

A Descriptive Study on the Current Status of Wisconsin
Secondary-Level Marketing Education

by

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ABSTRACT

The purpose of this study was to develop a status report for Marketing Education Programs in Wisconsin. It was designed to answer the following overarching questions; 1) to what extent do marketing educators attribute competency in teaching marketing to their industry work experiences; 2) to what extent are marketing educators aware about the marketing education program components and its supporting resources; 3) to what extent do marketing educators support experiential components of the marketing program?

The population of this study consisted of Wisconsin secondary marketing educators. A web-based survey was administered yielding a response rate of slightly less than 60 percent. Survey respondents reported teaching experience from less than five

years to more than 31 years. More than 25 percent have been teaching less than 5 years and almost 70 percent reporting less than 16 years of teaching experience.

Most respondents indicate awareness of quality program components including school-based, work-based, and CTSOs (career and technical student organizations). They value each of the components and report embracing them through their local programs. Industry experience was cited as being a significant factor impacting their teaching success. Cooperative occupational education (co-op also known as coordinated work-based education) is perceived important to the comprehensive Marketing Education program. DECA, also, ranks high as an integral part of the local secondary marketing program.

Recommendations include that Marketing Education needs to maintain its marketing focus. It was also recommended that secondary marketing educators continue to develop their industry connections in an effort to push on Marketing Education's curricular relevance and rigor.

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Chapter I:

Introduction

Marketing Education is one of six distinct program areas within Career and Technical Education. It is an educational program within the secondary level education system that addresses skills and knowledge in the career fields focused on marketing, management and entrepreneurship. Marketing is a comprehensive and coordinated system of business activities designed to provide products, services, and ideas that satisfy the needs and wants of consumers. According to the American Marketing Association, marketing is defined as: "...an organizational function and a set of processes for creating, communicating and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders" (Darroch, Miles, Jardine, & Cooke, 2004, p. 30).

Business Education is the most prevalent CTE program area (57%) and Marketing Education is present in over 27 percent of all U. S. public schools (Stone, Kowske & Alfeld, 2004). Given their wide availability and their business, economics, and free enterprise knowledge and skills focus, they are an important part of a K-12 system. They are classified as career and technical education (CTE) programs by the United States Department of Education and focus primarily on transitioning business minded students into their careers (Haltinner, 2008).

Statement of Problem

Traditional marketing education programs are under pressure to change along with CTE as a whole. There is evidence that CTE must adapt practices and processes that support measurable progress towards high school graduation, college transition, and

workforce readiness of all high school students. In 2004, the Association for Career and Technical Education noted, in its recommendations for the reauthorization of the Carl D. Perkins Act that, “Teacher shortages are growing in CTE at the same time that many postsecondary institutions are eliminating teacher education programs, and many schools are unable to fill vacant positions” (Sanders, 2007, p. 33).

In Wisconsin, marketing educators entering the classroom must possess a baccalaureate degree from a university or other approved teacher education program that meets the requirements of the Department of Public Instruction (DPI) approved teacher education program. Marketing Education (ME) is a separate and distinct license, different from Business Education (BE). Teacher Licensing requires the initial educator seeking a ME licensure to pass the ETS Praxis II (0561) exam. In order to gain professional licensure the initial educator applicant has to satisfy the initial licensure (5 year non renewable) through a Professional Development Plan (PDP). This plan, once verified and approved by the Initial Educator PDP team, allows the teacher to move into their professional licensure stage (Department of Public Instruction, 2008a).

Teachers in possession of another teaching license can be hired through a provisional license to teach marketing within the pk-12 system. Provisional licensure is approved by DPI after a school district confirms that its search for a fully licensed teacher resulted in no qualified applicants. A provisionally licensed teacher has to complete a DPI approved ME teacher education program. This requires the candidate to meet all required coursework including student teaching. The candidate also has to pass the Praxis II (ME 0561) exam and submit a portfolio as required in PI 34/13(3) (b) to the university as part of being recommended for certification by the State of Wisconsin.

A 2002 report found that over the coming decade we will be facing increases in public secondary school CTE enrollments, an increasing demand for new CTE teachers and a continuing decline in teacher education programs (Camp & Camp, 2007). Gray and Walter stated in a 2001 report that, "...it is clear that the old adage that people from the workplace are always natural teachers is hogwash." That statement was supported by a quote from the National Board for Professional Teaching Standards that states, "Knowledge of subject matter is not synonymous with knowledge of how to reveal content to students so they might build it into their systems of thinking. Accomplished teachers possess what is sometimes called pedagogical knowledge..." (Camp & Camp, 2007).

Prosser and Quigley (1949) indicate that, however, the Federal Board and Charles Prosser, its first administrative director, felt college and university teacher training "can contribute little or nothing to the training of teachers in vocational subjects of secondary grade" (p. 307). One of Prosser's 16 theorems includes: Vocational education will be effective in proportion as the instructor has had successful experiences in the application of skills and knowledge to the operations and processes he undertakes to teach (p. 223). Thus, the Federal Board proposed, and states accepted, shorter curriculum, extending over a few months, either during the evening or day, as the most beneficial way in which to prepare tradesmen and craftsmen to enter the teaching profession. College-level training was not expected, nor was it thought to be necessarily desirable.

The overarching goal has been to achieve a blend of pedagogical training and industry experience. Prosser and Quigley (1949) write "Teachers of vocational education are both professionally and occupationally competent" (p. 81). Mason, Furtado, and

Husted (1989) state "Prospective vocational education (teacher) coordinators need the equivalent of at least two years (4,000 hours) of business or industrial experience" (p. 124). Occupational experience for vocational subject areas, such as marketing, ranges from 500 clock hours to about 3 years. Not all subjects (home economics and business) require paid occupational experience. Nevertheless, most vocational education teachers seem to have acquired occupational experience, and nearly all school systems have a preference for employing vocational education teachers who have worked in business or industry (Lynch, 1998). Beidel (1993) writes that "This certification process should be separate and apart from the certification of regular teachers" (p. 3). Vocational (Career and Technical Education) teachers work experience is part of licensing that is not present in academic teacher licensing requirements.

Lynch as cited in Martin, et.al (2007) states that historically, career and technical education (CTE) teachers have not always followed the same pathways to teacher licensure as public school teachers in other subject areas (p. 5). Work experience in the occupation to be taught has long been a prime consideration in the certification of CTE teachers. Miller writes, "historically, this is primarily due to a stipulation in the Smith-Hughes Act of 1917 that only personnel with practical work experience be permitted to teach in federally reimbursed programs" as quoted in Martin, et.al (2007, p. 5).

In Wisconsin, program areas such as Agricultural Education, Business Education, Family and Consumer Sciences Education, and Marketing Education have a more traditional approach to certification/licensure requiring baccalaureate degrees in a related subject area along with professional education coursework (Ruhland & Bremer, 2002). Teacher certification requirements for teachers of the four areas listed above more closely

resemble the requirements of academic areas such as mathematics, language arts, and science. Individuals suitable to teach Marketing must have marketing specific industry experience that provides them with a deep understanding of theory and practice. As a result, it remains the only CTE content area that licenses only those individuals that have successfully completed a concentrated study of marketing, documented successful paid industry marketing work experience, and completed the required pedagogy courses to teach marketing (Haltinner, 2008).

With emergent shortages in Business Education and limited access to Marketing Education teacher education programs, regional teacher shortages have resulted in the demand for alternative route to certification in these programs. Alternative certification programs focus solely on content knowledge, with limited professional preparation in education theory and practice. This is what education researcher Linda Darling-Hammond has studied across the broader field of education. In 2001, (Darling-Hammond) wrote,

This study, in conjunction with a number of other studies in recent years, suggest that states interested in improving student achievement may be well advised to attend, at least in part, to the preparation and qualifications of the teachers they hire and retain in the profession. It stands to reason that student learning should be enhanced by the efforts of teachers who are more knowledgeable in their field and are skillful at teaching it to others. Substantial evidence from prior reform efforts indicates that changes in course-taking, curriculum content, testing or textbooks make little difference if teachers do not know how to use these tools well, and how to diagnose their students' learning needs. (p. 18-19).

The goal of this study was to develop a status report on Wisconsin Marketing Education reporting on the status of the comprehensive marketing program. The following elements formed the framework for the status report: program curriculum

(school-based education), work-based education (cooperative education) and the career and technical student organization (DECA).

Purpose of the Study

There is an absence of literature highlighting the value placed on the traditional components of a quality Marketing Education Program. This study seeks to contribute to that knowledge gap. Findings, therefore, have the opportunity to impact future refinement and designs in the preparation of marketing educators. The purpose of this study is to understand marketing education, its program components and teacher beliefs of what constitutes a Marketing program within the pk-12 system. The following three research questions seek to examine the marketing educator teacher-coordinator's value of the traditional components of a marketing education program.

