A Follow-up Study of Marketing Education Graduates from Old Dominion University 1994 to 2000

Sharon E. Joyner
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A FOLLOW-UP STUDY OF MARKETING EDUCATION

GRADUATES FROM OLD DOMINION UNIVERSITY

1994 TO 2000

A Research Paper

Presented to the Graduate Faculty of the
Department of Occupational and Technical Studies
at Old Dominion University

In Partial Fulfillment
of the Requirements for the
Master of Science in Occupational and Technical Studies

Sharon E. Joyner

December, 2001
Sharon E. Joyner prepared this research paper under the direction of Dr. John M. Ritz in OTED 636, Problems in Occupational and Technical Studies. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of the Master of Science.

Approval By:  

Dr. John M. Ritz  
Advisor and Graduate Program Director

Date
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Sharon E. Joyner
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CHAPTER I

INTRODUCTION

Marketing Education is a secondary-level career and technical education program offered in many high schools across the country. It prepares graduates for the major occupational areas within marketing and management such as wholesale, retail, and service. Marketing education teachers provide students with courses in the technical field and in workforce education (Scott & Sarkees-Wirenski, 1996, p. 27).

In order to prepare Marketing Education teachers, Old Dominion University offers two programs that lead to the same objective of meeting licensure requirements to teach Marketing Education in secondary schools. One program is a Bachelor of Science Degree in Occupational and Technical Studies with an emphasis in Marketing Education. The other program is a Licensure Only Program that is designed to prepare students who have a business-related four-year degree to become a marketing education teacher (Old Dominion University Catalog, 1998, p. 117). These curriculums prepare graduates to teach a variety of high school marketing courses including Marketing, Advanced Marketing, Fashion Marketing, and Marketing Management.

Marketing Education teachers have many tasks to perform including: teacher, career counselor, coordinator, public relations, and administrator. This myriad of functions performed by a marketing education teacher imposes a great deal of responsibility on the developers of Marketing Education teacher programs. In order to keep the marketing education teacher program curriculum current and applicable, feedback from graduates is critical to maintaining a relevant and useful program. This study was formulated to use the feedback of completers of the Marketing Education
Program at Old Dominion University to assess the effectiveness of the program based on graduate and licensure only program experiences and attitudes of teachers in the workplace.

**Statement of the Problem**

The problem of this study was to assess the graduates of the Marketing Education Program at Old Dominion University to determine program effectiveness and to make recommendations for improving the program for future teaching candidates.

**Research Goals**

Through this follow-up study, data were accumulated toward fulfilling the following objectives:

1. What was the current employment status of the Marketing Education completers?
2. What types of employment had been held by the Marketing Education completers since they finished the program?
3. What was the overall satisfaction of the Marketing Education completers?
4. Was there a difference in satisfaction between program undergraduates and Licensure Only Program completers?
5. What were the recommendations for improving the Marketing Education Program at Old Dominion University?
Background and Significance

Follow-up studies of former Marketing Education completers can serve several useful purposes. The follow-up study is a system of collecting important data about completers after they have had similar experiences. Students are asked to reflect and consider how the Marketing Education Program has prepared them or failed them for their future work. Evaluation must be a continuous part of the total educational process. Unless programs are properly evaluated, educators will not have pertinent information to make decisions regarding further program development, revision, and improvement. In addition, the evaluation phase of curriculum development is essential with a constantly changing global workplace and the growth in technology. Faculty must ensure that the curriculum is current and that it prepares completers to become competent and skillful employees (Ruff, 1991, pp. 14 – 29). Also, employees must maintain high standards of knowledge and ethics. According to Zais (1976), follow-up studies of graduates of the curriculum and/or their associates are very important if a summative evaluation is to have any real validity.

Contacting former students provides an opportunity to identify the careers these graduates entered. These careers are directly and indirectly related to the education and training they received and their satisfaction with the Marketing Education Program. In addition, because of their substantial post-educational experiences, they can identify pertinent suggestions for program improvements and recommendations. This study will provide data to possibly change or improve the curriculum so that the Marketing Education Program can meet the challenges offered in the new millennium.
Limitations

The following limitations were recognized to have an effect on this study:

1. The study was limited to Old Dominion University's Marketing Education Program completers from 1994 - 2000.
2. The study was limited to data collected through a survey.

Assumptions

The results of this study were based on the following assumptions:

1. The Marketing Education completers were composed of undergraduates and Licensure Only Program students.
2. Old Dominion University offers a quality program of study to prepare students to become Marketing Education teachers.
3. Persons enrolled in the program would seek teaching careers after graduation.
4. The Bachelor of Science and Licensure Only Program lead to the same skills and competencies in the profession of marketing teacher.

Procedures

A survey, consisting of open and closed questions, was created with the intentions of answering the research goals listed previously. Lists of graduates from the Marketing Education Program were compiled from information obtained from the Alumni Affairs Office at the University. The survey, a cover letter, and a self-addressed stamped envelope were mailed to all individuals identified with known addresses. The data were collected and analyzed to determine whether changes in the Marketing Education
Definition of Terms

The following terms are defined to ensure that the readers of this study understand their meaning:

1. Marketing Education - A field of study designed to develop competent workers in and for the major occupational areas within marketing including wholesale, retail, and service.

2. Marketing Education Program - A curriculum followed by a university student to secure a degree and teaching license in Marketing Education.

3. Licensure Only Program Completers – A Virginia state-approved teacher preparation program that leads to post-baccalaureate teaching licensure.

Summary and Overview

Chapter I included an introduction to Old Dominion University’s Marketing Education teacher preparation programs. The study was a descriptive study and was designed to identify graduate’s demographics, attitudes and recommendations for program improvements. Chapter II provides a review of the literature in the field of marketing education and teacher licensure. Chapter III consists of the methods and procedures that were used in collecting the data. Chapter IV includes the findings that were gathered through the survey. Chapter V provides a summary of the study. It also makes conclusions and recommendations for future study.
CHAPTER II
REVIEW OF LITERATURE

The purpose of this chapter is to provide an explanation of the background information related to this study. Included in this chapter are four sections. The first section will provide a review of the history of Marketing Education. The second section will describe the mission of and accreditation conditions imposed by the National Council for the Accreditation of Teacher Education (NCATE). The third section will define a qualified Marketing Teacher Education Program. Finally, the fourth section will detail the Marketing Teacher Education Program, as it exists at Old Dominion University (Old Dominion University Catalog, 2000, p. 118).

The History of Marketing Education

Vocational related education was first formalized, nationwide, when an education program preparing youth for employment was established with the Smith-Hughes Act of 1917. This Act recognized only three disciplines with legislation limited to Agriculture, Industrial, and Home Economics vocational programs. The basis for this legislation was that youth who receive well-organized vocational instruction would obtain the knowledge and skills necessary to lead a productive and meaningful life (Samson, 1991, p. 3).

With the changes in technology and the country’s emerging commercial industries, the original three disciplines did not provide all the necessary vocational education that was required. Thus, Lucinda Prince developed Marketing Education, one of the programs needed to fill this gap. She founded The Women's Educational and Industrial
Union in Boston in 1905. The original purpose of the school was to train women for retail careers. The cooperative method was utilized within the Marketing Education Program that Ms. Price developed. The cooperative method is a binary approach to education requiring theoretical classroom training followed by on-the-job applications (Samson, 1991, pp. 4 - 5).

