Academic Department: Information Technology/Business Education

Business Teacher Education since 1913 and ACTE Programs of Excellence in 1994, 1997, and 2003. We were not eligible in 2000-Whitewater Rule.

Individual(s) Completing the Questionnaire/Report: Richard F. James, Program Coordinator with assistance of the B&ME Teacher Education Committee (TEC) of: Bob Horton, IT/BE Chair, Marcia James, Denise Schulz, and Harriet Rogers (C&I).

BACKGROUND INFORMATION
1. Please list the majors (including emphasis areas), minors, and/or certificates offered by your department.

Majors (and emphases): Business Education (250), Marketing Education (285), and Comprehensive Business & Marketing Education (250 & 285).

Minors: None

Certificates: DPI certification in Business Education (250), Marketing Education (285), Business Education-vocational (281) and Elementary Keyboarding (42-265).
Elementary Keyboarding is not offered past August 2004, as the new certification is k-12 for business and marketing education licensure.

2. Provide the number of students (both FTE and headcount) and number of individuals who have completed their graduate degrees through your program during terms and years indicated.

(Skip to Question #3. This information will be secured and filled in by the Campus Self-Study Coordinator)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>FTE</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1996</td>
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<td>Fall 2000</td>
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<th></th>
<th>Spring 2001</th>
<th>Fall 2001</th>
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<tbody>
<tr>
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<td>Spring 2004</td>
<td>Fall 2004</td>
</tr>
<tr>
<td></td>
<td>Spring 2005</td>
<td></td>
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</tbody>
</table>
3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

**Human Resources**
Evaluate the general adequacy of the human resources (i.e., the # of faculty and instructional staff and their skills) relative to the graduate program’s ability to serve its student populations and achieve other programmatic goals. Do this by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).

5

In a paragraph or two, discuss why you’ve assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

During the past four years, we have had three retirements in business and marketing teacher education and have been able to fill one via academic staff and one for FY 2005-06. Typically teacher education faculty, as part of their load, also teach business communication courses as a College of Business & Economics core course. In addition, one faculty has now a full-time load in business communications including the MBA business communications course and no longer teaches any business and marketing teacher education courses.

Faculty involved in B&ME teacher education courses are: one tenured professor and one academic staff. As the program is offered at the graduate level as well as at the undergraduate level, there has to be a masters level faculty to teach those 500 to 700 level courses. The new faculty coming in Fall 2005 will be split between business communications and business teacher education. Due to a recent retirement (December 2004) we lost another tenured faculty with part of the load in teacher education.

We do have a faculty member in the College of Education that coordinates Professional Education activities required of business and marketing education majors. This link allows us to keep in contact with the changes taking place in K-12 education in Wisconsin through our monthly meetings. The two faculty involved in teacher education in our department assists in the teaching of C&I methods courses and supervision of student teachers both at the middle school and high school.
Physical Resources
Evaluate the adequacy of the physical resources available to support the graduate program ability to serve its student population and achieve programmatic goals by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs). Consider such issues as office space, classroom space, supporting technology, lab space to support research and/or instruction, etc.

8

In a paragraph or two, discuss why you’ve assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

We put in for a combination classroom for business communications and business/marketing teacher education that would offer video recording technology as part of the class layout. That has been put on hold. By having that type of classroom, presentations would be easily critiqued and immediate feedback would be possible on delivery (micro teaching). Faculty office space is adequate, computer labs are available both in the building and across campus, and technology on campus makes information available for graduate students to conduct research-orientated assignments.

In addition, we have used the technology to provide either web-based courses in business/marketing teacher education, or web-enhanced courses, or real-time courses for students.

On campus computing labs and faculty office computers are more than adequate for faculty and students. The College of Business & Economics provides resources for professional presentations at national and international conferences and supports resources for research with graduate assistants and small grant opportunities.

Fiscal Resources
While recognizing that every academic program would benefit from a larger budget, evaluate the adequacy of fiscal resources allocated to the program to serve its student populations and achieve other programmatic goals by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).

