

An analysis of experiential learning within postsecondary  
Marketing Education in Wisconsin and Minnesota

by

Cathi J. LaFontaine

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Dr. Carol Mooney (Committee Chair)

Committee Members:


The Graduate School  
University of Wisconsin-Stout  
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University of Wisconsin-Stout  
Menomonie, WI**

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ABSTRACT

The purpose of the study was to determine if community and technical college marketing instructors in Wisconsin and Minnesota are incorporating experiential learning into their curriculum. The assessment will also determine how postsecondary marketing teachers in two-year programs are integrating experiential learning, their personal opinions of experiential learning, what other school-to-work experiences they incorporate into their curriculum and who is not integrating experiential learning activities into their curriculum.

The population of this study consisted of marketing educators of post-secondary two-year college systems in Wisconsin and Minnesota. An 18-question survey was administered through email using an on-line survey research program.

The literature review includes an overview of Career and Technical Education (CTE), the history of marketing education, marketing content areas, examination of experiential

learning and the connection to marketing education, existing studies and major role models in experiential learning, and the positive and negative outcomes that are associated with experiential learning. Conclusion will be discussed and recommendations will be made about the analysis of experiential learning at the postsecondary, two-year community and technical colleges in Wisconsin and Minnesota. Finally further study recommendations will be included at the end of this document.

The Graduate School  
University of Wisconsin Stout

Menomonie, WI

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## CHAPTER I: INTRODUCTION

### *Introduction*

The internal environment of the typical Midwestern, defined as a region of the United States, generally including Ohio; Indiana; Illinois; Iowa; Missouri; Kansas; Nebraska; and sometimes Michigan; Wisconsin; Minnesota (WorldNet, 2006), technical college could be described as the following: a large building that includes lockers, library, offices, classrooms and maybe a school store where the technical college community can purchase books, folders and pencils. The idea of the traditional technical college and education options are changing. Postsecondary education gives students the option to decide on their educational path. A large percentage of these students are taking advantage of career and technical education (CTE) courses at their local technical college.

An expert in the field (Sigel, 2004) stated that

“The fact that a technical career or one in the apprenticed trades is intellectually challenging, well paid, meaningful and satisfying, but is perceived as the path of an academic failure—is wrong. There is a magnificent ignorance whereby elitists hide and archaic prejudice against CTE behind the smoke of high school reform” (p.60).

Because of this ignorance students are suffering the consequences of political actions.

We are starting to see changes in the view of community and technical colleges around the nation. Jeanne Russell (2006) of Express News out of San Antonio states, “Many San Antonio students aren't chasing opportunities to get a Bachelor's degree. For many low-income first-generation college-goers, even those with stellar grades, the desire

for a better education is derailed for three reasons: cost, culture and counseling” (pp.6).  
According to Wisconsin Department of Instruction (n.d.)

“During the 2003-04 school year, the annual review of district and school performance in Wisconsin is based on four objectives: test participation, graduation rate at the secondary level, attendance rate for elementary and middle levels, and achieving a designated proficiency rate on two academic indicators - Reading and Mathematics” (p.3)

With a strong political enforcement of the traditional course work required of a Wisconsin student, it can be assumed that CTE courses may fall to the wayside unless they are able to justify their existence. One CTE course that could be affected by the enforcement of the traditional course work that is being required is Marketing Education at the postsecondary level.

To assist postsecondary marketing students in the Wisconsin and Minnesota area some educators have chosen to include in their curriculum one or more experimental learning programs. Experiential learning can be defined as leaning from experience or learning by doing. The issue suggests some teachers are using experiential learning programs in conjunction with their curriculum and some are not. Students are expected to gain valuable marketing and business skills through on-the-job training via internship programs. These programs can make the transitions from school-to-work (STW) easier for students. According to Clyde McQueen, President of the Full Employment Council, (n.d.)

The value of school-to-work should not be viewed in terms of us vs. them.

Instead, it should be viewed within the broad overall context of how we utilize a

variety of strategies to convey to youth the importance of lifelong learning and the pursuit of education.

We reason that they, like us, know the results education can have on their careers, families, social opportunities and place in society. However, this is not the case as is evident in recent U.S. Census findings which reveal many children in our country live in poverty. Unfortunately many of these young people have not experienced the elevating effect of education.

In order to make the value of education more concrete and less ambiguous to young people, we need only look to STW programs. Through these programs we can place teens in workplaces that stress the value of being responsible. They will see first-hand the relationship of academic achievement with quality work assignments. (n.p.)

Although McQueen is able to state the importance of STW programs, there are some employers who may be unable assist in the internship programs. “Even employers who support the concept of school-to-work programs have said they may not be willing or able to provide extensive learning opportunities within the workplace” (Brown, 1995, p. 41). This is where the application of experiential learning could enhance the skills of two-year college marketing students.

Experiential learning is the process of actively engaging in an experience that will have benefits and consequences. Students make detections and experiment with previously learned concepts instead of hearing or reading about the experiences of others. Students also reflect on their experiences, thus developing new skills, new attitudes, and new theories or ways of thinking (Kraft & Sakofs, 1988). Common examples of these

programs include internships/co-op, school-based enterprises, independent study, service learning, study abroad and co-curricular student organizations. Experiential learning activities provide students with an opportunity to use their skills for real-life exercises. (Stall High School's Business Department in Charleston, South Carolina, n.d.) Experts from the Work-Based and School-Based Learning for Business and Community Partners in the State of New Hampshire (1998) stated that "Students create, manage and staff a small business often with local business partners acting as consultants"(n.p.).

Experts Benz, Johnson, and Lindstrom, (1997) suggest that "Some teachers will be able to help manage business operations as part of an existing class, but most school staff have found that the daily logistics of operating a for-profit venture is very time consuming"(p. 22). These responsibilities may also be true for marketing teachers in the Midwest. Because of added responsibility such as club advisement, internship guidance and extra curricular activities it may be difficult for some teachers to integrate EL into their curriculum.

Through an extensive search on the Department of Education, Wisconsin Department of Education, National DECA, University of Wisconsin-Stout Library, and University of Wisconsin-Whitewater Library websites, it is viable to believe that there has been no previous collection of information in regards to the integration of the experiential learning experience in the curriculum of postsecondary marketing instructors. However there has been previous data collected in regards to integration of STW programs in Kentucky by the Center of Education and Work at the University of Wisconsin Madison. The study in Kentucky breaks down STW programs into subtopics and measures their effectiveness in learning process at the secondary level. Although

there are all-embracing statements made on the importance of the experiential learning, there seems to be lack of data in regards to the realistic integration of the experiential learning experience in postsecondary marketing program curriculums. There seems to be little or no research to determine if marketing teachers in Wisconsin and Minnesota are incorporating the experiential learning in their curriculum.

#### *Statement of the Problem*

There has been no recent research that determines if community and technical college marketing teachers in Wisconsin and Minnesota are integrating experiential learning into their curriculum. New research is needed that specifically determines and identifies if two-year postsecondary teachers are incorporating experiential learning in their curriculum.

#### *Purpose of Study*

The purpose of the study is to determine if community and technical college marketing instructors in Wisconsin and Minnesota are incorporating experiential learning into their curriculum. The assessment will also determine how postsecondary marketing teachers in two-year programs are integrating experiential learning, their personal opinions of experiential learning, what other school-to-work experiences they incorporate into their curriculum and who is not integrating experiential learning activities into their curriculum.

#### *Research Questions of the Study*

1. What are the demographics of two-year marketing teachers in Wisconsin and Minnesota?
2. Are two-year marketing teachers in Wisconsin and Minnesota incorporating Experiential Learning in their curriculum?

3. What current experiential learning programs are marketing teachers in Wisconsin and Minnesota area incorporating into their curriculums?
4. What are the reasons marketing education teachers incorporated the experiential learning into their programs?
5. What are the reasons expressed (barriers) by teachers not incorporating Experiential Learning within their programs?

#### *Significance of the Problem*

1. The importance of this study is to gain statistical evidence that teachers in Wisconsin and Minnesota are incorporating experiential learning in their curriculum. Sharie Imdieke (2000) stated that “As schools are becoming more accountable through state-wide testing, it is becoming increasingly important that we assess the methods that we are using to teach our students and to use the methods that are found to be most reliable” (p. 6).
2. The statistical evidence can be used in the justification of the existence of marketing programs at the two-year level in Wisconsin and Minnesota. Many elective programs such as marketing could be eliminated first in the event of budget cuts. The evidence maybe used as a tool in negotiation of the relevance of the program and the effectiveness of hands-on learning.
3. The evidence of the study may provide future Wisconsin and Minnesota marketing educators the information needed to implement the experiential learning experience into their school and curriculum. It could provide information in regards to how the experiential learning experience is incorporated into the daily curriculum. It may also inform current teachers

in the field and future teachers of marketing what marketing concepts are being enhanced by the experience.

4. The statistical evidence may provide a closer look into the personal opinions of the experiential learning experience of two-year marketing teachers in Wisconsin and Minnesota. The evidence may provide a better understanding of marketing instructors' ideologies. It may provide pro's and con's to the integration of the experiential learning experience.
5. The study may provide the Wisconsin Department of Education (WI DPI) and the Wisconsin Technical College System (WTCS) a better understanding if two-year marketing teachers are utilizing the methods learned through Wisconsin Marketing Teacher Education programs at the four year university level. The information could also assist WI DPI and WTCS in implementing experiential learning standards in the current curriculum standards.
6. The study may provide Wisconsin Marketing Education at the university level, such as the University of Wisconsin-Stout (UW-Stout), a resource of current information regarding the experiential learning experience. Marketing Education students at UW-Stout are required to complete teaching hours in a pre-clinical experience that usually involves incorporating an experiential learning experience at the local high schools and middle schools. The information provided by the study may give a better understanding of what the challenges are in regards to experiential learning.

### *Limitation of the Study*

The following is list of factors that may affect the outcome of the research being conducted in this study:

1. The sample size:

Sample will only include one marketing educator from each two-year community colleges and/or technical colleges that offers an associate degree in marketing in Wisconsin and Minnesota. This creates a limitation in regards to the participants of the study; thus the results may be limited to generalizations within these two states.

2. Limitation in online survey:

The survey will be conducted through an online survey program called Zoomerang. This creates a limitation in regards to the participants of the study. In other words it could impact the return rate due to sample comfort level with use of technology.

