



Presentations To The President: A Role-Play Assignment For A Macroeconomics Principles Class

We describe Presentations to the President (PTP), an active learning strategy for a Macroeconomic Principles course in which students take on the role of academic advisors to the President. In this assignment, student teams present in person to the President (i.e. the professor) on the current state of the economy and make policy recommendations in a formal boardroom setting without visual aids. The project gives students an opportunity to obtain several proficiencies including interpreting economic data; researching and analyzing policy information; and applying economic theories and concepts to current challenges and opportunities. We also discuss results from student surveys.

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1. Introduction

Only one-third of economics principles instructors believe students learn best from lectures (Goffe and Kauper 2014). Consequently, to enhance learning outcomes, economics teachers have been complementing traditional “talk and chalk” pedagogical approaches with active learning techniques (Gundersen and Shwachman Kaminaga 2019; Beaudin et al. 2017; Singh and Russo 2013). Numerous studies have found that students in classes with active learning techniques outperform students in traditional lecture-based classes (Yamarik 2007; Emerson and Taylor 2004).

We describe Presentations to the President (PTP), an active, collaborative learning technique for a macroeconomic principles class. In this role-play assignment teams of students act as the President’s Council of Economic Advisors. Student teams work throughout the semester to gather and analyze economic data. They then devise strategies to stimulate the economy (if needed) and enhance economic growth in the United States. The project culminates at the end of the semester when each team makes a formal boardroom-style presentation to the president (played by the professor) on the current state of the economy. Teams propose and defend several policy recommendations. While teams have the liberty to be creative in their policies, they cannot recommend monetary policy, as the President does not control monetary policy. We believe this project provides an opportunity for introductory students to “do economics” and begin to develop important proficiencies. Over 95% of our students that completed a survey on the project agreed that the project increased their confidence in understanding and discussing the U.S. economy.

In the next section, we describe the project in detail and include all information needed for duplication. Following the description, we discuss the potential benefits of the project in the context of previous literature. Next, we discuss potential challenges that may arise when implementing the project. We then discuss student reception by analyzing results from student surveys. The final section concludes.

2. Description

This assignment was first implemented in a Principles of Macroeconomics course in the fall of 2014 and has been used every year since by four instructors at two institutions. During the last week of the semester, groups of three to five students prepare an economic briefing to the President and deliver it privately. We act as the President and occasionally ask colleagues, teaching assistants, or former students to act as Vice Presidents, who sit in on the presentations. The talks take place privately in a conference room with no visual aids. This creates a formal atmosphere and encourages students to reach a level of preparedness that allows them to have a conversation without a script. However, we do allow students to bring in notecards. Students are required to dress formally. A copy of the instructions given to students is in Appendix A1.

When students arrive, they are asked to sit on one side of the table and the President and Vice President sit opposite them. The group shares a list of figures, along with the source for each (see Appendix A2). In the beginning, we found that individual students would create their own source documents, which allowed them to show up without practicing. Requiring one list per group is beneficial because students are required to list their figures in the order in which they will be discussed. During COVID-19 when in-person meetings were not possible, we met via Zoom and had students email us their list before presenting.

Students are allowed to keep time as they talk and are asked to stay within a seven to ten-minute time frame. When they are done, the President and Vice President spend around five minutes asking questions to different members of the group. The groups usually divide the

work so that different students act as experts in different areas (for example, group members may be experts on inflation and unemployment, gross domestic product, and a student each for two long-run policies).

Required elements include:

1. A briefing on the short-run state of the economy, including interpretations of the most recent GDP, unemployment, and inflation numbers. Students are taught to find and interpret the appropriate data on the Bureau of Economic Analysis, Bureau of Labor Statistics, and Federal Reserve Economic Data (FRED) websites throughout the semester. Most, if not all, of the data will be new or updated by the time the presentations take place, so students must navigate the interpretations on their own.
2. Recommended long- or short-run policies.
 - a. In the case where the economy does not need stimulus, students are required to focus on creating favorable long-run growth.
 - b. When the economy does need stimulus, students are encouraged to justify short-run policies using long-run arguments as well. Additionally, students are encouraged to discuss the efficiency of the stimulus measures using the marginal propensity to consume.