Research Questions

The questions answered by this study are; 1) To what extent do marketing educators attribute competency in teaching marketing to their industry work experiences; 2) to what extent are marketing educators aware about the marketing education program components and its supporting resources; 3) to what extent do marketing educators support experiential components of the marketing program?

Assumptions

It is assumed that all graduates of teacher preparation programs are encountering similar preparation to become teachers. In addition, the study assumes that certification means that marketing teacher-coordinators are entering the classroom with core pedagogical and technical knowledge and expertise that allows them to lead comprehensive secondary-level marketing programs. The study also assumes that situated marketing educators support and adhere to local, state and national standards for teaching Marketing Education.

Definition of Terms:

Alternative Certification Programs (AC): intensive, condensed academic coursework or training; supervised on-the-job training or student teaching; and passing of a certification test to become fully certified.

Career and Technical Education (CTE): prepares learners for jobs that are based in manual or practical activities, traditionally related to a specific trade

Career and Technical Student Organization (CTSO): The United States Department of Education (USDOE) has endorsed Career and Technical Student Organizations (CTSOs) as a critical component of an effective Career and Technical Education (CTE) program. The responsibility for CTE instructional programs and related activities, including CTSOs, rests with state and local education agencies.

Content Standards: Description of knowledge, skills and dispositions for each area of licensure prescribed to institutes of higher education for purposes of pre-service teacher education.

Cooperative Education Programs: A structured method of combining classroom-based education with practical work experience. A cooperative education experience, commonly known as a "co-op", provides academic credit for structured job experience.

DECA (An Association of Marketing Students): A co-curricular student organization for secondary marketing education programs.

Dual Certified: Teachers prepared through institutes of higher education who graduate with two degrees/certifications (i.e., Marketing Education and Business Education).

First career marketing educator: A secondary teacher-coordinator moving directly through a teacher preparation program into the classroom.

Institute of Higher Education (IHE): Education beyond the secondary level that takes place at the college or university level.

Marketing Educator/Education (ME): A CTE program which provides an applied academic program of study for business interested, entrepreneurially minded, and marketing focused students within the PK-12 public education system.

PI-34: A state statute governing k-12 education in Wisconsin. More commonly known as the Wisconsin Quality Educator Initiative—a system for teacher preparation and licensing.

School-Based Enterprise (SBE): Include school stores and other profit-driven learning experiences used in Marketing Education programs as applied learning experiences.

Second career marketing educator: A secondary teacher-coordinator moving through a baccalaureate or masters program into an industry career prior to gaining certification/licensing to teach marketing education.

Teacher-Coordinator: A member of the school staff who teaches the related and technical subject matter involved in work force programs and coordinates the on-the-job training with classroom instruction.

Chapter II: Literature Review

This chapter will present the historical context of Marketing Education. In addition, forces and events that shape it as a viable program of study within the comprehensive high schools will be presented. Understanding the marketing teacher-coordinator's job and the ensuing preparation to competently teach will also be presented. Finally, the goal is to capture a way forward in teacher preparation and focus on preparation of a competent secondary marketing education teacher coordinator.

The Evolution of Marketing Education

Vocational Education in the U.S. was invented more than a century ago, when interest in training young people in school for the developing industrial trades and preparing them for specific jobs in the new economy made this an active issue. It is easy to understand why business, growing rapidly into the dominant force in American politics and society, would favor vocational training at public expense (Graubard, 2004).

If someone were to look at the evolution of marketing/distributive education, they would begin to see the social and political development of the United States. Women played a prominent role in the history of distributive education (DE). The "mother" of DE was Lucinda Wyman Prince, who, in the early 1900s, was concerned about the welfare of young working women who, for the first time, were moving to the big cities to work in stores and offices (Leventhal 2002).

Wisconsin Marketing Education has its own history dating back to the early 1960's. It, too, was rooted in the preparation of students for retail and personal selling. During the 1980's and 1990's the curriculum has evolved drastically to its core focus on business, finance, marketing, management and entrepreneurship.

Marketing Education, the Program

Traditionally, secondary-level Marketing Education encompasses a classroom component, a work-based learning component, and a co-curricular student organization component. These three components work in tandem and are delivered by the classroom teacher/advisor. Leventhal (2002) writes, "Career and technical educators have long been concerned about the value systems of students and how they fit into the workplace" (p.33). Marketing continues to increase its reliance on analytic reasoning and social and behavioral understanding (Wilkie & Moore, 2003). This trend could impact secondary level marketing curriculum that begins student preparation towards a professional marketing career.

From the early twenty-first century, Marketing Education began to look different from what it used to. Throughout the development years its fundamental purpose has remained to provide occupational instruction for those who want to become skilled in various aspects of marketing (Burbach, 1987). The framework of a marketing education curriculum consisted of the foundations, which encompassed human resources, economics, marketing and business. The nine functions were distribution, financing, marketing information management, pricing, product/service planning, promotion, buying, risk management and selling. Since the late 1980's the curriculum has experienced an evolution as it strives to keep up with the ever-changing economy and the demands of the work-place.

In 2001, the U.S. Department of Education's Office of Vocational and Adult Education identified 16 broad, occupational groupings known as career clusters to address all career possibilities (everything from agriculture to law). The intent of the

initiative was to provide an educational framework to guide students as they pursued postsecondary education and their careers (MarkED Resource Center, 2007). “Career Clusters were becoming the basis for the national Marketing Education curriculum and evolved in the first five years of the twenty-first century. A variety of resources were reviewed (to develop the curriculum standards) during 2005-2006 for information about marketing, marketing education, marketing careers, and labor prospects” (MarkED, 2007, p. 2). The curricular structure in 2008 is based on Career Clusters (see Appendix A). In an effort to update the 2000 National Marketing Education Standards and to reflect the States’ Career Cluster Initiative, Knowledge and Skill Statements were written for each instructional area addressed within the Marketing Cluster (Marketing Career Cluster Status Report, 2007).

The marketing education program also provides students an opportunity to develop leadership qualities by running a school store, participating in class activities and being a member of DECA--an association of marketing students (Leventhal, 2002). Jackson & Caffarella (1994) report that “In-class experiences can be defined as those activities that are either conducted directly in a classroom environment, such as college classes, workshops, and conferences, or are performed by learners outside of the learning activity to fulfill program requirements and expectations” (p.45).

There is a greater need for more marketing education programs in the secondary schools. In our society, most people do not hold four-year college degrees (79%), and there is need for well-trained personnel. At the same time, there are students who plan to attend college and study marketing, and the local schools could use marketing education

programs to accommodate these students and to better prepare them by giving them training and experience in marketing occupations (Leventhal, 2002).

School-Based Learning

Most marketing educators would agree that the inclusion of experiential learning activities in their curriculum would enhance the overall learning of their students (Anselmi & Frankel, 2004). According to Leventhal (2002), the changing way of life in America is a reflection of the development of marketing education. It is recognized that we have a marketing/distribution economy that has had an impact on the social fabric of the 20th and 21st centuries.

Forty and fifty years ago, people engaged in marketing/distributive education reported that two of every three jobs were involved in distribution of goods and services (this is still true today), and they felt that the public schools should prepare students to work in these jobs and careers (p. 31). Marketing and business educators tend to see themselves as serving the learning community by bringing rigor and relevance to learners by teaching academic and industry knowledge, skills and dispositions through a business-like teaching and learning philosophy (Kazis, 2005). Their teaching strategies are generally hands-on and contextual based. This is true especially in the third component of a quality marketing education program, the Career and Technical Student Organization (CTSO).

Career and Technical Student Organization

DECA, an international association of marketing education students, provides teachers and members with educational and leadership development activities to merge with the education classroom instructional program (United States Department of

Education, 2007). DECA provides students with hands-on experiences outside of the classroom through social, civic, career, and leadership opportunities. The objective of DECA is to support the development of marketing and management skills in career areas such as hospitality, finance, sales and service, business administration and entrepreneurship. The CTSO's programs and activities are therefore tailored to the specific career interest of students and include technical skills, basic scholastic and communication skills, human relations and employability skills, and a strong emphasis on economics and free enterprise (DECA Inc., 2008).

The objectives of DECA for students' development have withstood the test of time and are very current in the new millennium. They include marketing understanding, civic consciousness, social intelligence and leadership development. All students develop leadership skills when the teacher integrates them into the instruction. For further education and/or employment, leadership skills help the individual get ahead--and these skills can be gained through the marketing education program (Leventhal, 2002).

Wisconsin DECA has consistently strong student membership and is one of only four states with more than 10,000 members (12,907 members in 2007). This can be attributed to the strength of the state's local marketing education programs.