3. The limitation in the creation of a survey:

Challenges in formatting, question formulating, and coding may influence the generalizations of the data collected.

4. Primary data collecting:

Because there is very little secondary data collected in regards to the experiential learning experience; limitation can occur in regards to collection of primary data. There is also a lack of reference to the primary data collection.

5. Biases in order to remain anonymous:

Teachers may answer the evaluation under false pretences in order to remain anonymous. They may answer the questions on what they believe is correct and not how they really feel.

6. Cost of research:

If unable to obtain financial backing for the study the cost of the study could be substantial. Applications for grants will be submitted in hopes of acceptance.

*Definition of Terms*

*Apprentice*. – One learning a trade under a skilled master (The American Heritage Dictionary, 1994).

*Career and Technical Education: formally known as Vocational Education*. - A public education program providing educational experiences that enhance the vocational development processes of exploring, establishing and maintaining oneself in worker, family member and citizen roles (WI DPI, 2003).

*Coding*. – The process of grouping and assigning numeric codes to the various responses to a question (Gates and McDaniel, 2001).

*DECA: An Association of Marketing Students*. – A co-curricular organization which builds on the classroom and work-related experiences in marketing (Fermanich, 1998)

*Elective Programs*. – Courses that students have a choice in taking.

*Experiential Learning*. – Learning from experience or learning by doing

*Hands-on Learning*. – Applying skills by physically doing it.

*Internship.* – Learning through supervised, practical experience within one or more relevant real-world settings.

*Marketing Cooperative Education Skill Certificate Programs.* – A program which integrates related classroom instruction with work-based learning. A learning plan based on occupational and employability competencies is developed locally between the coordinating teacher and employer. A student learning plan is based on the industry-validated skill competencies. The program involves a minimum of 480 hours of paid work experience under the supervision of a trained workplace mentor (WI DPI, 2003).

*Marketing/Distribution Economy.* – Economy in which individuals control production and allocation decisions through supply and demand (Ebert and Griffin, 1999).

*Marketing Education.* – The study of economic and occupational activities that occur between the creation of products and services and the consumption of those products and services by the ultimate consumer or their utilization by businesses or institutions (WI DPI, 1998).

*Primary Data.* – New data gathered to help solve the problem at hand (Gates & McDaniel, 2001).

*School Store.* – Facility within a school community in which product is sold.

*School-To-Work.* – An effort to build bridges between what was happening in the classroom and business communities. School-To-Work programs create partnerships between students, educators, and the world of work. The foundation of School-To-Work programs included school-based learning, work-based learning and connection activities (Gray & Wicklund, 1997, as cited in Fermanich, 1998).

*Secondary Data.* – Data that has previously been gathered (Gates and McDaniel, 2001).

*Tradition Course Work.* – Reading, writing, arithmetic, and science.

*Vocational Education.* – A public education program providing educational experiences that enhance the vocational development processes of exploring, establishing and maintaining oneself in worker, family member and citizen roles (WI DPI, 2003).

## CHAPTER II: LITERATURE REVIEW

### *Introduction to Chapter II*

This chapter will focus on a review of literature to support the analysis of experiential learning within postsecondary marketing education. The review includes an overview of Career and Technical Education (CTE), the history of marketing education, marketing content areas, examination of experiential learning and the connection to marketing education, existing studies and major role models in experiential learning, and the positive and negative outcomes that are associated with experiential learning. This literature review constitutes as a background of comprehension about marketing education and experiential learning.

### *Career and Technical Education*

Career and Technical Education, formally known as Vocational Education is defined as public education program providing educational experiences that enhance the vocational development processes of exploring, establishing and maintaining oneself as a worker, family member and citizen roles (Wisconsin Department of Instruction, 2003). In an article about vocational education the authors state,

Vocational education in America is a large and diverse enterprise. Spanning both secondary and postsecondary education, the curriculum offers programs in a wide range of subjects including agricultural science, accounting, word processing, retailing, fashion, respiratory therapy, child care, carpentry, welding, electronics, and computer programming. Although vocational education is intended to help prepare students for work, both inside and outside the home, many educators and

policymakers believe it has a broader mission: to provide a concrete, understandable context for learning and applying academic skills and concepts (Hoachlander, Kaufman, Levesque, & Houser, 1992, p. 1).

Vocational education has an extended and prosperous history in American schools, principally due to federal legislation and funding (Lynch, 2002). Lynch (2002), of the University of Georgia states,

The beginning of the major federal influences in molding and shaping secondary vocational education began with the Smith-Hughes Act of 1917. This legislation was in response to a complex set of social, economic, and political forces but especially was enacted to prepare youth for jobs resulting from the industrial revolution (pp. 5).

The Smith-Hughes Act emphasized autonomy from the traditional curriculum and requested a new form that would enhance the needs of students of the working class who were attending high school for the first time, but were not headed for the professions (Gray, 1991). Regrettably legislation “contributed to the isolation of vocational education from other parts of the comprehensive high school curriculum and established a division between practical and theoretical instruction in United States public schools” (Hayward & Benson, 1993, p. 6).

Urs Haltinner (1998) of the University of Wisconsin Stout states,

In 1963 the George-Dean Act was passed which extended the purpose for the federal vocational funds could be allocated. This act specifically identified marketing (then called Distributive Education) as a vocation for which funds could be allocated. In 1964 the George-Barden Act was passed extending the

George-Dean Act followed in 1963 by the National Vocational Education Act, also known as the Perkins act, was passed (p. 13).

Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 (1989) states,

The purpose of this Act is to develop more fully the academic, vocational, and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs, by--(1) building on the efforts of States and localities to develop challenging academic standards; (2) promoting the development of services and activities that integrate academic, vocational, and technical instruction, and that link secondary and postsecondary education for participating vocational and technical education students; (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve vocational and technical education, including tech-prep education; and (4) disseminating national research, and providing professional development and technical assistance, that will improve vocational and technical education programs, services, and activities. (pp. 1)

While prominence at the postsecondary level has customarily been on providing students with skills needed to enter a particular professional field, these skills have normally been at a more sophisticated level than those at the secondary level.

Postsecondary vocational education is offered at several types of institutions, including both public and private, 4-year and 2-year postsecondary institutions (Levesque, 1995).

The 1994 National Assessment of Vocational Education (NAVE) concluded that postsecondary vocational enrollments have improved despite the increasing costs,

because students are attracted by enhanced job opportunities and salaries. NAVE found that employers viewed postsecondary vocational education positively, and that empirical proof exists that salaries were higher for those who completed programs (Jacobs, 2000).

Jacobs (2000) goes on to state,

The demand for higher education has increased sharply among American youth, many of whom assume that a four-year education is the means of obtaining a stable, good paying job. At American community colleges, however, over 90% of students pursue their educational careers while holding a job. Vocational education has found it difficult to relate to this group within the context of its classical mission: the preparation of individuals for entry-level jobs.

Postsecondary vocational students also base their futures increasingly on completion of a college degree. This is in sharp contrast to another growing group of individuals attending community colleges called "reverse transfers." These are individuals with a college degree attending a community college, often for specific occupational skills (pp. 5).

### *History of Marketing Education*

A better understanding of marketing education, its concepts and purpose can be enhanced by looking at the history of marketing education. Marketing education can be dated back to the early 1900's when Lucida Wyman Prince was concerned about young women moving into big cities and working in retail stores and offices (Leventhal, 2002). She conducted free training for stores in the local Boston area that focused on helping women become better employees by centering studies on wrapping packages, giving change, creating displays and many other skills (Leventhal, 2002). Jerome I. Leventhal, a

professor of career and technical education, curriculum instruction and technology in education at Temple University, Philadelphia states, “Lucinda Prince became well known in the community and among employers and workers. She approached the public schools and encouraged them to offer training for employment in stores and in retailing, and they did” (Leventhal, 2002, p. 30). This could be the first documented type of experiential learning for marketing.

Marketing education has developed from retailing and merchandising to wholesaling, industrial marketing and now electronic marketing (Leventhal, 2002). America is losing its industrial and manufacturing base, and there is a greater need and awareness for service marketing occupations.

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, pp. 10).

These changes bring on other impacts to marketing education including competency-based instruction. Lucy Crawford of Virginia Tech University, who did pioneering work in organizing the taxonomy for marketing and worked on tasks/performances/objectives for each occupation, is seen as the mother of competency-based instruction (Leventhal, 2002). This type of instruction can be vital to concepts of experiential learning. Leventhal states, “Career and technical educators have long been

concerned about the value systems of students and how they fit into the workplace. Marketing education has always worked with all skill areas in preparing students for careers and for employment” (Leventhal, 2002, p. 33). Programs such as co-ops and internships have balanced the preparedness of students with classroom instruction.

The definition of marketing education is “the study of economic and occupational activities that occur between the creation of products and services and the consumption of those products and services by the ultimate consumer or their utilization by businesses or institutions” (Wisconsin Department of Public Instruction, 1998, pp. 2). The content areas of marketing include: selling, promotion, marketing research, pricing, product development, distribution, financing, risk management and purchasing. The following paragraphs will define in greater detail each content area.

#### *Marketing Content Areas*

The instructional content and curriculum for postsecondary marketing education in Wisconsin is based upon standards that were created by the Wisconsin Technical College System (WTCS). These standards include:

- Determine the need for and availability of financial resources to facilitate marketing activities.
- Develop and implement procedures and methods for the continuous gathering, analyzing, and disseminating of information to facilitate marketing decisions.
- Determine an exchange price at which buyer and seller perceive optimum value for the good or service.

- Manage the process of developing product or service mix in response to market opportunities.
- Communicating information about products, services, images, and/or ideas to influence purchase behavior.
- Manage marketing activities to optimize the relationships of potential loss to gain (Hague, 2003, n.p.).

Minnesota two-year colleges have similar standards in place that were created by the Minnesota State Colleges and Universities board of trustees (Minnesota State Colleges and Universities, 2006).

Selling is defined as, “exchange for money or its equivalent” (*American Heritage Dictionary*, 1994). The concept of selling acquaints the student with qualifications and personality types needed for selling. Students examine the essential selling steps - prospecting, pre-approach, approach, presentation, handling concerns, closing and follow-up (Chippewa Valley Technical College, 2006).

Promotion is defined as, “communicating information between seller and potential buyer or others in the channel of distribution to influence attitudes and behavior” (McCarthy & Perreault, 1999, p. 382). “Promotion refers to non-personal communication about product services, image, or ideas to influence customer behavior. Topics include; advertising, sales promotion, visual promotion, public relations, and managing the promotion function” (Chippewa Valley Technical College, 2006, n.p.).

