

Business Education Assessment Plan – Master of Science in Business Education

The purpose of advanced study in business teacher education is to enhance professional competency in content, instruction, curriculum development, evaluation, and supervision of business curricula. An advanced business teacher education program should prepare or improve professional personnel for all education levels (elementary, middle, junior high, and secondary schools; two- and four-year colleges and universities; other types of postsecondary institutions; and employment training programs).

Due to the diversity of undergraduate preparation, business and educational experience, present position, and plans for the future, programs must permit flexibility in the courses a student should complete.

To meet this objective, the Master of Science in Business Education (MSBE) offers two pathways for the MSBE student. Pathway one allows students to concentrate on developing advanced education knowledge and skills through completion of coursework in the College of Education and the College of Business. Throughout their programs of study, students will be evaluated by faculty using the edDispositions form approved by the College of Education and customized by the Business Education Program. The purpose of edDispositions is to assess the extent to which students have the qualities needed to be effective classroom teachers. Pathway two allows students to concentrate on developing advanced content knowledge in a field-specific business area by completing coursework through the MBA program in the College of Business.

Regardless of the pathway chosen, all graduate BE courses will require students to research a topic relevant to the course content, prepare a research report or presentation, and write a manuscript suitable for submission to a Business Education journal. Each student will complete a master's thesis to demonstrate that the student has gained content knowledge and effective research skills. In addition to the thesis, each student will also complete an exit survey during the program's capstone course. The purpose of the survey will be to gain feedback from the graduates concerning their experiences with the program. The data collected from the exit surveys will be used to meet the needs of future students by revising the curriculum, updating assignments, and ensuring course materials are relevant and up-to-date. Program Coordinators and Faculty will review the information gathered from the exit survey, edDispositions, course assignments, and supervisor feedback (where appropriate, e.g. student teacher or clinical experiences within BE classes. Feedback includes constructive review of planning, instruction, and assessment of students in a K-12 classroom) each year and make recommendations to the Department for updates as needed.

The following assessment plan recognizes that students may elect to complete either path of coursework. The standards listed are based upon the National Standards for Business Education developed by the National Business Education Association and the Illinois Professional Teaching Standards.

STANDARD 1: Content—The content of advanced programs in business teacher education reflects the advanced preparation in professional teacher education, and the advanced preparation in the content to be taught.

STANDARD 1a: Advanced preparation in professional teacher education

Knowledge/Skill	Knowledge/Skill Obtained	Knowledge/Skill Assessed
Study of business education and education content	BE 430, 454, 461, 462, 465, 480, and/or 482 BE 499 EAF or TCH coursework	<ol style="list-style-type: none"> 1. Application 2. Class assignments and assessments in BE 430, 454, 461, 462 3. EdDisposition from EAF/TCH instructors 4. Exit Survey in BE 499 5. Examples of Assignment/Assessment Activities: <ul style="list-style-type: none"> • BE 430--Research Report Assignment—Students will gather information related to a consumer issue that has not been covered in class and prepare a research report. • This assignment gives graduate students the opportunity to demonstrate knowledge of consumer issues by using scholarly research to prepare a report on an issue/trend that impacts consumers.
Research in teacher education	BE463; MBA 416 or EAF 410 BE 499	<ol style="list-style-type: none"> 1. Application 2. Class assignments in BE 463 and 499 3. Thesis in BE 499 <ul style="list-style-type: none"> • Example from BE 463—Research assignment—Locate an article from a scholarly source related to information processing or keyboarding. • Because this assignment requires scholarly research, it helps graduate students understand how to stay current on topics of importance in business education.

STANDARD 1b: Advanced preparation in business course content

Knowledge/Skill	Knowledge/Skill Obtained	Knowledge/Skill Assessed
Foundation knowledge in business and business education	BE 430, 454, 461, 462, 465, 480, and/or 482 BE 499 MBA coursework	<ol style="list-style-type: none"> 1. Application 2. Class assignments and assessments in BE 430, 454, 461, 462, 465, 480, 482 3. Thesis in BE 499 4. Exit Survey in BE 499 <ul style="list-style-type: none"> • Example from BE 480 and 482: Development of Cooperative Education Handbook for student's school. • By developing this handbook, graduate students will build content knowledge in business and cooperative education.

