

Assessment Summary

Macro & Microeconomics

2019 – 2020

The major assessment goal for economics students at Concordia Seward for the 2019-20 academic year was understanding entrepreneurship, entrepreneurial ability and who entrepreneurs are. Students in the traditional delivery mode failed to meet standard, but students in the alternative delivery met the standard. The lower population size, and overachiever attitude of the non-traditional delivery had an influence. Among the nontraditional delivery group, only one question was missed by one of the eight students; a near perfect result.

Assessment Criteria

In order to be considered a success, students must perform better than average on the five questions listed on the last page of this summary. The overall average exam score of students in the traditional delivery course of Microeconomics (ECON 102) in the 2018-19 school year was 76.9%. Students must score a minimum of 80% on each of the six questions in order to be considered better than average.

Entrepreneurship Knowledge Assessment Macroeconomics (ECON 101) 2019-20 Concordia University Nebraska – Traditional Delivery (n=74)				
CHAPTER	QUESTION	% CORRECT	% BASELINE	DIFFERENCE
1 & 2	I	68%	80%	-12%
1 & 2	II	46%	80%	-34%
2	III	70%	80%	-10%
2	IV	80%	80%	-0%
15	V	85%	80%	+5%

In the traditional delivery course, taught with a lecture format at Concordia University Nebraska, students did not meet the minimum requirements on questions I, II, III & IV. The 74 students in this population did not meet the criteria for understanding economic entrepreneurial ability, entrepreneurship and what entrepreneurs do. Although the concept of entrepreneurial ability is presented in the text book, certain aspects of entrepreneurship and what defines an entrepreneur - as opposed to a wage earner – were presented in lecture only. In the 2020 – 21 year, students will be given a recorded lecture and written handout describing what is not in the book. The students are to work with this material on their own. There will be a face-to-face question and answer session to review the material that was delivered online. Hopefully, the added Q&A component will be enough to achieve the 80% correct answer goal.

Students will be evaluated on the same subject matter in the 2020 – 21 school year.

Economic Efficiency Knowledge Assessment AP Macroeconomics (Blended) 2018-19 High School – Alternative Delivery (n=8)				
CHAPTER	QUESTION	% CORRECT	% BASELINE	DIFFERENCE
1 & 2	I	87%	80%	+7%
1 & 2	II	100%	80%	+20%
2	III	100%	80%	+20%
2	IV	100%	80%	+20%
15	V	100%	80%	+20%

In the alternative delivery course, taught face-to-face at a Lutheran High School, the students met all of the criteria; exceeding the minimum requirement on all five questions. Although the alternative delivery students understood the subject matter better than their peers in college, there were only 8 students in this population and they are high scholastic achievers.

Conclusion & Recommendations

Economics instructors in both traditional and alternative delivery modes will continue to emphasize the concepts of entrepreneurial ability, entrepreneurship and the entrepreneur as in individual human actor in the 2020 – 21 school year. In the traditional university class, the instructor will deliver the lecture and written material for the students to self study and then try to answer any questions face-to-face. Both the college and high school instructors will emphasize the difference between paid work for defined tasks (Labor) and risks taken in the cause of advancement (Entrepreneurial Ability).

Approved by Assessment Committee: 7/15/2020