Marketing research course concepts focus on the statistical aspects in marketing. It is defined as, “the planning, collection, and analysis of data relevant to marketing decision making and the communication of the results of this analysis to management”

(Gates and McDaniel, 2001, p. 5). Marketing researches' purpose is to enhance students awareness of the process of marketing research including surveys, focus panels, sampling procedures, and the general steps in doing marketing research. Marketing decisions and problem-solving skills will be improved (Chippewa Valley Technical College, 2006).

The concept of pricing and purchasing can be evaluated together. Students focus on different pricing strategies that can be used in order to enhance the buying motives of the individual who is going to purchase the product or service. Product development is defined as, "offering new or improved products for present markets" (McCarthy & Perreault, 1999, p. G-8). Distribution focuses on the steps needed to get the product from the producer to the final user or consumer. Included in the concept are the physical strategies in distributing products. An example of this would be; students analyzing the pro's and con's of using a trucking system.

Financing is defined as, "the necessary cash and credit to produce, transport, store, promote, sell and buy products" (McCarthy & Perreault, 1999, p. G-4). Students create strategies in regards to the financial aspects of marketing (McCarthy & Perreault, 1999).

In risk management, students develop strategies to analyze the risks in project development and implementation. They learn to quantify risks and create effective risk mitigation strategies to deliver projects that meet the expectations of their stakeholders (Learning Tree Management Institute, 2006).

Marketing ideology focuses on the concept that an organization should aim all its efforts at satisfying its customers, at a profit (McCarthy & Perreault, 2002). In order to satisfy customers, marketers create a plan of action to reach their desired goals.

Marketers use a mix of controllable variables to assist them in their quest. These variables otherwise known as the marketing mix include price, product, place and promotion (McCarthy & Perreault, 2002).

The skills that are learned in marketing courses are skills that can be adapted to lifelong learning. 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 20<sup>th</sup> and 21<sup>st</sup> 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)

Tomorrow's marketing educators will be required to make adjustments in how they teach, what they teach, their own personal learning styles and the subject matters they must learn. New teaching skills will be required and a new kind of educator will be needed to provide educational opportunities for future leaders of our nation and world (Chonko, 2003, p. 3).

### *Experiential Learning*

Experiential Learning in its simplest form means learning from experience or learning by doing. Experiential education first immerses adult learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking (Jackson & Caffarella, 1994). Experiential learning can be dated

back to the fourth and fifth centuries B.C. with Confucius and Socrates, but it would take another 200 years before European educators Pestalozzi, Hegel, Herbart, and Froebel would design and popularize experience-based, learner-centered curricula (Henson, 2003). However it was the philosophy of John Dewey that would start the movement for experiential learning.

John Dewey (1859-1952) believed that learning was active and schooling unnecessarily long and restrictive. His idea was that children came to school to do things and live in a community which gave them real, guided experiences which fostered their capacity to contribute to society (Neill, 2005, pp. 1).

Dewey led the way for other educators to contribute their views and organizational development practices; such as Kurt Lewin and Jean Piaget.

“Lewin’s work has had a profound influence on the discipline of social psychology and on its practical counterpart, the field of organizational behavior” (Kolb, 1984, p. 8). He conducted extensive research, observations and recordings of group activities and their interaction with each other. This research led to the discovery that learning is best facilitated in an environment where there is dialectic tension and conflict between immediate, concrete experience and analytic detachment (Kolb, 1984).

Piaget’s focus is on cognitive-development, intelligence and how it develops (Kolb, 1984, p. 12). Kolb (1984) states,

Piaget’s theory describes how intelligence is shaped by experience. Intelligence is not an innate internal characteristic of an individual but arises as a product of the interaction between the person and his or her environment. And for Piaget, action is the key (p.12).

Piaget believes that the key to learning lies within the interaction of schemas to experiences from the world (Kolb, 1984). Each of these pioneers of experiential learning has had an essential part in the growth and creation of types of experiential learning that happens in and outside of the classroom environment.

There are many different types of methods and techniques for engaging learners in experiential learning activities. Lee and Caffarella suggest types experiential learning can be balanced between two instruction techniques and methods. These methods include integrating in-class and field-based learning experiences (Jackson & Caffarella, 1994).

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, such as keeping a journal or practicing specific skills at a work site (Jackson & Caffarella, 1994, p. 45).

Lee and Caffarella (1994) suggest that the following would all be methods of engaging learners in experiential learning, in-class activities. See Table 1.

Table 1:

*Methods and techniques for engaging learners in experiential learning: In-class activities*

<b>Instructional Methods and Techniques</b>	<b>Description</b>
Group Discussion	A group of 5 to 20 people have a relatively unstructured exchange of ideas about a specific problem or issue.
Reaction Panel	A panel of three or four participants reacts to a presentation by an individual or group.
Listening Group	In group, participants are asked to listen to and observe an assigned part of a speech, panel, or the like.
Demonstration with a Return Demonstration	A resource person performs an operation or a job, showing others how to do a specified task. Participants are then asked to perform the task that was demonstrated.
In-Class Case Study	Written or oral presentation of an event, incident, or situation for a small group to analyze and solve.
Games	Activities characterized by structured competition or cooperation to provide participants with opportunities to practice specific skills and actions, such as decision making.
In-basket Exercises	In a simulation exercise focusing on the "paper symptoms" of a job, participants respond to material people might have in their baskets.
Critical Incidents	Participants are asked to describe an important incident related to a specific aspect of their lives, which is then used as a base for analysis.
Debate	A presentation of conflicting views by two people or two groups in order to clarify the arguments between them.
Poster Presentations	Participants develop poster sessions on a given topic or issue.
Storytelling	Participants are asked to tell stories that relate how they feel about a particular event or experience.
Journaling	Learners keep a reflective record that focuses on experiences relevant to the content of the program
Role Assumptions Exercise	Participants intentionally place themselves in situations or seek experiences that they would not normally engage in to gain understanding of the life experiences of others.
Trips and Tours	Learners go on a field trip for on-site observation and learning.

(Table adapted from, Jackson &amp; Caffarella, 1994)

Field-based experiences are instruction activities that are performed directly in related real-world environments (Jackson & Caffarella, 1994, p. 50). Table 2 contains methods and techniques that would qualify as field-based experiential learning.

*Table 2*

*Methods and techniques for delivering experiential learning activities in the field*

<b>Method or Technique</b>	<b>Description</b>
Internship/Co-op	Learning through supervised, practical experience within one or more relevant real-world settings. Supervision can be managed in several ways, including full mentoring relationship or intermittent conferences with one or more supervising experts.
Student Run Enterprise/School based Enterprise	Participants take part in all business aspects of running an enterprise.
Independent Study	Student contracts with instructor; study of topics related to the program but not covered in depth in another course (CVTC, 2006).
Service Learning	Service learning is a method of teaching, learning and reflecting that combines academic classroom curriculum with meaningful service, frequently youth service, throughout the community (Wikipedia, 2006).
Co-Curricular Student Organizations / Career and Technical Student Organizations (CTSO)	A voluntary association of students at institutions of secondary and higher education for a specific legal purpose. Such organizations are often sponsored through and receive funding from a student government (Wikipedia, 2006).
Study Abroad	Studying abroad is the act of a student pursuing educational opportunities in a foreign country. Typically classes taken while studying abroad award credits transferable to higher education institutions in the home country (Wikipedia, 2006).
Coaching	One-to-one learning by demonstration and practice, with immediate feedback, which usually is conducted by peers, supervisors, or experts in the field.

Clinical Supervision	A collegial practice designed to support and give feedback to learners who generally are already good at what they do. The process consists of five steps (per-observation conference, observational data collection, analysis and strategy session, follow-up conference, and post conference analysis), which are used to refine practice.
Mentoring	Involves an intense caring relationship in which persons with more experience work with specific learners to promote professional and personal growth. Mentors model expected behavior and values and provide support and a sounding board for their protégé.

(Table adapted from Jackson & Caffarella, 1994)

The configuration of both in-class and field-based experiential learning experiences can ensure learners better competencies into a particular area of human action, whether it is a job or profession, or a set of interpersonal relationships (Jackson & Caffarella, 1994).

“The use of the learning paradigm requires students to apply the concepts, theories, and practices presented in class to real-world situations” (Anselmi & Frankel, 2004, p. 1). Experiential learning helps students become full partners and collaborators in their personal learning journey and helps them assume responsibility for their own decisions (O’Bandion, 1997). Marketing literature encourages the use of experiential techniques to enhance the learning process of students (Anselmi & Frankel, 2004, p. 2). Lamont and Friedman (1997) stated that, “The movement to experiential learning represents a shift among educators from “teaching marketing to helping students learn marketing” (p. 3). Experiential learning techniques may also help student hone their interpersonal, communication and problem solving skills (Anselmi & Frankel, 2004). Anselmi and Frankel (2004) stated, “The exercises promote cooperation and enhance listening and critical thinking skills as students share ideas and listen to the ideas of others” (p. 2).

### *Existing Study of Experiential Learning*

Lawrence O Hamer (2000) states,

While the benefits of using experiential learning techniques have been documented, few researchers have looked at the benefits of using a variety of experiential techniques within a given class. The majority of studies investigating the effects of loosely structured experiential activities have combined the activities with lecture-based instruction. Thus, it is not known if semistructured classroom activities would lead to increased student learning over and above the learning increases that result from the use of loosely structured experiential activities (p. 25).

O Hamer conducted research to find out if there is a connection between experiential learning techniques and student learning. His study found that student learning increased when numerous experiential techniques were used comparative to learning that occurred when a particular experiential method was united with a lecture format. In addition, the data suggest that the use of multiple experiential techniques also influenced the type of information students learned (O Hamer, 2000).

### *Positive and Negative Outcomes of Experiential Learning*

Most marketing educators would agree that the inclusion of experiential learning activities in their curriculum would enhance the over all learning of their students (Anselmi & Frankel, 2004). It has been previously stated in this chapter that experiential learning activities assist students in engaging in real-world situations. It was also stated earlier in this chapter that students who participate in experiential learning activities tend to have a better understanding of concepts of their particular career field. Keeton (1976)

states, “Experiential learning provides a direct guide to future action. There is no hurdle from a symbolic medium to action, only modifications for the action to fit the circumstance” (p. 4). Keeton also suggest that experiential learning activities appear to be less easily forgotten by students, and this in turn will enhance their ability to retain the information in their long-term memory (Keeton, 1976).