Self-confidence, poise, focus, and determination are among the qualities that advance personal growth. Through an interactive curriculum, the marketing education program...promotes these skills and attributes, enhances the academic program, and develops leaders out of ordinary students. Marketing education enables students to:

- 1) Understand and apply marketing, management, and entrepreneurial principles,

2) Make rational economic decisions, and

3) Exhibit social responsibility in a global economy

Participation in DECA is one way to enhance marketing students' grades, college aspirations, employability skills, and career self-efficacy (Stancil & Walker, 2008). The DECA chapter serves a role similar to a small learning community because it creates a sense of belonging and involvement among students that helps reduce drop-out rates and decrease students' low achievement. Chapters help support instructional practices (i.e., traditional lecture, discussion, cooperative learning, individualized instruction, web-based instruction, and presentation software) through a variety of experiential learning activities that include a comprehensive program of competitive events (e.g., online events, exam-based events, research-based events, and written events) that are aligned with the career goals of student members.

Work-Based Learning: Co-op

Strong business partnerships are essential to marketing education. Local businesses provide internships to students in marketing-related occupations for work-based learning. In addition, business partners mentor students and serve on advisory committees. Partnerships include professionals from businesses and corporations who serve as judges for competitive events, taskforce members for new initiatives, mentors for teachers and students, and workshop presenters. "Marketing education has always worked with all skill areas in preparing students for careers and for employment" (Leventhal, 2002). Leventhal goes on to state that, "Providing related supervised work experience as part of the school's marketing education program is an established

component. From the early 1900s, the on-the-job training was an important ingredient of the school program. The federal guidelines for distributive education specified half a day in school and half a day of related supervised work experience--paid, for at least 15 hours a week. Every state followed these guidelines and incorporated them in their state plans” (p. 33).

Programs such as co-ops and internships have balanced the preparedness of students with classroom instruction. Cooperative education may be defined as a structured program in which periods of study alternate with periods of related work experience. At the secondary level, students usually attend classes for part of the day and work for part of the day. Brown's (1984) literature review suggests that

Co-op gives students realistic information about careers and organizations, improves job-related skills, and gives stronger certainty about career choice. However, she cites limitations of current research: lack of information about how co-op affects worker behavior, diverse types of co-op programs lumped together, and lack of theory-based evaluation. Her study found that co-op graduates have more realistic expectations of the first job, chose jobs relevant to their career plans, and had a greater sense of power on the job (p.20).

Today, cooperative education is concentrated in the vocational areas of marketing, trade and industry, and business...good coop programs include a special related class, in which students are able to reflect on and integrate their job experiences (Ascher, 1994). In the ideal high school cooperative education model, a teacher/coordinator handles all the work placements, and teaches a course related that coincides with each student's work assignment.

Traditional preparation for becoming a work-based teacher-coordinator involve courses on career development theory, understanding of career and technical education aims, and coordination work-based learning experiences within industry settings. (Armstrong, 1983). If co-op only provided students with money, it would be no better than these unsupervised youth employment experiences. However, a five-year longitudinal study comparing students in unsupervised jobs with students enrolled in school-supervised work (predominantly co-op) programs found that students in supervised programs have higher-quality jobs with more contact with adults. These co-op and other school-supervised work experiences provide students more supervision on the job, more challenge, and more work that is meaningful (Stone, Stern, Hopkins, & McMillan, 1991).

Marketing Teacher-Coordinator Certification

Since the early 1970's, marketing education teacher preparation has been embraced as an academic route through the attainment of a bachelors a master's degree in a Marketing Education. Recent regional and national shortages prompted by declining access points for Marketing Education teacher education and an aging marketing teacher population have put pressure on adequate supply. In addition, the current political, economic and social environment, challenges the profession in attracting and retaining quality marketing and business educators is a critical issue (Ruhland & Bremer, 2002).

Within the State of Wisconsin (the origin of this study) there are two public universities with approved programs to prepare marketing educators to meet state teacher licensure. These teacher education programs work collaboratively with the Department

of Public Instruction (DPI) to develop and meet standards that align with DPI licensing requirements. Licensure discussions have surfaced through the misunderstanding of marketing and business. The argument subsumes that Business Education is inclusive of Marketing Education without regard to the distinctness of each disciplines body of knowledge, professional associations, national and state standards. Some institutions of higher education have failed to separate the two disciplines in recent years. Marketing is commonly thought of through the larger context of business. Serving as a discipline designed to provide learners with opportunities to better understand principles and practices that operate within a free-enterprise system (Hosler, 2000; Samson, 1991).

Marketing/distributive education was instrumental in the development of competency-based education through Lucy Crawford of Virginia Tech University. Lucy Crawford pioneered organizing the taxonomy for marketing and then worked on tasks/performances/objectives for each marketing occupation. Performance-based education is still new to other areas of education as well as to teacher training (Leventhal, 2002).

Technology integration as a part of a Marketing Educator's methodology in the delivery of classroom instruction was evaluated through a research study conducted by Donna Redmann, Joe Kotrlik, and Bruce Douglas (2001); they write that

Even though most marketing education teachers have computers and Internet access, they have not integrated technology into their instruction at the highest level, often because they do not have access to this technology for student use in learning. The marketing teachers are not experiencing barriers in their efforts to integrate technology in the teaching/learning process, although some experience minor or moderate technology integration barriers (p. 41-42).

They went on to conclude that,

More needs to be done to encourage and support marketing teachers in the integration of technology in the teaching/learning process. Certainly, university Faculty and professional staff in state departments of education have a vital role and a definite responsibility in this effort. In addition, the teachers must be encouraged to continue to embrace self-directed learning to support this effort. If marketing education programs are going to provide the best education possible, they must integrate technology in the process. Marketing teachers create and maintain the instructional environment in their programs. If their approach to integration of technology is one that reflects doubt and consternation, the potential positive impact of technology integration may be neutralized. Technology integration must be emphasized by all stakeholders in the marketing education program.(p. 43).

Almost a decade ago Dwyer (1999) pointed out that “Today’s students need not only to know how to learn, but how to analyze and summarize data, make decisions, work in teams, plan solutions to complex problems and be capable of adapting to the unexpected” (p. 300).

Marketing Education at a Crossroad

Jay W. Rojewski in his 2002 article in the Journal of Vocational Education Research states:

Career and technical education stands poised to affect positive change in terms of support, preparation, and guidance in the areas of people's lives likely to be affected by changes in the new economy. However, to be relevant, professionals must critically examine and modernize their underlying assumptions about the world of work and family life, and be willing to reconcile "the way we've always done things" with emerging directions of the economy and needs of the workforce. To do otherwise, it seems, is to quickly relegate the profession to a footnote in the history of public education in the U.S.

All concur that the age in which we now find ourselves can best be described in terms of diversity and complexity. With a more diverse population and commerce that easily crosses national and continental divides, gainful employment today requires teaming, communication, and technological skills like never before. At a time when new information, communication, and media technologies connect

people, ideas, and data across the world simultaneously, workers must function effectively in international contexts and the ability to function in cross-cultural situations has become a critical part of the 21st century skill set.

Across-the-curriculum approaches to reading, writing, and mathematics have proven to be effective ways of reinforcing academic learning across classrooms and in the vocational technical laboratories (p. 5-6)

The idea that content alone in teacher preparation programs provides the pedagogy to teach in a 21st Century context is unrealistic. Several issues addressed in the No Child Left Behind legislation pertain to teacher quality and professional development. The essence of teacher preparation must include issues related to high school reform where CTE is part of the conversation and ensure that highly effective educators are supported and available across the curriculum in all schools.

McCaslin & Park (2002) claim that:

Throughout the history of career and technical education, extensive discussion has taken place about distinguishing between education for the mind (head) or for work (hand). The career and technical education teacher for the 21st century must be prepared to relate to an increasingly diverse student clientele. Additionally, this diverse student clientele must perform at higher levels of academic and technical proficiency. Furthermore, the students will need to be able to reason analytically, solve complex problems, and gather and process information and data.

Teacher Retention in Marketing and the Broader CTE Programs

Teaching in the field of Marketing Education combines the personal satisfaction of teaching with the enjoyment of public relations work in the marketing areas of business marketing, wholesaling, and service. "Understanding why teachers leave the field is important when developing teacher education programs with conceptual frameworks that counter reasons for teacher attrition" (Sanders, 2007).

The vocational teaching force has declined since the early 1980s, but it is not clear if this decline stems from declining vocational education enrollments, a decrease in

the supply of teachers or other factors, for example, or a decline in university programs that train vocational teachers (Guarino, Brewer, and Hove, 2000). Whatever the cause of the decline, the National Assessment of Vocational Education's interest in vocational teacher quality and potential shortage of high-quality teachers prompted some investigation. Stasz and Bodilly (2004) indicate that state departments of education in most states are concerned about vocational teacher shortages, but their evidence was mainly anecdotal (p. 105).

