Program Director Self-Study Report
For
Marketing and Business Education

Submitted by
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Prepared in Fall 2009
and submitted on 12/14/09
1. **MISSION AND DEGREE**

Describe how the program relates to UW-Stout’s Mission and Goals.

The marketing and business education program at UW-Stout meets the mission of the university in many ways. The program leads to a degree in education related to industry and commerce through learning experiences that combine theory, practice and experimentation (Consistent with the university’s overarching mission). The MBE program integrates humanities, arts, and sciences into its undergraduate program. Program students are actively engaged in learning through courses, hands-on teaching strategies, laboratory settings, problem-based learning, and experiential learning through pre-service experiences (Pre-student teaching and student teaching) (supportive of goals 1, 3, 5 & 6). Additionally, the program hosts MBEA (Marketing and Business Education Association). MBEA is a professional student organization focused on connecting program students with their professional responsibilities beyond the program’s course based curriculum reach (Social, Civic, Leadership, and Vocational development) reflecting university goals 2 & 4.

Since inception, the program has continually worked towards establishing mutual partnerships with Menomonie and Chippewa Valley high schools, its business communities, and postsecondary institutions throughout Wisconsin and Minnesota (University Goal #1, 3 & 7). In addition, the program has developed solid relationships with the Wisconsin Department of Public Instruction (W-DPI) and the Minnesota Department of Education. These are critical relationships that support the program’s ability to make the necessary refinements and adjustments based on external constituency insights (University Goal #1, 3 & 7).

The mission of the University of Wisconsin-Stout is a career-focused, comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, grow the economy and serve a global society.

**UW-Stout Enduring Goals:**
1. Offer high quality, challenging academic programs that influence and respond to a changing society.
2. Preserve and enhance our educational processes through the application of active learning principles.
3. Promote excellence in teaching, research, scholarship and service.
4. Recruit and retain a diverse university population.
5. Foster a collegial, trusting and tolerant campus climate.
6. Provide safe, accessible, effective, efficient and inviting physical facilities.
7. Provide responsive, efficient, and cost-effective educational support programs and services.
The UW-Stout MBE mission:

“A program that values teaching and learning, stakeholder involvement, and strives to prepare its graduates for ever changing marketing and business education professions”

2. DESCRIPTION OF THE PROGRAM
2.1 Curriculum Design

There are 3 main areas of coursework that the MBE Program is built around:

A) General education. This includes 42 credits of general education curriculum.

B) Professional Core. This includes courses designed to move teacher candidates through 52 or 57* credits of MBE, CTE, EDUC, and SPED courses. All of these courses are designed around Wisconsin Teacher Standards 1 though 10. Students progress through three benchmarks each of which provides an assessment of student progress and becomes a critical decision point of their knowledge, skill, and dispositions relative to becoming a licensed teacher in the State of Wisconsin.

C) Technical Content Coursework. This includes 30 or 42* credits of technical content courses.

*This number reflects the optional Business Education WI 250 and 281 licensures.

2.1.1 State the program objectives.

General and specific objectives of the program as approved by the university curriculum committee are: Upon completion of the Marketing and Business Education undergraduate program at UW-Stout, the student will be able to:

1. plan, organize, implement and evaluate marketing instruction as a teacher at the secondary, postsecondary or adult level;
2. deliver Marketing Education programs that reflect existing and emerging technology;
3. function effectively as a teacher in relation to personal, professional and societal affairs;
4. pursue personal interests and career opportunities in the broad business fields of marketing;
5. utilize general studies abilities creatively, analyze and communicate imaginatively and effectively, and enrich the human experience through positive values in a multicultural society.

Students selecting to complete the additional coursework and program requirements for the Business Education certification would also be able to:
6. plan, organize, implement and evaluate business instruction as a teacher at the middle school, secondary, or postsecondary levels;
7. deliver business education programs that reflect existing and emerging technology; and
8. pursue personal interests and career opportunities in the broad fields of business.

2.1.2 List the indicators that are monitored to determine the need for program revision, including but not limited to program enrollment, student retention or student graduation rates.

The programs assessment system is consistent with School of Education (SOE) unit-level assessment system. The program monitors student progress across three benchmarks, each of which measures student progress through multiple measures. The measures yield student knowledge, skill, and disposition data. The data provides insight into the program’s curriculum and its impact on student learning. Added insights are generated through the ETS (Educational Testing Service) Pre-Professional Skills Test (PPST 5710 Reading, 5720 Writing, and 5730 Math) and the ETS Praxis II (#561 Marketing and #100 Business).

Indicators also include course evaluations submitted by students, career services and placement records, and one and three year follow-up studies of program graduates. Additionally, the program relies on the annual Assessment In The Major (AIM) report. Indicators include PPST scores, Praxis II content Area Exams, Educational Benchmarking Inventory (EBI) scores along with retention and benchmark measures. Also, closely monitored are program enrollment, student retention and student graduation rates.

Wisconsin Department of Public Instruction guidelines (PI#34), advisory committee input, and a continual awareness of trends and practices within both marketing and business education disciplines are critical to reaming abreast of future directions of Marketing and Business Education in the State of Wisconsin and nationally.

MBE program personnel are actively engaged with the professional community by serving on PK-12 Marketing and Business Education program advisory boards, State-level Marketing and Business advisory boards, and nationally through NBEA and MBA Research Center task teams and boards. Both MBE faculty members serve on the Educational Testing Services (ETS) ME and BE Praxis II content test advisory boards. Faculty attend annual state and national marketing and business education conferences; participate in strategic planning for both marketing and business education through their respective professional associations and by holding leadership positions within these associations.
2.1.3 What distance educational opportunities are provided in your program? Does the UWSA "Distance Education Standards for Academic and Student Support Services" apply to your program? If so, what evidence of educational effectiveness exists for these experiences? What does this evidence show?

Currently we do not provide distance delivery within the professional MBE component.

2.1.4 Give examples and explain the ways in which the program committee functions and contributes to the program.

The full program advisory committee meets a minimum of two times per year with sub-committees meeting as required. The program director chairs the committee and develops the meeting agendas. During the first meeting the program director and key instructors present the program, its opportunities and challenges, and its needs. A status report is also presented which describes the program’s profile relative to the types of students being served, enrollment numbers, and placement status of its graduates.

The full program advisory committee has been instrumental in helping the University of Wisconsin-Stout Marketing and Business Education program refine its mission and core values. It advises the program in the area of curriculum revision. In addition, advisory board members provided the input guiding the MBE program for ongoing PI#34 teacher education program compliance.

The MBE program has utilized the advisory board to refine and test several key assessments in the curricular sequence. One example of this is the presentation of Benchmark II portfolios to the committee members. This allowed for feedback from the advisory board members in both the area of expectations for the assessment and what they learned about our curriculum strengths and weaknesses from the student artifacts presented. Additionally, the board was involved in refining the MBE work-sample (an evidence based teaching and learning artifact implemented in the program's student teaching experience).