With the passage of the George-Deen Act of 1936, marketing education was first recognized in federal legislation and was originally called Distributive Education. The Act allocated federal funding to Distributive Education (Marketing Education) and for teacher education programs. Utilization of the funds allocated by the George-Deen Act was limited to employ high school students who participated in the cooperative method of instruction. Federal legislation stipulated that Distributive Occupations such as proprietors, managers, or employees engaged in marketing and merchandising goods and services were acceptable distributive jobs and were the focus of the vocational education program. The Act did not stipulate jobs in such fields as trade, industry, or office occupations (Samson, 1991, p. 6).

The early 60s workplace was characterized by an increase in youth unemployment and underemployment. Congress was engaged to improve the existing legislation concerning vocational education. The National Vocational Education Act of 1963 was a significant turning point in vocational education and affirmed the federal government’s commitment to vocational education. This critical Act allowed all vocational disciplines to use the cooperative method of education, recognized business education, and importantly, allowed for special needs students in vocational education. The Act
authorized Federal grants to allow maintenance of, extensions to, and improvements of existing vocational education programs. It also advocated development of new programs to include all members of the community that could benefit from vocational education and training (Scott & Sarkees-Wircenski, 1996, p. 128).

The 1980s saw a concerted effort by marketing education professionals to invest planning for the future of the field. The Marketing Education Directions Conference of 1980 focused on the following four areas of identity and image, program development, leadership, and power and influence. National leaders felt this focus was necessary due to the lack of understanding and confusion of educators, businesses, and the public. In 1984, lead by James Gleason, Edwin L. Nelson and the publication of *Marketing Education: A Future Perspective* by Richard Lynch, a Curriculum Conference was held. The final outcome of the Curriculum Committee was the development of a core curriculum that stressed the interrelationship between the three major foundations (Economics, Marketing and Business, and Human Resources) and the nine marketing functions. They included financing, risk management, distribution, product/service planning, marketing-information management, purchasing, pricing, promotion, and selling. Continued annual conferences and meetings have further strengthened the Marketing Education Program (Samson, 1991, pp. 17 - 19).

The future of the Marketing Education Program was guided into the 21st century with the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. This Act amended and extended the Carl D. Perkins Vocational Act of 1984 and allowed for the largest amount of funds ever for vocational education. The Act established new requirements for Vocational Education with academic and vocational education
integration, more team teaching, and curriculum integration. It also established technical preparation alignment with community colleges and helped establish apprenticeships through Department of Labor Programs allowing students to train for a job with related classroom instruction. Furthermore, the Act reinforced and supported additional programs for persons who have special needs (Scott & Sarkees-Wircenski, 1996, pp. 150 – 151).

The Marketing Education Program continues to be a vital part of the secondary education system. Global markets, rapidly improving technology, and the need for greater skills will always force the leaders responsible for Marketing Education to revise, improve and modify the program (Samson, 1991, p. 10).

The National Council for Accreditation of Teacher Education

The National Council for Accreditation of Teacher Education (NCATE) is the accrediting body for colleges and universities that prepare teachers for work in elementary and secondary schools. The National Council for Accreditation of Teacher Education states that its purposes is to ensure that accredited institutions produce competent, caring, and qualified teachers who can help all students learn (NCATE, 2000, p. 1).

The National Council for Accreditation of Teacher Education’s mission is accountability and improvement in teacher preparation. The NCATE accreditation process decides if schools, colleges, and departments of education meet standards for preparation of teachers. This process will guarantee society that graduates of accredited institutions have obtained the knowledge, skills, and dispositions to teach students
The National Council for Accreditation of Teacher Education states, “Providing leadership for reform in teacher education is also central to NCATE’s mission. Through standards that focus on systematic assessment and performance-based learning, NCATE encourages accredited institutions to engage in continuous improvement based on accurate and consistent data. By providing leadership in teacher education, NCATE ensures that accredited institutions remain current, relevant, and productive, and that graduates of these institutions are able to have a positive impact on P-12 students” (NCATE, 2000, p. 1).

The National Council for Accreditation of Teacher Education’s vision for the 21st century requires standards that are based on the belief that all children can and should learn. Teachers should be caring, competent, and qualified to teach every student. Student learning must include basic academic skills, knowledge, and life skills needed to become a competent citizen and contributor to the new global economy (NCATE, 2000, p. 3).

The National Council for Accreditation of Teacher Education measures the standards of an institution’s effectiveness in agreement with the profession’s expectations for high quality teacher preparation in the 21st century. In the past, institutions were evaluated on a review of what they offered to candidates, the excellence of the curriculum, and how it was implemented. Starting with the 21st century, the evaluation model will take accountability to a new level by evaluating institutions on a results-based standard. Candidates must obtain the knowledge and skills to teach, and demonstrate
their knowledge and skills in a measurable way. The institution must provide clear evidence that their candidates are not only competent but actually help students to learn (NCATE, 2000, pp. 7 - 8).

The National Council for Accreditation of Teacher Education has divided the standards into two sections, candidate performance that includes Standards 1 and 2 and unit capacity that includes Standards 3 – 6. The following is a list of the standards:

- **Standard 1:** Candidate Knowledge, Skills, and Dispositions.
- **Standard 2:** Assessment System and Unit Evaluation.
- **Standard 3:** Field Experiences and Clinical Practice.
- **Standard 4:** Diversity.
- **Standard 5:** Faculty Qualifications, Performance, and Development.
- **Standard 6:** Unit Governance and Resources (NACTE, 2000, pp. 8 –10).

**The Qualified Marketing Teacher Education Program**

The necessary ingredients for a fully qualified Marketing Teacher Education Program are determined by the end results – a professional teacher. Any qualified program must prepare their students to teach marketing and related subjects in the secondary school environment to all students enrolled in the Marketing Education Program (NCATE, 1997, p. 3).

An accredited institution is responsible to uphold certain standards that will allow the Marketing Teacher Education completers to succeed in the workplace. The new teachers must be prepared to meet approved standards of practice while attaining the necessary knowledge, skills, and temperament to teach independently. The school should
strive to develop a body of professional knowledge that is made available to others in the professional community. The faculty should assist in preparing teachers for the diverse community of students that they will encounter. Through school functions and activities, the institution should encourage collegiality, reflective practice, continuous improvement, and help build camaraderie and teamwork among educators and learners. It is imperative that the preparation program’s standards are tied to the applicable Standards of Learning utilized by the State. Above all, the professional Marketing Teacher Education Program should view teacher preparation and development as a continuous process, starting at pre-service preparation, carrying through supervised beginning practice to continuing professional development (NCATE, 1997, p. 4).

