

Degree Program Name: BS in Business Education Contact Name and Email Chia-An Chao (cchao@indstate.edu)

Part One

<p>a. What learning outcomes did you assess this year?</p> <p>If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.</p>	<p>b. (1) What method(s) did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What expectations did you establish for achievement of the outcome?</p>	<p>d. What were the actual results?</p>	<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</p>
<p>1. Understanding of subject matter: Displays understanding of subject matter taught in business education classes.</p>	<p>(a) BEIT 492 (Fall 2015) teaching demonstrations and written assessments to assess students' knowledge proficiency in six business content areas: keyboarding, computer applications, entrepreneurship, personal finance, management, and accounting</p> <p>(b) Final evaluation of a semester-long student teaching (Spring 2016) in public school business department classes</p> <p>(c) Praxis II Exam</p>	<p>90% of students in BEIT 492 will earn a final grade at or above 75%</p> <p>90% of student teachers will receive a minimum rating of "Meets Expectations"</p> <p>75% of business education students will receive a passing score on Praxis II</p>	<p>100% (5/5) of the students in BEIT 492 exceeded the expectation</p> <p>The Business Education program expects to receive student teaching evaluation in mid - late May 2016</p> <p>Student teachers will complete Praxis II in summer 2016</p>	<p>Dr. Bill Wilhelm shared and discussed results of the assessment measures with program faculty in Spring 2016</p> <p>Dr. Chia-An Chao will share student teaching evaluation with program faculty in Fall 2016</p> <p>Dr. Chia-An Chao will share students' Praxis II test scores with program faculty in Fall 2016</p>
<p>2. Explains content effectively to student learners</p>	<p>(a) BEIT 492 (Fall 2015) teaching demonstrations (six minimum) to assess students' effectiveness at explaining</p>	<p>90% of students in BEIT 492 will earn a minimum average proficiency score of 75% on the teaching demonstrations</p>	<p>100% (5/5) of the students in BEIT 492 exceeded the expectation</p>	<p>Dr. Bill Wilhelm shared and discussed results of the assessment measures with program faculty in Spring</p>

	<p>business content to other students.</p> <p>(b) Final evaluation of a semester-long student teaching (Spring 2016) in public school business department classes</p>	<p>90% of student teachers will receive a minimum rating of "Meets Expectations"</p>	<p>The Business Education program expects to receive student teaching evaluation in mid - late May 2016</p>	<p>2016</p> <p>Dr. Chia-An Chao will share student teaching evaluation with program faculty in Fall 2016</p>
<p>3. Shows enthusiasm for subject matter being taught</p>	<p>(a) BEIT 492 (Fall 2015) teaching demonstrations (six minimum)</p> <p>(b) Final evaluation of a semester-long student teaching (Spring 2016) in public school business department classes</p>	<p>90% of students in BEIT 492 will earn a minimum average proficiency score of 75% on the teaching demonstrations</p> <p>90% of student teachers will receive a minimum rating of "Meets Expectations"</p>	<p>100% (5/5) of the students in BEIT 492 exceeded the expectation</p> <p>The Business Education program expects to receive student teaching evaluation in mid - late May 2016</p>	<p>Dr. Bill Wilhelm shared and discussed results of the assessment measures with program faculty in Spring 2016</p> <p>Dr. Chia-An Chao will share student teaching evaluation with program faculty in Fall 2016</p>
<p>4. Honesty and adherence to ethical principles</p>	<p>BEIT 492 (Fall 2015) teaching demonstrations to assess the manner in which students prepared their lesson plans and planned their teaching strategies</p>	<p>100% of the students in BEIT 492 will achieve this goal</p>	<p>100% (5/5) of the students in BEIT 492 exceeded the expectation</p>	<p>Dr. Bill Wilhelm shared and discussed results of the assessment measures with program faculty in Spring 2016</p>

Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

All four Business Education learning outcomes were assessed in the 2015-2016 academic year. With the exception of learning outcome #4, each learning outcome was assessed using at least two of the following direct measures: written assessments, teaching demonstrations, student teaching, and Praxis II exam. While results from the student teaching evaluation and Praxis II Exam will not be delivered to the program until later in the summer, students' writing assessments and teaching demonstrations in BEIT 492 Methods of Teaching Business Subjects exceeded the target of learning outcomes #1-3 and met the target in outcome #4.