Although there are many positive outcomes to experiential learning, there are also some negative outcomes that come from experiential learning. Keeton states, “It is time consuming, for it involves actions sufficiently repeated and in enough circumstances to allow the development of a generalization from experience” (Keeton, 1976, p. 56). Arthur Chickering, author of *Experience and Learning: An introduction to Experiential Learning* suggests that there are “complex questions concerning purpose, substance and quality” if these questions go unanswered, the student will question the concept as whole (Chickering, 1977). Bobbitt, Inks, Kemp, and Mayo (2000) suggest that the major issue for instructors is the development of projects that integrate theory learned in class and application of concepts in a real-world way.

#### *Summary of Literature Reviewed*

Marketing education has solidified itself as a program of strength and longevity. Over the decades it was established there have been many changes to the concepts and curriculum in marketing. Experiential learning uses many different types of methods to enhance the learning process for marketing students at the postsecondary level. It uses hands-on, real-world experiences to enrich the lecture piece that is conducted in the classroom. These in-class and field-based experiences assist instructors in moving from

teaching to students to assisting students in their personal educational journey (Jackson & Caffarella, 1994).

The analysis of experiential learning within the postsecondary level will be researched in Chapter Three in an attempt to ascertain quantitative data that supports the value of experiential learning in marketing courses at the postsecondary level. The study will focus on research questions of study that have been identified in Chapter One. These questions will gauge the seeming worth that postsecondary marketing educators at two-year institutions attribute to the experiential learning relative to their current curriculum.

## CHAPTER III: METHODOLOGY

### *Introduction*

Marketing education is a social science that delves into the study of human behavior along with the development of strategies that will influence, remind and/or persuade consumers to purchase products/services. This would seem to suggest that the study of marketing would be more theory oriented, however the study of marketing education at the postsecondary level is typically applied and lab based. No previous research has been conducted to support evidence of post-secondary marketing instructors incorporating experiential learning in their curriculum.

### *Description of Research Method*

There had been no previous research done on the analysis of postsecondary marketing educators and their views and adoption of experiential learning activities, which exclude the possibility of secondary data to be used in this analysis. The researcher decided to gather primary data by facilitating a questionnaire distributed online. The survey was distributed to all marketing instructors of two-year postsecondary community and technical colleges in Wisconsin and Minnesota. Two months were allocated to complete the collection process of data.

### *Selection of Subjects*

The population of this study consisted of marketing educators of post-secondary two-year college systems in Wisconsin and Minnesota. Participants contact information for Wisconsin was provided by the Wisconsin Marketing Management Association (WMMA). Extensive research was conducted to obtain the population from Minnesota. This was accomplished by obtaining contact information of marketing educators from the

Minnesota State Colleges and Universities website (Minnesota State Colleges and Universities, 2006). Given the small size of the population, all 56 of the marketing educators that are identified by the WMMA organization and Minnesota State Colleges and Universities were surveyed.

### *Instrumentation*

For this study a questionnaire was developed. The questionnaire consisted of inquiries that focus on population demographics, program demographics, and experiential learning options and opinions. The questions for the instrument were constructed from the Research Study of Questions section in Chapter One of this document.

The survey allowed the researcher to gather data on the use of experiential learning in post-secondary, two-year, marketing programs. It also allowed the researcher to determine what types of experiential learning marketing programs are currently being integrated. The survey finally allowed the researcher to gain a better understanding on the opinions of experiential learning from post-secondary marketing educators.

A pilot of the survey was sent out to Chippewa Valley Technical College (CVTC) Marketing Instructors for review. The instructors were asked to take the survey and then make comments in regard to the changes, errors, confusion of questions, and format. After the pilot surveys were collected, changes were then developed and made to the instrument.

A second review was sent to Margaret Brunn, Professional Development Administrator at CVTC. Mrs. Brunn had final approval of the survey due to the ownership of the Zoomerang online research program belonging to CVTC. This program was used to distribute the instrument in a way that was user friendly.

### *Data Collection Procedures*

An 18-question survey was administered through email using a survey research program, Zoomerang. The use of Zoomerang ensured confidentiality by not documenting any information until 2 percent of the population had completed the survey. Email addresses of the population were obtained from WMMA and Minnesota college web sites.

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 that 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 & Gates, 2006).

The email contained an introduction of the researcher and the purpose of the study. All 56 surveys were emailed to the marketing instructors the first week of October 2005. There were 12 rapidly returned during the first week of October, 2005. At this point the return rate was 21 percent.

An additional reminder was sent to the selected marketing instructors on November 14, 2005. The reminder was sent to encourage those subjects whom had not responded to add their feedback to the study. There were nine more additional returns that would bring the total return rate to 37.5 percent. As stated previously, the average return rate for email surveys are 36.83 percent. In relation to this statistic, the total rate of

return of this study was slightly above average. The total time allocated for data collection was two months.

### *Data Analysis*

All completed surveys were analyzed by the researcher. Zoomerang research program assisted in the documentation of analysis. The program created a clear and concise break down of each question and the answers of the population that completed the survey. No partially completed surveys were analyzed for this study.

Many different types of analysis were utilized on the survey. These types of analysis included bivariate techniques, statistical methods of analyzing the relationship between two variables (2006), correlation analysis, analysis of the degree to which changes in one variable are associated with changes in another (2006) and independent analysis of each question. The software program was used to calculate these statistical methods.

### *Limitations*

Limitations in the study include survey construction error, participation completion error, participation of survey, method of distribution of survey, and time constraints of population being surveyed. The survey construction error focuses on mistakes that may be made in the creation of the questionnaire. If a question does not include an answer that is relevant to the study, the survey can become a limitation. The participation completion limitation focuses on constrains of some population participants not answering the survey completely or not finishing the survey. The survey for those participants will become null and void. The method of distribution of the survey can be a limitation by only connecting to those participates who use their email on a regular basis.

This limitation in the survey may create a bias. Those that do not check their email on a regular basis may not be included in the analysis. Also the deletion of email is a limitation. Some participants may delete the email before completing the survey.

Another limitation is the time constraints some population participants may have experienced. The fall semester can be a very busy time of the year for post-secondary educators; this could limit the responses of the survey. This limitation can be both time and lack of participation related. One major limitation is the lack of participation of the survey, because the participants do not find the information relevant to their situation, or they may decide to decline partaking in the study.

### *Summary of Chapter III*

Analysis was conducted of their opinions of experiential learning in postsecondary two-year college marketing educators in Wisconsin and Minnesota. The population of this study consisted of marketing educators of post-secondary two-year college systems in Wisconsin and Minnesota. Given to the small size of the population, all 56 of the marketing educators that were obtained were used in the study rather than selecting a sample.

An 18-question survey was administered through email using a survey research program called Zoomerang. Many different types of analysis were completed on the survey. Finally, limitations in the study include survey construction error, participation completion error, participation of survey, method of distribution of survey, and time constraints of population being surveyed.

## CHAPTER IV: FINDINGS OR ANALYSIS OF RESULTS

### *Introduction of Chapter IV*

This research is an analysis of postsecondary marketing educators and their attitude towards experiential learning. The study was designed to evaluate the demographics of marketing instructors in Wisconsin and Minnesota postsecondary, two-year institutions. It is also designed to evaluate what, if any, types of field experiential learning these instructors are currently using in their marketing programs.

Fifty-six marketing instructors from Wisconsin and Minnesota were selected to participate in the study. The sample represented a wide range of marketing instructors; those who have been teaching for many years to those starting in the career field. Only fully completed surveys were used in the calculations of results.

All 56 surveys were emailed to the marketing instructors the first week of October 2005. There were 12 rapidly returned during the first week of October 2005. At this point the return rate was 21 percent.

An additional reminder was sent to the selected marketing instructors on November 14, 2005. The reminder was sent to encourage those subjects whom had not responded to add their feedback to the study. There were nine more additional returns that would bring the total return rate to 37.5 percent. As stated in Chapter Three, the average return rate for email surveys are 36.83 percent. In relation to this statistic, the total rate of return of this study was slightly above average.

The survey was made up of 17 questions that focused around the research survey questions. These questions included:

1. What are the demographics of two-year marketing teachers in Wisconsin and Minnesota? The corresponding survey questions are #1-#11.
2. Are two-year marketing teachers in Wisconsin and Minnesota incorporating experiential learning in their curriculum? The corresponding survey question is #12.
3. What current experiential learning programs are marketing teachers in Wisconsin and Minnesota area incorporating into their curriculums? The corresponding survey question is #13.
4. What are the reasons marketing education teachers incorporated the experiential learning into their programs? The corresponding survey question #14.
5. What are the reasons expressed (barriers) by teachers not incorporating experiential learning within their programs? The corresponding survey question is #15.

Questions #16 and #17 are personal opinion questions about experiential learning and if they are interested in the final results of the study, respectively.

#### *Results of Research Survey Question #1*

What are the demographics of two-year marketing teachers in Wisconsin and Minnesota?

*Survey Question #1.* The first research question asked focus on the demographics of postsecondary teachers and the length of time they have been instructing. Of the 21 respondents 4, or 19 percent have been teaching between one and three years, 6, or 29

percent have been instructing between four and ten years, while 8, or 38 percent have been teaching between eleven and twenty-five years and finally 3, or 14 percent respondents have been instructing between 26 to 35 years. None or 0 percent of the respondents surveyed have been teaching more than 36 years. The average mode for the respondents of this question have been instructing between 11 and 25 years. See table 3.