2.1.5 UW-Stout “programs are presented through an approach to learning which involves combining theory, practice and experimentation” (Mission Statement). Briefly describe the components of your program where students participate in scholarly activity including research, scholarship, development and creative endeavor.

Experiential learning occurs in every MBE course. Application of knowledge, skills, and dispositions occurs through real and simulated experiences within pedagogical courses (CTE-360, MBE-202, 301, 355, 401, and 411). After learning theory in the classroom, several K-12 classroom situated experiences allow MBE students to practice and experiment with what they have learned. During MBE 311 & 312 students teach Junior Achievement curriculum 7 area elementary schools in the 2nd through 4th grade classrooms (Junior year). This process involves pre and post-
testing to allow for action research to take place. Program students also contract with 7-area business and marketing program instructors to deliver project-based lessons to 9th though 12 grade students. This same type of action research is completed through the work sample during student teaching. Students pre and post-test in an effort to analyze the impact that their instruction had on student learning.

Marketing and business education students commit to teaching CTE disciplines. These disciplines are rooted in the context of an applied world. To teach within these disciplines students have to document professional work experiences that are congruent with the curriculum models that guide the content of each discipline. Many students also concurrently work within business and industry to apply their technical skill areas while attending UW-Stout. The result is that program students come to the program with significant marketing and business experiences (practice) that can then be applied in the classroom and linked back to the theories being studied in technical and professional coursework.

In addition, the MBE program supports its own professional organization (known as UW-Stout MBEA). This organization is designed to provide program students experiences in dealing with their future career and technical student organizations (DECA, FBLA and BPA). Students plan and execute activities designed to enhance professional development, civic engagement, leadership, and social development. This organization is in its 38th year of operation and has organized the Wisconsin District 1 Career Development Conference each of those years. This conference has served between 600 and 850 high school students during each of those years. UW-Stout MBEA has and continues to provide program students with opportunities to participate within the professional communities of marketing and business education.

2.1.6 Does your program currently have an accreditation or certification agency that reviews the program? If so, which agency and to what extent do they influence the structure of the curriculum?

The UW-Stout MBE program is required to meet the Wisconsin Department of Public Instruction (W-DPI) teacher education standards and content guidelines outlined under Public Law 34 (PI34). Additional information relative to program certification can be obtained from the DPI through its web link at http://dpi.wi.gov/tepdl/qualedinit.html.

Both marketing and business education licensures must meet the program guidelines as outlined in PI34. These guidelines are derived from the national curriculum frameworks for each of the disciplines, marketing and business education. It is required for each teacher education program to provide prospective teachers with experiences that allow them to meet these guidelines. In essence, these guidelines specify critical competencies that must be mastered by each program graduate prior to licensure in specific content areas. (PI 34 Program Report available though the MBE program office and SOE)
In addition, technical content courses must meet or exceed the Wisconsin Marketing and Business Education Academic Standards. (See [http://dpi.wi.gov/tepdl/stand10.html](http://dpi.wi.gov/tepdl/stand10.html)).

2.2 Faculty/Academic Staff Expertise

The principal instructors in marketing and business education are: Urs Haltinner, Ph.D. and Debbie Stanislawski, Ph.D.

2.2.1 List the key people in the curriculum. A key instructor is one who teaches at least one required professional course in your program.

For W-DPI accreditation purposes discipline certifiable instructors must deliver the program's courses. The program currently has 2 full-time faculty positions allocated to meeting this requirement. Program faculty has professional experience, WI Teaching Licensure, and academic coursework across the program's curriculum. Also, the faculty possesses expertise across diverse range of courses in the program and across CTE and EDUC program areas that they have also been assigned to teach.

Dr. Urs Haltinner is currently responsible for the program directorship. In addition he teaches the Marketing 285 Licensure pedagogy courses in the area of course construction and methods. In addition he teaches the CTE endorsement courses. In support of this he also maintains his WI ME 285 license.

Dr. Debbie Stanislawski is the resident expert focused on pedagogy courses specific to the BE 250 licensure. She teaches program courses that support the business education pedagogy along with those courses shared across the marketing and business education licensure areas. Debbie also maintains current DPI 250 General Business and 265 Elementary Keyboarding licensure.

Key instructors all possess a combination of marketing and business content expertise and K-12 teaching experience. In addition to this background being required by Wisconsin Department of Public Instruction, it is beneficial for students to receive instruction and professional guidance from knowledgeable veteran practitioners possessing relevant field experiences.

2.2.2 What additional areas of faculty/academic staff expertise are currently needed?

The program currently provides 49 credits of marketing professional courses and 5 additional credits of business education specific professional courses. All courses are being offered once per year minimally. Additionally, the program depends on the Business Department within the College of Management for delivery of 33 credits of technical business core courses. The ACT department (College of Science, Technology, Engineering and Math) provides an additional 9 credits of Information Technology Courses designated under MEDIA and TCS acronyms. Additionally, the program is dependent on the critical general education foundation of its teacher-candidates. The College of Arts and Sciences provides 42 credits of the general education core. (See [http://www.uwstout.edu/programs/bsmbe/cs.html](http://www.uwstout.edu/programs/bsmbe/cs.html))
The program will initiate a program revision based on the current AIM report findings that illustrate an opportunity and the joint DPI and NCATE accreditation feedback. It is envisioned that program faculty will reformulate courses in both the professional and technical program curricular area. (See program plan)

2.3 Facilities

2.3.1 What special facilities and or capital equipment currently available are utilized and how do they strengthen this program? What additional facilities (special classrooms, labs, additional space involving minor construction) have been requested and has that been filled?

The MBE program is currently housed in the College of Education, Health and Human Sciences (CEHHS). It resides in the School of Education (SOE). The program shares facilities with the Graphics and Communications Management, Media, Technology Education, Career and Technical Education, and Training and Development programs.

Specific facilities allocations include an office area (CT-102) that has two faculty offices and entry area that is conducive for a student work area. Instructional facilities include a fully mediated instructional center (CT-224S) that includes 9 modular computer workstations. The aforementioned space also includes a flexible and reconfigurable classroom. Currently this classroom is mediated with high-speed wireless Internet, has access to a wide range of traditional and contemporary presentation aid. This includes whiteboard space that allows three of the four walls to be used for teaching. In addition the classroom has a digital whiteboard, which is consistent with both the contemporary business and marketing classroom. Additional storage is allocated to the program though an adjacent designated lockable room.

The program’s challenge will be to receive the necessary funding required to maintain the increased information technology that is required for its business education certification component. In addition, the lab requires the support of the department for lab assistant, maintenance, troubleshooting, and upgrading. A designated support person shared across the Technology Education, Science Education, and Marketing and Business Education program currently provides services.