8

In a paragraph or two, discuss why you’ve assigned the score you have. Include, in particular, a discussion of key expenses, and key needs not being met or opportunities not being explored because of fiscal limitations.

Staffing is the biggest problem now and in the future. We have a limited supply of qualified and competent faculty that could move into a specialized teacher education position in business and marketing education but the College of Business & Economics has been very supportive in allowing us to conduct search and screens for those positions. Currently, our department is supported by professional travel funds and this year, the university has made funds available for faculty to attend professional conferences.
Library resources are adequate with funds available for additional resources to complement the various courses taught.

The College of Business & Economics also provides research/publication incentives with College funded mini grants, professional travel for presentations, and release time for additional research.

4. In a paragraph or two, overview significant changes made in your graduate program or its curriculum since 1996 (i.e., the last North Central Association Accreditation Visit).
   a. Provided web-based, web-enhance, and real-time courses in our department for graduate students. Other departments that offer graduate courses in our program have done the same but on a limited basis. Other departments face the same restraints as we do in developing a full-blown on-line MSE program.
   b. Increased the IT emphasis in courses that prepare business teachers.
   c. Increased the emphasis of international business as part of the business teacher preparation.
   d. Revised the marketing education courses to reflect the revised state and national curriculum taking into consideration the broader definition of marketing.
   e. Increased the number of scholarships for business and marketing education graduate students.
   f. Provided research-based publication opportunities for graduate students either individually or co-authoring with faculty.
   g. Increased the number of graduate students gaining international teaching experience or as a part of their student teaching experience.
   h. Provided an Introduction to Business and Marketing Education courses that fully explains the dynamics, challenges, and rewards of a teaching career as an initial course for graduate students in the program.
   i. Consistently aligns curriculum with DPI model academic standards through state-called meetings and serving on both business and marketing education state advisory committees.

In another paragraph or two, describe why these changes occurred.

Our constant changing of the graduate program is having faculty keeping up-to-date with the changes in education at the state and national level. With faculty involvement at both levels, the business and marketing education program continues to be ahead of the curve. Faculty sees the change and immediately begins adjusting the curriculum to meet that change at either level.

MISSION & PLANNING
5. In a paragraph or two, describing any significant projects/initiatives that the graduate program is planning or currently has underway, but has not yet completed.
   a. Conduct a more systematic exit interview. Currently there are a number of different exit interviews from the university, College of Business & Economics, and College of Education. Beginning with the Fall 2004 graduates (both graduate and undergraduate), a specialized exit interview was given (field test) and will become permanent in the spring for all graduates.
b. Increasing the distance education courses in delivering required courses in business and marketing teacher education.

c. An analysis of the Praxis II scores of graduates to determine if there are academic areas identified within the Praxis II that need to be reviewed. If low scores are noted among graduate students in some areas, then some adjustments may be made to business content course requirements and study sessions in preparation for taking the Praxis II. In addition, seek to allow graduate students to be able to take both Praxis II exams in business education and marketing education on the same date as it is a requirement for student teaching.

d. Establish a permanent program advisory committee. To date, there has been meetings but not with a static group representing business and marketing education.

e. Continue to review the basic components of Wisconsin DPI model academic standards for business and marketing education to determine if our program aligns with those standards that graduates are expected to be competent in order to teach to those academic standards identified at the state and national level.

f. Continue to emphasize IT related courses as an important component of the business education curriculum and make the necessary adjustments. Each year, a review of required business content courses are reviewed to determine if the current offerings meet the needs of business education teachers.

g. Continue to service on state and national committees relating to B&ME.

6. Below are five “core values” the University identifies as central to its purposes. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your graduate program (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your program receiving more points).