In 2001 NABTE found that there were 124 institutions in the United States providing business teacher preparation by offering at least a bachelor's degree that meets the requirements of a "comprehensive" teaching license, or a license to teach the broadest range of business courses at the secondary level. This total of 124 programs compares to a high of 305 programs in 1980, an almost 60 percent loss of programs over the years. A critical issue has been to understand reasons for program eliminations. Perhaps, when funds are being retrenched, teacher preparation programs for courses that are generally electives at the secondary level are easier to eliminate than others. Retrenchment has been common as states have reduced or failed to increase funding to public universities (Lamprecht, 2008).

The number of dual licenses issued through the Department of Public Instruction in Business and Information Technology and Marketing, Management and Entrepreneurship as increased from 43 percent to 100 percent. Meaning 10 of 23 licenses granted in 1999 were *dual*. During 2008, 10 of 10 licenses granted were dual Marketing and business certifications (Department of Public Instruction, 2008b). Today, almost 100 percent of marketing educators possess a business education degree and state certification

(250 license) including a vocational license (281 license), which allows them to teach cooperative education or work-based learning.

Marketing Education: The Need

Marketing/Distributive Education presents a promising future for persons in the teaching profession. With the recognition of the importance of distribution to our national economy, this field is important in preparing young people for employment. Enthusiastic support is offered by business firms and by state and national educational organizations. Many school districts need high-school marketing education programs. Although there continues to be a strong need for secondary marketing educators, Ruhland (1993) reported that only 56 institutions offered undergraduate degrees or certification courses in Marketing Education. In 2008, there are 74 marketing teacher education programs in 18 states which annually graduate at least one or more marketing teachers through an undergraduate or graduate degree program (State Supervisor and State Certification Directory, 2008).

Enrollments across university Marketing Education teacher supply sources (baccalaureate, certification option, graduate) declined by 38% in the 10-year period, 1982-1992 (Lynch, 1984; Ruhland, 1993). The effects of decline in marketing teacher education may be similar to that postulated for business education. That is, Lynch (1991) found a slight increase in teacher education enrollment in marketing education for the 3-year period, 1987-1989, and, similar to business education, those enrollment increases were reported from programs primarily administered in colleges of education and with other vocational and technical teacher education programs. Also, program closings in

marketing teacher education were often those administered in collegiate schools of business.

Alternative Teacher Certification

According to Feistritzer and Chester (2000) the term

“Alternative teacher certification” has been used to refer to every avenue to becoming licensed to teach, from emergency certification to very sophisticated and well-designed programs that address the professional preparation needs of the growing population of individuals who already have at least a baccalaureate degree and considerable life experience and want to become teachers (p. 3).

Meeting the demand for qualified teachers is a challenge in all areas of education. There is a growing number of alternative certification (AC) and alternative licensure programs across the country, and colleges and universities must determine whether or not aspects of teacher preparation are being sacrificed through these abbreviated licensure programs (Sander, 2007). Marketing educators are graduating from multiple institutions around the state and Midwest including AC programs. These programs offer coursework that help career changers obtain the credentials needed to transition from business and industry into teaching in K-12 marketing and business programs. AC programs have the potential to attract teacher candidates who have a broad range of experiences that better meet the needs of learners. Alternative Certification programs typically involve some period of intensive, condensed academic coursework or training; a period of supervised on-the-job training; and candidates are typically expected to pass certification tests to become fully certified. Meeting the demand for qualified teachers is a challenge in career and technical education. With the current teacher shortage, teacher preparation must “promote high standards and frameworks for AC programs must consider pedagogy, content knowledge and pedagogical content knowledge” (Sander, p. 32). None of the

eight AC programs in Wisconsin graduate marketing educators. All public and private institutions are graduating business educators (Department of Public Instruction, 2008c).

Summary

The need for quality marketing education programs in Wisconsin is emphasized through the acknowledgement of emerging economic global trends. It is important that marketing education learns from its past and honors the present, however, there will be future challenges facing the profession that have yet to surface. The value of the traditional components of a quality marketing education program are in jeopardy should alternative certification programs remain stagnant or refuse to see marketing education as a distinct and separate body of knowledge from business education. Teacher retention and shortages in marketing education and broader CTE programs will continue to be an issue without a strong play for the need for quality educators and shift in education redesign.

As retirements result in personnel changes in the schools, there is a greater need to re-educate new administrators to the rich opportunities that are available to students through marketing education. The U.S. Office of Education, and some state education departments, no longer has program specialists in marketing education who encourage schools to develop and offer programs. Yet, a field with huge numbers of job openings and career opportunities, marketing education, is ready to be utilized. It is up to local educators to take the lead to offer programs that meet the needs of students and employers (Leventhal, 2002).

Chapter III

Background

In order to determine what marketing educator's values of the traditional components of a marketing education program are, it becomes important to capture the ideology of current marketing educators in the field. The following questions formed the basis of the data collected; 1) to what extent do marketing educators attribute competency in teaching marketing to their industry work experiences; 2) to what extent are marketing educators aware about the marketing education program components and its supporting resources; 3) to what extent do marketing educators support experiential components of the marketing program?

Methodology

A quantitative descriptive research design was determined to best meet the needs of this study. Descriptive research can also be considered correlational because there is no manipulation of variables or controls. Descriptive research is thus a type of research that is primarily concerned with describing the nature or conditions and degree in detail of the present situation (Landman, 1988). This methodology is well suited for this study for the reason that it was striving to gather data to determine the extent to which multiple marketing educators' ideology about how their programs compare with others in Wisconsin.

In an effort to answer the research questions, a web-based survey was developed. Web based survey's provide a number of advantages; the most salient being access to a wider range of participants (which) usually allows savings on time (e.g., no data entry) and financial resources (e.g., postage, copying, stationary, etc.), and the possibility of

Today, however, the industry standard seems to be the interactive web design, which most of the big commercial online survey companies' use (Nyiri & Clark, 2003). The Survey Monkey web-based survey tool provides tools that minimize duplication of email addresses, eliminates multiple access options per respondent by acknowledging the computer's internet portal address to determine non duplication of the survey, and it can also be set to show the respondent their progress and require answers before moving on to the next question.

Instrumentation

The process for developing the survey questions began with thinking about the overall survey format, length of time and what information was needed to draw conclusions. Appropriate language and awareness to cultural sensitivity were all considered while assumptions and biased questions were consciously avoided. All questions were specific and refined over a period of a month through the use of a refinement and validation process. Questions were distributed to a sample respondent population in order to test the instrument prior to its launch. In addition, the questions were strategically organized to maximize the respondent's likelihood of completing the entire survey meaning they were provided with a consent question and then asked several demographic questions before moving into the more in-depth, detailed questions. Although there were many questions specific to the purpose of the study, demographic questions were purposely placed at the end in an effort to maximize survey completion.

The 32-question survey was designed to minimize the time infringement on subjects; thereby, taking less than fifteen minutes. In a recent article, Craig & Douglas (2001) state that, the application of new (electronic) technology for data collection was

encouraged. Even though the self-completed postal or mail survey is a recognized form of data collection in marketing research (Dillman, 1978), there are well-documented practical problems with this form of data collection such as; poor response rates, slow response, and manual transcription of data from a hard copy questionnaire, and an appropriate statistical analysis tool. Consequently, online data collection increased significantly during the late 1990s. The need for mastering new tools, incorporating the latest technology in data collection, has been identified by Craig and Douglas (2001). They advise that...marketing researchers will need to broaden their capabilities in order to design, implement and interpret research in the twenty-first century. The significant advantage of a web-based survey emailed to all participants is the speed of collection and the low cost of administration of the survey.

The survey was created within Survey Monkey, a web based survey tool. Survey Monkey allows the creator to select from over twenty types of question designs; everything from multiple choices to rating scales to open-ended text. The tool allows customization of the layout of every question type for design flexibility. It also offers advanced validation options to require a particular number of answers or text that is entered.

Survey Monkey sets the collection restrictions by setting a maximum response count, or a cutoff date for the survey. This may require a password or even restrict responses by IP address. All responses can be viewed in real-time as they are collected. Responses may be reviewed at the individual level to see the details of particular respondents or read the comments of open-ended questions. Once all the data is collected, advanced filtering allows for simple descriptive statistics and patterns to be found. All

results can be downloaded in multiple formats. In addition, all raw data collected can be downloaded into a spreadsheet or database formats.

According to Kim Sheehan of the University of Oregon, email survey response rates average 36.83 percent (Sheehan, 2001). McDaniel and Gates state, "Busy respondents may be growing increasingly intolerant of 'snail mail' or telephone-based surveys. Online surveys take half the time to complete than phone interviews do, can be accomplished at the respondent's convenience, and are much more stimulating and engaging. "They go on to say, "The result: much higher response rates" (McDaniel and Gates, 2006). The overall completed survey response rate was fifty-nine percent. To yield a greater response contribution, the entire Marketing Education population was surveyed.

