



E-portfolios and Student Research in the Assessment of a Proficiency-based Major

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Presented at "Documenting Student Success within the Ohio College Portrait" sponsored by Planning Committee on Higher Learning Accountability and Productivity of the Ohio Board of Regents.
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Introduction

A Proficiency Based Economics Major

- Program review and revision
 - In 10 years the department has changed its focus
 - Hansen proficiencies are the foundation of our student learning outcomes (SLO)
 - Our research indicates that the SLO are consistent with discipline expectations
 - ePortfolios and undergraduate research are an integral part of our assessment
- Process
 - We developed courses to provide scaffolding needed to promote student success
- ePortfolios
 - Created by students
 - Required section on proficiencies document student work and allow students to demonstrate how their work meets the proficiencies
- Student successes
 - Examples of student portfolio pages
 - Extent of student success is shown by their professional presentations, awards and publications

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10 years to produce student success

1998-2002

- February 1998 Provost calls for program review of low enrollment programs (post-NCA visit)
- 1998-1999 Economic faculty committee revises program focusing on student outcomes
- 2000-2001 Outside consultants, faculty debate and approval
- 2002 Final Approval by University

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2002-2008

- Fall 2002 First students enter under new program requirements
- May 2006 First under new program
- Spring 2006 – Spring 2007 Alumni surveyed and faculty review portfolio requirements
- 2005 First student wins an undergraduate research award and presents at regional meetings
- 2006 First student to win an international competition in research and be published.
- 2008 Three classes of completed. Seven students win awards or present at professional conferences

We adopted the Hansen Proficiencies

W. Lee Hansen (2001). "Expected Proficiencies for Undergraduate Economics Majors," Journal of Economic Education.

Graduates...

1. *can access existing economic knowledge*
2. *demonstrate a command of existing economic knowledge*
3. *are able to interpret existing economic knowledge*
4. *are able to interpret and manipulate economic data*
5. *can apply existing economic knowledge*
6. *are able to create new knowledge*

"loosely parallels" Bloom, B. S. (1956). "Taxonomy of educational objectives. Handbook I: Cognitive Domain," NY, NY, David Mckay.

Does the Economics Profession Agree with us?

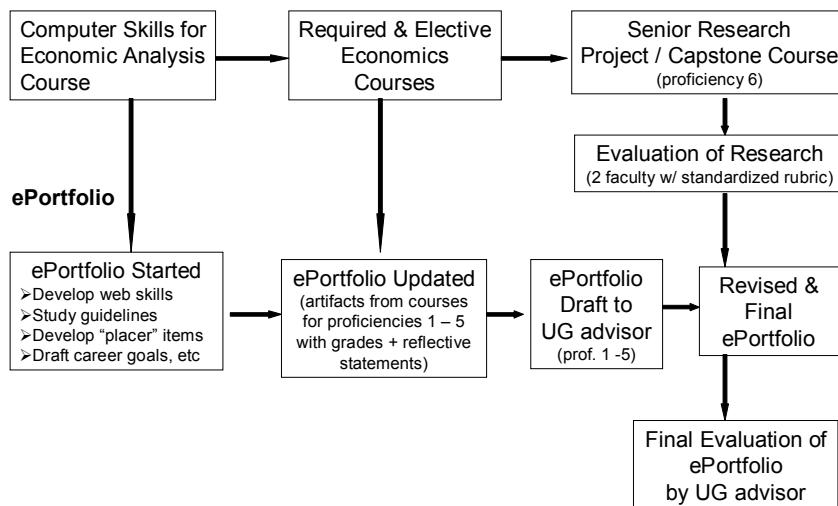
Evidence from a national survey by Myers, Nelson & Stratton. "Assessing A Proficiency Based Economics Program..." invited presentation to the American Economic Association New, Orleans, January 2008

Goal category	Not Important	Very Important	Rank
Critical Thinking	1%	86%	1
Written Comm. Skills	3%	72%	3
Hansen 1 – access	7%	50%	9
Hansen 2 – display	4%	59%	6
Hansen 3 - interpret	6%	61%	4
Hansen 4 - data	6%	53%	7
Hansen 5 - apply	2%	84%	2
Hansen 6 - create	27%	29%	NR
Hansen 7 – question	6%	53%	7

Not shown: oral communication skills (10) and ability to find economic data and use it in appropriate ways (5).

Courses and ePortfolio Assessment of Undergraduate Economic Majors

Classes



Student Portfolios

Description of Proficiency

Artifact and submission date


Student reflection and submission date

5. The ability to apply existing knowledge

We have been outlining a set of skills, with each level being more advanced and complex than the set before. Proficiency 5 gets to the heart of what you should be able to do by the time you graduate: think like an economist and apply that thinking to all sorts of problems you will find in the real world. Many of your field course assignments, exams and papers would meet this proficiency. Your reflection (see below for more general comments) would be on what is important and distinctive about your economic analysis of the problem.

Artifacts	date submitted	Reflection	date submitted
"Benefits of Employer-Sponsored Child Care"	04/24/2006	My Reflection	04/24/2006
"Looking at the Family Unit in Economic Terms"	04/24/2006		04/24/2006
"Can Game Theory Be Used to Analyze Marriage & Divorce"	04/24/2006		04/24/2006
"Slovakia"	04/24/2006		04/24/2006


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Congratulations Aniqal
2nd place winner of St. Gallen Symposium Student Award 2008



Link to Aniqal's winning paper:
[Rising from the Rust: Reinventing the Manufacturing Cities of the Industrialised World](#)



Greg Madonia with Senator George Voinovich. Greg presented his senior project April 30, 2008 at the Council for Undergraduate Research, Posters on the Hill.



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Department of Economics

Student Exemplars

- **2005** First student wins an undergraduate research award and presents at regional meetings
- **2006** First student to win an international competition in research and be published.
- **2008** Three classes of completed.
 - 30% win awards or present at professional conferences
 - 4 awards, 8 presentations,
 - 2 international winners, 3 “publications”

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