As a result of a qualified professional Marketing Teacher Education Program, the new teacher must be able to explain their chosen instructional methods, which are based on research knowledge and lessons learned. They should utilize the correct teaching methods for students with different developmental maturity, multitudes of learning styles, or who approach their learning from culturally diverse backgrounds. The professional educators should be constantly reviewing their methods and practices as well as acting on feedback received from students, parents, and faculty. Finally, a completer of a qualified Marketing Teacher Education Program should be broadly educated, have hands-on field experience, possess the necessary technical and pedagogical knowledge, and be able to demonstrate skills in testing and internship settings (NCATE, 1997, p. 4).
Marketing Teacher Education Program at Darden College of Education at Old Dominion University

The Marketing Teacher Education Program is offered at the Darden College of Education. Marketing Education is a secondary-level vocational education program. Marketing Education graduates from Old Dominion University receive a Bachelor of Science degree and a license to teach secondary education with an endorsement in Marketing Education. An additional Licensure Only Program allows students who already hold a baccalaureate degree to obtain a marketing education teacher’s license. The curriculum prepares completers to teach a variety of high school marketing courses including Marketing, Advanced Marketing, Fashion Marketing, and Marketing Management (Marketing Education Program of Study, 2000, p.1).

Students must complete a 120-hour program in order to obtain a Bachelor of Science Degree in Occupational and Technical Studies, Marketing Education. This includes university general education courses, 41 – 47 hours, upper division courses, 9 – 15 hours, technical content courses, 36 hours, marketing education teaching courses, 18 hours, and occupational and field experiences, 16 hours (Old Dominion University, 2000). Licensure Only Program students, after receiving their baccalaureate degree, must complete a 67-hour program that includes teaching practices, 34 hours, and marketing content courses, 33 hours (Old Dominion University, 2000).

Both branches of the Marketing Teacher Education Program strive to achieve the same learning outcome. However, the following information pertains to the Professional Studies requirements. The endorsement competencies along with the course and experience requirements are outlined below:
- Human growth and development course from birth through adolescence (3 semester hours). The course required is ESSE 413, Fundamentals of Human Development.

- Curriculum and instructional procedures (6 semester hours). Skills in this area contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; classroom management; selection and use of materials including media and computers; and evaluation of pupil performance. Teaching methods appropriate for exceptional students, including gifted and talented and those with disabling conditions, and appropriate for the level of endorsement sought shall be included. Curriculum and instructional procedures for secondary grades 6 - 12 endorsements must include middle and secondary education. Pre-student teaching experiences (field experiences) should be evident within these skills. For preK – 12, field experiences must be at the elementary, middle, and secondary levels. Courses include OTED 297, Observation and Participation; OTED 400, Instructional Systems Development; OTED 403, Methods in Vocational Education; OTED 408, Advanced Classroom Issues and Practices; and OTS 450, Assessment, Evaluation and Improvement.

- Foundations of education (3 semester hours). Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States. Attention should be given to the legal status of teachers and students, including federal and state laws and regulations,
school as an organization/culture, and contemporary issues in education.

Courses include OTED 401, Foundations of Vocational Education, and OTED 403, Methods in Vocational Education.

- Reading (3 semester hours). Skills in this area shall be designed to impart an understanding of comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of literature and independent reading. The courses include OTED 408, Advanced Classroom Issues and Practices, and OTS 450, Assessment, Evaluation and Improvement.

- Supervise classroom experience. The student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of 300 clock hours with at least half of that time spent supervised in direct teaching activities (providing direct instruction) in the endorsement area sought. If a preK – 12 endorsements is sought, teaching activities must be at the elementary and middle or secondary levels. The course required OTED 485, Student Teaching (Virginia Department of Education Program Status Matrix Professional Studies Requirements, 2000).

The following information details the Marketing Education Licensure Only Program requirements:

- Knowledge of marketing, merchandising, marketing mathematics, communication theory and techniques, advertising and sales promotion, personal selling, and management through a variety of educational and work experiences.
Students must pass a course in economics, salesmanship, advertising or promotion, marketing principles, management principles, and 21 hours among the following areas: merchandising and operations, marketing mathematics, communication theory and techniques, international business/marketing, or marketing technology. Students must have completed a minimum of two years or 4,000 hours of acceptable employment in a marketing-related position. Otherwise, complete OTED 405, Directed Work Experience, or another university-supervised work experience course in a marketing-related job.

- Knowledge of planning, developing, and administering a comprehensive program of marketing education for high school students and adults. The course is OTED 401/501, Foundations of Vocational Education.

- Knowledge of organizing and using a variety of instructional methods and techniques for teaching youths and adults. The courses include OTED 403/503, Methods in Vocational Education, and OTED 400/500, Instructional Systems Development.

- Knowledge of conducting learning programs that include a variety of career objectives and recognize and respond to individual differences in students. The course is OTED 403/503, Methods in Vocational Education.

- Knowledge of assisting learners of different abilities in developing skills needed to qualify for further education and employment. The course is OTED 408/508, Advanced Classroom Issues and Practices.

- Knowledge of acquiring knowledge of career requirements and opportunities in marketing, merchandising, and management. The course is OTED 401/501,
Foundations of Vocational Education.

- Knowledge and skills necessary to teach leadership skills, organize and manage an effective co-curricular student organization and implement the organization’s activities as an integral part of instruction. The course includes OTED 401/501, Foundations of Vocational Education.

- Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing. The course includes ENGL 110C, Composition, or other written English composition course.

- Knowledge of utilizing current technological application as these relates to marketing functions. OTS 251D, Computer Literacy, or other computer literacy courses that incorporates business applications (Virginia Department of Education Program Status Matrix Vocational Education – Marketing Education – Licensure Only, 2000).

Prior to program completion, all of the requisite courses must be passed. Student teaching is also required, as well as students must pass the PRAXIS I prior to student teaching. The PRAXIS I Test includes mathematics, reading, and writing. The PRAXIS II Test includes specialty area tests that must be completed within three years of teaching.

Therefore, Old Dominion University’s leading purpose in its teacher education program is “to prepare professional educators who have adequate knowledge of their teaching disciplines, abilities to practice state-of-the-art instruction to students of various cultural and socio-economic backgrounds, and attitudes which reflect commitment to teaching and learning and to life-long professional growth” (Old Dominion University, 1993, p. 9). A detailed outline of the requirements for the Marketing Education Program
is shown in Appendix A and Licensure Only Program requirements are listed in Appendix B.

Summary

A review of the historical development of the Marketing Education Program at the secondary education level is necessary in order to gain a proper perspective when analyzing the results of this study. With the recognized need for adequately prepared high school graduates, the secondary level Marketing Education Programs have risen to a level that mirrors the needs of business and industry. Applying rapidly improving technology to the marketing classroom, the professional teachers who complete Marketing Teacher Education Programs develop a graduating class of marketers capable of competing in the global marketplace. Old Dominion University is meeting the needs of the professional teachers that complete the program, but as with marketing in general, the Marketing Teacher Education Program must be continuously reinvented and modernized. Chapter III will describe the methods and procedures that were used in the performance of this study.
CHAPTER III

METHODS AND PROCEDURES

Chapter III describes the methods and procedures used to conduct this research study. The purpose of this study was to assess the Old Dominion University Marketing Education Program completers to ascertain if they were adequately prepared to assume a teaching position. This chapter contains a description of the population, instrument design, methods of data collection, statistical analysis, and summary.

Population

The population of this study consisted of completers of Old Dominion University’s Marketing Education Program from 1994 to 2000. In this six-year period, there were 22 marketing education completers. Of these 22, 13 were Marketing Education graduates and nine were Licensure Only Program completers. The names and addresses of these completers were obtained from the Alumni Affairs Office.