Survey Design

The process of developing questions started with determining what research questions needed to be answered and the type of research to be conducted. This research sought to use an objective system to analyze data structured into numbers. A descriptive study was conducted to gather more information about a particular characteristic within the Marketing Education profession. It will, in essence, identify problems and/or justify current practice.

Multiple choice and Lickert questions were designed to measure attitudes about Marketing Education programs and to facilitate generalizations in order to understand, explain and predict what is next for the profession. The questions were both single and multiple responses by design. The order the questions were asked allowed for respondents to consent to the study and to provide overall demographics about their teaching and industry careers, what they currently teach and what size school district they

work. The last five questions were also demographic thereby collecting data on gender, ethnicity, age range, and years teaching and working. Five questions were designed to gauge the extent that marketing educators attribute competency in teaching marketing to their industry work experiences (see Appendix D).

It was also important to determine if the respondents had awareness about the marketing education program components and its supporting resources, therefore, seven questions were asked regarding these items (see Appendix D). In addition, the research sought to measure marketing educator's support of experiential components of the marketing program. Internal validation of the instrument took place through an unbiased approach to writing the survey questions and through the external refinement and validation panel that ultimately assured that the questions collected responses that the research questions intended to measure.

Subject Selection and Description

Because a quantitative study requires a higher number of respondents and because of the nature of the study, it was determined that the entire population of marketing educators in Wisconsin would be invited to participate in the survey. The survey population included all marketing educators currently teaching in Wisconsin during the 2007-2008 academic school years (136 marketing education teacher coordinators).

Data Collection Procedure

Launching the survey required sending a web link via email to all Marketing Educators being invited to participate. An email message was crafted asking Marketing Educators to participate in the survey (see Appendix B). Access to emails was obtained through the Department of Public Instruction. The email addresses are annually compiled

into a directory that is used by the professional Marketing Educators in Wisconsin. The survey was sent out via email as a web link.

All of the 136 Marketing Educators who were invited to participate in the research were part of an email distribution list tested at the start of the 2008/09 school year. All email addresses were accurate, thereby providing each respondent with an equal opportunity to participate.

A 32-question survey was administered through an online survey tool; www.surveymonkey.com (Survey Monkey, 2008). The survey was administered via the Internet through an emailed web link to all certified marketing educators teaching in secondary programs during the 2007-2008 school years.

The survey was launched in late-April. Subjects were asked to respond within a 10 day time frame. On the eighth day, a follow-up survey was sent to all respondents to increase the response rate. It was important to follow up with respondents and ask them to attempt to complete the survey again. Within the ten days 65 subjects completed the survey resulting in a 48 percent response rate.

Data Analysis

Descriptive data was analyzed by applying the survey tool's data filters. The filter-segmented subjects by questions answered relating to industry experience versus those respondents who skipped questions relating to industry experience. This allowed the data to showcase which respondents moved from industry into the classroom and which respondents were first career marketing educators. Surveys opened, but where the respondent had not moved beyond question one, were not utilized in the data analysis. It

was clear in those situations that the respondent was uninterested or did not have the time to move past the initial question. Therefore, no partially completed surveys were used.

Several different types of analysis were used in the survey. These types of analysis include statistical methods of analyzing the relationship between two variables, which may be described as a way to draw inferences about the population being studied; correlation analysis, used to find a relationship between the respondents being surveyed and to determine if there was a positive or negative correlation; and independent analysis of each question. Given the small size of the population, all 136 Marketing Educators were used in the survey.

Chapter IV: Results

Introduction

This research sought to produce a status report for Marketing Education in the State of Wisconsin. The study was designed to answer the following overarching questions; 1) to what extent do marketing educators attribute competency in teaching marketing to their industry work experiences; 2) to what extent are marketing educators aware about the marketing education program components and its supporting resources; 3) to what extent do marketing educators support experiential components of the marketing program?

A web-based survey was sent to one hundred and thirty-six marketing educators in the state of Wisconsin during the 2007-2008 academic year. Marketing Educators were given one week to complete the survey. A follow up reminder was sent to all survey participants eight days into the allotted ten-day time period. Seventy-four subjects partially completed the survey with 65 completing the entire survey for a 58 percent completion rate. Nine individuals began the survey answered some of the questions, but not all. The responses that were given were reported based on the total response for each question in the findings. Not all questions had the same completion rate due to the industry-based questions that were asked which did not apply to all survey respondents.

The survey consisted of thirty-two questions that provide insight into the following areas 1) respondent demographics, 2) value attributed to components of a comprehensive Marketing Education program, and 3) program curricula findings.

Respondent Demographics

Question one was a consent question. Questions 2-6 were about the respondents teaching background. The remaining questions, 28-32 were demographic questions. Findings for these two groups of questions are presented in this section.

The Marketing Education professional population has historically been gender balanced. Fifty-nine percent of the respondents were female and 42 percent were male. All were Caucasian and the highest percentage (35%) were between thirty-one and forty years of age, while the second largest age group of twenty to thirty years of age was 26 percent.

In response to the question to the demographic question, *how many total years have you worked?* Thirty-four percent of respondents indicated working between sixteen and twenty-four years. It is interesting to note that the next highest number of years worked is between six and ten years (14%) and twenty-six and thirty years (14%) as illustrated in Table 1.

Table 1

Total Years Worked Years	Frequency (N=64)*	Percentage
0-5	6	9%
6-10	9	14%
11-15	3	4%
16-20	22	34%
21-25	4	6%
26-30	9	14%
31-35	5	8%
36-40	6	9%

**Note:* One respondent skipped this question.

When asked *how many full years have you been teaching?* Over 52 percent indicated teaching between zero and ten years. Additionally those subjects teaching between eleven and fifteen years made up the next highest segment (17%). Table 2 highlights that less than 25 percent of the subjects taught more than twenty years.

Table 2

Years of Teaching Experience		
Number of Years	Frequency (N=65)	Percentage
0-5	17	26%
6-10	17	26%
11-15	11	17%
16-20	5	8%
21-25	6	9%
26-30	6	9%
31-35	3	5%

Table 3 highlights Marketing Education programs by type of community. Fifty-seven percent of the marketing programs reside in suburban communities, 20 percent in metropolitan communities with the fewest in rural communities (8%).When viewing a map of Wisconsin; it becomes clear that the highest concentrations of Marketing Education Programs in the state are in the southeast quadrant (see Appendix C).

Table 3

School District Classification		
Classification	Frequency (N=65)	Percentage
Metropolitan	20	31%
Suburban	37	57%
Rural	8	12%

Of all the teachers surveyed, 31 percent have been with their current school district for between one and five years while 23 percent have taught in the same school district between six and ten years. It is interesting to note that this makes up half of the total respondents. The next largest response (15%) was for teachers who have been with their current school district for between twenty-one and twenty-five years. Forty percent of subjects reported entering teaching within the past five years (see Table 4).

Table 4

Years in Current School District		
Years	Frequency (N=65)	Percentage
Under 1	6	9%
1-5	20	31%
6-10	15	23%
11-15	8	12%
16-20	1	2%
21-25	10	15%
Over 26	5	8%

Respondents were asked about which certifications they hold. Forty-two percent indicated certification in both marketing and business education. Two of the respondents indicated that they do not hold a Marketing Education license (see Table 5).

Table 5

Teaching Licenses Held		
Response	Frequency (N=65)	Percentage
285 (Marketing Education) ONLY	24	37%
250 (Business Education) ONLY	1	2%
281 (Business Education-Vocational) ONLY	0	0%
281 & 285	6	9%
250 & 285	6	9%
All Licenses	27	42%

In order to capture the population of respondents who are first career marketing educators versus second career marketing educators, respondents were asked if *...teaching marketing education your first profession?* Slightly more than 52 percent indicated yes while twenty-six respondents (40%) indicated that it was not. Less than 8 percent moved from another teaching discipline into marketing (see Table 6).

Table 6

Teaching as the Initial Career Job		
Response	Frequency (N=65)	Percentage
Yes	34	52.3%
No	26	40.0%
Other	5	7.7%

Teaching Competency Derived for Industry Marketing Experiences

Research question one attempts to answer *to what extent do marketing educators attribute competency in teaching marketing to their industry work experiences.* Survey questions 7-10 are the basis of this section Findings are presented below.

Respondents were asked to what extent their industry experiences helped them teach marketing education. Specifically the question asked: *Which of the following set of industry experiences prepared you for teaching the technical knowledge and skills in marketing?* Table 7 provides evidence that more than 69 percent of respondents agreed that the skills they gained in industry helped them to better teach marketing.

Table 7

Marketing Related Industry Technical Skill Attainment		
Response	Frequency (N=26)	Percentage
Marketing	18	69%
Business	2	8%
Both	6	23%

Note: Thirty-nine respondents did not answer this question due to the fact they are first career marketing educators and this question did not pertain to them.

