REVIEW OF THE B.A., B.S., B.S.ED. IN BUSINESS EDUCATION

Classification of Instruction Programs (CIP) Code: 13.1303
Business and Innovation/Entrepreneurship Teacher Education

OVERVIEW

The **B.A., B.S., B.S.Ed. in Business Education** program at Illinois State University is housed in the Department of Marketing within the College of Business. The Department of Marketing houses three degree programs and a graduate certificate program. The Department offers a B.S. in Marketing, B.A. or B.S, B.S.Ed. in Business Education, and M.S in Business Education. In addition, the Marketing program offers a minor in Business Analytics and a Business Analytics Graduate certificate. The last review of the B.A., B.S., B.S.Ed. in Business Education program occurred in 2012-2013.

The Business Education undergraduate program combines a business degree along with preparation of teachers to design and deliver courses in business, marketing and computers. The program focuses on developing business, marketing, and computer educators/trainers through the pursuit of Illinois State University's conceptual framework for teacher education: Realizing the Democratic Ideal. This program prepares graduates for teaching positions and business positions across a broad base of business disciplines. As of 2018, the Business Education program at Illinois State is the only remaining dedicated Business Education Teacher Preparation Program in an Illinois public institution. The Business Education major offers two sequences:
• The Business Teacher Education sequence which prepares students to teach in the K-12 school setting or to enter the corporate environment.
• The Training and Development sequence which prepares students to work within a corporate environment.

Enrollment and Degrees Conferred, 2012-2019
B.A., B.S., B.S.Ed. in Marketing, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Enrollments, fall census day	51	34	26	28	18	28	23	29
Degrees conferred, graduating fiscal year	13	22	5	8	7	3	6	3

Table note:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

• Prepare students for success in a diverse and global environment by providing excellent instruction and a transformative learning experience for every student.
• Create a workplace that encourages and rewards excellence among faculty and staff.
• Create an engaging and committed culture of diversity and inclusion across multiple dimensions
• Promote and communicate the brand including College of Business successes and a vision of excellence and national recognition
• Create and strengthen partnerships with alumni and business organizations.

Students learning outcomes

- Professionalism—the business education professional has an obligation to grow continuously as a professional. The business education professional is a consummate.
- Curriculum Development—the business education professional creates, analyzes, revises, and implements curricula to prepare students for success in business and life. The business education professional develops curriculum that incorporates the following knowledge and skills.
- Instruction—the business education professional facilitates the learning of dynamic subject matter in a diverse learning environment. The business education professional embraces multiple approaches to learning and utilizes the following knowledge and skills.
- Assessment—the business education professional assesses student/participant progress to enhance the learning environment to optimize student/participant success.
- Classroom Environment—the business education professional practices positive and effective techniques for managing the classroom/training environment.
- Student Organizations—the business teacher integrates student organizations into the curriculum.
- Communication—the business education professional communicates effectively with all stakeholders.
- Stakeholders—the business teacher builds professional relationships.
- Career Development—the business teacher helps students achieve success in business and life by incorporating the following knowledge and skills in their classrooms.
- 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 including.

Program curriculum (2018-2019)

Students are enrolled in one of two sequences: business teacher education sequence or training and development sequence.

Graduation requirements (business teacher education):
125 credit hours including 89 credit hours in the major, 36 hours in General Education. The 89 credit hours in the major include 27 credit hours of business courses, 28 credit hours of business education courses, 26 credit hours of professional education courses which includes 12 credit hours of student teaching, and 8 credit hours outside of the major. Requirements of the business teacher education sequence include requirements that are part of the entitlement program leading to the Illinois Specialist K-12 Professional Educator License.

Graduation requirements (training and development):
125 credit hours including 89 credit hours in the major, 36 hours in General Education. The 89 credit hours in the major include 27 credit hours of business courses, 28 credit hours of business education course, 14-26 credit hours of professional education courses which includes 12 credit hours of student teaching, and 8 credit hours outside of the major.

Program delivery

The program is offered on the Normal campus.
The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

The Department of Marketing sponsors short-term cultural immersion experiences through partner institutions in United Kingdom, France, Hungary, Mexico, Netherlands, Ireland, Germany, Spain, China, Panama, and Thailand. To date, the Business Education Program has not had any students participate in any of the study abroad opportunities.

Department faculty (Fall 2019)

18 tenure track faculty members (7 Professors, 5 Associate Professors, and 6 Assistant Professors)
11 non-tenure track faculty members (3 full-time, 8 part-time, totaling 6.50 FTE)
Undergraduate student to faculty ratio: 33.9 to 1
Undergraduate student to tenure-line faculty ratio: 44.6 to 1

Core faculty for the B.A., B.S., B.S.Ed. in Business Education program includes two tenure track faculty members and two non-tenure track faculty members.

