

Assessment Summary

Macro & Microeconomics

2020 – 2021

The major assessment goal for economics students at Concordia Seward for the 2020-21 academic year was understanding entrepreneurship, entrepreneurial ability and who entrepreneurs are. Students in the traditional and the alternative delivery modes failed to meet standard. This is different from the previous two years which employed the same assessment goals and questions. In the 2018-19 and 2019-20 academic years, the traditional college delivery failed to meet standard, but the alternative delivery met the standard.

The Alternative Delivery instructor noticed that challenges in hybrid delivery caused significant problems in that population. Several students – not counted in the sample - never completed the class and the students who completed the class asynchronously struggled with some concepts. Meanwhile, hybrid delivery with online exams in the traditional delivery class, generally raised scores, but there are some concepts that students did not understand well enough to meet standard (see below).

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 2020-21 school year was 84.3% (an improvement over the previous year's 76.9% mainly because the exams were online, open book and open note). 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 & 102) 2020-21 Concordia University Nebraska – Traditional Delivery (n=72)				
CHAPTER	QUESTION	% CORRECT	% BASELINE	DIFFERENCE
1 & 2	I	80%	80%	0%
1 & 2	II	90%	80%	+10%
2	III	85%	80%	+5%
11	IV	77%	80%	-3%
15	V	56%	80%	-24%

In the traditional delivery course, taught with an online recorded lecture format at Concordia University Nebraska, students did not meet the minimum requirements on questions IV and V. The 72 students in this population did not meet the criteria for understanding 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 particular, students do not grasp that it is

entrepreneurs who drive creative destruction and that entrepreneurs are involved in all stages of technological advance, including diffusion. It is likely that a few celebrity entrepreneurs (Elon Musk and Jeff Bezos in particular) make entrepreneurship appear other worldly. Next year, emphasis will be placed on the idea that anybody can work as an entrepreneur and use entrepreneurship.

Entrepreneurship Knowledge Assessment AP Macroeconomics (Blended) 2020-21 High School – Alternative Delivery (n=5)				
CHAPTER	QUESTION	% CORRECT	% BASELINE	DIFFERENCE
1 & 2	I	80%	80%	0%
1 & 2	II	40%	80%	-40%
2	III	100%	80%	+20%
11	IV	80%	80%	0%
15	V	40%	80%	-40%

In the alternative delivery course, taught with hybrid methods at a Lutheran High School, the students met three of the criteria and failed on two. This is in marked comparison to the 2019-20 school year when students met all of the criteria. This is the first time that this has ever happened, and it is likely that the hybrid learning environment presents more challenges to high schoolers than to their older peers. Presumably, next year’s cohort of highly motivated AP students will be back to the high levels of performance that have typified the Alternative Delivery classes of the past.

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 an individual human actor in the 2021 – 22 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).

Students will be evaluated on the same subject matter in the 2021 – 22 school year.

Assessment Questions

I. There are four factors of production. Which of the following best describes Labor?

- A. *The mental or physical exertion of employees.*
- B. Human made resources that are used to produce products or services.
- C. The human resource that identifies opportunities and bears the risk of failure.
- D. Products of nature not made by humans that can be used to produce goods and services.

II. Entrepreneurs find economic inefficiencies, develop a more efficient way of business and then get the rewards for improving efficiency. Which of the following answers best describes entrepreneurial ability?

- A. Making the right pricing decisions
- B. Use of new, digital technologies
- C. *Changing the way things are done*
- D. Creating market demand

III. Using this definition of entrepreneurship – human actions which modify the present, intended to achieve objectives in the future – who uses entrepreneurship?

- A. *Anybody who makes decisions with future objectives.*
- B. Only people who work for themselves.
- C. Only people who run a business startup.
- D. Owners of capital factors of production.

IV. Creative Destruction of established firms by newer firms is primarily driven by:

- A. Scientists, who make new discoveries.
- B. Government, by promoting better businesses.
- C. *Entrepreneurs, by eliminating inefficiencies.*
- D. Accountants, by identifying costs.

V. Technological advance often involves start up companies with owner entrepreneurs. What stages of technological development can entrepreneurs be involved in?

- A. Invention, but not innovation or diffusion.
- B. Innovation and diffusion, but not invention.
- C. *Invention, innovation and diffusion.*
- D. Invention and innovation, but not diffusion.