Based on respondents industry experience they were asked to rate *to what extent their industry experience helps them teach the standards-based high school marketing curriculum*. The majority of respondents (62%) indicated that it significantly helps them teach marketing. Respondents further support that their industry experience helped them significantly or somewhat significantly (see Table 8).

Table 8

Industry Experiences Perceived Important to Teaching Marketing		
Response	Frequency (N=26)	Percentage
Significantly	16	62%
Somewhat Significantly	9	35%
Neutral	1	4%

Continued

Table 8 Continued

<i>Response</i>	<i>Frequency (N=26)</i>	<i>Percentage</i>
Not Significantly	0	0%
Not At All	0	0%

Note: Thirty-nine respondents did not answer this question due to the fact they are first career marketing educators and this question did not pertain to them.

Second career marketing educators were asked about the importance of their industry experience in relationship to the seven national marketing education standards impacting their ability to better teach the curriculum. The survey question presented respondents a list of all seven standards and asked them to rank their experiences in business and industry in comparison to how each helps them to teach Marketing Education better. Twenty-six respondents indicated that each of the standards was valuable or very valuable to teaching marketing. It can be concluded that among respondents, industry experience is valued without exception (see Table 9).

Table 9

Industry Experience Ranked in Importance to ME Standards

Standard	Not Valuable	Somewhat Valuable	Valuable	Very Valuable	Not Applicable
Product/Service Planning	0%	3.8%	46.2%	34.6%	15.4%
Channel Management	7.7%	30.8%	38.5%	11.5%	11.5%
Selling	0%	3.8%	15.5%	69.2%	11.5%
Pricing	0%	15.4%	38.5%	30.7%	15.4%
Market Planning	0%	11.5%	34.6%	38.5%	15.4%
Marketing Information Management	0%	7.7%	50%	26.9%	15.4%
Promotion	0%	7.7%	23.1%	61.5%	7.7%

Note: N=26 Respondents

Table 10 highlights job titles reported by respondents that reflect their marketing industry work experience. Forty-six percent reported a sales executive background while 27 percent reported an entrepreneurial background prior to entering the marketing classroom. This question was designed with an *other* category. An analysis of the other responses highlighted their job titles in: Retail Management, Retail Sales, Banker, and Sales Operations/Director. These specific titles were not given as an option in the list of job titles, but do fall into the category of marketing related work experience.

Table 10

Reported Industry Job Titles		
Job Title	Frequency (N=44)	Percentage
Copywriter/Designer	0	0%
Public Relations Manager	4	15%
Internet Marketing Director	0	0%
Promotions Manager	4	15%
Entrepreneur	7	27%
Retail Marketing Coordinator	5	23%
Field Marketing Representative	2	8%
Sales Executive	12	46%
Forecasting Manager	0	0%
Shipping/Receiving Clerk	2	8%
Interactive Media Specialist	0	0%
Telemarketer	3	12%
Inventory Manager/Analyst	1	4%
Logistics Manager	0	0%
Continued		

Table 10 Continued

Job Title	Frequency (N=44)	Percentage
Merchandise Buyer	2	8%
Trade Show Manager	2	8%
Warehouse Manager	0	0%
Market Researcher	0	0%
Web Design/Internet	1	4%
Other	4	15%

Awareness of Program Components and Supporting Resources

Research question two describes *the extent that marketing educators are aware about the marketing education program components and its supporting resources.*

Findings are presented in this section. Survey questions 11-17 are about the respondents marketing program (see Appendix D).

Respondents agreed that they have an awareness that a quality Marketing Education program consists of a coherent sequence of courses. All indicated awareness and generally agreed that Marketing Education is focused on teaching the functions and practices of marketing within business and that operating a School-Based Enterprise (SBE) and a Cooperative Skills Standards program is imperative to the delivery of quality Marketing Education to students. Several respondents were unaware of the Wisconsin Marketing Education Association (WMEA) as the state-level professional organization or the MarkED Resource Center, as the national curriculum research center for secondary and post-secondary marketing teachers. Table 11 reports that respondents indicated high awareness that Marketing Education is a distinct Career and Technical Education discipline and that it is different from Business Education.

Table 11

Awareness of Quality ME Program Components		
Statement	Aware	Unaware
Marketing Education is a set of sequential elective courses	95%	5%
ME is focused on teaching the function and practices of marketing	100%	0%
SBE’s are used in ME programs as applied learning experiences	100%	0%
ME programs offer students coordinated SB and WB	100%	0%
ME is a distinct CTE discipline and is different from Business Ed.	97%	3%
WMEA is a state-level professional organization for ME teachers	97%	3%
MarkED Resource Center is the national curriculum resource center for secondary ME teachers	97%	3%

Marketing Educators Support of Experiential Learning

Research question three describes *the extent to which marketing educators support experiential components of the marketing program*. Findings are presented in this section and focus on survey questions 18-27.

In order to determine how many total respondents implement the traditional components of a quality marketing education program, the next several questions asked specifically about each. The question asked: *Would you classify your marketing program as traditional?* The word “traditional” means: teaching a coherent sequence of courses ending with a capstone course, having a cooperative learning experience and operating a school-based enterprise and DECA chapter. Of the 65 respondents, 46 said yes (71%) and 19 said no (see Table 12).

Table 12

Operation of a Traditional ME Program		
Response	Frequency	Percentage
	(N=65)	
Yes	46	71%
No	19	29%

Operating a school-based enterprise, a school store or other for profit enterprise, is considered a component of a quality marketing education program. It provides a hands-on learning opportunity to engage students in their own learning within a marketing education program. The next question asks educators to, on a Lickert-type scale, “Rank the importance of using a school-based enterprise to engage students in learning marketing.” Survey data indicated that almost sixty percent of respondents said it was very important that a school-based enterprise is part of the overall marketing program (see Table 13).

Table 13

Importance of Operating a School-Based Enterprise within a ME Program		
Response	Frequency	Percentage
	(N=65)	
Very	38	59%
Somewhat Important	18	28%
Neutral	7	11%
Somewhat unimportant	1	2%
Unimportant	1	2%

Respondents were asked to rank the importance of DECA participation to student learning. Over 90 percent of all respondents agreed that DECA was somewhat important

(31%) and very important (60%). Only 9 percent indicated a neutral response (see Table 14).

Table 14

Importance of a DECA Chapter on Student Learning		
Response	Frequency (N=65)	Percentage
Very important	39	60%
Somewhat Important	20	31%
Neutral	6	9 %
Somewhat Unimportant	0	0%
Unimportant	0	0%

Lastly, respondents were asked if they offered a cooperative occupational learning experience (Co-op) as part of capstone marketing program. Of the 65 respondents, 48 said yes, nine said no and eight respondents indicated that they offer something other than traditional co-op work-based experiences. It is interesting to note that several marketing co-ops were reported being combined with other CTE program areas, some indicating a work release program, or offering co-op on a limited basis depending on student enrollment (see Table 15).

Table 15

Programs with Cooperative Occupational Education		
Response	Frequency (N=65)	Percentage
Yes	48	74%
No	9	24%
Other	8	12%

Chapter five will provide a discussion of the findings. Recommendations will be provided in an attempt to look to the future in the Marketing Education profession in Wisconsin.

Chapter V

Discussion of Findings

This chapter provides a summary of the findings. Conclusions are discussed and recommendations are provided for Wisconsin Marketing Education and local marketing programs. The chapter will conclude with further study recommendations.

Research question one: describes findings specific to the question *To what extent do marketing educators attribute competency in teaching marketing to their industry work experiences?* Survey questions 7-10 provide the context for the findings (see Appendix D). Based on the national standards curriculum framework of a quality Marketing Education Program, 69 percent of second-career Marketing Educators state that their industry experience prepared them for teaching the technical skills in Marketing Education. And from the skills gained, 62 percent said their industry experience significantly helps them in the classroom. The twenty-six respondents who moved from industry to the classroom ranked the importance of industry experience and 69 percent of them said that selling helped them the most. Interestingly enough, the highest percentage of second-career Marketing Educators have a sales background.

Research question two: The context for the findings is the overarching research question *To what extent are marketing educators aware about the marketing education program components and its supporting resources?* Between 95 percent and 100 percent of respondents report awareness of all three components of a quality Marketing Education Program and its supporting resources.

Research question three: This question highlights responses to the question *The extent to which marketing educators support experiential components of the marketing*

program? Of the total respondents, 46 said they support the three components of a quality Marketing Education Program. Thirty-eight respondents agreed that a school-based component was very important while thirty-nine said DECA was a very important part. A higher number (48) said they offer some form of cooperative education through their Marketing Education Program. Overall, 70 percent of respondents are supportive of those experiential components and know they are essential to providing a quality experience for students within their programs.