Instrument Design

The purpose of this descriptive research project was to conduct a follow-up study of program completers. The design of the instrument was important so as to gather appropriate information and maximize responses. The instrument was composed of open ended and Likert Scale questions. Participants were requested to offer their suggestions for Marketing Education Program improvements. The survey was designed to collect data from the program completers to answer the research goals of this study. These goals were:
1. What was the current employment status of the Marketing Education completers?

2. What types of employment had been held by the Marketing Education completers since they finished the program?

3. What was the overall satisfaction of the Marketing Education Program?

4. Was there a difference in satisfaction between program undergraduates and Licensure Only Program completers?

5. What were the recommendations for improving the Marketing Education Program at Old Dominion University?

A sample of the survey is included in Appendix C.

**Methods of Data Collection**

To collect the data, a cover letter, the survey instrument, and a postage-paid return envelope were mailed to the chosen population on July 20, 2001. The cover letter explained the purpose of the survey and why the participant’s responses were important to the study. All participants were informed that their responses on the survey would remain anonymous. A sample of the cover letter is found in Appendix D.

A follow-up letter was sent on August 7, 2001, to those completers who had not responded by that date. A sample of the follow-up letter is found in Appendix E. Another copy of the survey was included with the follow-up letter.
Statistical Analysis

The data collected by this study were analyzed using percentiles and means. The results of the data were formatted into appropriate tables illustrating the results in accordance with the research goals of this study.

Summary

A review of the history and professionalism of the Marketing Education Program at the secondary education level is necessary to put a perspective on the survey results that will be returned and accompanying recommended changes. With the recognized need for adequately prepared high school graduates, the secondary level Marketing Education Programs have risen to a level that mirrors the needs of business and industry. Applying rapidly improving technology to the marketing classroom, the professional teachers who complete Marketing Teacher Education Programs develop a graduating class of marketers capable of competing in the global marketplace. Old Dominion University is meeting the needs of the professional teachers that complete the program, but as with marketing in general, the Marketing Teacher Education Program must be continuously reinvented and modernized.
CHAPTER IV

FINDINGS

This chapter presents the findings of the follow-up study of Old Dominion University Bachelor of Science Degree in Occupational and Technical Studies with an emphasis in Marketing Education graduates and the Licensure Only Program completers from 1994 – 2000. The problem of the study was to assess the graduates of the Marketing Education Program at Old Dominion University to determine program effectiveness and to make recommendations for improving the program for future teaching candidates. The research goals established in Chapter I were:

1. What was the current employment status of the Marketing Education completers?

2. What types of employment had been held by the Marketing Education completers since they finished the program?

3. What was the overall satisfaction of the Marketing Education completers?

4. Was there a difference in satisfaction between program undergraduates and Licensure Only Program completers?

5. What were the recommendations for improving the Marketing Education Program at Old Dominion University?

The sections of this chapter include responses to the survey, employment status and position, preparedness to assume a teaching position, overall satisfaction with program completed, and recommendations and suggestions for program improvements.
Responses to the Survey

The total number of students completing the program from 1994 to 2000 was 22. Question 1 was designed to indicate the program completed. Of these 22, 13 were Marketing Education graduates and nine were Licensure Only Program completers. The initial mailing on July 20, 2001, consisted of the survey instrument and cover letter. This mailing resulted in five responses of which three were Marketing Education graduates and two were Licensure Only Program completers. The response rate to the Marketing Education graduates was 25%. The response rate to the Licensure Only Program completers was 22%. The total response was 23%. Due to no forwarding address problems, four packets were returned. A follow-up letter was mailed on August 7, 2001, to the 13 non-respondents, nine of whom were Marketing Education graduates and four of whom were Licensure Only Program completers. This follow-up mailing resulted in seven responses received. The responses for Marketing Education graduates were four, which resulted in 75%. The responses for Licensure Only Program completers were three, which resulted in 43%. The combined responses were 12 of the 22, which resulted in a final response rate of 55% for the study. See Table 1.

Question 2 of the survey instrument was designed to determine the current employment status of Marketing Education graduates and Licensure Only Program completers. As shown in Table 2, 10 of the 12 respondents were currently employed as Marketing Education teachers. One respondent was employed as a Computer Resource teacher and the other respondent as a Human Resources Assistant. Both respondents whose primary responsibility was other than teaching were graduates of the Licensure Only Program. See Table 2.
Table 1

Percent of Graduate Response

<table>
<thead>
<tr>
<th></th>
<th>Number Mailed*</th>
<th>Number &amp; Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Mailing</td>
<td>13 M - 9 L</td>
<td>3 M (25%) - 2 L (22%)</td>
</tr>
<tr>
<td>Follow-up Mailing</td>
<td>9 M - 4 L</td>
<td>4 M (40%) - 3 L (75%)</td>
</tr>
<tr>
<td>Total</td>
<td>7 M - 5 L</td>
<td>7 M (55%) - 5 L (54%)</td>
</tr>
</tbody>
</table>

*Four returned due to no forwarding address.
M = Marketing Education graduates - L = Licensure Only Program completers

Table 2

Current Employment Status

<table>
<thead>
<tr>
<th>Position</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Education teacher</td>
<td>7 M 3 L</td>
</tr>
<tr>
<td>Human Resources Assistant</td>
<td>0 M 1 L</td>
</tr>
<tr>
<td>Computer Resource teacher</td>
<td>0 M 1 L</td>
</tr>
</tbody>
</table>

M = Marketing Education graduates - L = Licensure Only Program completers

Question 3 of the survey instrument was designed to determine the position(s) held since the completion of the Marketing Education graduation or Licensure Only Program completers. All respondents listed that they had either worked as a long-term substitute teacher or were working as a full-time teacher. As summarized in Table 3, six (86%) of the Marketing Education graduates began teaching immediately with the remaining graduate obtaining employment as a long-term substitute teaching position. Of the Licensure Only Program completers, two (40%) began teaching immediately with two
obtaining long-term substitute positions and only one obtaining employment outside of
the teaching field. Within two years, 11 of the 12 total respondents had obtained
permanent teaching positions. See Table 3.

Table 3

Previous Employment Since Program Completion

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Teaching Immediately</th>
<th>Long-Term Substitute Immediately</th>
<th>Teaching other than Immediately</th>
<th>Other Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M-3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M-4</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M-7</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M-9</td>
<td></td>
<td>X</td>
<td>+ 2 years</td>
<td></td>
</tr>
<tr>
<td>M-10</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M-11</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total of M</strong></td>
<td>6 (86%)</td>
<td>1 (14%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L-2</td>
<td></td>
<td>X</td>
<td>+ 1 year</td>
<td></td>
</tr>
<tr>
<td>L-3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L-4</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>L-5</td>
<td></td>
<td>X</td>
<td>+ 1 year</td>
<td></td>
</tr>
<tr>
<td>L-7</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total of L</strong></td>
<td>2 (40%)</td>
<td>2 (40%)</td>
<td>1 (20%)</td>
<td></td>
</tr>
</tbody>
</table>

M = Marketing Education graduates - L = Licensure Only Program completers

Question 4 of the survey instrument was designed to determine whether courses in
the Marketing Education curriculum at Old Dominion University prepared them for their
first teaching position. A Likert Scale was used with 5 representing strongly agree
through 1 representing strongly disagree. As summarized in Table 4, of the Marketing
Education graduates, 3 (43%) respondents rated strongly agreed (5), 3 (43%) respondents
rated agreed (4), and 1 (14%) respondent rated uncertain (3). Of the Licensure Only Program completers, 4 (80%) respondents rated agreed (4), and 1 (20%) respondent rated uncertain (3). Of the totals from combined groups, 3 (25%) respondents rated strongly agree, 7 (58%) respondents rated agree, and 2 (17%) respondents rated uncertain. The mean response for the Marketing Education graduates was 4.29 and for the Licensure Only Program completers was 3.80. Overall the mean for respondents of both programs was 4.08 indicating overall agreement with adequate preparation for this first teaching position. See Table 4.