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Importance (100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to the pursuit of knowledge and understanding</td>
<td>30</td>
</tr>
<tr>
<td>Development of the individual</td>
<td>20</td>
</tr>
<tr>
<td>Personal and professional integrity</td>
<td>20</td>
</tr>
<tr>
<td>Commitment to serve</td>
<td>15</td>
</tr>
<tr>
<td>Commitment to develop a sense of community, respect for diversity, and global perspectives</td>
<td>15</td>
</tr>
<tr>
<td>Total=</td>
<td>100 points</td>
</tr>
</tbody>
</table>

7. Every academic program engages in planning. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your department as it relates to your curriculum (i.e., take a hypothetical 100 points and distribute them among the planning variables, with those variables playing a larger role in your planning process receiving more points).

<table>
<thead>
<tr>
<th>Planning Variables</th>
<th>Importance (100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission of the University, the department, or the department</td>
<td>10</td>
</tr>
<tr>
<td>Academic assessment data/information relevant to student performance against</td>
<td>10</td>
</tr>
</tbody>
</table>
8. Does your department have a mission statement?

   **Yes**

   If you answered “yes,” please list the mission statement here.

   The mission of the Business and/or Marketing Education program complements the College of Business & Economics’ mission to provide quality undergraduate and graduate education while meeting the Department of Public Instruction’s requirements for licensure, and when applicable, the Wisconsin Technical College System. The program has evolved over the years to help prepare complete business professionals and lifelong learners with keen adaptation to the fast-changing information technology and the needs of Wisconsin middle, secondary, and postsecondary educational institutions.

   If you answered “yes,” please describe how, if at all, this mission statement plays a role in your department’s planning and/or decision-making, particularly as it relates to the curriculum.

   Faculty teaching the B&ME courses all have teaching experiences at the secondary level. That is a requirement for accepting the position. Each faculty is involved in state and national professional organizations that directly relate to providing the latest information to our majors including changes in PI 34 licensure. The faculty promote involvement in student organizations relating to B&ME and also student membership in state and national organizations relating to B&ME. We also offer a graduate program for those already certified desiring to add to the depth of business content and teaching strategies.

   Our program requirements are driven by what is necessary to become a competent professional education through a series of experiences both in the classroom and outside of the classroom. Experiential learning is a hallmark of the program with the creation of artifacts to validate the learning in meeting the ten teaching standards. Constant reflection is also part of the program where graduate students are consistently reviewing, and if necessary, changing their philosophy of teaching and learning. Each educational course offered by the department includes the submission of an artifact with reflection that ties to the ten teaching standards and portfolio requirements established by DPI.
This mission is further delineated by the following program standards:

1. Business and/or Marketing Education students will be able to demonstrate the technological proficiency and performance as supported by the DPI *Wisconsin Model Academic Standards for Business.*

   **Assessment Techniques:**

   Students will be assessed by proficiency exam scores (Praxis I & II), performance tests (such as troubleshooting and optimizing a PC, designing and implementing a local or wide area network, and training others on a specific topic), and other classroom assessment tools.

2. Business and/or Marketing Education students will be able to communicate in a clear, courteous, concise, and correct manner on personal and professional levels as supported by the *Wisconsin Model Academic Standards for Business.*

   **Assessment Techniques:**

   To be assessed through a combination of the following:

   - Students will be assessed by proficiency exam scores, performance tests (such as presenting research in the business communication class), and other classroom assessment tools.
   - An appraisal of students in their student teaching or internship will be used to address the students’ use of these skills and knowledge in the work environment.
   - A follow-up survey of recent graduates will be conducted to assess the graduates’ transition from the university classroom to their own classroom.

3. Business and/or Marketing Education students will be able to gather necessary information to analyze problems and determine business solutions (financial, economic, marketing, entrepreneurship, accounting, management, international business, and business law) and will be able to teach how business and information technology interact as supported by the *Wisconsin Model Academic Standards for Business.*

   **Assessment Techniques:**

   To be assessed through a combination of the following:

   - A sample of school districts that currently employ the graduates will be asked to complete a satisfaction-effectiveness survey concerning these graduates.
   - An advisory committee consisting of school and business personnel will be asked to interview current majors as well as graduates of the program.
   - An appraisal of students enrolled in student teaching will be used to determine if student teachers demonstrate competence in business and technology issues.
Students will be assessed by proficiency exam scores, performance tests, and other classroom assessment tools.