Limitations

This study has the following limitations:

1. The sample size only includes marketing educators in the state of Wisconsin who chose to participate. This creates limitations in regards to the participants of the study; thus the results may be limited to generalizations within the state.
 2. Limitations in the online survey. The survey was conducted through an online survey tool called Survey Monkey. This creates limitations for this type of survey could limit the number of responses from those who are not comfortable with this type of technology and the ability for respondents to skip some questions and not others causing percentages of responses to differ from question to question.
 3. Limitations in the creation of the survey include challenges in formatting and question formulating that may influence the general response that is collected.
-

4. Marketing Educator's response may have been altered due to the fact that they were being asked to participate in a survey conducted by the Education Consultant for WI Marketing Education.

Conclusions

Most marketing educators have an awareness of quality program components; they value them and currently offer the components in their local secondary program. The information obtained through this research provided an indication of the status of Marketing Education programs in Wisconsin.

Industry experience was cited as being a contributing factor to teaching success. However, with specialized industry experience, Marketing Educators may only have depth of knowledge in those fields and may not be providing an educational experience to students based on labor market information within the community they are teaching. The research pointed out that the majority of second career marketing educators have a sales background.

Leventhal (2002) states: With major shifts evident in America industrial and manufacturing base, there is an ever expanding need for sales/marketing and service occupations. The occupations that are part of the marketing cycle are best served by programs in marketing education (p. 31). It is recognized that we have a marketing/distribution economy that has had an impact on the social fabric of the 20th and 21st centuries.

The cooperative occupational education component of a quality marketing education program has been integral. From the early 1900s, the on-the-job training was an important ingredient of the school program. The federal guidelines for distributive

education specified half a day in school and half a day of related supervised work experience--paid, for at least 15 hours a week. Every state followed these guidelines and incorporated them in their state plans. This research demonstrates that a high number of respondents offer some form of cooperative education and that a staggering 70 percent are supportive of cooperative occupational education. This is inconsistent with the recent trend that highlights abandonment of work-based experiential learning paradigms within Marketing Education.

In many cases we have failed to demonstrate adequately that supervised cooperative work experience adds value. If co-op and non-co-op students have the same experiences, it's hard to document value (Gleason, 2008). He goes on to state:

The business community will be faced with a severe labor shortage in the coming years. They know it and they're worried. Let's work with them now to build alternative work-based experiences, including unpaid internships, summer internships and other short-term requirements. Unpaid internships may provide business and marketing educators' unique opportunities to move students out of typical teenage jobs and to help them see real career positions as is done in other areas (e.g., health, engineering). In addition to providing higher-quality experiences for our students, these strategies also provide opportunities for [marketing educators] to network into higher levels of the business community than is now typical (p. 4).

Brown's (1984) literature review suggests that "Co-op gives students realistic information about careers and organizations, improves job-related skills, and gives stronger certainty about career choice." However, through the data collected in this survey, several cooperative occupational education programs have been combined with other CTE co-op programs. This is cause for concern if it continues to be a trend as it does not provide students who have an interest in a particular career area to explore opportunities within that program of study.

DECA ranks high (60 %) as an integral part of the local secondary marketing education program. The National Research Center for Career and Technical Education (2007) states: Participation in DECA is one way to enhance marketing students' grades, college aspirations, employability skills, and career self-efficacy. DECA includes a variety of experiential learning activities that include a comprehensive program of competitive events. These tend to influence classroom instruction as teachers align what they do with competitive events. This may reduce focus on the national standards and in turn overall learning. Many CTSO events are very narrowly targeted and do not represent the overall learning needed by students preparing for college and career.

DECA has an opportunity to align its competitive event program with the national Business Administration standards through the development of a task force that will work closely with MBAResearch to fully align the two. Gleason writes in a recent article on repositioning business and marketing education that, "[if]...participation in competitive events means recognition for achieving research-based standards that industry demands, [then] CTSO's will have made a major contribution to the future of our next generation managers and executives (p. 5).

Wisconsin Marketing Education has an opportunity to regain the focus it needs to continue to build brand awareness. It must carry on creating industry connections in relation to: quality, rigor and relevance. In a 2005 interview, Dr. Willard Daggett suggests that our school system in the past was an either/or proposition between academic and vocational education. Today this is cannot be the case as we prepare students for living wage careers in the 21st Century. Jobs of today are technological in nature and must remain in line with preparing students to become life-long learners.

Seeing a connection to academics through a CTE lens is crucial and local marketing education programs must teach content in alignment with national standards and incorporate academic outcomes.

Through the development of a consistent strategic message that is easily understood by its target audience and stakeholders, marketing education can re-establish itself to build stronger local programs. Local marketing educators must begin to think of their programs as brands and build a communications strategy that addresses program benefits to students, administrators and the community. Understanding the shortcomings of this study is important to further areas of study pertaining to Wisconsin Marketing Education.

Recommendations for Further Study

The researcher recommends using the findings of this study and related studies to conduct further research in Wisconsin Marketing Education. The goal would be to determine the depth at which local marketing education programs operate. These topics/questions are as follows:

1. Are Marketing Education program courses offered that relate to labor market information with the community?
 2. Are Marketing Educators building a program focused on more challenging, more strategic business skills in marketing, finance, hospitality or business management and administration? And how that will lead to a seat at the table as educational decisions are made locally?
 3. Is there participation of local business leaders (Advisory Committees) in the instructional process—internships, DECA and SBE's?
 4. How are alternative certification programs preparing marketing education teacher coordinators for the future?
-

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Appendix A

Comparison of 2001 and 2007 Marketing Pathways

2001	2007
Buying and Merchandising	Merchandising
Distribution and Logistics	Deleted as Marketing Pathway
E-Marketing	Integrated into other Marketing Pathways
Management and Entrepreneurship	Marketing Management
Marketing Communication and Promotion	Integrated Marketing Communications
Marketing Information Management and Research	Marketing Research
Professional Sales and Marketing	Professional Selling

Source: Marketing Clusters Status Report, 2007

Appendix B

Message to Survey Participants

Survey Cover Letter for the 2008 Marketing Educator Survey

Dear Secondary Marketing Educators in Wisconsin:

Marketing Education in Wisconsin has strong secondary-level Career and Technical Education programs with over 136 programs (existing and new) thriving today. This survey seeks to understand marketing educators, their perceptions, and value of Marketing Education and its various components. I want to invite you to share your expertise through a web-based survey designed to inform marketing leaders (teachers and other marketing education constituents) how to move the profession forward.

Confidentiality... *The results are confidential and will be used to assess the strength and opportunity areas of programs in Wisconsin. Only summary data will be used in the final report.*

How this information will be used... *Results from this survey will be utilized to provide future direction to the marketing education profession in Wisconsin. It will aid that state in making decisions regarding programming and curriculum and will support instruction at the post secondary colleges and universities.*