There is concern about the future of our facilities, lab allocations, and lab support. The contemporary marketing and business education program needs to be forward looking in its instructional approaches. This requires state of the art marketing and business education labs, software applications, and instructional facilities and environments that are flexible. Typical higher education lecture style classrooms and computer labs are not conducive to meet these needs.

2.4 Resources for the Program

2.4.1 Evaluate as to currency/up-to-datedness, quality, relevance, and quantity of the library resources to support the program. List or describe any information or service
needs created over the past three years by concentration and course changes and include a brief statement as to how these needs have been met by the library.

The program director works closely with the educational materials reference librarian, Cory Mitchell, securing adequate materials for marketing and business education students. The program director and key program instructors also provide recommendations for resource allocations bi-annually. Cory Mitchell frequently reviews newly released resources that enhance student access to current educational support materials. Additionally the reference librarian maintains and updates an excellent web site connecting program students to current resources on the World Wide Web as well as a host of databases that are specific to curriculum, methods, and assessment. In addition, a significant investment has been made to add marketing and business education related literature to the stacks over the past 7 years.

University Library Resources for the Marketing and Business Education Program
University of Wisconsin Stout
December 4th, 2009
Written by Cory Mitchell, EMC Librarian

University Library Collection (Non-Periodical)

The University Library collection in support of the Marketing and Business Education program at UW-Stout reflects the library’s emphasis on selecting materials with a direct relationship to the courses and programs offered by the university. A search of the online Stout Library Catalog in subjects directly related to marketing and business education results in over 30,000 titles, including more than 780 titles in the Educational Materials Center, a specialized collection of curricular materials that support all teacher education programs at UW-Stout. In addition to the specific area of marketing and business education, the related subjects of advertising and marketing, education, general business, small business administration, distributive education, human resources, educational technology, sales, management, public relations, e-commerce, accounting, retail trade, distribution, customer services, economics, and business software are covered by the University Library’s collection.

<table>
<thead>
<tr>
<th>University Library Holdings (Non-Periodical)</th>
<th>University Library Collection</th>
<th>Educational Materials Center Collection</th>
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<tbody>
<tr>
<td>Book</td>
<td>225,274 items</td>
<td>19,132 items</td>
</tr>
<tr>
<td>Audio-Visual (DVD, VHS, CD) &amp; Miscellaneous</td>
<td>23,758 items</td>
<td>1,816 items</td>
</tr>
<tr>
<td>Total</td>
<td>249,032 items</td>
<td>20,948 items</td>
</tr>
<tr>
<td>Marketing and Business Education related</td>
<td>30,000 items (est.)</td>
<td>780 items (est.)</td>
</tr>
</tbody>
</table>

University Library Collection (Periodicals)
General Indexes and Databases (includes education and business)

- **EBSCOhost**
  - Academic Search Complete – 7,100 full text titles, indexing and abstracts of 11,200 journals
  - Masterfile Premier – 1,700 full text titles, 500 full text reference books
- Emerald Library – 190 full text titles
- JStor – 365 full text titles
- Project Muse – 632 full text titles
- Web of Science (Citations/Abstracts)
  - Social Science Citation Index – 1950 titles
- WilsonWeb
  - Omnifile Full Text Mega – 1,996 full text titles
  - Reader’s Guide Full Text – 212 full text titles
- Open J-Gate (free) – 6,108 full text titles
- Directory of Open Access Journals (DOAJ) (free) – 4,475 full text titles

Business Indexes and Databases

- **EBSCOhost**
  - Business Source Premier – 2,300 full text titles
  - Regional Business News – 80 full text titles
- FirstSearch (Citations/Abstracts)
  - Business Dateline – 775,000 total records
  - Business and Industry – 1.5 million total records
  - Business and Management Practices – 130,000 total records
  - Economic Literature – 620 titles, 400,000 total records
  - Worldscope – 14,000 total records
- Lexis Nexis Academic (full text)
- O*Net – 965 occupational descriptions
- ProQuest
  - ABI/Inform – 3,000 titles with 2243 full text titles
- Stat-USA
- WilsonWeb
  - Business Full Text – 509 full text titles

Education Indexes and Databases

- British Education Index (free)
- EBSCOhost
  - ERIC (317,000 full text ERIC Documents + 1,017 journal titles)
  - Professional Development Collection – 520 full text journals, 200 educational reports
  - Education Research Complete – 1,200 full text titles, indexing and abstracts 2,100 journals, 500 full text book and monographs
  - Education Administration Abstracts – 66,000 total records
The University Library’s Periodicals collection (print) includes over 340 periodical titles (print) with subjects related to marketing and business education, primarily focused on marketing, business, or education. The library also provides access to over 2,973 business periodicals (print and full text online) and 1,054 education periodicals (print and full text online).

Many of the University Library’s resources (including the indexes and databases) are accessible on the World Wide Web through the University Library Homepage: www.uwstout.edu/lib The University Library uses the SFX link resolver software to help students easily locate items. To help promote resource discovery the library provides patrons access to the federated search engine MetaLib (SuperSearch) that allows simultaneous searching of multiple vendor databases and the library’s online catalog. The University Library also participates in a robust interlibrary loan (ILL) document delivery system that provides patrons access to additional periodical articles.

Online Subject and Reference Guides

Over 100 online Subject and Reference Guides have been developed and are maintained by librarians. The University Library Subject and Reference Guides can be found at: http://libguides.uwstout.edu/browse.php#b The Subject and Reference Guides are used for reference service and library instruction in the Marketing and Business Education classes.

The following online Subject Guides support the Marketing and Business Education Program:
- Education Resources
- K-12 Education
• Marketing and Business Education
• Business
• Business International

**Collection Development Policy**

The University Library's written Collection Development Policy guides the selection of materials for the library collection. It reflects a commitment to student and faculty curricular and research needs in all formats. The Policy also defines the mission of the University Library's Educational Materials Center, a special collection of curriculum materials, “to make readily available for study, evaluation, and implementation, those educational materials of the highest quality produced for use with children from preschool through grade twelve.”

**University Library Services**

The priority of the Marketing and Business Education program is reflected in the University Library's services, staff, and collaboration with faculty in the program. The program director works closely with the Educational Materials Center Librarian, Cory Mitchell, who has primary responsibility for the EMC, establishing quality materials for marketing and business education students. The program director frequently makes recommendations for the collection while the EMC Librarian communicates with vendors and publishers and offers ideas for purchases. Library instruction is provided to teacher education students. Included in instruction are: introduction to marketing and business education textbooks, standards and curriculum guides, activity materials, Internet resources in marketing and business education, searching the business and education literature (periodicals and books). All Reference Staff provide reference assistance regarding educational materials; the EMC Librarian provides specialized or in-depth reference service.

2.4.2 List any special resources used to meet program and/or student needs such as: Academic Computing, Instructional Technology Services for curriculum materials development, ASPIRE, Research Center, Media Self-Instruction Lab, Academic Skills Center, etc. List or describe any other resources that are needed to meet the program objectives with a brief statement as to how these would enhance or maintain the concentration quality.