4. Business and/or Marketing Education students will demonstrate interpersonal and leadership skills as supported by the Wisconsin Model Academic Standards for Business.

   Assessment Techniques:

   To be assessed through a combination of the following:

   - An advisory committee will be asked to review program curriculum and to interview current majors as well as graduates of the program.
   - A sample of school districts that currently employ the graduates will be asked to complete a satisfaction-effectiveness survey concerning these graduates.
   - A follow-up study of recent graduates will be conducted to assess the graduates’ transition from the university classroom to their own work environment.
   - An appraisal of students enrolled in student teaching will be used to determine if student teachers demonstrate competence in interpersonal and leadership skills.
   - Students will be assessed by their leadership opportunities demonstrated external to the classroom.

5. Business and/or Marketing Education students will demonstrate career development skills as supported by the Wisconsin Model Academic Standards for Business.

   Assessment Techniques:

   To be assessed through a combination of the following:

   - An advisory committee will be asked to review program curriculum and to interview current majors as well as graduates of the program.
   - A sample of school districts that currently employ the graduates will be asked to complete a satisfaction-effectiveness survey concerning these graduates.
   - A follow-up study of recent graduates will be conducted to assess the graduates’ transition from the classroom to the professional work environment.
   - An appraisal of students enrolled in student teaching will be used to determine if student teachers demonstrate competence in career development.

Use of Assessment Information

The Business and Marketing Education faculty began their assessment process informally during the last decade. The process will be formalized in the following manner:
Each semester—student teachers are interviewed by a departmental representative as to their educational experience at UW-Whitewater.

In June 2005, a follow-up study of recent graduates will be conducted. Those graduate who have completed three years of teaching will be surveyed.

In June 2005, an employer satisfaction-effectiveness survey will be administered. In the schools where our graduates have completed three years of teaching.

In June 2005, an advisory committee will address curricular and assessment issues.

In September 2005, this cycle will be evaluated and changed as needed. The mission will be reviewed to determine its relevance in light of resources, student needs, changing expectations, and needs of the profession. Program structure and content will also be evaluated to measure the current success of the program. Finally, the assessment results will be used to guide the faculty in making program changes to meet the needs of its constituency.

**STUDENT LEARNING & ASSESSMENT**

9. List the student learning outcomes for each of the emphases areas and post-baccalaureate certificate programs identified in question #1.

Majors (and emphases):
Business Education (250) meets the licensure requirements as established by DPI PI 34.
Marketing Education (285) meets the licensure requirements as established by DPI PI 34.
and Comprehensive Business & Marketing Education (250 & 285) meets the requirement for both PI 34 in business education and marketing education including vocational.

Minors: None

Certificates: DPI certification in Business Education (250), Marketing Education (285), Business Education-vocational (281) and Elementary Keyboarding (42-265).
Elementary Keyboarding is not offered past August 2004, as the new certification is k-12 for business and marketing education licensure. Student seeking post-baccalaureate can attend as either a MSE-Business Education or NCFD to gain additional licensure from DPI.
WTCS can also be incorporated in the MSE-Business Education but only at the graduate level. The same is true for the LVEC certification that is being replaced by a Career and Technical Education Coordinator currently under development by UW-Stout.

10. Complete the grid below by listing the emphasis areas and post-baccalaureate certificate programs from question #1 across the top row (and indicated by the example). Then, under each emphasis and certificate program, place an “X” indicating which data collection methods are used to assess the extent to which the student learning outcomes are achieved (evidence that students know and can perform against the objectives). Mark, where relevant, both “direct assessment methods” (efforts that directly evaluate student
(For) and “indirect assessment methods” (efforts that evaluate student performance based on perception of student, alumni, etc.).