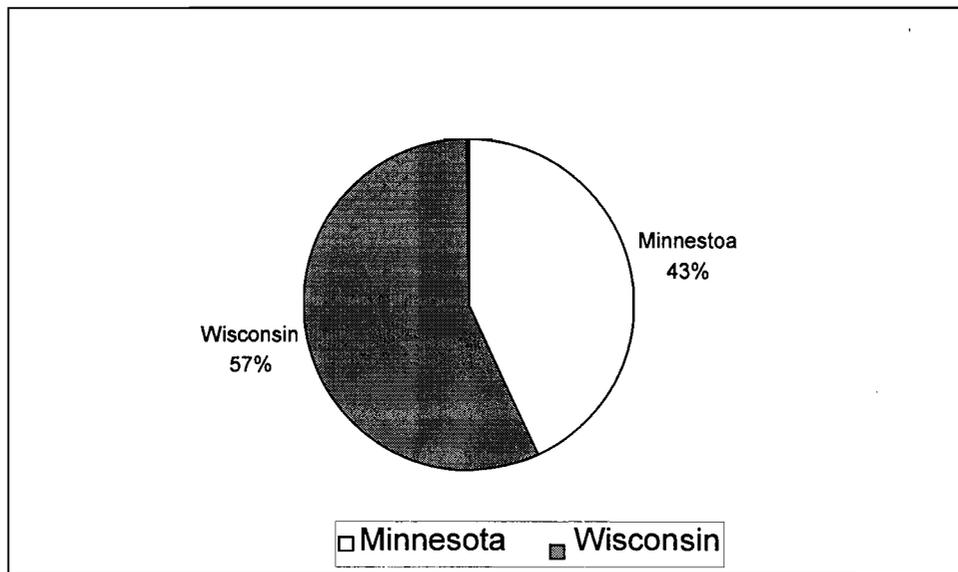
*Table 3*

*How long have you been teaching at the post-secondary level?*

		Number of Responses	Response Ratio
1-3 years	██████	4	19%
4-10 years	██████████	6	29%
11-25 years	██████████████	8	38%
26-35 years	████	3	14%
36 years or longer		0	0%
	Total	21	100%

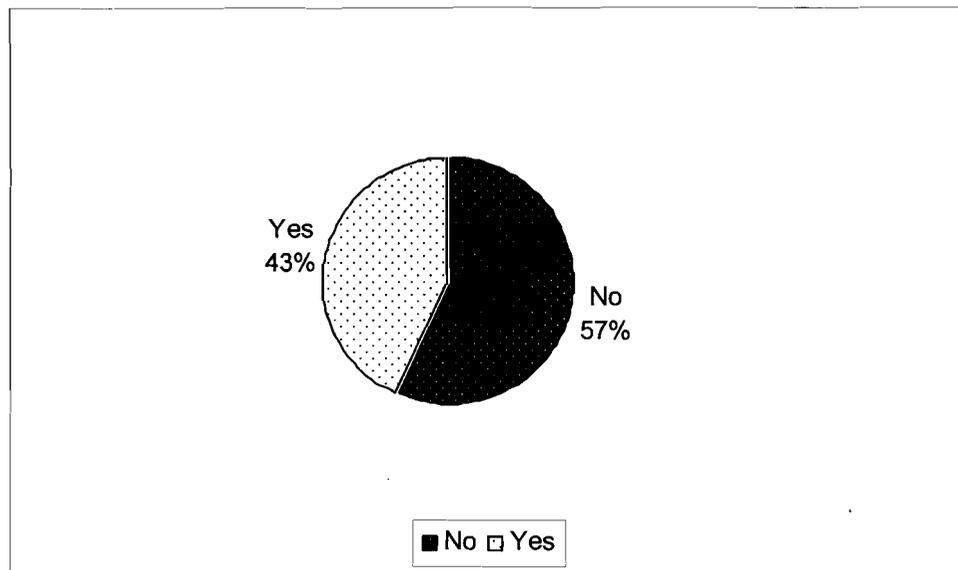
*Survey Question #2.* The second survey question asked the partakers to indicate what state their school resides in. They were given a choice between Wisconsin and Minnesota. Of the 21 participants 12, or 57 percent reside in the state of Wisconsin, while 9, or 43 percent reside in the state of Minnesota. See figure 1. With the percentages being close the study is able to gain a better perspective on the opinions of both geographic areas.

Figure 1. In what state does your school reside?



*Survey Question #3.* The third survey question focus on a demographic of the marketing instructors being surveyed. The question asked the participants to indicate if they have had previous teaching experience. Of the 21 respondents 9, or 43 percent have instructed before, while 12, or 57 percent do not have any previous teaching experience See figure 2.

Figure 2. Do you have previous teaching experience?



*Survey Question #4.* The fourth research question asked those participants who responded “yes” to question three to indicate what other professional settings they have instructed. Of the nine respondents to question three that answered “yes” 8, or 88 percent of them answered question four. Of the 8 participants of question four 7, or 87 percent indicated that they have taught at the Comprehensive High School, while 1, or 13 percent indicated they have instructed at the Junior High/Middle School level. None or 0 percent indicated that they have ever taught at the Elementary School level. See table 4.

Table 4

*In what other professional settings have you taught?*

	Number of Responses	Response Ratio	
Comprehensive High School	7	78%	
Junior High/Middle School	1	11%	
Elementary School	0	0%	
Did Not Answer	1	11%	

*Survey Question #5.* The fifth survey question is in reference to question four. Those participants that indicated they have taught in other settings were asked in question five; how long they taught in that professional setting. Of the 8 respondents of question four all or 100 percent answered question five. Of the 8, 5, or 63 percent indicated they were educators in the other professional setting between one to three years. Two or 25 percent of the participants in the study answered that they instructed in the other professional setting between four to ten years. Of the 8 respondents 1 or 13 percent indicated they have taught in another professional setting between 11 to 25 years. No participants or 0 percent responded that they have been educators in another professional setting over 26 years. See table 5.

*Table 5*

*Referencing question #4; how long did you teach in the other professional setting?*

	Number of Responses	Response Ratio
1-3 years 	5	63%
4-10 years 	2	25%
11-25 years 	1	13%
26-35 years	0	0%
36 years or longer	0	0%
Total	8	100%

*Survey Question #6.* The sixth survey question asked the respondents if they have ever worked in the marketing industry. Of the 21 surveyed all 21 or 100 percent indicated that they have worked in the marketing industry at one time. See table 6.

Table 6

*Have you ever worked in a Marketing industry?*

		Number of Responses	Response Ratio
No	Yes 	21	100%
	No	0	0%
<b>Total</b>		21	100%

*Survey Question #7.* Survey question seven is in reference to question six. If the respondent answered “yes” to question six they were asked to answer question seven. The marketing instructors were asked to indicate what type of marketing industry they have been employed. Participants were to indicate all types of marketing industries that applied to them. Of the 21 participants 7, or 33 percent indicated they were employed at one time in advertising, while 18, or 86 percent said they have been in a sales position. Four or 19 percent signified they have worked in marketing research and 13, or 62 percent indicated they worked in management. Six or 29 percent of the participants said they work in product planning, while 4, or 19 percent signified they worked in distribution. Three or 14 percent indicated they were employed in purchasing and 1, or 5 percent participant said they worked in financing. See table 7. Five respondents indicated that they worked in another type of marketing industry that was not indicated as one of the choices. The following are their responses: retail-visual merchandising, corporate retailing, travel, all aspects of marketing, retailing.

Table 7

*In what type of marketing industry were you employed?*

		Number of Responses	Response Ratio
Advertising	██████████	7	33%
Sales	██	18	86%
Marketing Research	██████	4	19%
Management	████████████████████████████████████	13	62%
Product planning	██████████	6	29%
Distribution	██████	4	19%
Purchasing	████	3	14%
Financing	●	1	5%
Other	██████████	5	24%

*Survey Question #8.* The eighth survey question focuses on the course work that the participants facilitate. Respondents were asked to check all courses that they would teach in a typical school year. Of the 21 participants 14, or 67 percent indicated they teach Introduction to Marketing, 11, or 53 percent said they teach Promotions/Advertising, while 13, or 62 percent specified they teach Selling. Six participants said they teach Introduction to Business and two indicated they teach Microsoft Office Programs. Of the 21 respondents, 9, or 43 percent said they teach Marketing Research, 6, or 29 percent specified they teach Marketing Management, and 7, or 33 percent indicated they teach Retail Principles. None or 0 percent of the participants indicated they teach Database marketing, while 5, or 24 percent said they teach Customer Service. Of the 21 respondents, 5, or 24 percent said they teach supervision in typical school year. Business Law, Media Planning and International Marketing/Business all had three participants or

14 percent choose them as a course they teach during a typical school year. And 4, or 19 percent instructors indicated they teach Integrated Marketing Communications.

Leadership was a choice for 6, or 29 percent participants, while Marketing Analysis and Marketing financials both were chosen by 1, or 5 percent respondent. Three or 14 percent instructors surveyed indicated they teach Marketing Communications, while no or 0 percent participants specified they teach Product Management. Of the 21 marketing instructors surveyed 6, or 29 percent said they teach Professional Development and 2, or 10 percent indicated they teach Customer Relations. Thirteen or 62 percent indicated that they teach a subject that was not offered as one of the choices. See table 8. The following are subjects that were specified under "Other": Professional Development, Entrepreneurship, E-Commerce, Visual Merchandising, Online Marketing, E-Business Marketing Strategies, Internship, Small Business Development, Operations, Sales and Marketing Math, Business-to Business Marketing, Visual Communications, Public Relations, International Business Practice Firm, and Fashion Related courses.