The program director and program advisors frequently direct students to a variety of assistance centers. The following is a listing with added detail to highlight the programs’ interaction with the center or unit.

The Academic Skills Center: This center is used as a referral point for students needing assistance in basic skills development. The program director or key instructors recommend the center’s services when weaknesses in student writing and reading skills are detected.
The School of Education provides backbone for required services such as the pre-professional skills tests, criminal background checks, student progress checks, student teacher placements, e-portfolio support, and support personnel that supports student success in passing their PPST).

The Counseling Center: This Center provides professional, personal, and career counseling to students.

Learning Technologies Services: This support service provides the program with E-scholar mentors, just in time laptop training, and the Ask 5000 help desk. These are critical services that allow students to obtain necessary skills not generally taught within a university setting.

Career Services: The MBE program and its students use this center extensively. It provides early professional development skills relative to educational resume and job seeking. Students are encouraged to utilize career placement services during their student teaching experience to efficiently merge into their initial teaching job.

2.5 Assessment in the Major
2.5.1 Attach your most recent Assessment in Major report.
See report at http://www3.uwstout.edu/provost/aitm.cfm

3. Supply evidence of the quality of the graduates of the program.
3.1 Describe the demand for graduates and anticipated changes or trends in such positions/roles.

Table 1 illustrates that the placement of UW-Stout marketing and business education graduates has been consistent with university placement data (97.31%) as compared to the MBE program (98.22%). Data for 2009 is not yet available. Additionally, program graduates continue to report successfully stepping into employment or advanced education with only 3 graduates reporting seeking employment since 2000.

Anecdotally, the program will have graduated the same number of students as 2008 while the 2009/2010 graduate numbers will encompass 16 students. As the program graduate supply is anticipated to 15 per year over the next 3 years. Demand will remain strong given the marketable licensure range that UW-Stout MBE program students possess (WI BE#250, WI BE#281, & WI ME#281). The versatility of this degree provides students with the opportunity to enter both business and educational realms with ease.
Table 1. Employment Data

<table>
<thead>
<tr>
<th>Program</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>Avg. per year</th>
</tr>
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<tbody>
<tr>
<td>University All Majors</td>
<td>98.5</td>
<td>99.6</td>
<td>98.5</td>
<td>95</td>
<td>97.9</td>
<td>97.6</td>
<td>96.9</td>
<td>95.9</td>
<td>95.9</td>
<td>97.31</td>
</tr>
<tr>
<td>Education Majors</td>
<td>100</td>
<td>100</td>
<td>98</td>
<td>95</td>
<td>99</td>
<td>98</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td>97.56</td>
</tr>
<tr>
<td>MBE Program</td>
<td>100</td>
<td>100</td>
<td>97</td>
<td>99</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>88</td>
<td>98.22</td>
<td></td>
</tr>
<tr>
<td>MBE Emp in Major/Unrelated</td>
<td>28/2</td>
<td>26/2</td>
<td>37/1</td>
<td>29/2</td>
<td>24/2</td>
<td>20/2</td>
<td>19/0</td>
<td>11/2</td>
<td>8/0</td>
<td>22.4</td>
</tr>
<tr>
<td>MBE Cont Edu./Seeking Employment</td>
<td>2/0</td>
<td>2/0</td>
<td>1/1</td>
<td>2/0</td>
<td>1/0</td>
<td>2/0</td>
<td>1/0</td>
<td>0/1</td>
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</table>

According to the 2007 (most recent) Department of Public Instruction Supply and Demand study the demand outlook remains good. Data provided by the Department of Public Instruction also shows that a total of 22 emergency certifications were issued in the last year (see Table 2). This demonstrates that uncertified candidates are filling teaching positions in business, which demonstrates a demand not currently being served.

Table 2. DPI Provisional Licenses in BE 250, 281 and 285

<table>
<thead>
<tr>
<th>License Categories</th>
<th>1-Year Special Licenses</th>
<th>1-Year Permits</th>
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<tbody>
<tr>
<td></td>
<td>Teaching out-of-area</td>
<td>Bachelor Degree but no Cert.</td>
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<tr>
<td></td>
<td>New</td>
<td>Renewal</td>
</tr>
<tr>
<td>Business Education</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Marketing Education</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tr>
</tbody>
</table>

A trend that emerged since 2003 is that broadly certified teachers (teachers holding multiple teaching licenses) have a decided advantage in securing pk-12 positions. Marketing and Business Education program students are well positioned (BE 250, 281, & 285 licensure). This trend is the norm in hiring CTE teachers. Nationally and in Wisconsin CTE (Career and Technical Education) plays a key pk-12 role as part of the comprehensive high school. Within the current high school reform movement middle and secondary level school CTE programs are a critical part of the Wisconsin Comprehensive School Counseling Model (WCSCM) The WCSCM model involves the identification and individualized plan (for all 9th grade students) of a student’s career cluster affinity through the model’s Career Domain, standards g, h, & I (See http://dpi.wi.gov/sspww/scguidemodel.html).

The career domain and its standards and practices are structured by the sixteen career identified clusters (see http://www.careerclusters.org). Each cluster (States’ Career Clusters) encompasses foundational academic skills, cluster level employability
skills, and career pathway academic and career and technical skills. High school reformers (Stone, Bottoms, Daggett, Gray, etc.) and reform initiatives (High Schools That Work, 21st Century Skills, America's Diploma Project, National Center and Education and on the Economy, and current legislation impacting high school reform (The Carl D. Perkins Career and Technical Education Improvement Act and No Child Left Behind, the current ESEA Act) are proponents and driving forces of this. The UW-Stout MBE program prepares its teachers to facilitate the clusters of Marketing, Business Management and Administration, and Information Technology.

Given the demand of individuals for the wide range of expertise needed and the dominance of these clusters requiring degrees and credentials beyond a post-high school degree it suggests that secondary level marketing and Business Education are contextually critical to moving students successfully to high school graduation, reduction in post high school remediation, and degree completion in a professional program of study that leads a greater proportion of college students into high skills, high need and high pay occupations.

While demand remains solid, attracting teachers to the profession remains difficult (see Table 3). Several factors are perceived to impact this. The profession has a significant history linked to reform from a political and economic perspective. The resultant tensions between various public perspectives on how to best accomplish this may be redirecting some students away from teaching as a career. In addition, the economic uncertainty may have eroded the perception that teaching is a relatively stable occupation. The UW-Stout MBE program has seen a decrease in program students (proportionally similar to all UW-Stout and WI teacher education programs). However, the program has attracted a greater percentage of students that demonstrate higher academic achievement, are passing the requires praxis exams, and demonstrate a more balanced academic achievement between the General, Technical, and Professional courses required to earn the degree, which contribute nicely to improved teacher quality for the pk-12 system.