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>(Example) (Knitting Emphasis)</th>
<th>Business Education</th>
<th>Marketing Education</th>
<th>B&amp;ME Comprehensive</th>
<th>Elementary Keyboarding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Assessment</strong></td>
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<td></td>
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<tr>
<td>Curriculum-Embedded Exams/Tests</td>
<td>X</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Curriculum-Embedded Essays</td>
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<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Curriculum-Embedded Projects</td>
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<td>x</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>Capstone Project Review (thesis, comprehensive exams, etc.)</td>
<td>X</td>
<td>Student Teaching &amp; Portfolio</td>
<td>Student Teaching &amp; Portfolio</td>
<td>Student Teaching &amp; Portfolio</td>
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<tr>
<td>Portfolio Review</td>
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<td>x</td>
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<tr>
<td>Reviews by External Evaluators (e.g., intern supervisors)</td>
<td>X</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Placement Test Scores</td>
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<td>Perceiver &amp; Writing Possible</td>
<td>Perceiver &amp; Writing Possible</td>
<td>Perceiver &amp; Writing Possible</td>
<td>Perceiver &amp; Writing Possible</td>
</tr>
<tr>
<td>Performance on Post-Bac. Exams (e.g., professional development plan)</td>
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<td>PDP</td>
<td>PDP</td>
<td>PDP</td>
<td></td>
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<tr>
<td>Other (describe: Student teaching)</td>
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<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td><strong>Indirect Assessment</strong></td>
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<tr>
<td>Exit Interview/Questionnaire</td>
<td>X</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Advisory Board</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Alumni Survey</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Other (describe: Employer)</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Please list specific data/information sets relevant to the department’s academic assessment efforts that the UW-W Self-Study Committees, and/or the Higher Learning Commission’s Visiting Accreditation Team can access to review/consult.

- College of Education Surveys available from the College
- Student Teacher Survey available from Office of Field Experiences
- Exit Survey available from IT/BE Department
- Recommendations from B&ME Advisory Committee (IT/BE Department)
11. Indicate specific changes to the department’s operation or planning, if any, that have resulted from the collection and use of the data/information identified in the preceding question. Place an “X” in the appropriate box in the far right hand column for any of the following changes that have occurred.

<table>
<thead>
<tr>
<th>Programmatic Changes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes (PI 34 and WMAS)</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum (PI34, DPI, and WTCS standards)</td>
<td></td>
</tr>
<tr>
<td>Scheduling (Distance Education and multiple courses on the same day)</td>
<td>X</td>
</tr>
<tr>
<td>Departmental Procedure (Program Coordinator and then individual advising)</td>
<td>X</td>
</tr>
<tr>
<td>Instructional Methods (specialized methods courses)</td>
<td></td>
</tr>
<tr>
<td>Curriculum Delivery Methods (web based and web enhance, and real-time offerings.)</td>
<td>X</td>
</tr>
<tr>
<td>Changes in Assessment Procedures (specialized surveys for our majors and the beginning of the creation of Advisory Board)</td>
<td>X</td>
</tr>
<tr>
<td>Department membership on state and national advisory boards directly related to B&amp;ME.</td>
<td>X</td>
</tr>
<tr>
<td>Increase of graduate students gaining an international experience either as part of or an enhancement to student teaching.</td>
<td>X</td>
</tr>
</tbody>
</table>

In a paragraph, discuss your department’s use of academic assessment data/information as chronicled in the table above. Discuss, in particular, how these changes have improved or stand to improve student learning.

Academic assessment is sometimes overshadowed by PI 34 requirements. To meet those PI34 “standards”, students must pass the PPST, Praxis II, bring in 350 hours working with students, and a 2.75 GPA before admittance to Professional Education in the College of Education. We monitor the pass rate and also offer individualize advising for students for the proper courses to take and in the proper sequence. We also assess the student teaching performance with four supervised visitation with written evaluations and debriefing. There is also a summative evaluation that is completed by the university supervisor upon completion of the student teaching/internship experience.