Specialized accreditation

During the period of review, the undergraduate Business Education program was accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE has merged with Teacher Education Accreditation Council (TEAC) to form the Council for Accreditation of Education Preparation (CAEP). The self-study report to CAEP was submitted in July 2018 and was granted accreditation November 2019.

Changes in the academic discipline, field, societal need, and program demand

In February 2016, the Illinois State Board of Education adopted revised social science standards that include financial literacy throughout K-12 programs. Business teachers are the primary source of educators for financial literacy in the state, adding to the need for business teachers.

In addition, in a letter dated February 14, 2017 from the US Department of Education to the Illinois State Board of Education, the statewide academic disciplines or subject matter teacher shortages were identified. All programs taught by business teachers in the state were listed as teacher shortage areas.

The Office of the Vice President for Academic Affairs and Provost prepared a report dated September 2017 to be submitted to IBHE because both average enrollment and degrees conferred for the program were below the thresholds established by IBHE.

Responses to previous program review recommendations

The 2012-2013 program review resulted in seven recommendations.
1. *Work with Enrollment Management and Academic Services to develop a recruitment plan to address declining enrollment*. Although a dedicated recruitment plan was not developed with Enrollment Management and Academic Services, marketing tools were developed to promote the program. The promotional materials were shared with University College and the College of Business academic advisors. The program will need to continue with the current recruitment efforts and pursue a recruitment plan with Enrollment Management and Academic Services.
2. *Continue efforts with University Assessment Services to update and revise the formal assessment plan for the program and utilize the plan for program improvement.* The assessment plan was updated in 2017 and has been used for program self-study each year as part of the required Annual Assessment Review process conducted through the Council for Teacher Education.
3. *Work with University Assessment Services and college advisement staff to develop a strategy to identify and address challenges and obstacles to student academic progress.* This task was not addressed and has been to the plan for the next cycle.
4. *Work closely with the Milner Library subject specialist to infuse information literacy skills throughout the curriculum*. Information literacy skills are infused within all business education courses. CAEP Site Visit verbally commended the Business Education program for the use of technology within the degree.
5. *Identify benchmark programs to which the program can aspire*. Business Education is a shrinking field. The program has identified Bloomsburg University of Pennsylvania as an aspirational program. Bloomsburg is a program housed within the College of Business and is a growing program. The program at Bloomsburg has an active, award-winning Pi Omega Pi Chapter, 100% placement rate for all graduates, and offers courses in multiple formats, including traditional, blended, and online delivery. The faculty at Bloomsburg are recognized within the discipline as outstanding leaders.
6. *Continue efforts to consult with the newly established advisory board for program improvement.* The Business Education advisory board meets annually. It has been a struggle to find the most convenient time for the board members to attend a meeting. Meetings were held in October, December, and June. The June 2019 meeting was one of the most attended meetings and the advisory board has requested to continue holding June meetings.

7. *Explore expansion of online course offerings that would attract students who would not otherwise participate in on-campus classes.* With the exception of two courses, all Business Education courses are offered as either online or blended formats. The remaining two courses are taught in a traditional face-to-face format.

Major findings

This self-study revealed five key items.
1. Input from stakeholders is invaluable to the improvement of the program. The program needs to work more closely with cooperating teachers and advisory board to assess the program and develop curricular changes that will be most effective.
2. The content exam scores and edTPA scores are stable. Business education students are performing well and passing the assessments at 100%; however, improvements are needed in developing the teacher candidates' skills to self-evaluate and alter instruction based upon instruction.
3. The Business Education program at Illinois State University may be able to become a national leader in providing business education certification courses on a national level. As the sole provider for a dedicated business education program in Illinois and one of fewer than 50 institutions participating in the National Association for Business Teacher Education, the University could become one of the first choices for business education in the nation.
4. The training and development sequence was developed for students who could not pass the edTPA; however, based upon the projected enrollments for Fall 2019 and the number of inquiries through advisement, the sequence needs to be developed and offered as a viable program in the department.
5. As a program, Business Education did not utilize the feedback from the 2011 Program Review in a substantial way. Three recommendations from the 2011 Review were not accomplished. These include:
   - Recruitment Plan with Enrollment Management and Academic Services.
   - Work with University Assessment and college advisement to develop a strategy to identify and address challenges to student academic progress.
   - Work with the content specialist from Milner Library to infuse information literacy into the program.

Initiatives and plans

1. To continue providing quality instruction, priority should be given to recruiting and hiring 1 additional tenure-track faculty members. With Dr. Connor leaving the Department, there will be only 1 full-time tenured faculty member and 2 non-tenured faculty members. With the re-implementation of a Master of Science in Business Education degree (Summer 2019) coupled with the continued offering of the Bachelor of Science in Business Education degree, additional full-time faculty has become an important need.
2. Curriculum will be updated to ensure students will be prepared to meet the new assessment requirement in 2020 mandated by the Illinois State Board of Education.
3. The Formative Pedagogy assessment that is being created by the College of Education will be incorporated into the business education curriculum.
4. A Recruitment Plan with Enrollment Management and Academic Services will be developed.
5. A strategy to identify and address challenges to student academic progress will be created by working with University Assessment and college advisement.
6. To infuse information literacy into the program, Business Education faculty will work with the content specialist from Milner Library.
7. The Training and Development sequence will be developed and offered as a viable program in the department.