Because students are presenting to the President, they cannot recommend monetary policy. We do cover monetary policy in our classes and students' knowledge of monetary policy is evaluated using more traditional assessment techniques, including homework and exams. Sometimes students do incorporate this knowledge into their PTP. For example, in the wake of COVID-19, some teams mentioned recent increases in the money supply as part of their discussion on the short-run state of the economy. It is important to caution students against using contractionary fiscal policy to bring down inflation. In class, we explain that while this is theoretically possible, it is not done in practice and would be challenging for political reasons.

Students frequently recommend policies having to do with environmental concerns, legalizing drugs, changes to the tax structure or entitlement programs, or creating job training programs. However, we encourage students to bring their own interests into this portion and to think creatively. For example, one group was active in the university's vegan group and recommended taxing meat consumption. Another group was made up of several sociology/criminology majors and recommended changes to the criminal justice system. Students who choose something that interests them tend to bring more enthusiasm to the project.

Groups are randomized, but we allow students to opt out of working with certain classmates before groups are assigned. The project has been between 10-15% of the final grade, and has been successful in sections between 18 and 40 students. A sample rubric is provided in Appendix A3. One instructor, who places a 15% weight on the project, also requires teams to submit short papers on the project during the semester. For example, teams write a paper on the current state of the economy and a paper on their recommendations. Teams receive feedback on these papers, which they can then incorporate into their final presentation.

While the PTP project contains similar aspects to the well-known Fed Challenge, it also differs in several important ways. First, Fed Challenge rules limit teams to five presenting participants. These participants are often seasoned economics and finance upperclassmen. The PTP project is designed to reach a broader audience. The project is implemented in an entire macroeconomic principles class, allowing all students the opportunity to be presenters

and benefit from this learning experience. Second, the Fed Challenge requires students to only consider monetary policy. Students working on the PTP project are not allowed to consider monetary policy because they are presenting policy recommendations to the President. PTP presenters may make fiscal policy recommendations, but can also be more creative with their ideas, as discussed above. Third, while the Fed Challenge and PTP are both role-playing exercises, the Fed Challenge is designed to be a conversation among FOMC participants, whereas the PTP is a formal presentation to a specific audience. The ability to create a presentation for a specific audience is a desirable skill in the job market. Finally, while a PowerPoint presentation is a major component of the Fed Challenge, students participating in the PTP project are not allowed to use visual aids, which gives students an even greater opportunity to develop their interpersonal communication skills.

3. Potential Benefits

The PTP project gives our macroeconomic principles students an opportunity to “act like an economist” (Hansen 2006). The project is strategically designed to help students develop several of Hansen’s proficiencies (1986, 2001) including access existing knowledge, display command of existing knowledge, interpret and manipulate economic data, and apply existing knowledge. We believe two key features of the project contribute to students’ development of these proficiencies: its role-playing design and applicability.

The first key feature of the PTP project is its role-playing design. Participants in the project take on the role of economic advisors to the President, transforming them from passive learners to active participants in their learning processes. Role-playing in economics classes has been shown to have a number of benefits. For example, Oberhofer (1999) finds increased student comprehension and engagement in a history of economic thought class built entirely on the role-playing model. Truscott et al. (2000) describe a project in a macroeconomics course in which students play the role of trade representatives. They argue the project not only provides an opportunity for students to apply economic concepts, but also helps to develop critical thinking and communication skills. Based upon student feedback, Buchs and Blanchard (2011) argue that a sustainable development role-playing project enhances students’ understanding of a complex topic and increases other skills such as creativity, communication, and the ability to create and defend a position.

Role-playing has also been shown to have benefits in introductory classes. Whiting (2006) describes a macroeconomics principles project in which students hold a mock Federal Open Market Committee (FOMC) meeting. She finds that this role-playing exercise develops students’ abilities to access, command, interpret, and apply existing knowledge. Correa et al. (2016) discuss a role-playing game suitable for an introductory course in which students act as if they were members of OPEC. The authors argue the project may enhance several competencies including problem solving, teamwork, and decision making.

The second key feature of the PTP project is its applicability, both in subject matter and the skills that need to be developed to successfully complete the project. Introductory economics has at times been criticized for being too abstract and detached from the real world. For example, a survey of economic and noneconomic majors revealed that students frequently think economics is too theoretical and lacks sufficient real-world applications (Azzalini and Hopkins 2002). More recently, in a qualitative empirical study of 50 undergraduate economics students, Puhringer and Bauerle (2019) find there is a significant dichotomy between the desire to solve pressing real-world problems that first motivated students to study economics and the way economics is taught in introductory classes. This divergence leaves students disappointed and decreases motivation. The PTP project gives students the opportunity to think about the complexities of creating policies to alleviate economic problems that inspired them to study

economics in the first place. We believe the applicability of the PTP project excites students and motivates them to be more engaged.