12. In the box below, indicate the extent to which you think your department has fully implemented its academic assessment program, with 100% representing a fully-implemented program. Consider the extent to which the department has developed clearly stated learning outcomes, systematically collects data/information that informs the extent to which the outcomes are achieved, uses the data to make changes to the curriculum, etc.

   90 % to which academic assessment program is fully implemented

If you’ve indicated a percentage other than 100%, please list actions that remain to be completed before implementation of the assessment program is complete.
1. Establish a permanent program advisory committee.

2. Conduct a survey of the school districts (principals or department chairs) that currently employ the B&ME graduates to ask them to complete a satisfaction-effectiveness survey concerning these graduates.

3. Explore strategies to support secondary teachers offering business and marketing courses having those courses be used for university admission consideration.

If you’ve indicated a percentage less than 100%, what are the biggest obstacles to your graduate program fully implementing its assessment program? Consider such items as: faculty and instructional staff involvement, time, budget, understanding of academic assessment and the process, etc.

Faculty mass. We are few in numbers and have three retirements in five years with difficulty in finding suitable replacements. That and we have to meet the changing standards dictated by the DPI that is in turn dictated by the state legislature. Everyone is way past where we need to be in assessment as it is trendy now to require “justification.” Numerous reports required are duplicated in information required and the requests keep building. This just adds to the time constraints. In my mind there are only two things that are important in an academic program: Rigor and Relevance. If rigor and relevance is provided as the major part of the program, then the measure of the quality of the academic program is graduate employment and subsequently the student and employer level of satisfaction with the preparation for a teaching career and assuming the responsibilities of a professional educator in business and marketing education.

Describe any initiatives on behalf of your department (and its faculty) that have specifically promoted enhanced student understanding of issues related to diversity and inclusion.

Observation and Participation for diversity, international opportunities (teaching and working), teacher portfolio with artifacts, diversity course, business communications requirement, specialized coursework in career and technical education (work-based learning), specialized courses in diversity as part of the education requirements, student teacher placements possible in the multiple field experiences.

**EXTERNAL CONSTITUENCIES**

14. Describe in a paragraph or two your department’s relationships with constituencies external to the university (alums, employers or potential employers, advisory boards). What role, if any, have these groups played in (re)directing curriculum development specifically, and departmental planning generally?

Excellent as when we ask, they are willing to serve in multiple roles including as state advisory committee, specialized committee membership, as graduate to be guest speakers in our courses, input from advisory board, student teacher placement, promotion of our program to their students. We are asked to consult to educational institutions.

By serving on the DPI Business Education and Marketing Education Advisory Committees, this information is used to constantly monitor current offerings to future directions.

Alums of our program have been generous in contributing to our scholarship funds. The former dean commented that business and marketing education graduates consistently gave more than any other majors in the College. The past graduation speaker (December 2004)
was a business education graduate. Our department awards over $7,000 each year in scholarships to our majors.

With our close ties with our graduates and school districts, we are able to keep our program profile high as a quality source for business and marketing education teachers.

13. Does your department generally, or faculty or student groups specifically, offer special programming (e.g., non-credit workshops) or provide services (e.g., consulting services, project support) for constituencies external to the university?

Yes

If “yes,” please provide a list of these initiatives and the constituencies they serve.