Table 4

Adequacy of Preparation for First Teaching Position

<table>
<thead>
<tr>
<th>Scale</th>
<th>Marketing Education Graduates</th>
<th>Licensure-Only Program Completers</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree (5)</td>
<td>3 (43%)</td>
<td>0</td>
<td>3 (25%)</td>
</tr>
<tr>
<td>Agree (4)</td>
<td>3 (43%)</td>
<td>4 (80%)</td>
<td>7 (58%)</td>
</tr>
<tr>
<td>Uncertain (3)</td>
<td>1 (14%)</td>
<td>1 (20%)</td>
<td>2 (17%)</td>
</tr>
<tr>
<td>Disagree (2)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree (1)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>4.29</td>
<td>3.80</td>
<td>4.08</td>
</tr>
</tbody>
</table>

Question 5 of the survey instrument was designed to determine the respondent’s overall satisfaction with the Marketing Education Program. The scale used was 9 representing excellent through 1 representing poor and 5 was the average. As
summarized in Table 5, of the Marketing Education graduates, 3 (43%) respondents rated 9 (excellent), 1 (14%) respondent rated 8 (above average), 2 (28%) respondents rated 7 (above average), and 1 (14%) respondent rated 6 (above average). Of the Licensure Only Program completers, 3 (60%) respondents rated 7 (above average), 1 (20%) respondent rated 5 (average), and 1 (20%) respondent rated 3 (below average). Of the totals from combined groups, 3 (25%) respondents rated 9 (excellent), 1 (08%) respondent rated 8 (above average), 5 (42%) respondents rated 7 (above average), 1 (08%) respondent rated 6 (above average), 1 (08%) respondent rated 5 (average), and 1 (08%) respondent rated 3 (below average). The mean response for the Marketing Education graduates was 7.86 and for the Licensure Only Program completers was 5.80. Overall the mean for respondents of both programs was 7.00 indicating that they were above average with their overall satisfaction with the Marketing Education Program. See Table 5.

**Program Evaluation**

The data compiled in this section were from Questions 6 through 8 from the survey instrument which consisted of open-ended questions that requested input for improvement in technical content courses, marketing education teaching courses, and occupational and field experiences. These questions were only answered by the Marketing Education graduates.

Question 6 asked for suggestions for improvements in the technical content course section of the curriculum. Four respondents offered no suggestions for improvements. The remaining three respondents provided the following suggestions:

1. Increase technology applications in the classroom.
### Table 5

**Satisfaction with Marketing Education Program Completed**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Marketing Education Graduates</th>
<th>Licensure Only Program Completers</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Excellent</td>
<td>3 (43%)</td>
<td>0</td>
<td>3 (25%)</td>
</tr>
<tr>
<td>8</td>
<td>1 (14%)</td>
<td>0</td>
<td>1 (08%)</td>
</tr>
<tr>
<td>7</td>
<td>2 (28%)</td>
<td>3 (60%)</td>
<td>5 (42%)</td>
</tr>
<tr>
<td>6</td>
<td>1 (14%)</td>
<td>0</td>
<td>1 (08%)</td>
</tr>
<tr>
<td>5 Average</td>
<td>0</td>
<td>1 (20%)</td>
<td>1 (08%)</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>1 (20%)</td>
<td>1 (08%)</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1 Poor</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>7.86</td>
<td>5.80</td>
<td>7.00</td>
</tr>
</tbody>
</table>

2. Require students to develop portfolios for all technical courses.

3. Increase the number of fashion courses offered.

4. Increase the number of class projects.

5. Courses should focus on what is actually taught at the secondary level.

6. Courses should focus on real life activities in the classroom.

7. No suggestions, they were great!

Question 7 asked for suggestions for improvements in the marketing education teaching courses. Five respondents offered no suggestions for improvement. The
remaining two respondents offered the following suggestions.

3. More grading and grade book practices and procedures, including grade tabulations.
7. More case studies.
8. More role-playing activities.

Question 8 asked for suggestions for improvements in the occupational and field experiences. Four respondents offered no suggestion for improvement. The remaining three respondents offered the following suggestions.

1. More feedback.
2. Frequent evaluations.
3. Extend time for classroom observation and participation.
4. Extended student teaching.
5. Nothing. It’s a dynamite staff!

The data complied in this section was from Questions 9 and 10 of the survey instrument which consisted of open-form questions that requested respondents’ input for improvement in the teaching courses and marketing content courses.

Question 9 asked for suggestions for improvement in the teaching courses of the program curriculum. Three respondents offered no suggestions for improvements. The
remaining two respondents offered the following suggestions.

1. The technology should not be teletechnet. Students benefit better from the physical contact with the professor.


Question 10 asked for suggestions for improvements in marketing content courses. Three respondents offered no suggestions for improvements. The remaining two respondents offered the following suggestions.

1. The advertising course was interesting and provided me with projects to be used in my classes.

2. Instructors teaching the curriculum need to update their teaching methods for current classroom teaching methods and problems.

3. Need more preparation for entering the classroom.

Question 11 of the survey instrument was designed to determine that as a result of their education, did the candidates see themselves as prepared teachers for the classroom. A Likert Scale was used with 5 representing strongly agree through 1 representing strongly agree. As summarized in Table 6, of the seven Marketing Education graduates, three (43%) respondents rated strongly agree (5) and four (57%) respondents rated agree (4). Of the Licensure Only Program completers, three (60%) respondents rated agree (4), one (20%) respondent rated uncertain (3), and one (20%) respondent rated disagree (2). Of the combined groups, three (25%) respondents rated strongly agree (5), seven (58%) respondents rated agree (4), one (8.5%) respondent rated uncertain (3), and one (8.5%) respondent rated disagree (2). The mean response for the Marketing Education graduates
was 4.43 and for the Licensure Only Program completers was 3.40. Overall the mean for respondents of both programs was 4.00 which indicated they agreed or felt that they were prepared to take on the professional roles of classroom teachers. See Table 6.