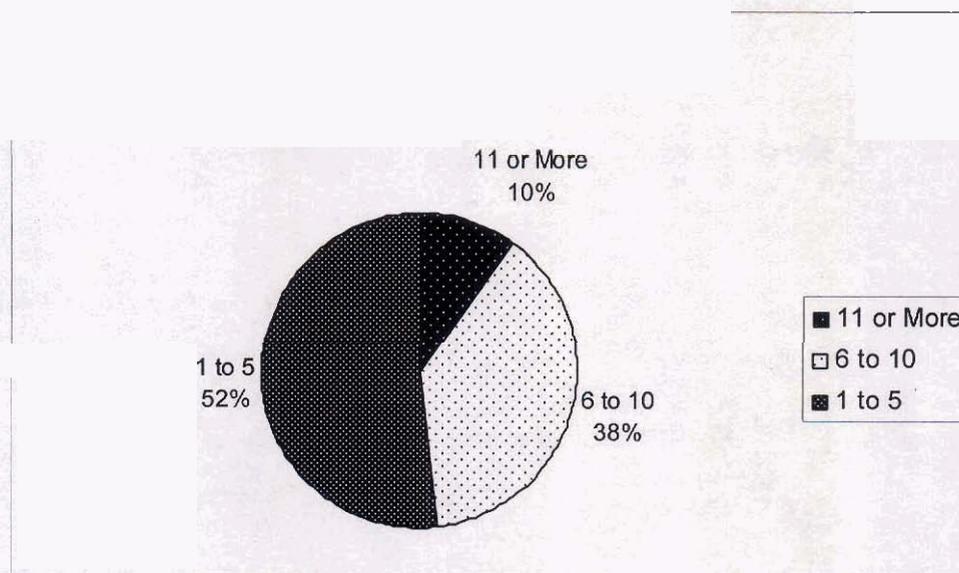
Table 8

*What course(s) do you teach in a typical school year?*

		Number of Responses	Response Ratio
Introduction to Marketing		14	67%
Promotions/Advertising		11	52%
Selling		13	62%
Introduction to Business		6	29%
Microsoft Office Programs		2	10%
Marketing Research		9	43%
Marketing Management		6	29%
Retail Principles		7	33%
Data Base Marketing		0	0%
Customer Service		5	24%
Supervision		5	24%
Business Law		3	14%
Media Planning		3	14%
Integrated Marketing Communications		4	19%
International Marketing/Business		3	14%
Leadership		6	29%
Marketing Analysis		1	5%
Marketing Financials		1	5%
Marketing Communications		3	14%
Product Management		0	0%
Professional Development		6	29%
Customer Relations		2	10%
Other		13	62%

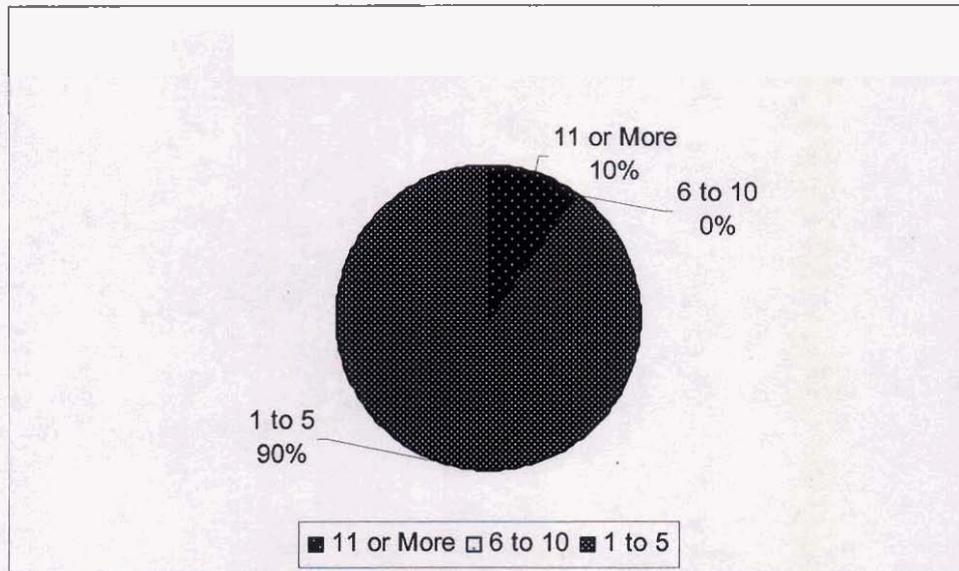
*Survey Question #9.* The ninth survey question focuses on the number of faculty members that are working as full-time statues in their programs. Of the 21 participants that answered the survey 11, or 52 percent indicated they currently have one to five full-time staff members. Eight of the respondents specified they have between six to ten full-time staff members, where as 2, or 10 percent indicated they eleven for more full-time staff members. See figure 3.

*Figure 3.* How many full-time faculty members do you have on staff in your program?



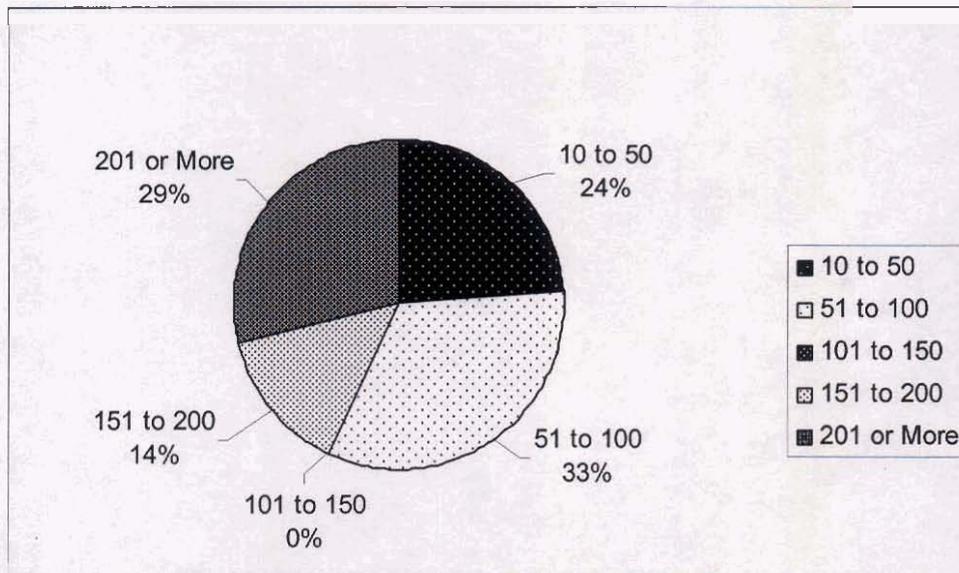
*Survey Question #10.* The tenth survey question relates to question nine in that it focuses on the number of faculty member that the participants have on staff. This survey question, however asked the respondents to indicate how many part-time faculty members they have on their team. Of the 21 surveyed, 19 or 90 percent indicated they have between one and five part-time faculty members on their staff, while no or 0 percent participants indicated they have between six and ten part-time faculty member on staff. Two or 10 percent respondents specified they have eleven or more part-time faculty members on staff. See figure 4.

*Figure 4. How many part-time faculty members do you have on staff in your program?*



*Survey Questions #11.* The eleventh question is the final survey question that focuses on demographics of the participants in the study. This question asked the respondents to indicate how many students are enrolled in their marketing program. Of the 21 participants surveyed 5, or 24 percent specified they have between 10 to 50 students enrolled in their program, while 7, or 33 percent said they have between 51 to 100 students enrolled in their program. None or 0 percent of the instructors surveyed indicated they have between 101 to 150 students enrolled in their program. Three or 14 percent participants said they have between 151 to 200 students enrolled and 6, or 29 percent of the instructors surveyed specified they have 201 or more students enrolled in their program. See figure 5.

*Figure 5. How many students are enrolled in your marketing program?*

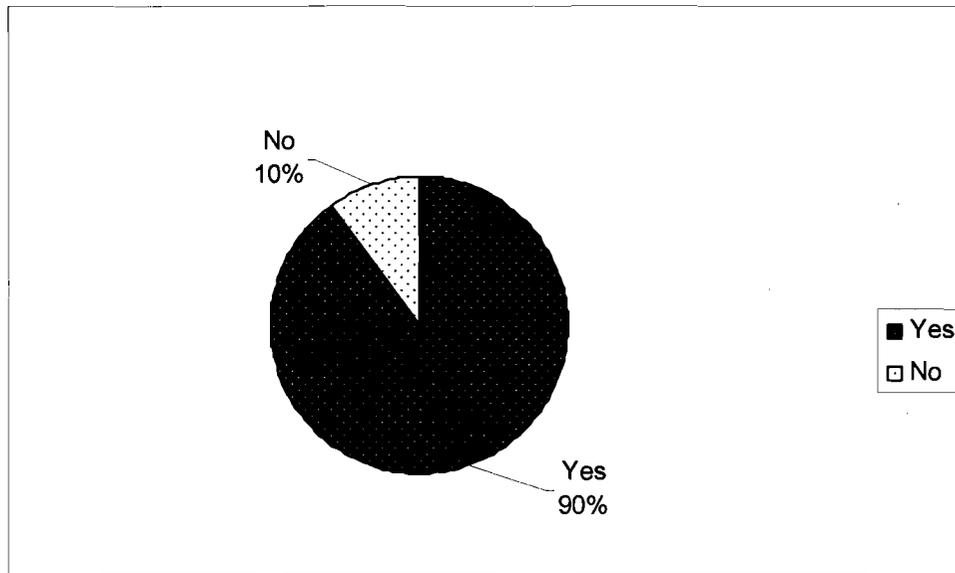


*Results of Research Survey Question #2*

Are two-year marketing teachers in Wisconsin and Minnesota incorporating Experiential Learning in their curriculum?

*Survey Questions #12.* The twelfth question in the survey refers to finding out if the participants include experiential learning as part of the current curriculum. Of the 21 responses, 19, or 90 percent indicated that they do include experiential learning in their curriculum. Two or 10 percent instructors responded that they do not include experiential learning as part of the curriculum. See figure 6.

*Figure 6.* Does your program include experiential learning as part of the curriculum?



*Results of Research Survey Question #3*

What current experiential learning programs are marketing teachers in Wisconsin and Minnesota area incorporating into their curriculums?

*Survey Question #13.* Survey question thirteen is in reference to question twelve. If the respondent answered “yes” to question twelve they were asked to answer question thirteen if they answered “no” to question twelve they were instructed to skip to question fifteen in the survey. Question thirteen asked the participants to indicate all the types of experiential learning they include in the curriculum. Of the 19 instructors who answered “yes” to question twelve, 17, or 94 percent specified that they have an Internship/Co-op piece in their program curriculum. Five or 28 percent indicated their programs have marketing Student Run Enterprise/School-Based Enterprise, while 7, or 39 percent responded they include Independent Study in their program curriculum. Five or 28 percent of the participants embrace Service Learning in their program curriculum. None

or 0 percent of the respondents indicated that they offer a Study abroad program, while 6, or 33 percent offer students the opportunity to join a Co-Curricular Student Organization. See table 9. Three instructors indicated they use another type of experiential learning in their curriculum. The following are the types that were indicated: work with real clients on projects, we do occasional work on local projects, International Business Practice Firm.

*Table 9*

*What types of experiential learning are included in your curriculum?*

		Number of Responses	Response Ratio
Internship/Co-op		17	94%
Marketing Student Run Enterprise/School Based Enterprise		5	28%
Independent Study		7	39%
Service Learning		5	28%
Study abroad		0	0%
Co-Curricular Student Organizations		6	33%
Other		3	17%

*Results of Research Survey Question #4*

What are the reasons marketing education teachers incorporated the experiential learning into their programs?