Table 3 indicates that the program is bouncing around between 79 and 89 enrolled program students, a decline from its peak 161 in 2001. Coinciding with the decline are the PI34 licensure process, the universities SOE assessment system, the increased demand for dual licensure (ME and BE) and external factors (societal and economic). The resultant program size is on the low end of capacity but right sized for the 2008-2010 demand. The program will need to grow by 10 percent over the next three years to get to its ideal size (90 enrolled students). Plans of this are in place.

Table 3. Fall Headcount Enrollment by Program (1st major only)

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<tbody>
<tr>
<td>Marketing &amp; Bus Educ</td>
<td>139</td>
<td>161</td>
<td>153</td>
<td>139</td>
<td>106</td>
<td>89</td>
<td>78</td>
<td>75</td>
<td>85</td>
<td>79</td>
</tr>
</tbody>
</table>
Factors, other than Program Promotion Efforts Contributing to Anticipated Program Growth

In Wisconsin over 1600 teachers are actively teaching under the WI 250, 281, and 285 licensures. The average age of the WI 250 licensed teacher is 47 with the ME 285 being 40. In addition, many of the teachers have delayed retirement due to the economics imposed on them during the 2007 and ongoing recession. The anticipated demand should be significant post-recession. It is anticipated that unless currently licensed individuals that stepped into business careers do not migrate back into teaching that BE and ME will become a significant shortage area. Additionally, the National Association of State Directors in Career and Technical Education supports that CTE disciplines (ME, BE, TE, II, FCSE, HSE, and AG) are experiencing shortages of qualified licensed educators at epidemic levels. It is stated that increased secondary-level CTE enrollment, retirement of veteran CTE teachers, and the national decline in universities offering CTE teacher education contribute to this (Conneely & Uy, 2009).

A combination of undergraduate and alternative teacher education programs are perceived to be a means to meet the impending demand. Nationally, and to some extent in the upper Midwest (WI, MN, MI, and IL) career changers securing licensure through alternative certification programs. The UW-Stout program is well positioned to serve the undergraduate market demand and is planning to deliver an accelerated licensure program design to serve baccalaureate degree holders that has successful career experience in the functional areas across business that are determined to become licensed teachers.

The current supply of Wisconsin teachers for licensures ME 285 is largely a function of the UW-Stout program. While UW-Whitewater and Concordia College serve this content licensure area, they remain minor competitors. Concordia serves (2 to 5) career transition baccalaureate degree holders. Whitewater serves the ME 285 licensure as an add-on certification for select students pursuing the BE 250 licensure (see Table 2).
The program’s graduates’ remain highly marketable across education and business industry sectors. Most graduates choosing education have been hired by secondary and postsecondary public schools. Most teaching positions are specifically in secondary marketing and business education; graduates are teaching in Wisconsin and Minnesota with some opting to teach in Illinois, Colorado, Arizona, and Oregon. Those graduates entering the business world are employed as marketing directors, sales representatives, account executives, and training and development coordinators. Specific industries commonly chosen are insurance, real estate, pharmaceutical, and retail/wholesale soft and durable goods.

3.2 Interpret the data from the Institutional Research Office follow-up studies.

Findings related to the Faculty and Staff teaching program technical courses (outside department)

Responses from outside of the program area faculty highlighted strong support of the program. It becomes obvious that they are knowledgeable of the program, its courses, faculty and students. Table 4 highlights the cross section of technical courses that informs their contextual responses.
Table 4. Responses by Technical Content Area (n = 7)
BUINB 260, International Business (2)
BUMGT 304 Principles of Management (1)
BUMKG-330 Principles of Marketing (1)
BUMKG 370 Advertising
BUACT 206 Financial Accounting (3)
BUACT 207 Managerial Accounting (2)
BUMKG 479 Market Research
BUINB 485 International Marketing (1)
BUMIS 333 (1) Management Information Systems

Table 5 highlights further support that they have the resources, communications with program faculty, and the physical tools and spaces to support the MBE program student learning.

Table 5. Technical Course Instructor Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Don’t Know = 1</th>
<th>Inadequate = 3</th>
<th>Adequate = 4</th>
<th>Good = 5</th>
<th>Excellent = 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of classroom facilities for my course(s).</td>
<td>Mean = 5.00; Median = 5.00; Mode = 6.00; Standard Deviation = 1.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of laboratory facilities for my course(s). (If applicable)</td>
<td>Mean = 4.40; Median = 5.00; Mode = 5.00; Standard Deviation = 1.95</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequacy of equipment for my course(s).</td>
<td>Mean = 4.86; Median = 5.00; Mode = 5.00; Standard Deviation = 1.07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication between program director and yourself.</td>
<td>Mean = 5.00; Median = 5.00; Mode = 5.00; Standard Deviation = 0.82</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequacy of supplies for my course(s).</td>
<td>Mean = 5.14; Median = 5.00; Mode = 5.00; Standard Deviation = 0.69</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Library Learning Center meets the needs of the students in my class(s).</td>
<td>Mean = 5.29; Median = 5.00; Mode = 5.00, 6.00; Standard Deviation = 0.76</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students entering my course(s) are adequately prepared to successfully complete them.</td>
<td>Mean = 4.57; Median = 4.00; Mode = 5.00; Standard Deviation = 0.53</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Library Learning Center meets my needs for research and professional development.</td>
<td>Mean = 5.29; Median = 5.00; Mode = 6.00; Standard Deviation = 0.95</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When provided with the opportunity to provide added suggestions and or recommendations the following findings emerge. Note that the number of comments was 7 across weaknesses and recommendations. The program is perceived solid and of high quality. The following recommendations:
1. Writing ability of some students needs improvement--more than likely they just need more practice. Those taking a Business writing class seem to better in my class.
2. Specific methods of teaching courses or specific modules for various content areas. i.e. Teaching Methods for Accounting; Teaching Methods for Business Management; Teaching Methods for Business Information Systems

A recommendation that is consistent with the weakness is that the program review its writing requirements of its students.

3.3 Interpret the major results from your Specific Program Survey

Table 6 is in response to a survey of faculty teaching within the professional education core of the MBE program. Given that it is a small program, the responses reflect opinion more than trend. However, the instructors, though reflection and a deep working knowledge of the program design, its students, courses, assessments, and facilities are in a good position to provide powerful insight.