- Received the Association for Career and Technical Education Program of Excellence for a teacher education program in business and marketing education three times that we were eligible.
- Offered summer workshops for secondary and post secondary teachers: most recently on Teaching International Business in cooperation with GBRC at UW-Whitewater. This included scholarships for participants to pay for the tuition.
- Pi Omega Pi (POP) offers a student teacher panel for students in the program who have not begun their student teaching experience.
- Marketing Education Association (MEA) conducts a DECA Mini Conference where area high school students come in to gain experience on DECA’s competitive events. Over 150 students from ten schools attend the on-campus one-day workshop.
- MEA members offer assistance with district and state DECA conferences and staff a UW-Whitewater recruitment booth at the state conference.
- POP offered a IC3 workshop. One hundred percent of those attending (B&ME students) passed the tests and received IC3 certification.
- POP has consistently been ranked the top ten chapters in the nation based upon their manual submission.
- Phi Beta Lambda competes at the state and national level in areas of business performance. On more than one occasion, PBL member has been elected state president.
- Faculty have put on on-campus professional development seminars.
- MEA has twice on the University Service Award for student organizations.
- One faculty assists seven consortiums of high schools in implementing Mini Business World, a two-day activity to teach high school students about private enterprise in an active manner.
- Faculty have consulted with state advisory committees, businesses, and universities.
- Marketing Education Association provides experiences for graduate students that cannot be duplicated in the classroom through attending B&ME related conferences, presenting at conferences, and supporting conference activities. This has been at the state and national level. At the WMEA conference in August 2004, four students presented.
- MEA assists with the UW-Whitewater Prairie Reconstruction project reconstructing a fifty-acre prairie at the UW-Whitewater Nature Preserve. To date, over $60,000 has been raised.
16. Related to the preceding question, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)

Surveys, workshop evaluations, informal feedback, programs, plaques, certificates, but not all.

If “yes,” please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission’s Visiting Accreditation Team can access to review/consult.

- Association for Career and Technical Education Program of Excellence: submission document. Submission on file in the department office.
- Summer Workshops: Course listing and class roster.
- Pi Omega Pi (POP) student teacher panel: Announcement flyer
- Marketing Education Association (MEA) DECA Mini Conference: Flyer & announcement and satisfaction survey results
- POP offered a IC3 workshop. Announcement.
- POP top ten chapters in the nation: Manual and score.
- Delta Pi Epsilon: Minutes and conference programs.
- Phi Beta Lambda: Minutes and conference programs.
- Faculty have on-campus professional development seminars: Survey from Continuing Education Office
- MEA University Service Award for student organizations: Plaques
- Mini Business World: Satisfaction surveys of both students and business advisors available from the consortiums.
- Faculty consultation: Merit Documents.
- Marketing Education Association experiences for graduate students: Conference registrations and programs.
- MEA assists with the UW-Whitewater Prairie Reconstruction project: Advisory committee minutes, MEA minutes, photos, and service award plaques.

17. Does your graduate program offer any service-learning courses, or do any of your faculty use service-learning as a teaching method?

Yes

If “yes,” please list specific courses and faculty.

This is done through the program of work in the department’s student organizations related to business and marketing teacher education. All have a civic (service) project as part of their program of work. Both MEA and PBL have received the campus service award. Certain courses also require service learning and the College of Business & Economics require 15 hours of service learning.

- B&ME majors are required to gain 350 hours working with kids as a pre-requisite for admission to professional education. Some of those hours are non-paid service oriented.
- Host Mini Conference for high school marketing students on campus as part of the Methods of Teaching Marketing Education requirements.
Volunteer for judging at the Wisconsin DECA district and state conferences.

- Build web sites without cost. (view website)
- Serving on state and regional professional organizations as student members.
- Introduction to Business required three hours of service learning as a course requirement.

**SELF-EVALUATION**

**Strengths**

14. List and prioritize no more than three primary strengths that have emerged in your department’s efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your department do very well? What good things do people say about your department? How has your department aided the campus in meeting its mission? In what ways has your department “gone beyond the call of duty?”

After identifying each strength, specify **supporting evidence** that suggests that the statement is true. This may include data/information gathered relevant to departmental performance, trend data from the Office of the Registrar or Institutional Research, special recognition from external agencies, etc.

a. High demand for our graduates, both in Wisconsin and outside Wisconsin, based upon rigor and relevance of our program and specialized preparation for business and marketing education.

b. High level of faculty interaction with students by instilling in them the professional expectations of a career teacher including as faculty advisors in professional related student organizations. Also promoting professional organization membership and committee responsibilities. Undergraduates are often awarded scholarships and membership in professional organizations as undergraduates.

c. Adjusting curriculum and experiences to prepare them for becoming a professional educator and a content specialist.