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PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

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Review Outcome: The Academic Planning Committee, as a result of this review process, finds the B.A., B.S., B.S.Ed. in Business Education to be in <u>Good Standing</u>.

The Academic Planning Committee thanks the program for a comprehensive and critical self-study report that included stakeholder input over a period of three semesters. The B.A, B.S., B.S.Ed. in Business Education program focuses on developing business, marketing, and computer educators through the pursuit of the Illinois State

University conceptual framework for teacher education, "Realizing the Democratic Ideal." The program prepares students to become business teachers in grades K-12, allowing program graduates to teach business, marketing, and computer related subjects in all grade levels. It is the only remaining business education program at a public institution in Illinois and is an entitlement program for teacher licensure through the Illinois State Board of Education (ISBE) leading to the Illinois Specialist K-12 Professional Educator License (PEL). The committee commends the program for being accredited by the National Council for Accreditation of Teacher Education (NCATE) during the review cycle and for pursuing continued accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

The committee notes that the enrollment in the program dramatically decreased during the first few years of the self-study period, mirroring statewide trends in teacher education programs. However, the enrollment numbers have stabilized and have shown modest growth over the final three years of the review cycle. The committee commends the program faculty for their active recruitment efforts and encourages them to analyze what activities are most effective and to continue to pursue additional activities that encourage program growth. We recognize the program faculty's efforts to track program alumni and encourage the faculty to consider ways to engage those alumni stakeholders in the program's efforts to increase enrollments.

The committee commends the faculty's extensive work to revise the curriculum, partially in anticipation of changes to the ISBE content test that is required for state licensure. Recent curricular changes include the addition of computer programming and information technology coursework that may lead to the Business Computer Programming Endorsement on the PEL, changing course requirements to ensure that students receive instruction related to students with special needs, and updating teaching methods course curricula with respect to content literacy and teaching for diverse learners.

The committee recognizes the program faculty's commitment to activities that support student success. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee also commends the program advisors for their efforts to support students transferring both into and out of the major. The committee notes the fall-to-fall retention rates are generally at or above the university-wide rates overall. However, the self-study noted that the "planned time to degree is four years," while the data suggest that the majority of students take five years to complete the program. We have requested a follow-up report regarding this discrepancy below.

The committee commends the program faculty on the development and implementation of their plan for the assessment of student learning outcomes. The assessment plan provides for collecting evidence of student performance, evaluating this evidence with rubrics, and consulting with the program advisory board in curricular and program review based on this evidence. The self-study report provides ample evidence that evaluation and assessment findings continue to be used by faculty to design and implement program modifications.

Follow-up Reports.
Continue to monitor enrollment trends and develop a formal plan for recruitment and enrollment growth. In light of the Illinois State Board of Education's (ISBE) concerns related to statewide teacher shortages, the committee encourages faculty to continue to actively evaluate the program's recruitment plans to ensure that Illinois State University is meeting the needs of both the program and the State. The committee supports faculty efforts to explore further expansion of program enrollment. The committee encourages the program to continue to develop and implement a plan for student recruitment, including in the plan strategies for increasing enrollment of students from racial and ethnic groups traditionally underrepresented in the program and discipline. Accordingly, the committee asks faculty to develop a plan for program enrollment growth and recruitment and submitted to the Office of the Provost by June 1, 2021.

Develop a student retention plan. The committee recommends that the program continue monitoring student completion within a four-year period as well as retention, particularly of students from minority or traditionally under-represented groups. The committee notes that the fall-to-fall retention rates during the period of review have been variable, ranging from 16.7% to 100%. While we recognize that the high degree of variability is in part due to the relatively small number of students enrolled in the program, the committee asks that the faculty develop a system to collect and analyze data related to students exiting the program to identify challenges related to retention. Faculty

should also collect and analyze data related to time-to-degree to identify any relation between this data and overall retention rates. Accordingly, the committee asks faculty to develop a report outlining the actions taken to examine retention and to submit it to the Office of the Provost by June 1, 2021.

Recommendations.
The Academic Planning Committee thanks faculty and staff of the B.A., B.S., B.S.Ed. in Business Education program for the opportunity to provide input regarding business educator preparation at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Business Education faculty and staff. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for student success. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide overarching structure for other plans (e.g., recruitment, retention, curriculum, alumni engagement).

Continue to refine a plan for alumni tracking and engagement. The committee encourages the program faculty to continue to refine their plan for tracking program alumni and use the system to enhance alumni networking. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni beyond providing input through the program advisory board, such as through mentoring students and assisting the program with student recruitment, retention, and success efforts.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue its implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.