**Table 6**

**Teacher Preparedness in Classroom**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Marketing Education Graduates</th>
<th>Licensure Only Program Completers</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree (5)</td>
<td>3 (43%)</td>
<td>0</td>
<td>3 (25%)</td>
</tr>
<tr>
<td>Agree (4)</td>
<td>4 (57%)</td>
<td>3 (60%)</td>
<td>7 (58%)</td>
</tr>
<tr>
<td>Uncertain (3)</td>
<td>0</td>
<td>1 (20%)</td>
<td>1 (8.5%)</td>
</tr>
<tr>
<td>Disagree (2)</td>
<td>0</td>
<td>1 (20%)</td>
<td>1 (8.5%)</td>
</tr>
<tr>
<td>Strongly Disagree (1)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>4.43</td>
<td>3.40</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Question 12 of the survey instrument was designed to determine if a teaching philosophy was acquired from the Marketing Education Program. The Likert Scale was used with 5 representing strongly agree through 1 representing strongly disagree. As summarized in Table 7, of the Marketing Education graduates, three (43%) respondents rated strongly agree (5), two (28%) respondents rated agree (4), one (14%) respondent rated uncertain (3), and one (14%) respondent rated disagree (2). Of the Licensure Only Program completers, two (40%) respondents rated strongly agree (5), one (20%) respondent rated agree (4), and two (20%) respondents disagree (2). Of the combined
groups, five (42%) respondents rated strongly agree (5), three (25%) respondents rated agree (4), one (08%) respondent rated uncertain (3), and three (25%) respondents rated disagree (2). The mean response for the Marketing Education graduates was 4.00 and for the Licensure Only Program completers was 3.60. Overall the mean for respondents of both programs was 3.83 which indicated that they were uncertain in their teaching philosophy. See Table 7.

### Table 7

Teaching Philosophy

<table>
<thead>
<tr>
<th>Scale</th>
<th>Marketing Education Graduates</th>
<th>Licensure Only Program Completers</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree (5)</td>
<td>3 (43%)</td>
<td>2 (40%)</td>
<td>5 (42%)</td>
</tr>
<tr>
<td>Agree (4)</td>
<td>2 (28%)</td>
<td>1 (20%)</td>
<td>3 (25%)</td>
</tr>
<tr>
<td>Uncertain (3)</td>
<td>1 (14%)</td>
<td>0</td>
<td>1 (08%)</td>
</tr>
<tr>
<td>Disagree (2)</td>
<td>1 (14%)</td>
<td>2 (20%)</td>
<td>3 (25%)</td>
</tr>
<tr>
<td>Strongly Disagree (1)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>4.00</td>
<td>3.60</td>
<td>3.83</td>
</tr>
</tbody>
</table>

Question 13 of the survey instrument was designed to determine if the respondent’s acquired knowledge of teaching methods for the classroom from the Marketing Education Program. The Likert Scale used was 5 representing strongly agree through 1 representing strongly disagree. As summarized in Table 8, of the Marketing
Education graduates, four (57%) respondents rated strongly agree (5), one (14%) respondent rated agree (4), one (14%) respondent rated uncertain (3), and one (14%) respondent rated disagree (2). Of the Licensure Only Program completers, four (80%) respondents rated agree (4) and one (20%) respondent rated uncertain (20%). Of the combined groups, four (33%) respondents rated strongly agree (5), five (42%) respondents rated agree (4), two (17%) respondents rated uncertain (2), and one (8%) respondent rated disagree (2). The mean response for Marketing Education graduates was 4.14 and for Licensure Only Program completers was 3.60. Overall the mean for respondents of both programs was 4.00 indicating that they felt that their teaching methods were adequate. See Table 8.

Table 8
Teaching Methods

<table>
<thead>
<tr>
<th>Scale</th>
<th>Marketing Education Graduates</th>
<th>Licensure Only Program Completers</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree (5)</td>
<td>4 (57%)</td>
<td>0</td>
<td>4 (33%)</td>
</tr>
<tr>
<td>Agree (4)</td>
<td>1 (14%)</td>
<td>4 (80%)</td>
<td>5 (42%)</td>
</tr>
<tr>
<td>Uncertain (3)</td>
<td>1 (14%)</td>
<td>1 (20%)</td>
<td>2 (17%)</td>
</tr>
<tr>
<td>Disagree (2)</td>
<td>1 (14%)</td>
<td>0</td>
<td>1 (8%)</td>
</tr>
<tr>
<td>Strongly Disagree (1)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>4.14</td>
<td>3.60</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Question 14 of the survey instrument was designed to determine if the
respondent’s had acquired classroom management skills from the Marketing Education Program. The Likert Scale was used with 5 representing strongly agree through 1 representing strongly disagree. As summarized in Table 9, of the Marketing Education graduates, one (14%) respondent rated strongly agreed (5), three (43%) respondents rated agree (4), and three (43%) respondents rated disagree (2). Of the Licensure Only Program completers, one (20%) respondents rated strongly agree (5), three (60%) respondents rated agree (4), and one (20%) respondent rated disagree (2). Of the combined groups, two (17%) respondents rated strongly agree (5), six (50%) respondents rated agree (4), and four (33%) respondents rated disagree (2). The mean response for Marketing Education graduates was 3.29 and for Licensure Only Program completers was 3.80. Overall the mean for respondents of both programs was 3.50 indicating that they were uncertain whether they received adequate instruction in classroom management skills. See Table 9.

Question 15 of the survey instrument was designed to determine if the respondents had acquired a set of attitudes that would enable them to teach effectively in the classroom from the Marketing Education Program. The Likert Scale used 5 representing strongly agree through 1 representing strongly disagree. As summarized in Table 10, of the Marketing Education graduates, two (28%) respondents rated strongly agree (5) and five (72%) respondents rated agree (4). Of the Licensure Only Program completers, one (20%) respondent rated strongly agree (5), two (40%) respondents rated
agree (4), one (20%) respondent rated uncertain (3), and one (20%) respondent rated disagree (2). Of the combined groups, three (25%) respondents rated strongly agree (5), seven (58%) respondents rated agree (4), one (8.5%) respondent rated uncertain (3), and one (8.5%) respondent rated disagree (2). The mean response for Marketing Education graduates was 4.29 and for Licensure Only Program completers was 3.60. Overall the mean for respondents of both programs was 4.00 which indicated that they agreed that they had acquired an appropriate set of attitudes that would enable them to teach effectively. See Table 10.

Question 16 of the survey instrument was designed to determine if as a result of their education do the respondents judge themselves as qualified professional educators. The Likert Scale was used with 5 representing strongly agree through 1 representing strongly disagree. As summarized in Table 11, of the Marketing Education graduates,
four (57%) respondents rated strongly agree (5) and three (43%) respondents rated agree (4). Of the Licensure Only Program completers, three (60%) respondents rated agree (4), one (20%) respondent rated uncertain (3), and one (20%) respondent rated disagree (20%). Of the combined groups, four (33%) respondents rated strongly agree (5), six (50%) respondents rated agree (4), one (8.5%) respondent rated uncertain (3), and one (8.5%) respondent rated disagree (2). The mean response for Marketing Education graduates was 4.57 and for Licensure Only Program completers was 3.40. Overall the mean for respondents of both programs was 4.08 indicating that they felt as a result of their education, they were qualified professional educators. See Table 11.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Marketing Education Graduates</th>
<th>Licensure Only Program Completers</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree (5)</td>
<td>2 (28%)</td>
<td>1 (20%)</td>
<td>3 (25%)</td>
</tr>
<tr>
<td>Agree (4)</td>
<td>5 (72%)</td>
<td>2 (40%)</td>
<td>7 (58%)</td>
</tr>
<tr>
<td>Uncertain (3)</td>
<td>0</td>
<td>1 (20%)</td>
<td>1 (8.5%)</td>
</tr>
<tr>
<td>Disagree (2)</td>
<td>0</td>
<td>1 (20%)</td>
<td>1 (8.5%)</td>
</tr>
<tr>
<td>Strongly Disagree (1)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>4.29</td>
<td>3.60</td>
<td>4.00</td>
</tr>
</tbody>
</table>
Table 11