After identifying each strength, specify **supporting evidence** that suggests that the statement is true. This may include data/information gathered relevant to graduate program performance, trend data from the Office of the Registrar or Institutional Research, special recognition from external agencies, etc.

1. **Specific Strength: High demand for our graduates, both in Wisconsin and outside Wisconsin, based upon rigor and relevance of our program and specialized preparation for business and marketing education while meeting DPI and WTCS certification requirements.**

   Supporting Evidence: Placement survey and department follow up data. Typically is employment rate is 100% with over 95% being in teaching positions.

2. **Specific Strength: High level of faculty interaction with graduate students by instilling in them the professional expectations of a career teacher including faculty co-authoring articles in professional journals and professional organization membership and committee responsibilities.**

   Supporting Evidence: Copies of the minutes of meetings of professional organizations. Also recipients of state, regional, and national scholarships. Also membership in B&ME
related professional organizations are promoted as is membership in departmental professional student organizations.

3. Adjusting curriculum and experiences to prepare them for becoming a professional educator and a content specialist.

Supporting Evidence: TEC meets monthly to review any changes that impact the program including a faculty member from the College of Education. The department has a Coordinator of Business and Marketing Education to organize meetings of the TEC. We individually advise B&ME students after the initial meeting with the Academic Program Advisor in the IT/BE Department and the Professional Education Coordinator from the College of Education. We also make curricular changes as needed by either changing WMAS or review of changing requirements for our graduates. Most recently changing an IT course. This TEC interaction includes the related courses we teach in our department specifically for the B&ME students. We also offer student organizations as a means to gain experiences not offered in class and that helps prepare them to be a student organization advisor at the secondary or postsecondary level.

**Concerns**

19. List and prioritize no more than three primary concerns that have emerged in your department’s efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a department, avoid doing, even though we know it’s important?

1. Staffing and staff time to work on common issues affecting the undergraduate program.
2. Increase distance education offerings
3. Full cooperation between College of Education and other agencies to best serve our population. However in all fairness, other departments are also squeezed on resources of teaching load and time. If we are going to fully deal with the program needs, we have to work collaboratively.

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to departmental performance, trend data available from the Registrar or Institutional Research, information gathered from accreditation visit, etc.

1. Heavy teaching and supervision load due to reduced funds and finding qualified staff to fill positions. (College teaching schedule, search and screen information)
2. Paid release time to specifically develop more distance education offering that could appeal to returning students or typical undergraduates. NOTE: Not all of our undergraduates are right out of high school. Some are returning students. Comparison to other teacher education programs with on-line courses and limited incentives to develop the courses.)
3. Provide time to develop an articulated program including the department and the College of Education.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your graduate program has already underway, actions being planned, or preliminary thinking about how to address the area of concern.
1. **Specific Concern:** Continue developed distance education courses that could apply to undergraduates.

   - **Supporting Evidence:** Competition from other universities offering teacher education programs and profile of those in the program.
   
   - **Recommended Actions:** Paid release time for development of distance education courses required for licensure.

2. **Specific Concern:** Finding qualified staff or faculty replacement.

   - **Supporting Evidence:** In the most recent search and screen, thirty applications were received. Only two and maybe a third were qualified based upon the position description.
   
   - **Recommended Actions:** Be allowed to grow our own from graduates who would like to teach at this level. This includes release time to begin and finish a terminal degree program.

3. **Specific Concern:** Full cooperation among the departments involved in delivering undergraduate program courses.

   - **Supporting Evidence:** Course scheduling typically is not systematic. Courses are scheduled outside the “normal” class times and puts students in conflict when afternoon offerings cut across evening course times. Every year, courses begin late afternoon and then cut across evening time frames. Students are put in the middle.
   
   - **Recommended Actions:** Have given times for course scheduling and not allow faculty to schedule whenever they want.