Business, as a discipline, is one of the most dynamic disciplines in the middle- and high-school curriculum because 1) business technology changes almost daily; 2) business transactional events change rapidly with changing markets and evolving regulatory parameters; and 3) economic variables affect the business environment constantly. To keep abreast of these changes, faculty members in the Business Education program have been updating the business education curriculum for aspiring business teachers through continual professional development, such as conference attendance and presentation, and research publications. Additionally, students in the BEIT 492 course are required to engage in professional development activities at the state level—attend Indiana Business Education Association (IBEA) annual conference—and students are encouraged to participate in national-level events, including the National Business Education Association (NBEA) annual conference. These professional development activities will continue in the coming years, and specific changes and improvements in the program curriculum include updated guest speakers (state education and professional association officials and in-service teachers) and exposure to new technologies through discussion and professional workshops provided by IBEA , NBEA and other professional organizations.

In AY 2016-2017, the program plans to review the learning outcomes and assessment plan. An idea for improvement being considered is to collect assessment data in additional BEIT courses besides BEIT 492. Feedback from the assessment coordinator will help guide the program faculty in the review/improvement process.

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: BS in Business Education Date: 7.7.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are identified.	<input type="checkbox"/> An Outcomes Library was provided. <input type="checkbox"/> Some of the outcomes are specific and measurable. <input type="checkbox"/> Some of the outcomes are written in student-centered terms. <input type="checkbox"/> A Curriculum Map was provided.	<input checked="" type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, and student-centered. <i>(Usually)</i> <input checked="" type="checkbox"/> Outcomes support the Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <i>Excellent coverage at the upper-division. But what about the lower?</i> <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, student-centered, and span multiple learning domains. <input type="checkbox"/> Outcomes integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input checked="" type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.

				<input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	<input type="checkbox"/> No measures are provided. <input type="checkbox"/> No goals for student performance are identified.	<input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. <input type="checkbox"/> Measures are primarily indirect. <input checked="" type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes. <input type="checkbox"/> Performance goals are identified, but they are not specific.	<input type="checkbox"/> At least one direct measure was provided for each outcome. <input type="checkbox"/> Sufficient information is provided to show that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes. <input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified.	<input checked="" type="checkbox"/> Multiple measures were provided, and the majority are direct. <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes. <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input checked="" type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided to demonstrate that the measure provides clear evidence of what

				<p>students know/can do.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.</p>
<p>3. Results</p>	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected.</p> <p><input type="checkbox"/> Some data are being analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance standards expected of them.</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve.</p> <p><input checked="" type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark. While no test scores are available, I believe each graduate earns a teaching license.</p>
<p>4. Engagement & Improvement</p>	<p><input type="checkbox"/> No one is assigned responsibility for assessing individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input type="checkbox"/> No improvements (planned or actual) are identified.</p>	<p><input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p> <p><input type="checkbox"/> Plans for improvement are provided, but they are too vague to connect clearly to the</p>	<p><input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.</p> <p><input checked="" type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.</p> <p><input checked="" type="checkbox"/> These discussions lead to the</p>	<p><input checked="" type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines.</p>

	<input type="checkbox"/> No reflection is offered about previous results or plans.	<p>results or to implement.</p> <input type="checkbox"/> Little reflection is offered about previous results or plans.	<p>development of specific plans for improvement.</p> <input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment. <input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement. <input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website. <input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

COMMENTS

Strengths, Concerns, Recommendations for Improvement

1. Learning Outcomes

The outcomes included in the report do not match those in your outcomes library, so I am pleased to hear you plan to review them in the coming year. One question you should ask is whether these outcomes represent the most important things your graduates should know and be able to do. I would also point out that the fourth outcome (Honesty and adherence to ethical principles) is not written as an outcome, though it easily could be.

2. Measures & Performance Goals

The measures you identify should provide good evidence of student achievement. But I do not have enough information to be certain that students' final grade in BEIT 492 specifically correlates to the outcomes and provides students with a clear understanding of what they do and do not know, can and cannot do. Do you use a checklist or rubric to make these connections? If so, in your next report, please include this in the college's Blackboard assessment site or provide a link to it on a website. I also would like to review a copy of the student teaching evaluation form. (The Praxis Exam is a different matter, since it clearly IS calibrated to specific knowledge and skills.) Particularly since you are using the same measures to assess multiple outcomes, it is important that there is a clear relationship between the two (the outcomes and the measures). Last, I appreciate your willingness to identify additional courses from which to collect assessment information.

3. Results

The results that you reported on appear to be accurate and appropriate. I know that too few students took the Praxis II exam last year for the state to report their scores. Will you have data for the next report? In general, I would like to know more about what the numbers mean—what exactly do students know/do well and less well?

4. Engagement & Improvement

Yours is a small program and a small department, but you manage to take assessment seriously by collecting, reviewing, analyzing, and sharing results and making plans for improvement, as you note in your report. Thank you!