

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

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

Part One

<p>a. What learning outcomes did you assess this year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome* each outcome aligns with.</p>	<p>b. (1) What assignments or activities 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 were your expectations for student performance?</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. Demonstrates understanding of subject matter content taught in business 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 (in Spring 2016 and Spring 2017) 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><i>BEIT 492 was not offered in AY 2016-2017. Students in the Fall 2015 BEIT 492 class completed their student teaching in Spring 2016 and Spring 2017.</i></p> <p>100%: all four student teachers (one of the students in the Fall 2015 BEIT 492 class was a non-major) met the expectation.</p> <p>50%: both students who completed their students teaching in spring 2017 received a passing score on Praxis II. The two students who completed student</p>	<p><i>Dr. Bill Wilhelm shared and discussed results of the assessment measures with program faculty in Spring 2016</i></p> <p>Dr. Chia-An Chao shared student teaching evaluation with program faculty in summer 2017</p> <p>Dr. Chia-An Chao shared students’ Praxis II test scores with program faculty in summer 2017</p>

			teaching in spring 2016 did not pass Praxis II in their initial attempts.	
2. Explains content effectively to student learners	<p>(a) BEIT 492 (Fall 2015) teaching demonstrations (six minimum) to assess students' effectiveness at explaining business content to other students.</p> <p>(b) Final evaluation of a semester-long student teaching (Spring 2016 and Spring 2017) 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><i>BEIT 492 was not offered in AY 2016-2017. Students in the Fall 2015 BEIT 492 class completed their student teaching in Spring 2016 and Spring 2017.</i></p> <p>100%: all four student teachers (one of the students in the Fall 2015 BEIT 492 class was a non-major) met the expectation.</p>	<p><i>Dr. Bill Wilhelm shared and discussed results of the assessment measures with program faculty in Spring 2016</i></p> <p>Dr. Chia-An Chao shared student teaching evaluation with program faculty in summer 2017</p>
3. Shows enthusiasm for subject matter being taught	<p>(a) BEIT 492 (Fall 2015) teaching demonstrations (six minimum)</p> <p>(b) Final evaluation of a semester-long student teaching (Spring 2016 and Spring 2017) 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><i>BEIT 492 was not offered in AY 2016-2017. Students in the Fall 2015 BEIT 492 class completed their student teaching in Spring 2016 and Spring 2017.</i></p> <p>100%: all four student teachers (one of the students in the Fall 2015 BEIT 492 class was a non-major) met the expectation.</p>	<p><i>Dr. Bill Wilhelm shared and discussed results of the assessment measures with program faculty in Spring 2016</i></p> <p>Dr. Chia-An Chao shared student teaching evaluation with program faculty in summer 2017</p>

Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?) 2) the changes you have made or will make in response to these discoveries and/or the coordinator's feedback; and 3) what your assessment plan will focus on in the coming year.

Three Business Education learning outcomes were assessed in AY 2016-2017. While all students did well in their student teaching (as indicated in their student teaching field experience reports), two students did not pass the Praxis II exam that assesses their knowledge in various business and economics content areas. Both of these students were transfer students who completed a number of business and economics courses at their previous institutions. The seriousness of their preparation for the exam may be another factor. Both students appear to be pursuing non-teaching careers. We will continue to help our students assess their readiness for the exam and identify ways to improve their preparation.

In response to the feedback we received on last year's learning summary, we have made the following changes: (1) we updated the learning outcomes as shown in the table below. Both the learning outcomes library and the curriculum map have been updated to reflect these changes. (2) We plan to collect assessment data in two additional courses: BEIT 317 in spring 2018 and in BEIT 337 in fall 2018. While it is ideal to collect assessment data in lower-level classes, all BEIT courses are at 300 and 400 levels. Among the 100-200 level business core courses (there are only four), two of these courses are related to or pre-requisites of BEIT courses. (3) Finally, as requested, the teaching demonstration evaluation form used in BEIT 492 and the student teaching (field experience) final evaluation reports for the four students who completed their student teaching in Spring 2016 and 2017 are available on the assessment Blackboard site for the MISBE Department. The teaching demonstration evaluation form will show the teaching demonstrations in BEIT 492 are calibrated to the learning outcomes.

Fall 2015 Learning Outcomes	Revised Learning Outcomes
Understanding of subject matter	Demonstrates understanding of subject matter content taught in business classes
Honesty and adherence to ethical principles	Demonstrates honesty and adheres to ethical practices

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

Degree Program: BS in Business Education Date: 01.22.18

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes were identified. <input type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified. <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> A Curriculum Map was provided.	<input checked="" type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes. <input checked="" type="checkbox"/> Outcomes at least indirectly support 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. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains. <input type="checkbox"/> Outcomes directly 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.
<p>2. Measures & Performance Goals</p>	<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 type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate. <input checked="" type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.	<input type="checkbox"/> At least one direct measure was provided for each outcome. <input checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed. <input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified. <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes. <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.	<input checked="" type="checkbox"/> Multiple measures were employed, and most are direct. <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <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 type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate. <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input checked="" type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students

				<p>know/can do.</p> <p><input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</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 and 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 checked="" 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 checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.</p> <p><input 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 and usefulness 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/achieve less well.</p> <p><input 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.</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"/> No reflection is offered</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 not specific and/or do not clearly</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 goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines.</p>

	about previous results or plans.	connect to the results. <input type="checkbox"/> Little reflection is offered about previous results or plans.	development of specific, relevant plans for improvement. <input type="checkbox"/> Improvements in student learning have occurred 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"/> Continuous improvement in student learning occurs as the result of assessment. <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

This past year, the program’s faculty assessed three clear, measurable outcomes using two measures, the teaching evaluation and Praxis II Exam. Performance expectations are high, though results on the evaluation exceed those on the exam. The program has updated its outcomes and curriculum map and made plans to collect data in two additional courses. I hope to see more specific plans for improving Praxis II test scores in next year’s report.

Thank you!