*Survey Question #14.* Survey question fourteen is in reference to question twelve. If the respondent answered “yes” to question twelve they were asked to answer question fourteen if they answered “no” to question twelve they were instructed to skip to question

fifteen in the survey. After answering question fourteen, respondents were instructed to skip to question sixteen in the survey. The fourteenth question in the survey was structured as an open ended response question. The instructors were asked what the major reason they include experiential learning in the curriculum. The following were the open ended responses of the participants. See table 10.

*Table 10*

*What is the major reason you include experiential learning in your curriculum?*

- ◆ Helps students apply their skills
- ◆ All students are required for their degree.
- ◆ Well-rounded skill set
- ◆ Hands-on experience for students
- ◆ To Bridge the Gap between learning and doing
- ◆ We're very much hands-on in our approach
- ◆ It is the most valuable teaching method for 2 year
- ◆ hands-on learning
- ◆ Hands on and practical application
- ◆ makes it more meaningful/applicable
- ◆ Exposure to various career choices
- ◆ For the experience of applying what they have learned
- ◆ necessary for real learning
- ◆ to give learners "real world" experiences
- ◆ Actual job related experience.
- ◆ application of information provided in class
- ◆ career exploration and as a stepping stone
- ◆ Provides hands-on practical experience

*Results of Research Survey Question #5*

What are the reasons expressed (barriers) by teachers not incorporating Experiential Learning within their programs?

*Survey Question #15.* The fifteenth question is in reference to question twelve. If the respondent answered “yes” to question twelve they were asked to skip questions thirteen and fourteen; if they answered “no” to question twelve they were instructed to skip to question fifteen in the survey. Those who did answer “yes” were not to answer question fifteen, however some of the participants did not follow these directions and indicated a response. Two instructors were to answer question fifteen, but five instructors responded. Survey question fifteen asked the participants to explain what are the major reasons/barriers why their program does not include experiential learning as part of the curriculum? The following open ended responses were given.

See table 11.

*Table 11*

*What are the major reasons/barriers why your program does not include experiential learning as part of the curriculum?*

- ◆ Time
- ◆ marketing is part of a business management program
- ◆ student schedules
- ◆ time - sometimes more work
- ◆ N/A

*Survey Question #16.* The sixteenth question on the survey asked the participants to give their personal opinions about experiential learning. All 21 of the respondents answered this question. The following are the responses of the participants. See table 12.

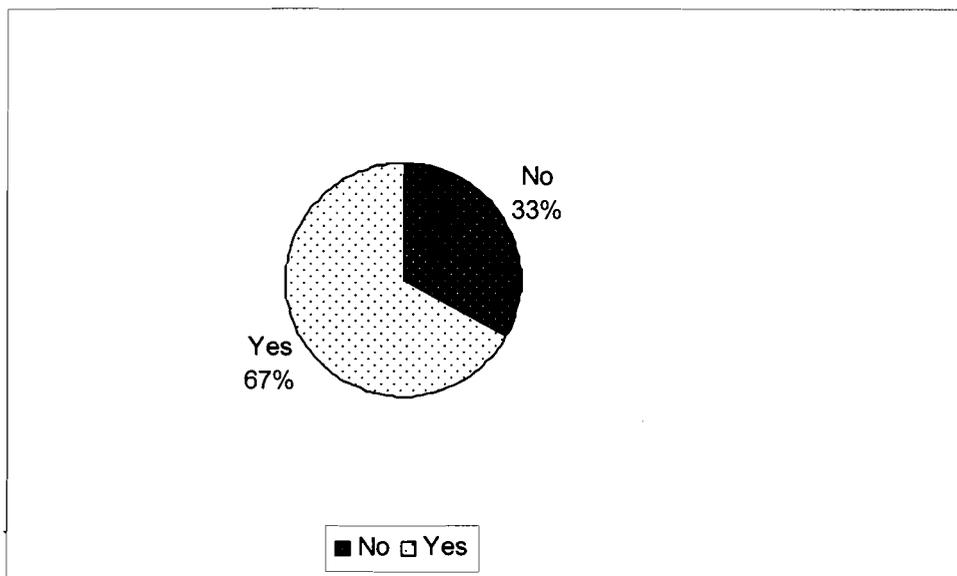
*Table 12*

*What are your personal opinions in regards to experiential learning?*

- ◆ I think that it is a great way for students to gain a better understanding of the concepts that they are learning in the classroom.
- ◆ It is a salient experience to help set students up for success in the world of work.
- ◆ I believe it is very valuable to the student's education. They learn what is expected of them in the real world.
- ◆ I believe it is very valuable to the student's education. They learn what is expected of them in the real world.
- ◆ It is valuable and I would like to provide more opportunities for such learning.
- ◆ I feel that experiential learning is a valuable tool that enables the student to solidify the information that they have learned and mesh it into a real-world situation.
- ◆ I'm all for it. Students who DO things build skills and relationships that can't be replicated in a textbook.
- ◆ I've have seen it done very well, and I have seen it very poorly done. If you have the time and repore with the employers it can be a very good learning situation for the student
- ◆ I think that every course should include experiential learning. I believe it so strongly we are developing a student enterprise to cross all courses in our marketing program and collaborate with other business programs.
- ◆ wonderful opportunity for students
- ◆ Great! That is what technical college education is all about.
- ◆ Critical to their future success. Adds to the students portfolio and it is the real test of if they are prepared.
- ◆ same as 14 above, a strong advocate of it
- ◆ It can be beneficial to the student that approaches the experience as, in our case, Supervised Occupational Experience, vs. the approach that it is just a job. This is certainly an area we are weak in our program. Much of it revolves around quality time with the internship site supervisor.
- ◆ It is difficult for students to schedule it along with work and family.
- ◆ Necessary
- ◆ can be a great learning experience –
- ◆ It is a must! An individual needs to get a feel for the career area.
- ◆ It is good, IF it requires the student to practice techniques and activities that are over and above what they normally do at their job. If a student is performing their regular job for credit, it does not meet experiential learning requirements, and, therefore, it not appropriate.
- ◆ Good if coordinated by instructor
- ◆ Experiential learning enhances student learning. Students will have the ability to better apply concepts when they graduate and are on the job.
- ◆ It is essential to well rounded technical education. \*question 10 requires an answer but when there are no part-time instructors, as in our case, you are not given an alternative response. Zero as a response in needed.

*Survey Question #17.* The seventeenth question of the survey asked the participants if they would be interested in the results of the research after it was completed. Of the 21 participants 14, or 67 percent were interested in receiving the results. Seven or 33 percent of the instructors indicated they are not interested in the research results. See figure 7.

*Figure 7.* Would you like the results of the research?



#### *Summary of Chapter IV*

The chapter presented the findings of a survey questionnaire that was distributed to a representative sample of postsecondary marketing educators in Wisconsin and Minnesota.

*Research question #1.* What are the demographics of two-year marketing teachers in Wisconsin and Minnesota? Survey questions that corresponded with this research question included survey questions #1 through #11. The average demographics of the instructors surveyed have been teaching between 11 and 25 years. Most do not have previous teaching experience, yet of those that have previous experience teaching have taught in a comprehensive high school setting. All participants surveyed have worked in the marketing industry before teaching at the postsecondary level. The mode of instructors has a sales background, and teach introduction to marketing in a typical school year. Most of the participants have between one to five full-time faculty, and one to five part-time faculty that cater to 51 to 100 students.

*Research question #2.* Are two-year marketing teachers in Wisconsin and Minnesota incorporating Experiential Learning in their curriculum? The corresponding survey question to this research question is #12. When asked if their program included experiential learning as part of their curriculum, 90 percent said that they do incorporate experiential learning in their curriculum.

*Research question #3.* What current experiential learning programs are marketing teachers in Wisconsin and Minnesota area incorporating into their curriculums? Survey question that corresponded with this research question was question #13. The mode of responses to this questions indicated that the type of experiential learning that is used most is the Internship/Co-op experience.

*Research question #4.* What are the reasons marketing education teachers incorporated the experiential learning into their programs? Survey question that corresponded with this research question was question #14. The participants concluded too many reasons why they incorporate experiential learning into their programs. The most popular answer to this question was that experiential learning gives the students a hands-on experience. The second suggested that experiential learning is the most affective way for students to apply what they have learned.

*Research question #5.* What are the reasons expressed (barriers) by teachers not incorporating Experiential Learning within their programs? The corresponding survey question to this research question is #15. The participants responded that the major reasons/barriers of not including experiential learning in their curriculum stem from lack of time. It was suggested this time restraint comes from student's schedules or the amount of work that goes into building experiential learning into their curriculum.

Chapter Five will summarize the research findings. Summary, Conclusions and Recommendations will be made in regards to postsecondary, two-year, marketing programs incorporating experiential learning in their curriculum.

## CHAPTER V: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### *Introduction to Chapter V*

This chapter will provide a brief synopsis of the research findings. Conclusion will be discussed and recommendations will be made about the analysis of experiential learning at the postsecondary, two-year community and technical colleges in Wisconsin and Minnesota. Finally further study recommendations will be included at the end of this chapter.

### *Summary: Restatement of Problem, Instrument Used, Research Survey Questions*

There was no recent research that determined if community and technical college marketing teachers in Wisconsin and Minnesota are integrating experiential learning into their curriculum. New research was needed that specifically determines and identifies if two-year postsecondary teachers are incorporating experiential learning in their curriculum.

This research was conducted with the use of a questionnaire to 56 marketing instructors from Wisconsin and Minnesota that were selected at random to participate in the study. The survey was made up of 17 questions that focus around the research survey questions. These questions include:

1. What are the demographics of two-year marketing teachers in Wisconsin and Minnesota?
2. Are two-year marketing teachers in Wisconsin and Minnesota incorporating experiential learning in their curriculum?
3. What current experiential learning programs are marketing teachers in Wisconsin and Minnesota area incorporating into their curriculums?
4. What are the reasons marketing education teachers incorporated the experiential learning into their programs?
5. What are the reasons expressed (barriers) by teachers not incorporating experiential learning within their programs?

6. Questions sixteen and seventeen were personal opinion questions about experiential learning and if they are interested in the final results of the study, respectively.

The survey was administered through email using an on-line survey research program called Zoomerang. The use of Zoomerang ensured confidentiality by not documenting any information until 2 percent of the population had completed the survey. Email addresses of the populations were obtained from WMMA and Minnesota college web sites.

### *Major Findings*

The research findings focused on the five research survey questions that were indicated above. The study fulfilled an analysis on the demographics of marketing instructors at postsecondary, two-year community and technical colleges in Wisconsin and Minnesota. It also completed findings of the utilization and incorporation of experiential learning programs, and the opinions of the participants towards experiential learning.