The PTP is also designed to give students an opportunity to develop applied, real-world skills. Doing economics or “acting like an economist” requires working with data (Josephson et al 2019). The PTP project requires students to discuss the current state of the U.S. economy. This component of the project necessitates that students access, interpret, and analyze economic data. Analyzing trends and correlations in economics data helps to develop higher-order thinking skills (Simkins and Maier 2009). As such, instructors of economics are increasingly utilizing data analysis activities in their courses (Mendez-Carbajo 2015; Elmslie and Tebaldi 2010). For example, Staveley-O’Carroll (2018) describes how to incorporate six empirical assignments using the Federal Reserve Economic Data website (FRED) into a Money and Banking course. The author argues that the assignments not only help to develop Hansen’s learning goals, but also help students become more intelligent consumers of information with increased employment opportunities.

Finally, presentations allow students who are not strong test takers to demonstrate their knowledge. Students tend to be highly prepared and do well, and it is very rare that we award grades lower than a B. Therefore, the presentations can instill confidence in students who may otherwise be intimidated by the subject.

4. Potential Challenges

One potential challenge is in students’ level of preparedness. If students simply use a Google document to communicate and split up the work, they tend to avoid practicing and arrive unprepared. To address this, we tell students that they are kept to a time limit and if the group goes over, we will cut them off. We also stress the importance of professionalism when we assign grades. For example, preparation and professional dress are part of the rubric. Finally, the formal atmosphere created by requiring professional dress, moving to a different location, and inviting guests has improved preparedness.

Another potential challenge is free-riding. If one or two students do the bulk of the work, it is awkward and not beneficial for anyone. To mitigate this, we require that each student talk and make it clear that all students will be asked questions. Occasionally, we have also used a “grade your group” assessment, where students are asked to report on the contributions of each group member. It’s been obvious if a student did not contribute, and we dropped their grades.

Students occasionally have trouble finding good sources. Despite extensive in-class use of bls.gov and bea.gov, students will sometimes merely search for “US inflation” and then use whichever source pops up. We therefore stress the importance of using reliable sources several times in the project description, in the rubric, and in class. Long-run sources can also be a problem, especially when students choose political topics such as changes to the minimum wage. Again, simple training and communication are the best way to improve outcomes. We have found it helpful to go through examples of acceptable and unacceptable sources in class.

The final challenge is simply finding the time to complete the assignment. We opt to do the presentations in class, cancelling the last week of regular classes. There is clearly a high opportunity cost involved, but we were able to rearrange the semester to fit in the assignment. We did this by shortening earlier topics (especially the production possibilities frontier and budget line) and by moving faster through the supply and demand review. One author also opted to skip coverage of the Phillips Curve. Although that was not solely due to the PTP assignment, it did help free up time. Despite these tradeoffs, we feel the benefits greatly

outweighed the costs. If an instructor is not able to find time to do the presentations in class, we suggest asking students to record themselves or perhaps offer separate times for presentation outside of the regular class.

5. Student Reception

A Likert scale survey was distributed to five sections of Macroeconomic Principles at two different universities between 2018 and 2021. Completion of the survey was voluntary and anonymous. Table 1 shows student responses. Perhaps most notably, over 99% of students believed the project enhanced their ability to find and evaluate economic data and that it gave them the opportunity to apply economic theories and concepts to a real-world issue. Ninety-five percent of students report the project enhanced their confidence in understanding and discussing the US economy, and over 90% agreed it helped them understand and evaluate economic policies.