Reported factors specific to the program, its leadership and curriculum indicate high awareness, support, and satisfaction. This is supported by high mean responses (5.33 and above out of 6.0 with standard deviation of less than 0.58). The areas that were rated lower were Program director leadership (4.57/6.00), Department cooperation in scheduling an adequate number of course sections (4.33/6.00), Adequacy of supplies for my course(s) (4.33/6.0), and Opportunity to participate in the program’s decisions (4.33). With the lowest rated factor being Clerical support for my course(s) (3.33).
<table>
<thead>
<tr>
<th>Question</th>
<th>Don’t Know = 1</th>
<th>Inadequate = 3</th>
<th>Good = 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of instruction in the core courses.</td>
<td>Mean = 6.00; Median = 6.00; Mode = 6.00; Standard Deviation = 0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of instruction in support courses.</td>
<td>Mean = 5.33; Median = 5.00; Mode = 5.00; Standard Deviation = 0.58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance of information presented in the core courses.</td>
<td>Mean = 6.00; Median = 6.00; Mode = 6.00; Standard Deviation = 0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student mastery of degree content by program graduates.</td>
<td>Mean = 5.67; Median = 5.00; Mode = 6.00; Standard Deviation = 0.58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication between the program director and yourself.</td>
<td>Mean = 6.00; Median = 6.00; Mode = 6.00; Standard Deviation = 0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation of students entering my course(s).</td>
<td>Mean = 6.00; Median = 6.00; Mode = 6.00; Standard Deviation = 0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program director’s leadership.</td>
<td>Mean = 4.57; Median = 4.00; Mode = 5.00; Standard Deviation = 0.53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of classroom facilities for my course(s).</td>
<td>Mean = 5.67; Median = 5.00; Mode = 6.00; Standard Deviation = 0.58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department cooperation in scheduling an adequate number of course sections.</td>
<td>Mean = 4.33; Median = 1.00; Mode = 6.00; Standard Deviation = 2.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of laboratory facilities for my course(s). (if applicable)</td>
<td>Mean = 3.33; Median = 1.00; Mode = 1.00, 4.00, 5.00; Standard Deviation = 2.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical support for my course(s).</td>
<td>Mean = 3.33; Median = 2.00; Mode = 4.00; Standard Deviation = 1.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability of the Library Learning Center to meet research and professional needs.</td>
<td>Mean = 4.33; Median = 1.00; Mode = 6.00; Standard Deviation = 2.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequacy of supplies for my course(s).</td>
<td>Mean = 4.33; Median = 2.00; Mode = 2.00, 5.00, 6.00; Standard Deviation = 2.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity to participate in the program’s decisions.</td>
<td>Mean = 4.33; Median = 1.00; Mode = 6.00; Standard Deviation = 2.89</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Feedback reports that the program is serving the students needs, listens and respond to their needs. The program is perceived to be student friendly by its faculty. Recommendations for program improvement include:

1. Continue to improve lab facilities and lab access
2. Work on devising a program that can meet the demand for those seeking to attain teaching licensure in a customer friendly way.
3. Continue to refine the business education side of the program.
4. Continue to listen to stakeholders in refining and designing future changes.
5. Reduce the overwhelming level of paperwork required of faculty within the process of documenting everything.

The program’s strength is perhaps best captured through the following respondent quote “A core faculty represented by marketing and business A unique program that is not offered in the same way elsewhere in the state A program that focuses on the students needs and works as a team to meet those needs Strong connections with the business and marketing teaching community Graduates that secure positions in both teaching and industry.”

Program Student Feedback

Student specific responses were obtained from 11 junior and 18 senior level students. This is the program student population that has experienced most of the programs courses and the programs process of moving though towards degree attainment (see table 6).

Table 6. Program Respondent Profile (n = 29)

<table>
<thead>
<tr>
<th></th>
<th>Junior</th>
<th></th>
<th>Senior</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>11</td>
<td></td>
<td>18</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td>Junior</td>
<td></td>
<td>Senior</td>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7 provides detailed student responses to key questions about their program perceptions and experience. Of the 19 factors only 2 were rated below 4.0 on a 5 point Likert scale. Only question # 13 Unnecessary course repetition or overlap (3.96/5.0) and Question 14 Program requirements can be completed in a reasonable timeframe (3.70).

When asked to further elaborate course overlap 4 subjects can be summed up by the following direct student quote; “I think that MBE 311 & 312 have some overlap with MBE 301 & 401. I think this is a good thing though. Repetition is necessary when learning how to create lesson plans and design our own teaching style and methods. I find it very useful to have overlap of the content a little.” There were no specific added elaborations relative to degree completion time. However, an analysis of program weaknesses indicates that the MBE program is perceived credit heavy. Further more there is a perception that there is a rigid sequence of courses and benchmarks that need to be progressed through that supports this statistic.
Table 6. Program Junior and Senior Level Responses (n = 29)

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  The library resources and access to collections are adequate for my program of study.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>13</td>
<td>24</td>
<td>4.50</td>
</tr>
<tr>
<td>2  My written communication skills have been enhanced through my coursework.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>13</td>
<td>20</td>
<td>4.50</td>
</tr>
<tr>
<td>3  My critical thinking skills have been enhanced through my coursework.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>14</td>
<td>17</td>
<td>4.82</td>
</tr>
<tr>
<td>4  My problem-solving skills have been enhanced through my coursework.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>14</td>
<td>20</td>
<td>4.70</td>
</tr>
<tr>
<td>5  The classroom facilities meet the needs of students in my program.</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>13</td>
<td>23</td>
<td>4.43</td>
</tr>
<tr>
<td>6  The laboratory equipment for my program is up-to-date.</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>13</td>
<td>24</td>
<td>4.25</td>
</tr>
<tr>
<td>7  My advisor is accessible on a routine basis.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>10</td>
<td>4.60</td>
</tr>
<tr>
<td>8  Instructors in my program are accessible for help outside of regular class time.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>11</td>
<td>4.73</td>
</tr>
<tr>
<td>9  Instructors in my program provide current and relevant information.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>9</td>
<td>14</td>
<td>4.64</td>
</tr>
<tr>
<td>10 Instructors in my program achieve the stated objectives as presented in their course syllabi.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>14</td>
<td>19</td>
<td>4.74</td>
</tr>
<tr>
<td>11 The evaluation procedures for my courses in my program appropriately measure my learning.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>12</td>
<td>19</td>
<td>4.53</td>
</tr>
<tr>
<td>12 My program's objectives were made clear to me and are being met.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>11</td>
<td>18</td>
<td>4.50</td>
</tr>
<tr>
<td>13 My program has few or no problems with unnecessary repetition or overlap of content.</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>12</td>
<td>7</td>
<td>24</td>
<td>3.96</td>
</tr>
<tr>
<td>14 My program requirements can be completed in a reasonable time.</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>23</td>
<td>3.70</td>
</tr>
<tr>
<td>15 As I near the completion of my degree, I feel confident that my program has prepared me to be successful in my profession.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>14</td>
<td>18</td>
<td>4.72</td>
</tr>
<tr>
<td>16 Overall, this is a quality program.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>15</td>
<td>4.73</td>
</tr>
<tr>
<td>17 If I had to do it all over again, I would choose this program.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>13</td>
<td>19</td>
<td>4.47</td>
</tr>
<tr>
<td>18 The coursework in ethnic studies that I have taken discourages racism and has given me a greater appreciation of ethnic diversity.</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>10</td>
<td>22</td>
<td>4.32</td>
</tr>
<tr>
<td>19 I have developed a global perspective.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>13</td>
<td>23</td>
<td>4.52</td>
</tr>
</tbody>
</table>
Added Responses

