

Business Teaching Major

Frequency of Assessment

Students will be assessed when they declare a Business Teaching major, when they apply to the Teaching Program, when they complete their curriculum/methods course, when they apply for student teaching, and when they complete student teaching.

Methods of Assessment

- Declaration of Major: Students must meet required minimum standards to be admitted to the College of Business Administration.
- Admission to Teaching Program: Students must meet required minimum standards and pass the PPST to be admitted to the College of Education.
- Curriculum/Methods: Students must pass the methods course with a C or better.
- Students must have a gpa of 2.5 or better in their coursework at UNI, in their major, in the professional education sequence, and in their cumulative total.
- Student Teaching: Students will be evaluated by two professionals during this experience: the participating teacher supervising the classroom and the UNI coordinator of student teaching. Cooperatively, the supervisor and coordinator will complete a performance rubric and written narrative which identify areas where students are well prepared as well as areas that need to be addressed. Students will also submit a Teacher Work Sample which is score by impartial faculty.

Analysis-Interpretation and Reporting of Results

The department Outcomes Assessment Committee will collect the aforementioned data annually and prepare a report summarizing the extent to which the desired outcomes are being met. This report will be presented to the department as a whole. The department will respond to the findings presented in the report by modifying the assessment process or making changes in the curriculum. A report will be submitted to the appropriate university officials.

Outcomes and Competencies

Outcome 1: Students shall be able to plan programs in cooperation with other vocational education personnel and learn techniques in coordinating student organizations.

Competency 1.1 Be able to organize instructional patterns to facilitate the achievement of objectives.

Competency 1.2 Learn to develop objectives and activities for student organizations.

Competency 1.3 Understand the importance of and the development process for career-oriented curricula (K-12).

Outcome 2: Students shall learn the importance of and techniques in cooperating with educational personnel in the private sector--schools, industry, and nonpublic organizations.

Competency 2.1 Learn techniques for identifying educational efforts of the private sector.

Competency 2.2 Be able to coordinate the educational efforts of public and private agencies.

Outcome 3: Students shall learn techniques in developing effective instructional media and materials to enhance the total education program.

Competency 3.1 Participate in the development of materials, media, and systems for all fields of business education.

Outcome 4: Students shall learn how to provide opportunities for students of all ages to learn about career opportunities and continuing education in the world of work.

Competency 4.1 Be able to analyze the manpower needs and employment status of the nation's workforce.

Competency 4.2 Develop techniques for working with guidance personnel and students of all levels.

Competency 4.3 Know the importance of developing an occupational information and consumer/economic education materials resource center for use in the study of occupations.

Outcome 5: Students shall further refine communication, problem-solving, and decision-making skills.

Competency 5.1 Refine techniques on developing ideas on how to learn, learning how to think, and learning how to make decisions.

Competency 5.2 Be able to apply skills that might improved the skills of listening, speaking, reading, and writing.

Competency 5.3 Work with other disciplines to reinforce basic skills

Outcome 6: Students will learn techniques that will provide opportunities to refine personal traits necessary for success in occupational and community life.

Competency 6.1 Obtain skills to provide the classroom opportunities for the development of interactions skills through procedures such as role playing, class evaluation, case studies, panels, discussion, group processes, and simulations.

Competency 6.2 Be provided opportunities for the study and evaluation of business ethics.

Business Teaching—Areas of Student Achievement Measured	Used
• Discipline-related content knowledge	
• Higher-order skills (critical thinking, problem-solving)	
• Writing proficiency	
• Personal and affective development (values, attitudes, social development, etc.)	
• Other:	
Direct Methods	Used
• Institutionally-developed pre-test	
• Institutionally-developed post-test	
• Commercial instrument or test: PPST, Praxis I	?
• Licensure or certification exams	
• Course embedded questions	
• Major project	
• Electronic or printed student portfolios	
• Observations of student performance <i>Student teaching evaluations</i>	X
• Video or audio tapes student performance	
• Other: <i>Curriculum Methods: “minimum standards of knowledge in keyboarding, accounting, ability to teach business subjects”</i>	?
Indirect Methods	Used
• Job placement of program graduates	
• Internship evaluations	
• Graduate school acceptance of program graduates	
• GRE, GMAT, MCAT or other admissions test scores	
• Exit interviews	
• Student program retention	
• Student graduation rates	
• Student program evaluations	
• Student satisfaction surveys	
• Focus group discussions	
• Alumni surveys	
• Alumni interviews or focus groups	
• Employer surveys	
• Employer interviews or focus groups	
• Other:	