Due Date... *Surveys must be completed by May 7, 2008.*

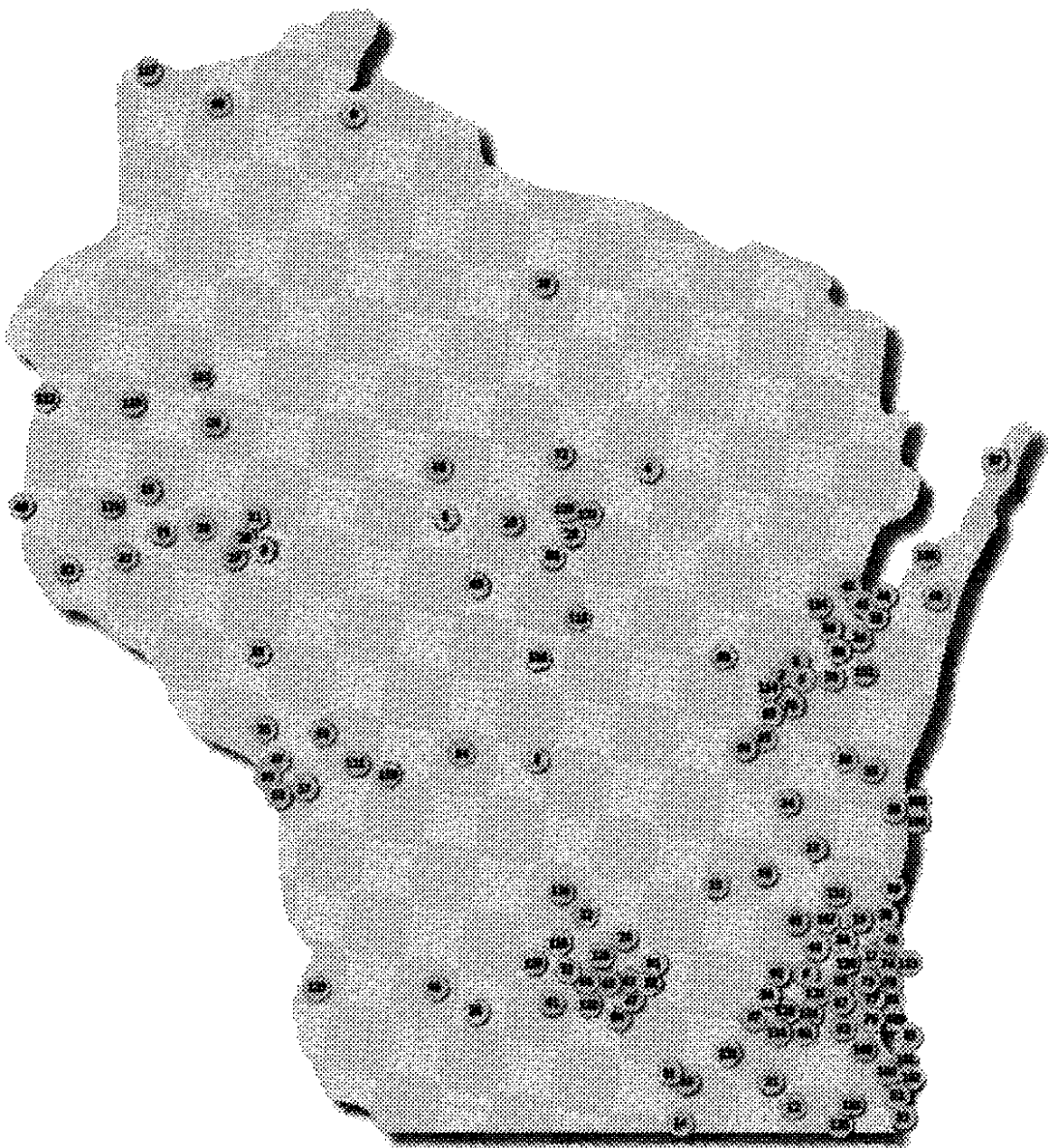
WI Marketing Education has an opportunity to continue its strong tradition nationally and your input will help to do just that. Please take a few moments to complete the survey. On behalf of WI Marketing Education, I appreciate your feedback. If you should have questions, please call me at 608. 267. 9253 or email sara.adornato@dpi.wi.gov.

Sincerely,

Sara Adornato

Appendix C

Map of Marketing Education Programs in Wisconsin



Appendix D

7. Which degree/credential(s) do you have in business and marketing education? Check all that apply.

☐ BA/BS

☐ MA/MS

☐ MEd

☐ Other (please specify)

8. How many years have you been in marketing field? *

☐ Under 1 year

☐ 1-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

☐ 21-25 years

☐ Over 25 years

9. Indicate the classification that best represents the community that your school serves.

☐ Metropolitan (over 50,000)

☐ Suburban (between 2,500-50,000)

☐ Rural (under 2,500)

10. How long have you taught at your current school district?

☐ Under 1 year

☐ 1-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

☐ 21-25 years

☐ Over 25 years

11. Is teaching Marketing Education your first profession?

☐ Yes, I have always been a marketing teacher.

☐ No, I taught in another discipline.

☐ Yes, I was in a non-marketing profession before I entered the teaching profession. (Please elaborate below)

12. Select the job title(s) that best describe your marketing work experience to date. Check all that apply.

☐ Copywriter/Designer

☐ Public Relations Manager

☐ Account Marketing Director

☐ Promotions Manager

☐ Entrepreneur

☐ Retail Marketing Coordinator

☐ Field Marketing Representative

☐ Sales Executive

☐ Forecasting Manager

☐ Shipping/Receiving Clerk

☐ Interactive Media Specialist

☐ Telemarketer

☐ Inventory Manager/Analyst

☐ Logistics Manager

☐ Merchandise Buyer

☐ Trade Show Manager

☐ Warehouse Manager

☐ Market Researcher

☐ Web Design/Internet

Other (please specify)

Survey

3. About You (continued)

(Last Name, First, Last, Middle Initial)

(Address)

(City, State, Zip)

4. If you indicated moving from industry to teaching, which of the following set of industry experiences prepared you for teaching the selection of knowledge and skills in marketing?

☐ Marketing Education (Entrepreneurship, Economics, Critical Thinking, Marketing Functions, Management, Sales and Small Business Ownership, Career Development)

☐ Business Education (Accounting, Information Technology, Business Law, Career Development, Communications, Computer/Info, International Business)

☐ Both

(Last Name, First, Last, Middle Initial)

(Address)

(City, State, Zip)

5. To what extent did your industry experience help you prepare the standards-based high school marketing curriculum?

☐ Significantly

☐ Somewhat

☐ Not at all

☐ Not applicable

☐ Not at all

(Last Name, First, Last, Middle Initial)

(Address)

(City, State, Zip)

6. For each of the seven national marketing education standards, rate the importance of each as they relate to industry experience gained.

	Not valuable	Some value	Valuable	Very valuable	NA
1. Develop a marketing plan					
2. Analyze a market					
3. Select a target market					
4. Develop a marketing mix					
5. Implement a marketing program					
6. Evaluate a marketing program					
7. Develop a marketing budget					

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8. Awareness

Indicate your awareness by selecting the response options provided

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11. Marketing Education is a set of sequential elective courses.

☐ Aware

☒ Unaware

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12. Marketing Education is focused on teaching the functions and practices of marketing within business.

☐ Aware

☒ Unaware

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13. School-based enterprises (school stores and other profit driven learning experiences) are used in marketing education programs as applied learning experiences.

☐ Aware

☒ Unaware

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14. Marketing Education programs offer students coordinated school-based and work-based experiences during the high school senior year (AKA Co-op or WI Skills Certified Co-op)

☐ Aware

☒ Unaware

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15. Marketing Education is a distinct Career & Technical Education discipline and is different from Business Education.

☐ Aware

☒ Unaware

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16. WMEA (Wisconsin Marketing Education Association) is a state-level professional organization for marketing teachers.

☐ Aware

☒ Unaware

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17. MarketED Resource Center is the national curriculum research center for secondary and post-secondary marketing teachers.

☐ Aware

☒ Unaware

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1. About Your Program

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18. What courses do you teach? (List all courses you teach in one school year)

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19. Would you classify your marketing program as "traditional?" (Meaning you teach a coherent sequence of courses ending with a capstone course and a cooperative learning experience. You operate a school-based enterprise and a quality DECA Chapter).

☒ Yes

☒ No

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20. Do you operate a school-based enterprise (example: school store or other creative for profit enterprise)?

☒ Yes, I operate a School-based Enterprise

☒ No, I do not operate a School-based Enterprise

☒ I operate an alternative to an SBE (please list)

Alternative (please list)

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21. Rate the importance of using a school-based enterprise (example: school store or other creative for profit enterprise) to engage students in learning marketing.

☐ Very Important

☐ Somewhat Important

☐ Neutral

☐ Somewhat Unimportant

☐ Unimportant

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22. Do you Advise a DECA Chapter?

☒ Yes

☒ No

☐ I will be starting a chapter next school year

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23. How many registered DECA members make up your chapter?

☒ 10

☒ 11-40

☒ 41-80

☒ 81-120

☒ 121-160

☒ 161-200

☒ Over 200

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24. Rate the importance of DECA participation to student learning in marketing education

☐ Very Important

☐ Somewhat Important

☐ Neutral

☐ Somewhat Unimportant

☐ Unimportant

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25. Do you offer work-based curriculum in the form of cooperative education for your students? (Coordinated experience, students are concurrently enrolled in a marketing capstone course and work in a marketing co-op?)

☐ Yes

☐ No

☐ Other

Please explain

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26. Is your work-based (co-op) program offering students the state certified skill standards based option?

☐ Yes

☐ No

☐ Other

Please explain

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27. Rate the importance of work-based learning to student learning in marketing education.

☐ Very Important

☐ Somewhat Important

☐ Neutral

☐ Somewhat Unimportant

☐ Unimportant

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28. What is your gender?

☐ Female

☐ Male

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29. What is your ethnicity?

☐ African American/Black

☐ American Indian

☐ Latino/a

☐ Asian American

☐ European/Caucasian

☐ Multi

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30. What is your age range?

☐ 20-30

☐ 31-40

☐ 41-50

☐ 51-60

☐ Better than 60

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31. All together, how many years have you worked?

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32. All together, how many years have you worked?

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33. Thank you for completing this survey!

Thank you for taking time to complete this survey. The information you provided is confidential and will be used solely for the betterment of the marketing education profession.

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36. Demographics

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37. Thank you for completing this survey!

Thank you for taking time to complete this survey. The information you provided is confidential and will be used solely for the betterment of the marketing education profession.

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37. Thank you for completing this survey!

Thank you for taking time to complete this survey. The information you provided is confidential and will be used solely for the betterment of the marketing education profession.

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