Qualified Professional Educator

<table>
<thead>
<tr>
<th>Scale</th>
<th>Marketing Education Graduates</th>
<th>Licensure Only Program Completers</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree (5)</td>
<td>4 (57%)</td>
<td>0</td>
<td>4 (33%)</td>
</tr>
<tr>
<td>Agree (4)</td>
<td>3 (43%)</td>
<td>3 (60%)</td>
<td>6 (50%)</td>
</tr>
<tr>
<td>Uncertain (3)</td>
<td>0</td>
<td>1 (20%)</td>
<td>1 (8.5%)</td>
</tr>
<tr>
<td>Disagree (2)</td>
<td>0</td>
<td>1 (20%)</td>
<td>1 (8.5%)</td>
</tr>
<tr>
<td>Strongly Disagree (1)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>4.57</td>
<td>3.40</td>
<td>4.08</td>
</tr>
</tbody>
</table>

Summary

In this chapter the response to the follow-up survey were reported. The research objectives were re-stated, and the data were reported in agreement with the research objectives. Chapter V will provide a summary, conclusions based on the findings in Chapter IV, and provide recommendations for further study.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to assess the graduates of the Marketing Education Program at Old Dominion University to determine program effectiveness and to make recommendations for improving the program for future teaching candidates.

The goals set forth at the beginning of the study were:

1. What was the current employment status of the Marketing Education completers?
2. What types of employment had been held by the Marketing Education completers since they finished the program?
3. What was the overall satisfaction of the Marketing Education completers?
4. Was there a difference in satisfaction between program undergraduates and Licensure Only Program completers?
5. What were the recommendations for improving the Marketing Education Program at Old Dominion University?

This study was a formal follow-up study of Old Dominion University Bachelor of Science Degree in Occupational and Technical Studies with an emphasis in Marketing Education graduates and the Licensure Only Program from 1994 - 2000. Its primary purpose was to solicit feedback that could be used to improve the program effectiveness for the Marketing Education Program at Old Dominion University.

In order to ensure validity of this study, every graduate of the Marketing Education Program at Old Dominion University from 1994 - 2000 was included in the study. There were 22 graduates of the overall Marketing Education Program during that
time. Of these 22 graduates, 13 graduates were Marketing Education graduates and nine were Licensure Only Program completers. Of these 22 graduates, four of the surveys were returned due to no forwarding address. The overall return rate of the survey was 55%. Although most research publications state that a 70% return rate is desired for survey data validity, most will also agree that any return rate over 50% is valid and should only be listed as a study limitation. In addition, since the sample population of the study was the entire target population of the study, a 55% return rate is considered valid by the researcher. Of particular note is that the return rates for the study’s two subgroups, Marketing Education and Licensure Only Program completers, were both 55%. This equal return percentage enables the researcher to make more valid comparisons throughout this chapter. Because of the manageability of the size of the population, percentiles and means were the primary methods of analyzing the data.

Conclusions

The conclusions of this study were based on the findings of the survey and will be addressed in the context of answering the research goals.

Research Question 1

What was the current employment status of the Marketing Education completers? It was concluded that the majority of respondents were currently employed as marketing education teachers. All seven respondents (100%) of the Marketing Education graduates were teaching and three of the five (60%) Licensure Only Program completers were currently employed as teachers. Overall, 83% of the graduates were currently employed
as marketing education teachers. This high current employment rate as a marketing education teacher (the field for which the study was preparing these individual) speaks well for the Marketing Education Program overall. In addition, 100% of the respondents were employed (one as a Computer Resource teacher and the other as a Human Resource Assistant), thus it can be concluded that the courses and skills that are a part of the Marketing Education Program serve a practical purpose for the graduates when trying to find employment.

Research Question 2

What types of employment had been held by the Marketing Education completers? It is concluded that the Marketing Education Program was very successful in enabling graduates to immediately begin employment as teaching in some capacity. Six of the seven (86%) Marketing Education graduates began employment immediately as full time marketing education teachers, and two of the five (40%) Licensure Only Program completers began employment immediately as full-time teachers. Of the remaining four graduates, three (75%) were immediately employed as long-term substitutes as marketing teachers. Overall, eleven of the twelve graduates were immediately employed in their prepared field. In addition, within two years, two of the three long-term substitutes gained employment as full-time marketing education teachers. Ten of the 12 (83%) respondents are currently employed as marketing education teachers and one additional graduate is employed in the field of education (Computer Resource Teacher). It can also be concluded that the Marketing Education Program gives potential marketing education teachers the necessary credentials and expertise to gain immediate
employment as marketing education teachers.

**Research Question 3**

What was the overall satisfaction of the Marketing Education Program graduates?

It can be concluded that despite unarguable success in finding employment in the marketing teaching field, the graduates of the Marketing Education Program felt that overall the program was only above average. On the survey, four of the 12 respondents (33%) rated the program an 8 or 9 when asked about satisfaction with the Marketing Education Program. On this question, a Likert scale was used with a 9 defining excellent and a 5 defining average. The remainder of the respondents rated the program from a 5 to a 7 (average to above average) with the exception of one individual who rated it a 3 (1 being the lowest answer). The mean score was 7.00 indicating that they were above average with the overall satisfaction of the Marketing Education Program.

Questions 11 through 16 were used to gather more specific information as to respondent satisfaction with particular aspects of the Marketing Education Program. These particulars ranged from questions about such things as whether the Marketing Education Program gave the respondents the necessary skills in teacher preparedness (Question 11), teaching philosophy (Question 12), teaching methods (Question 13), management skills (Question 14), attitude effectiveness (Question 15) and professional educator qualifications (Question 16).

In each of these questions concerning program aspects, at least eight of 12 (66%) respondents either agreed or strongly agreed with the statement asked in each question. Only Question 12, with three respondents answering in the category disagree (asking
whether the program prepared the graduates with an adequate teaching philosophy), and Question 14 with four students in the category disagree (asking whether students were taught adequate classroom management skills), had greater than one response in the category disagree or strongly disagree. Analysis of this data leads the researcher to again conclude that the satisfaction of the graduates overall was above average. While some data support a satisfaction with the program, it also shows that in some cases, up to 33% of the graduates feel that there are areas of weakness in the program. These areas of weakness include not enough teacher preparation on specific instruction such as report cards, parent/teacher conferences, case studies, and role playing activities.

**Research Question 4**

Was there a difference in satisfaction between Marketing Education graduates and Licensure Only Program completers? Analysis of the data suggests that there was a difference in satisfaction between the two groups surveyed. Of the answers to Question 5, which questioned overall satisfaction with the program, only three of five respondents (60%) of the Licensure Only Program completers gave the program a 7 (above average), with the remaining two graduates rating their satisfaction as a 5 (average) and 3 (lowest score was one). Not one member rated their satisfaction as an 8 (above average) or 9 (excellent) as four of seven (57%) graduates of the Marketing Education graduates did. In addition, no Marketing Education graduate rated their satisfaction lower than a 6 (above average).