Table 1: Student survey results

Question: The team project	n	% agree or strongly agree
1. This project enhanced my ability to find and evaluate economic data.	140	99.29
2. The project enhanced my overall confidence in understanding and discussing the U.S. economy.	140	95.72
3. The project enhanced my ability to evaluate economic policies.	140	91.43
4. The project helped me develop an understanding of the complexities, challenges, and opportunities in formulating economic policies.	140	95.71
5. The team project improved my overall understanding of economics.	127	92.13
6. The team project gave me an opportunity to apply economic theories and concepts discussed in class to a specific real-world issue.	127	99.21
7. The team project enhanced my problem-solving skills.	127	88.98
8. The team project enhanced my ability to work on a team.	127	86.61
9. The team project enhanced my communication skills.	127	88.98
10. The team project enhanced my creative abilities.	124	77.42
11. The team project increased my interest in economics.	124	80.64
12. The team project was a valuable aspect of this course.	124	94.36

*Results are from five sections of Principles of Macroeconomics courses taught at two universities from 2018-2021

Employers are in search of students who can not only analyze data but communicate their findings effectively (VanderMolen and Spivey 2017). Thus, it is important that 89% of students agreed that the PTP project enhanced their communication skills, and the same amount report that it enhanced their problem-solving skills. While students can be frustrated with team assignments, 86.61% of students agreed that this project enhanced their ability to work on a team.

6. Conclusion

This paper describes a role-play assignment where groups of students act as economic advisors to the President of the United States, played by the professor. The assignment invites students to gather, synthesize, interpret, and present economic information. Not only do students become active learners, but they also refine communication skills. The presentation format also allows students who struggle with more traditional forms of assessment to develop confidence. Student feedback is extremely favorable, with over 99% of students agreeing that the project helped them find, evaluate, and apply economic data.

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Appendix A1: Instructions

Presentations to the President Instructions

Economists study the relationships between variables. For example, economists might study the relationship between education and income, between investment and exchange rates, or between prices and quantities sold. Macroeconomists are concerned with the relationships between macroeconomic indicators like unemployment, inflation, growth, and the supply of money. Because of their knowledge of these relationships, economists are often asked to provide policy recommendations. For example, should the Federal Government raise taxes? If so, on whom?

This assignment provides you with an opportunity to provide your own analysis of the economy. There are two major objectives of this assignment. First, you will demonstrate deep knowledge of the economy, including long- and short-term challenges and opportunities. Second, you will provide policy recommendations on how to achieve desired short- and long-term results. While you are welcome to be creative in your recommendations, keep in mind you are presenting to the President and therefore cannot recommend monetary policy. You will be graded on your ability to meet both objectives effectively.

Presentations will take place during the last week of class. As a group of three to five, you will serve as my economic advisory team and you will both present and answer my questions about the economy. This is a formal presentation, meaning you will need to dress in business attire and maintain a professional demeanor. This is a private presentation and will not take place in front of the entire class.

In your presentation, you will address the following questions:

1. What is the current short-run state of the economy? In this answer, you must address unemployment, inflation, GDP, and other relevant indicators. You should also cover how the variables relate to one another. Are there any short-run challenges? You must use data and at least four sources. Macroeconomic indicators must be from reliable sources, such as official government websites (such as bls.gov or bea.gov), FRED (Federal Reserve Economic Data), etc. Other sources must be non-biased. Please note that I consider Fox News, MSNBC, the Huffington Post, and any "think tank," such as the Heritage Foundation, biased. If you are not sure whether a source is biased, just ask.

Please note: When the economy is at or close to full employment, we ask students to address item 2 below.

2. What should the US government do to promote long-run growth or prosperity in the economy? In your answer, you must be clear about how the economy's long-run state may differ from the short-run state. You do not need sources here, as I am expecting you to use common sense and your own interpretations. However, you may choose to use sources here if you wish. If you use any statistics or make any claims, such as "improving solar technology has been shown to increase GDP growth," you need to cite a statistic. If you do, you can use an unbiased news article, peer-reviewed article, or government report. In your answer, you must consider the natural rate of unemployment and potential output. Each group must recommend two or three policies. Do not recommend more or less.

Please note: Students were tasked with addressing items 2 - 4 during the Spring 2021 semester. These questions would in general be appropriate when the economy is in a recession or the initial stages of recovery.

3. If the NBER business cycle dating committee has announced its recession end date, you

need to mention this. If it has not, it is appropriate to state whether you think the economy is still in a recession and why.

4. What should the government be doing to stimulate the economy? If you're happy with the stimulus bills already passed, describe why and bring up two or three parts you like and why you like them. If you think that more should be done, explain what and why. Note that you will need to cover the marginal propensity to consume/multiplier in each of your recommendations/evaluations. If your policy has a high multiplier, describe why you think that is and why it's important. If your policy does not have a high multiplier, describe why it's still worth doing (ex. maybe there are long-run implications). I expect to see an accurate discussion of the multiplier for each part of this section. I expect parts 1, 2, and 3 will take up most of your time.