Respondents view the program faculty and its students, favorably. There is mention that instructors care, they report feeling supported by their assigned advisor, perceive their instructors to be knowledgeable, and generally like the culture and environment that defines the program. Program students perceive the following as strengths;

1. Program flexibility from a career pathway perspective
2. Program and class sizes
3. Relevant curriculum and learning experiences
4. Advisement and advisement processes
5. Perceive its faculty as caring advisors and effective teachers

When asked about program improvement opportunities, it points to the following themes;

1. More course selection flexibility
2. Technical course availability (speaks to pre requisite sequence [Anecdotally BUMKG 330 Principles of Marketing and BUACT 206 Financial Accounting])
3. Concern about fitting all the courses into 4 ½ years
4. Review the Business Information Technology Courses for their effectiveness (TCS 305, MEDIA 365, and MEDIA 366)
5. Reduce hoops and hurdles required to pass through the program.

Additional comments provided by program student’s further support that they are generally happy with the program and perceive to belong and feel supported. The following direct quotes represent the student sentiment. “The professors know what they are talking about and are able to rely that information to the students. They are more focused on the students learning the curriculum than just trying to get through the curriculum!” and “I really feel prepared and felt a sense of community with the other members of my program - which I felt was largely facilitated by the advisors.”

Responses for the program advisory board members support members acknowledging two meetings per year. Members indicate being actively informed about the program and its plans. The area that can be improved upon is communicating curriculum revisions and specifically sharing PRC findings. The advisory board members can be viewed at http://www3.uwstout.edu/provost/progcommittees.cfm.

4. Supply evidence of continuous improvement efforts of the program.
   4.1. Describe the strengths and unique features of your program that distinguish it from similar programs. What are the weaknesses of the program?

The MBE program is one of two University of Wisconsin programs that is designed around preparing undergraduate students to pursue teaching careers in Marketing Education (WI ME#285 License) and WI BE#250 and 281 Licenses). The program grew out of the late 1960’s need to deliver occupationally specific curricula to a nation that needed to improve high school relevance for a broader student population.
in an effort to migrate successfully into the labor-force or succeed in pursuing advanced training or education in marketing and distribution occupations. The program later (1997) took on the challenge of picking up the demand for business education teacher preparation as UW-Eau Claire phased out it’s program. The result is that it became the first program in WI that tackled dual ME and BE certification. Since, the program has largely succeeded in moving most of its graduates to be dual certified.

The program’s primary competitor is The University of Wisconsin-Whitewater. That program grew out of the Business Education realm and currently provides the same licensure range. While the two state programs are the only DPI Institutions of Higher Education that serve the WI ME#285 licenses the competition for Both BE 250 licensure is more pronounced. The UW-Stout MBE program is in a solid position to serve merging market potential with the demise of the University of Minnesota graduate-level Marketing and Business Education program. Its faculty is part of the program’s competitive advantage. The program has two faculty positions both individuals with key expertise and connections respective to Marketing and Business pedagogy and technical experience. Both are respected in the pk-12 community, have significant PK-12 teaching experience, hold current WI teaching licenses, and have earned terminal degrees. Both are affiliated with local, state, and national level professional organizations, serve on committees, and impact key initiatives in relationship to the future of Marketing and Business Education.

4.2. Submit evidence of program response to the concerns and recommendations in your previous program review.

The following are the recommendations from the 2003 PRC directed at the MBE program’s continuous improvement process.

*Recommendation #1:*

Review the MBE program requirements to determine if reductions in credit requirements can be made while still effectively preparing students for marketing and business education careers.

*Action and Progress:*

The program has gone through two Department of Public Instruction reaccreditation cycles since the 2003 PRC report. As part of that process included a thorough study of all required teacher competencies across 3 licensure areas that the program offers its students (WI BE#250, BE#281, & ME#285). This study was based on the DPI teacher 10 standards and IHE (Institution of Higher Education) program guidelines for each licensure area. Additionally, the study utilized (NBEA [National Business Education Association]) and (MBA Research Center) content standards. Both studies identified that the program is meeting the standards through its general, professional, and technical core courses.

While there is indication that the program requires added time to degree completion (provided the student wishes to earn the optional BE 250 and 281 license)
it is possible for students to complete the ME 285 license at 124 credits. Question 14 (program Requirements) rated at 3.70/5.0 Doing so is the exception as it reduces their chance of finding employment in WI and MN given that the broadly licensed candidate is in demand by school district needing the flexibility of such a teacher to be able to address the career clusters and pathways in Business Management, Marketing, and Information Technology.

Students continue to indicate minor course overlap in the program. The senior level study indicated a student rating on Question 13 at 3.96/5.0 with two comments indication that some overlap exists between MBE 311 Project Method MBE 301 Methods and MBE 401 Curriculum. The overlap is consistent with the developmental nature of the student. MBE 311 Project Method and MBE 301 ME Methods are concurrent courses with their pre-student teaching experience MBE 312. Student comments highlight this recognition but indicate that they understand and even suggest support for it. These courses happen during the program students first semester junior year, a critical juncture of their transition from studying about teaching to applying theory into practice though designed teaching experiences in schools that are consistently reflected on within the MBE 301 methods course.

Recommendation #2:
Work to improve lines of communication between faculty and students. In particular, the program should explore new ways of conveying program and course requirements to students, and the challenges with the combined MBE major.

Action and Progress 2:
Question 7 (My advisor is accessible on a routine basis.) yields a 4.60/5.00 response and question 8 (My advisor is accessible on a routine basis) yielded a 4.73/5.00 rating. Both indicate that this does not remain a program concern area. Additionally a comparison of questions relating to this across UW-Stout education programs indicates that the MBE program students rate the program above others surveyed on items 7, 8, and 9 (see Figure 1).
Sub Question #2a:

In addition, when instances of duplication of content across these courses (ME cert and BE Cert specific courses) require necessary reinforcement on concepts, the necessity of reviewing these content areas should be clearly explained.

Action and Progress 2a:

See recommendation #1 and Action and Progress #1. Additionally, the program is working with faculty that is expert across the ME and BE technical and pedagogy course work. The recommendation likely was the result of academic staff teaching courses during the early 2000 though 2002 academic years resulting limited refinement of course objectives and perspectives unique to the preparation of a teacher candidate that was adding the course work for the BE 250 license. Since, the program faculty have designated considerable curriculum revision across all courses (2003 full program curriculum revision including update of all courses and their objectives).

Recommendation #3:

Determine appropriate program size given the resources available to it and to work to and achieve and/or maintain that size.
Action and Progress:
During the 2003 PRC reporting cycle the program had fluctuated between 85 and 161 students (see Figure 2). In addition, the program was operating with one faculty position and academic staff that filled in. In addition, the program hired one faculty position and migrated through two academic staff positions including a program director transition. The aforementioned likely resulted in program students perceiving lack of program personnel stability likely resulted in this recommendation.