*Major findings related to research question #1.* The average demographics of the instructors surveyed have been teaching between 11 and 25 years. Most do not have previous teaching experience, yet of those that have previous experience teaching have taught in a comprehensive high school setting. All participants surveyed have worked in the marketing industry before teaching at the postsecondary level. The mode of instructors has a sales background, and teach introduction to marketing in a typical school year. Most of the participants have between one to five full-time faculty members on staff, and one to five part-time faculty members on staff that cater to 51 to 100 students.

*Major Findings related to research question #2.* When asked if their program included experiential learning as part of their curriculum an overwhelming amount said that they do incorporate experiential learning in their curriculum. Of the 21 responses, 19, or 90 percent indicated that they do include experiential learning in their curriculum. Two or 10 percent instructors responded that they do not include experiential learning as part of the curriculum. This

concludes that marketing instructors have embraced the teaching method of using real world experiences in their course and program curriculum.

*Major Findings related to research question #3.* Question thirteen asked the participants to indicate all the types of experiential learning they include in the curriculum. Of the 19 instructors who answered this question, 17, or 94 percent specified that they have an Internship/Co-op piece in their program curriculum. Five or 28 percent indicated their programs have marketing Student Run Enterprise/School-Based Enterprise, while 7, or 39 percent responded they include Independent Study in their program curriculum. Five or 28 percent of the participants embrace Service Learning in their program curriculum. None or 0 percent of the respondents indicated that they offer a study abroad program, while 6, or 33 percent offer students the opportunity to join a co-curricular Student Organization. The mode of responses to this questions indicated that the type of experiential learning that is used most is the Internship/Co-op experience. The advantage to this information is that hands-on, real life experiences are being used. The set back however to this information indicates that instructors could enhance their programs by utilizing many different types of experiential learning in their course and/or programs.

*Major findings related to research question #4.* The fourteenth question in the survey was structured as an open ended response question. The instructors were asked what the major reason they include experiential learning in the curriculum. The most popular answer to this question was that experiential learning gives the students a hands-on experience. The second most popular answer suggested that experiential learning is the most effective way for students to apply what they have learned.

*Major findings related to research question #5.* Two instructors were to answer question fifteen, but five instructors responded. Survey question fifteen asked the participants to explain what are the major reasons/barriers why their program does not include experiential learning as part of the curriculum? The participants responded that the major reasons/barriers of not including

experiential learning in their curriculum stem from lack of time. It was suggested that time restraint comes from students schedules and/or the amount of work that goes into building experiential learning into their curriculum.

### *Conclusions Recommendations and Future Studies*

The information that was gathered from the analysis was not shocking. An overwhelming amount of the two-year postsecondary marketing instructors from Wisconsin and Minnesota use experiential learning to enhance their curriculum and programs. They believe that this will increase students ability to apply the skills that they have learned in the classroom. The real work experiences back the information that is facilitated in the classroom.

An interest to the researcher was the lack of previous teaching experience of two-year postsecondary marketing instructors at the community and technical colleges that participated in the study. This could be a great opportunity for community and technical colleges to introduce a certification course that focuses on the importance of experiential learning in courses and programs. Although it seems marketing programs have embraced the idea of experiential learning, this may not be the case through out the college systems. Further investigation would be needed to gain better understanding if other programs in the community and technical college systems in Wisconsin and Minnesota embrace the idea of experiential learning.

As noted early in this chapter the researcher feels the Wisconsin Technical College System (WTCS) and Minnesota State Colleges and University System (MSCUS) should embrace the idea of including an experiential learning certification course that will enhance the professional development of those instructors that do not have previous teaching experiences. This particular course will focus on in-class experiential learning activities and field experiential learning activities. There will be an emphasis on experiential learning activities enhancing student's ability to apply lectured concepts to real life experiences.

Another recommendation is that the data gathered be shared with the Wisconsin Marketing Educators Association, Association of Career and Technical Education and Wisconsin's Association of Career and Technical Education. The information could be valuable to these organizations that assist in the professional development of marketing educators. This could be in the form of a future article or presentation given at their annual conferences.

A future study that would need to be researched before a certification program could be put into place with WTCS and MSCUS would focus on an in-depth look at specific information of the total community and technical college systems and their perceived value of experiential learning. The study would need to analyze the systems as a whole in order to get a better understanding of different programs views of experiential learning. Once this research is complete one would be more perceptive to the need of an experiential learning certification course.

A final study that would enhance the findings of this analysis would be in-depth research on in-class experiential learning activities. The study would determine what types of in-class experiential learning activities are being facilitated by instructors at the two-year postsecondary community and technical colleges. It would focus on studying the success rate of students retaining concept information after a period of time. The study would also hope to determine if there is a difference in an in-class experiential learning exercise being utilized and if it was not utilized.

#### *Authors Final Thoughts*

Experiential learning is a fundamental way to enhance the quality of learning for marketing students. It helps students' associate concepts that are learned in the classroom and integrates them into real life situations. From evidence in the study an overwhelming amount of marketing instructors at the postsecondary level do not have previous teaching experience, and this author believes this could be the same evidence across the board of postsecondary education. If that is the case requirements of experiential learning certification need to be created and adapted.

Marketing education has the opportunity to venture out into more creative and distinctive experiential learning activities. Like nursing programs, fire protection programs, and emergency medical technician programs, marketing programs could excel by the inclusion of simulation labs. These labs would include student-run enterprises, phone centers that would enhance telemarketing skills, computer labs that focus on marketing development programs, boardrooms, presentation areas, and product development facilities. These simulation labs could lead to the production, distribution, and selling products, encouraging the entrepreneurship of students. These labs would also hope to stimulate local employers' interest in using the facilities and/or requesting training of current employees.

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## Appendix A: Survey

**SURVEY OF POSTSECONDARY MARKETING EDUCATORS  
IN WISCONSIN AND MINNESOTA  
REGARDING EXPERIENTIAL LEARNING**

1. **How long have you been teaching at the post-secondary level? (CHECK ONE)**
  - 1-3 years
  - 4-10 years
  - 11-25 years
  - 26-35 years
  - 36 years or longer
  
2. **In what state does your school reside in? (CHECK ONE)**
  - Wisconsin
  - Minnesota
  
3. **Do you have previous teaching experience? (CHECK ONE)**
  - Yes (If yes, continue with questions #4 and #5)
  - No (Skip to question #6)
  
4. **In what other professional settings have you taught? (CHECK ALL THAT APPLY)**
  - Comprehensive High School
  - Junior High/Middle School
  - Elementary School
  
5. **Referencing question #4; how long did you teach in the other professional setting? (CHECK ONE)**
  - 1-3 years
  - 4-10 years
  - 11-25 years
  - 26-35 years
  - 36 years or longer
  
6. **Have you ever worked in a Marketing industry? (CHECK ONE)**
  - Yes (If yes, continue with question #7)
  - No (If no, skip to question #8)



13. What types of experiential learning are included in your curriculum?  
(CHECK ALL THAT APPLY)

- |  |  |
|--|--|
| <input type="checkbox"/> Internship/Co-op  | <input type="checkbox"/> Service Learning                    |
| <input type="checkbox"/> Marketing Student Run<br>Enterprise/School Based Enterprise | <input type="checkbox"/> Study abroad                        |
| <input type="checkbox"/> Independent Study   | <input type="checkbox"/> Co-Curricular Student Organizations |
|  | <input type="checkbox"/> Other: _____                        |

14. What is the major reason you include experiential learning in your curriculum?

---

CONTINUE WITH QUESTION #16

15. What are the major reasons/barriers why your program does not include experiential learning as part of the curriculum?

---

16. What are your personal opinions in regards to experiential learning?

---

17. Would you like the results of the research sent to you?

- Yes  
 No

**IF YES: Please fill out the following information**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

## Appendix B: Web Greeting

Good Afternoon Fellow Marketing Instructors:

My name is Cathi LaFontaine and I am a Marketing Instructor at Chippewa Valley Technical College in Menomonie, Wisconsin. I am writing you in regards to a project I am currently working on for my Master's Degree in Career and Technical Education from UW-Stout. I am completing my thesis titled: AN ANALYSIS OF EXPERIENTIAL LEARNING WITH IN POSTSECONDARY MARKETING EDUCATION IN WISCONSIN AND MINNESOTA

I am asking postsecondary marketing instructors to complete a survey for research. Your assistants' in this process is greatly needed. Thank you so much in advanced for taking time out of your very busy day.

Sincerely,

Cathi LaFontaine

Marketing Instructor

Chippewa Valley Technical College – Menomonie Campus

403 E. Technology Drive

Menomonie, WI 54751

## Appendix C: Listing of Wisconsin and Minnesota Colleges Contacted

### Wisconsin Technical Colleges List Provided by:

Mae J. Laatsch  
 Executive Director Wisconsin Marketing Management Association  
 3550 Anderson Street  
 Madison, Wisconsin 53704

### Wisconsin Technical Colleges

- ◆ Blackhawk
- ◆ Chippewa Valley
- ◆ Fox Valley
- ◆ Gateway
- ◆ Lakeshore
- ◆ Madison Area
- ◆ Mid-State
- ◆ Milwaukee Area
- ◆ Moraine Park
- ◆ Nicolet Area
- ◆ Northeast Wisconsin
- ◆ Southwest Wisconsin
- ◆ Waukesha County
- ◆ Western
- ◆ Wisconsin Indianhead

### Minnesota Two-Year Colleges

- ◆ Albert Lea Technical College
- ◆ Alexandria Technical College, Alexandria
- ◆ Arrowhead Community College, Grand Rapids
- ◆ Central Lakes Technical College
- ◆ Century College, White Bear Lake
- ◆ Dakota County Technical College, Rosemount
- ◆ Fergus Falls Community College, Fergus Falls
- ◆ Hennepin Technical College, Plymouth
- ◆ Lake Superior College, Duluth
- ◆ Minneapolis Community and Technical College, Minneapolis
- ◆ North Hennepin Community College, Brooklyn Park
- ◆ Ridgewater College
  - ▲ Hutchinson Campus
  - ▲ Willmar Campus
- ◆ St. Cloud Technical College, St. Cloud
- ◆ South Central Technical College
  - ▲ Faribault Campus
  - ▲ North Mankato/Mankato Campus