5. Discuss the long-term implications for what you recommended in part 2. For example, if you recommend student debt relief, you might mention, "this will not only have a high multiplier, but will also reduce the natural rate of unemployment by encouraging workers to get training..."

Specifics:

- You must give me two documents before your presentation. The first is a list of all statistics with the source you used next to them in the order that you will use them. Ex.

Statistic

Source

Unemployment is ___ for March 2020

[Bls.gov](https://www.bls.gov)

The second is a complete works cited page in MLA, APA, or Chicago Style format.

Please see Purdue OWL's website to see how to cite sources properly and ask me (or the UNO Writing Center) if you have any questions.

Note that I will only accept one copy of each of these per group. I will not accept different ones from different group members.

-During the presentation, each person must speak at least once.

-You will present to me sitting down and may not use a PowerPoint presentation.

-I will allow you to use notecards.

-Occasionally, groups wish to use charts, graphs, or tables in their presentations. You do not need to so. However, if you want to use them, you must provide ONE document per group and it must be stapled to your sources. I will not accept different documents from different group members.

-After your presentation is over, you will be required to answer questions. I may choose to ask any group member questions.

-A common mistake groups make is that they do not practice and go over time. In my opinion, going over time shows a lack of respect to your audience and to your fellow group members. Please practice your presentations and please bring a watch or timer. If your

group goes over time, I will stop you, and your group will not get credit for any ideas you did not get to. I have provided specific time limits on the grading rubric.

-Because the president does not have control over monetary policy, you do not need to address this. In fact, you cannot recommend monetary policy. Still, you may wish to reference it in your presentation. For example, is the federal funds rate low or high? Is this a good sign? Is there anything you hope for in terms of monetary policy?

-It is probably not enough to discuss simple measures of the economy. For example, it is probably not enough to simply discuss real GDP growth from quarter 1 of 2021. Instead, you should be thinking about where the growth is coming from. Is it coming from government spending? Changes in inventories? Another example is thinking about unemployment rates among races or states and about those marginally attached to the labor force.

-If anyone in your group misses meetings or does not contribute, please email me to let me know. His/her grade will be deducted and yours will not suffer. I will keep all reports anonymous.

Most importantly, please know that I want to see each of you do well and have fun. I am available to answer questions in person and over email, and will meet with your entire group. Please let me know if anything is unclear.

Appendix A2: Sample Project: Statistics Used

Short-Run Statistics Source

Total unemployment rate is 6%.

Source: Bureau of Labor Statistics: Employment Situation Summary

April 2020, unemployment rate was 14.8%.

January 2019, unemployment rate was 4%.

January 2020, unemployment rate was 3.5%.

January 2021, unemployment rate was 6.3%.

Total nonfarm payroll employment rose by 916,000 in March.

Leisure & hospitality grew by 280,000.

- 2/3 of increase was from food services and drinking places.

- February 2020 was 18.5% higher than this past month.

Employment in education grew by 76,000 in local government education, 50,000 in state government education, and 64,000 in private education.

- February 2020 was higher than this past month. Local government education is down 594,000, state government education is down 270,000, and private education is down 310,000.

Construction added 110,000 jobs. There were gains in specialty trade contractors (65,000), heavy and civil engineering (27,000), and construction of buildings (18,000). These numbers are still below February 2020.

CPI increased 0.6% in March. (This March

Source: Bureau of Labor Statistics, Consumer Price Index Summary, April 2021

1-month increase is the largest rise since a 0.6% rise in Aug. 2012).