The program’s ideal size relative to market demand in the present PK-12 teacher-licensing paradigm is significantly impacted by supply and demand for middle and secondary level Marketing and Business Educators. Historically, the program served individuals that liked to flexibility of someday moving into teaching marketing and/or business at the secondary and post-secondary levels. As a result, students that saw themselves entering business and marketing careers during their initial career stage saw the MBE program as an opportunity towards career flexibility. The aforementioned prospective program student is likely choosing business administration (despite the career flexibility trade-off) as a more efficient way to achieve their initial baccalaureate degree.

Since the program’s inception graduates entered teaching and marketing and business professions at a 50/50 rate. A longitudinal study, Tracking the Career Paths of Marketing and Business Education Graduates, Mooney, Haltinner, Stanislawski (2006) report that graduates not directly entering teaching indicate that their education clearly supported them in their current business and industry career. In addition, it likely that many of the graduates entered business and industry careers as a means to bolster their applied knowledge and skills required to teach in these Career and Technical Education content areas. While 28 percent historically indicate that they remained in business the rest reported movement between business and education careers (Mooney et al, 2006). The same report states graduates choosing education and business and industry marketing and business focused careers in almost equal proportions over the programs 35-year history.

With the teacher licensing requirements and the increased demand that program graduates wishing to enter teaching at the secondary level needing to be more broadly certified. Over 98 percent of the program students have been moving through the 143 credit dual certification program. This requires a significant commitment for the undergraduate student. Beyond the credit load, program students need to meet the demands of three required tests (PPST, Praxis I) and both Marketing 561 and Business 100 Praxis II tests, develop and e-portfolio, and successfully move through three benchmark interviews. The combination of students the MBE program attracts and the perception of teacher preparation being difficult to navigate through in a timely and efficient manner contributes to program’s retention decline. Added are the perceptions of teaching (as a career) and the decline in the perceived security of teaching as an occupation have placed further pressure on the program to serve only those students that truly see teaching as their primary career goal.
From a supply and demand perspective over the past 7 years the program should ideally be working with approximately 90 to 100 students. This would allow for the transition of approximately 20 teacher candidates into the marketplace. While the program is below this target relative to first major counts for the year, it does work with 85 students, some of whom are non-traditional and completing prerequisite coursework off-campus.

Currently, the program is serving some of the highest caliber teacher-candidates in recent past. Ideally, we would like to increase the program by 10% for next year. This will be accomplished through the following actions. As a program team...

- We continue to push on what we know works--preparing highly competent graduates.
- We know that our graduates are the programs best recruiters, as the number of student teachers once again increases to 15 to 18 per year so will prospective program candidates that choose Stout and the MBE program because of them.
- We maintain program visibility by being active in ME and BE professional associations and CTSO venues.
- As has become the annual PR element--we are aiming to send a program communication and an instructional poster to most secondary level WI and MN Marketing and Business educators (Targeted for the new year).
- We will continue to use our student ambassador creatively to get the message out.
- New for 2010, we will encourage each of the spring 2010 MBE Seminar students to have a critical face-to-face conversation with a Marketing or Business Teacher and have them present an engaging student learning experience that concludes with “You too could have this much fun—think about becoming an entrepreneurial marketing and business teacher”.

*Figure 2. Fall Enrollment by First Major*
4.3 In the next seven years, what are the major improvements or changes you plan to implement to improve program quality?

Program faculty will remain key advocates for PK-12 Marketing and Business teaching and learning and the resultant programs and program revisions that are desirable to make that happen. The following are the identified goals that the program seeks to make progress on. Program faculty and its stakeholders will...

1. seek a program revision (Undergraduate Program) that is based on serving its students, WI schools, and the standards that shape the licensure area.

2. work with its unit and/or college leaders to right size based on teacher supply and demand and on program faculty expertise needed to facilitate a relevant, rigorous, and quality teacher preparation.

3. continue to look towards designs and implement those that can serve emergent teacher licensure demand. This may include accelerated, alternative, or yet to be envisioned structures that offer a sustainable approach to teacher education.

5. Attachments

5.1 Submit any other information or documentation that may be helpful to the Planning and Review Committee in reviewing the quality of the program including interpretation of data from Institutional Research and PRC data.

5.2 Attachments to be included:
- Program plan sheet http://www.uwstout.edu/programs/bsmbe/cs.html
- Current assessment in the major http://www3.uwstout.edu/provost/aitm.cfm
- Current program advisory committee
  http://www3.uwstout.edu/provost/progcommittees.cfm
- Other items requested by the consultant

Questions for Response by Concentration Coordinators Of Concentrations under Review – If Appropriate

1. DESCRIPTION OF THE CONCENTRATION
State the general and specific objectives of the concentration.
Give examples and explain the ways in which the advisory committee functions and contributes to the concentration.

Not Applicable
2. **FACULTY/ACADEMIC STAFF EXPERTISE**
List the principal instructors in the curriculum/concentration. A principal instructor is one who teaches at least one required professional course in the concentration. The faculty and staff you list will be sent a questionnaire regarding the concentration. What additional areas of faculty/academic staff expertise are needed?

Not Applicable

3. **FACILITIES**
What special facilities and or capital equipment currently available are utilized and how do they strengthen this concentration? What additional facilities (special classrooms, labs, additional space involving minor construction) have been requested and has that been filled?

Not Applicable

4. **RESOURCES FOR THE CONCENTRATION**
Evaluate as to currency/up-to-datedness, quality, relevance, and quantity of the library resources to support the concentration. List or describe any information or service needs created over the past three years by concentration and course changes and include a brief statement as to how these needs have been met by the library.
List any special resources used to meet concentration and/or students needs such as: Academic Computing, Instructional Technology Services for curriculum materials development, ASPIRE, Research Center, Media Self-Instruction Lab, Academic Skills Center, etc. List or describe any other resources that are needed to meet the concentration objectives with a brief statement as to how these would enhance or maintain the concentration quality.

Not Applicable

5. **SUPPLY EVIDENCE OF THE QUALITY OF THE GRADUATES OF THE CONCENTRATION**
Describe the demand for your graduates and anticipated changes or trends in such positions/roles.

Not Applicable

What are the core competencies in the concentration and how are they evaluated?

Not Applicable

6. **IN THE NEXT SEVEN YEARS, WHAT ARE THE MAJOR IMPROVEMENTS OR CHANGES YOU PLAN TO IMPLEMENT TO IMPROVE CONCENTRATION QUALITY?**
7. SUBMIT ANY OTHER INFORMATION OR DOCUMENTATION WHICH MAY BE HELPFUL TO THE PLANNING AND REVIEW COMMITTEE IN REVIEWING THE QUALITY OF YOUR CONCENTRATION.

Not Applicable