STANDARD 2: Assessment—the business education professional assesses student/participant progress to enhance the learning environment to optimize student/participant success.		
Knowledge/Skill	Knowledge/Skill Obtained	Knowledge/Skill Assessed
Develops formative and summative assessments linked to achievement standards and performance expectation for learning	BE 430, 454, 461, 462, 465, 480, 482 BE 499	<ol style="list-style-type: none"> 1. Application 2. Class assignments and assessments in BE 430, 454, 461, 462, 465, 480, 482 3. Thesis in BE 499 <ul style="list-style-type: none"> • Example from BE 482 – On-the-job Evaluation Rubric • Through this assignment, graduate students will understand the importance of clearly identifying on-the-job performance expectations and how to assess their own students in a uniform manner.
Uses multiple forms of authentic assessment to obtain accurate measures of student progress	BE 430, 454, 461, 462, 463, 465, 480, 482 BE 499	<ol style="list-style-type: none"> 1. Application 2. Class assignments and assessments in BE 430, 454, 461, 462, 465, 480, 482 3. Feedback from student’s supervisor 4. Thesis in BE 499 <ul style="list-style-type: none"> • Example from BE 463—WebQuest Final Project - You will research and develop a WebQuest for a high school computer concepts class. • This assignment demonstrates that graduate students are able to use a WebQuest as authentic assessment in a computer concepts class because it gives them the opportunity to use technology to measure how well their own students understand computer concepts and the use of technology.
Uses assessment data to monitor student progress, modify instruction, and provide meaningful feedback for continuous improvement	BE 430, 454, 461, 462, 463, 465, 480, 482 BE 499	<ol style="list-style-type: none"> 1. Application 2. Class assignments and assessments in BE 430, 454, 461, 462, 465, 480, 482 3. Thesis in BE 499 4. Feedback from student’s supervisor <ul style="list-style-type: none"> • Example from BE 482—On-the-job Evaluation Rubric—Create a rubric (using a scale with a short description for each category) to evaluate your students at their jobs. • Through this assignment, graduate students will understand how to construct meaningful feedback so that the job performance of each of their students can improve.

STANDARD 3: Communication—the business education professional communicates effectively with all stakeholders.		
Knowledge/Skill	Knowledge/Skill Obtained	Knowledge/Skill Assessed
Bases all communication on principles of respect, fairness, and honesty, and understand that building diverse relationships depends on these foundations	BE 430, 454, 461, 462, 465, 480, 482 BE 499	<ol style="list-style-type: none"> 1. Application 2. Class assignments and assessments in BE 430, 454, 461, 462, 465, 480, 482 3. Feedback from student’s supervisor 4. Thesis in BE 499 <ul style="list-style-type: none"> • Example from BE 482—Discussion Post—Discuss how to handle an employment situation with one of the CE students in your program. The problem is that Susan is not dressing appropriately for the position. • Through this assignment, graduate students will be able to demonstrate their ability to communicate with their high school students in a fair, respectful manner by explaining how they would effectively resolve this issue.
Demonstrates effective communication skills to facilitate learning	BE 430, 454, 461, 462, 465, 480, 482 BE 499	<ol style="list-style-type: none"> 1. Application 2. Class assignments and assessments in BE 430, 454, 461, 462, 465, 480, 482 3. Feedback from student’s supervisor 4. Thesis in BE 499 <ul style="list-style-type: none"> • Example from BE 430—Research Presentation Assignment—Create a short electronic presentation of your research report. • This assignment gives graduate students an opportunity to demonstrate their communication skills by presenting their research findings to their classmates in a presentation. Because they must choose a topic not covered in class, it facilitates their classmates’ learning about consumer issues.
Communicates in a clear, courteous, and concise manner on a personal and professional level	BE 430, 454, 461, 462, 465, 480, 482 BE 499	<ol style="list-style-type: none"> 1. Application 2. Class assignments and assessments in BE 430, 454, 461, 462, 465, 480, 482 3. Feedback from student’s supervisor 4. Thesis in BE 499 <ul style="list-style-type: none"> • Example from BE 482—Invitation to join advisory committee letter—Select one person from your advisory committee list and compose a letter asking that person to serve on your advisory committee. • Composing this letter, will give graduate students an opportunity to demonstrate their communication skills on both a personal and professional level because they will be writing to professional business people using a personal business letter.

Uses technology to enhance the effectiveness of communication	BE 430, 454, 461, 462, 465, 480, 482 BE 499	<ol style="list-style-type: none"> 1. Application 2. Class assignments and assessments in BE 430, 454, 461, 462, 465, 480, 482 3. Feedback from student’s supervisor 4. Thesis in BE 499 <ul style="list-style-type: none"> • Example from BE 482—Public Relations Brochure Assignment—Create a brochure about the cooperative education program • By using technology to create a brochure, teachers can easily communicate with multiple stakeholders in an effective and efficient manner.
STANDARD 4: Subject Competencies—the business education professional must possess a solid foundation in business content, general education, and professional education. Demonstrates mastery in business content areas		
Knowledge/Skill	Knowledge/Skill Obtained	Knowledge/Skill Assessed
Knowledge of various business/technology fields; foundation knowledge in business and education	BE 430, 454, 461, 462, 465, 480, 482 BE 499 MBA coursework or TCH coursework	<ol style="list-style-type: none"> 1. Application 2. Class assignments and assessments in BE 430, 454, 461, 462, 465, 480, 482 3. EdDisposition from EAF/TCH instructors 4. Thesis in BE 499 <ul style="list-style-type: none"> • Example from BE 454—Technology Plan for a High School—Develop a technology plan for your K-12 program. Include information about infrastructure and curriculum needs. • This assignment gives graduate students the opportunity to demonstrate a foundation in business education because they are required to develop a business education technology curriculum for a high school.