GDP Q4 2020 Report;

Source: Bureau of Economic Analysis, Gross Domestic Product (third estimate), Corporate Profits, and GDP by Industry, Fourth Quarter and Year 2020, March 25, 2021

Q4 2020 - increased at an annual rate of 4.3%

Q3 2020 - increased at an annual rate of 33.4%

GDP for 2020

Real GDP decreased 3.5% in 2020

Real GDP increased 2.2% in 2019

GDP Q1 2021 Report;

Source: Bureau of Economic Analysis, Gross Domestic Product, First Quarter 2021 (Advance Estimate), April 29, 2021

Real GDP

Annual Rate of 6.4% in 1st quarter of 2021

Q4 2020 - increased 4.3%

-Price Index for gross domestic purchases increased 3.8% in Q1, compared to 1.7% in Q4

-Increase in Q1 GDP shows "continued economic recovery, reopening of establishments, and continued government response related to the COVID-19 pandemic"

Inflation

Source: Bureau of Labor Statistics, Consumer Price Index Summary, April 2021

0.6% increase in March 2021

After a rise of 0.4% in February (largest one month increase since August 2012)

Over last 12 months, all item index increased 2.6

- 12 month percentage change in CPI as of Mar. 2021

- Energy 13.2%

- Energy commodities at 22.0%

NBER Recession Dates Source: National Bureau of Economic Research, US Business Cycle Expansions and Contractions

GDP Q1 2021 Report;

Source: Bureau of Economic Analysis, Gross Domestic Product (Advance Estimate), April 29, 2021

Real GDP

Annual Rate of 6.4% in 1st quarter of 2021

Personal Consumption up 7.02%

Goods up over 4%

Services up 2%

CARES Act

<https://home.treasury.gov/policy-issues/coronavirus>

Shows how money was allocated throughout the U.S.

- Given to those that make less than 75k and households that make under 150k
- \$1,200 to eligible adults
- \$500 per eligible child under the age of 17

Long-Run Statistics Source

Policies:

Source: <https://www.irs.gov/pub/irs-prior/i1040gi--2020.pdf>

Stimulus package targeting low income

Source: <https://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit/earned-income-and-earned-income-tax-credit-eitc-tables>

workers making less than \$30,000 annually. A single income worker who makes \$30,000

Industries at a Glance: Leisure and Hospitality annually pays about \$3,406 for federal income taxes alone. Based on data, average weekly earnings for all employees in the Leisure and Hospitality industry are \$459.42. Based on 50 weeks a year, that's \$22,971 annually. \$15 proposed minimum wage in infrastructure bill.

Source: <https://www.bls.gov/iag/tgs/iag70.htm>

GDP Q1 2021 Report;

Source: Bureau of Economic Analysis, Gross Domestic Product (Advance Estimate), April 29, 2021

Real GDP

Annual Rate of 6.4% in 1st quarter of 2021

Exports down .87%

Change from last year

Source: Bureau of Economic Analysis, Gross Domestic Product (Advance Estimate), April 29, 2021

2019 had an average increase of 2.1% in GDP per quarter. This most recent quarter had an increase of 6.4%

CPI increased 2.6% since last year (February)

Source: Bureau of Labor Statistics, Consumer Price Index Summary, April 2021 showed a 1.7% annual increase)

Appendix A3: Sample Grading Rubric

Presentations to the President: Grading Rubric

Each group will be graded on the following questions using the scale,

HC=Highly Competent C=Competent E=Emerging NC=Not Competent

General – 15% of PTP grade

1. Did some students from the group show up 10 minutes early? (yes/no)
2. Were students prepared?
3. Were students dressed professionally?
4. Did every student participate in the presentation?
5. Did students provide ONE list of all statistics used prior to the presentation, cited properly using MLA, APA, or Chicago format?
6. Did students provide ONE list of all sources used, cited properly in MLA, APA, or Chicago format?
7. If students used charts, graphs, or tables, were they properly cited, and were they all compiled into ONE stapled document?
8. Did students stay within the appropriate time frame?

Short-Run – 35% of PTP grade

9. Did students accurately address unemployment, inflation, GDP, and other relevant indicators to discuss the short-run state of the economy?
10. Did the students demonstrate deep knowledge of the short-run state of the economy, including where appropriate how macroeconomic variables relate to one another?
11. Did the students use at least four sources to get short-run data, and were they high-quality, unbiased sources?
12. Did the students correctly identify and articulate short-run challenges and opportunities?

Long-Run – 35% of PTP grade

13. Did the students clearly demonstrate knowledge about the difference between the short-run and long-run?
14. Did students provide two to three long-run recommendations?
15. Are the recommendations realistic and convincing, and did students provide solid economic arguments for them?
16. Did students discuss the potential benefits, drawbacks, and other implications of their recommendations?
17. If students choose to use sources here, are they clearly laid out, and are they from high-quality, unbiased sources?

Questions – 15% of PTP grade

18. Did students answer questions appropriately?