - Fiscal and monetary policy - Analyze and critically assess the effectiveness of fiscal and monetary policy and their relationship to inflation, unemployment, and the overall business cycle. (Created By Department - Economics (ECON))			
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Economics (ECON) - ECON 1B - PRINCIPLES OF MICROECONOMICS - SLO 1 - Supply and Demand - Employ the supply and demand model to predict market responses to shocks. (Created By Department - Economics (ECON))	<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active	
Department - Economics (ECON) - ECON 1B - PRINCIPLES OF MICROECONOMICS - SLO 2 - Government Interference - Illustrate and explain unintended consequences resulting from government interference in well-functioning markets. (Created By Department - Economics (ECON))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Economics (ECON) - ECON 1B - PRINCIPLES OF MICROECONOMICS - SLO 3 - Market structures - Analyze different market structures from both a short-run and long-run perspective. (Created By Department - Economics (ECON))			
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Economics (ECON) - ECON 1B - PRINCIPLES OF MICROECONOMICS - SLO 4 - Cost-benefit analysis - Effectively employ marginal cost-benefit analysis to arrive at an efficient outcome. (Created By Department - Economics (ECON))			
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b> Active		
Department - Economics (ECON) - ECON 25 - INTRODUCTION TO THE GLOBAL ECONOMY - SLO 1 - Free Trade - Employ economic models to illustrate the benefits of free trade. (Created By Department - Economics (ECON))			
<b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Course-Level SLO Status:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</p> <p>Department - Economics (ECON) - ECON 25 - INTRODUCTION TO THE GLOBAL ECONOMY - SLO 2- Protectionist arguments - Assess the relative merits of protectionist arguments. (Created By Department - Economics (ECON))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p>			
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Economics (ECON) - ECON 25 - INTRODUCTION TO THE GLOBAL ECONOMY - SLO 3 - Foreign exchange market - Analyze shocks to the foreign exchange market using a supply and demand diagram. (Created By Department - Economics (ECON))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Economics (ECON) - ECON 35 - DEPARTMENT HONORS PROJECTS IN ECONOMICS - Critical economic thinking - Use economic thinking and logic to explain and critically assess different perspectives pertaining to the issue under study. (Created By Department - Economics (ECON))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Economics (ECON) - ECON 60H - HONORS INSTITUTE SEMINAR IN</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>ECONOMICS - SLO 1 - Economic reasoning  - Employ economic reasoning to a current economic topic. (Created By Department - Economics (ECON))</p> <p><b>Assessment Cycles:</b>  2011-2012  2012-2013</p> <p><b>Course-Level SLO Status:</b>  Active</p>			
<p>Department - Economics (ECON) - ECON 60H - HONORS INSTITUTE SEMINAR IN ECONOMICS - SLO 2 - Understanding - Exhibit understanding of an economic concept discussed in class. (Created By Department - Economics (ECON))</p> <p><b>Assessment Cycles:</b>  2011-2012  2012-2013</p> <p><b>Course-Level SLO Status:</b>  Active</p>			
<p>Department - Economics (ECON) - ECON 70 - SPECIAL PROJECTS IN ECONOMICS - Critical economic thinking - Use economic thinking and logic to explain and critically assess different perspectives pertaining to the issue under study. (Created By Department - Economics (ECON))</p> <p><b>Assessment Cycles:</b>  2011-2012</p> <p><b>Course-Level SLO Status:</b>  Active</p>			
<p>Department - Economics (ECON) - ECON 70X - SPECIAL PROJECTS IN ECONOMICS - Critical economic thinking - Use economic thinking and logic to explain and critically assess different perspectives pertaining to the issue under study. (Created By Department - Economics (ECON))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2011-2012  <b>Course-Level SLO Status:</b> Active	<b>Department - Economics (ECON) - ECON 9 - POLITICAL ECONOMY - SLO 1 -</b> International political economy - Critically analyze contending theoretical formulations of the International Political Economy. (Created By Department - Economics (ECON))	<b>Assessment Method:</b> Midterm examination. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> The class achieves an average score of 70%.	05/31/2011 - The exam tested students on objective and written questions regarding the following concepts: comparative and absolute advantage and the consequences for the international division of labor, as well as outsourcing and insourcing; mercantilism and the associated concepts of monopoly, self-sufficiency, and protectionism; Adam Smith and market forces and the limited role of government; the spatial division of labor and the associated concepts of agglomeration and dispersion.
<b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active		Students did reasonably well on the objective questions with 75%-80% correct responses, but dropped somewhat on the written questions to a range of 65%-75% responding correctly. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011 <b>Resource Request:</b> None.	10/07/2011 - To help improve student success on the written questions, there will be more emphasis placed on discussion of key concepts in the course, as well as inclass exercises to provide students an opportunity to articulate their understand/comprehension of the concepts in written form, and share their responses with fellow students an the instructor.
<b>Department - Economics (ECON) - ECON 9 - POLITICAL ECONOMY - SLO 2- development and underdevelopment - Critically analyze contending theoretical formulations on Development and Underdevelopment. (Created By Department - Economics (ECON))</b>  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b>	<b>Assessment Method:</b> Midterm examination. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> The class achieves an average score of 70%.	05/31/2011 - The exam tested students on objective and written questions regarding the following concepts: natural monopoly; subsidization; socialism; capitalism; diminishing returns; increasing returns and path dependency; and the impact of international threats on internal poli/econ policies.  Students, again, did reasonably well on the objective questions with a 70% - 85% correct responses, but dropped somewhat on the written questions to a range of 50% - 80% responding	10/07/2011 - To help improve student success on the written questions, there will be more emphasis placed on discussion of key concepts in the course, as well as inclass exercises to provide students an opportunity to articulate their understand/comprehension of the concepts in written form, and share their responses with fellow students an the instructor.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Active		<p>correctly.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> None.</p>	