Further analysis of the data supplied by the responses to Questions 11 through 16 provided evidence to support the conclusion that there was a disparity in satisfaction
between graduates of the two programs. For each question, at least 57% of the Marketing Education graduates strongly agreed or agreed with the statements presented. On the other hand, the responses offered by the Licensure Only Program completers were more disperse, with only three of the six statements evoking a strongly agree response. For example, Question 11 which asked whether proper guidance was given to allow the graduate to develop a teaching philosophy, 86% of the Marketing Education graduates either agreed or strongly agreed with the statement, but the Licensure Only Program completers had only 60% answering in the same range. Overall, the responses by the Licensure Only Program completers were more diverse over the possible responses with the Marketing Education graduate responses more clustered in the positive end of the data.

There was one notable exception to the above generality. That one exception is that the Marketing Education graduates demonstrated dissatisfaction with the classroom management skills taught to them. Of the seven respondents, three (43%) disagreed with the perception that they were adequately prepared in this endeavor. With this one exception, it can be concluded that Licensure Only Program completers were less satisfied with the quality of their program. This could in part be due to the fact that most Licensure Only Program completers are normally older and more experienced (since they already have an undergraduate degree) than the Marketing Education graduates. This could be the reason that Marketing Education graduates are more critical of their classroom management preparation (a skill usually associated with experience) as opposed to their older Licensure Only counterparts.
Research Question 5

What were the recommendations for improving the Marketing Education Program at Old Dominion University? Based upon the responses to Questions 6 through 10 of the survey, three major topics developed. The first topic was that the students requested that the curriculum focus more on practical teaching skills that would be needed in the classroom. The second topic was that the students wanted to learn how to integrate technology into their teaching. The third topic was that the students wanted more instruction on curriculum development. These three topics can all encompass under one overarching topic that can be defined as acquiring the practical skills needed as a teacher. Specifically, classroom management training, training in the use of the latest technology so they could use that technology in the classroom and instruction on how to integrate the Standards of Learning, teaching methods, and curriculum were specifically mentioned.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. The curriculum of the Old Dominion University Marketing Education Program should include an increased emphasis on teaching classroom management skills. Since the majority of the graduates are preparing for entry into the teaching profession and subsequently gaining employment in that field, it would be prudent to give graduates as much preparation and instruction in classroom management which is absolutely critical for all teachers.
2. The curriculum of the Old Dominion University Marketing Education Program should include more instruction on helping graduates develop a teaching philosophy. Most teacher mentoring programs begin with the teacher establishing a teaching philosophy and the mentor helping them realize that philosophy. In addition, most teaching positions require that a teacher provide a portfolio as part of the application. A teacher's philosophy is an important part of that portfolio. If the Marketing Education Program wishes to see the continued success of its graduates in achieving employment as is documented in this study, then attention to the changing requirements for employment is paramount.

3. The Marketing Education Program should incorporate the latest technology into its curriculum. Not only should the curriculum ensure that students are proficient in its use, but it should teach students how to incorporate this knowledge into their curriculum. A teacher wants to ensure that their students are well prepared to enter the workplace, and today's workplace most often is technologically centered.

4. The Marketing Education Program should conduct a follow-up study to ascertain the basis for the disparity in program satisfaction between the Marketing Education graduates and the Licensure Only Program completers. Perhaps the needs of the Licensure Only Program completers may be considerably different. Are the Licensure Only Program completers more mature? Are they substituting other technical courses from their bachelor's degree that meet licensure requirement but do not necessarily cover the
content needed in Marketing Education classes? Do they have more experience? Can that experience be tapped into to create a mentoring program within the Marketing Education Program between the two surveyed groups?
BIBLIOGRAPHY


APPENDICIES

Appendix A. Sample of Marketing Education Curriculum

Appendix B. Sample of Licensure for Marketing Education Curriculum

Appendix C. Sample of Survey Questions

Appendix D. Sample of Initial Cover Letter

Appendix E. Sample of Follow-Up Letter
# APPENDIX A

 Bachelor of Science Degree in Occupational and Technical Studies  
 MARKETING EDUCATION (MKED)

<table>
<thead>
<tr>
<th>NAME</th>
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**University General Education Courses (41-47 Hours)**

- ENGL 110C, Composition 3
- ENGL 131C, Intro to Technical Writing 3
- COMM 101R, Public Speaking 3
- STAT 130M, or MATH 102M, MATH 104M 3
- OTS 251D, Computer Literacy 3
- ENGL 112L, ENGL 144L or FLET 100L 3
- Fine Arts (Art 121A, 122A, DANC 185A, MUSC 264A, THEA 241A) 3
- Philosophy PHIL 110P, 120P or 150P 3
- History HIST 101H, 102H, 103H, or 104H 3
- ECON 200S 3
- Natural Science 4
- Natural Science 4
- OTS 370T, Technology & Society 3
- *Foreign Language 0-3
- *Foreign Language 0-3

**Upper Division Courses (9-15 hours)**

- Upper Div Requirement 3
- Upper Div Requirement 3
- Upper Div Requirement 3

**Administrative Clearances**

- TB Test (passed)
- Approved for Student Teaching
- Recommendation to Teach Form
- Passed PRAXIS I Prior to Majoring
- Passed PRAXIS II (Marketing Ed)

**Technical Content Courses (36 Hours)**

- OTS 100 Sales Techniques 3
- OTS 102 Advertising & Promotion 3
- ACCT 201 Accounting 3
- OTS 202 Supervision of Personnel 3
- OTS 208 Buying 3
- OTS 220 Fashion Industry 3
- MKTG 311 Principles and Problems 3
- MGMT 325 Principles of Management 3
- MKTG 402 Consumer Behavior 3
- MKTG 412 Retail Marketing 3
- OTS 415 Advanced Merchandising 3
OTS 430 Technology Applications  3

Marketing Education Teaching Courses (18 Hours)
OTED 401 Foundations of VocEd  3
• OTED 400, Instr. Systems Development  3
• OTED 403, Methods in Vocational Ed  3
OTED 408, Adv Classrm Issues & Practices  3
ESSE 413, Fund. of Human Development  3
OTS 450, Program Eval & Improvement  3

Occupational & Field Experiences (16 Hours)
ECI 297 Observation & Participation  1
OTS 405 Directed Work Experience  3
OTED 485 Student Teaching  12

121 hours are needed to graduate.
Expected Date of Graduation
Will Graduate Under Catalog for 20

* Foreign Language requirements may be met with 3 HS credits in one foreign language or 4 HS credits in 2 foreign languages. Otherwise, students must complete 6 hours of one foreign language in college.
• OTED 400 must be taken before or with OTED 403.
• Upper division requirement may be fulfilled by completing a Second Degree or Major, a Minor or a Certification Program (12 hours), an appropriate Focus Area Cluster (9 hours), or an International Certification (12 hours).
No more than 24 hours from the College of Business and Public Administration may be counted within this 120-hour program.
Students are responsible for enrolling in required classes.
Students should follow the advise of their faculty advisors. Faculty serve only as advisors.
APPENDIX B

OLD DOMINION UNIVERSITY
Teaching License in Secondary Education
with Endorsement in Marketing Education

Name: __________________________ SSN: __________________________

Address: __________________________________________________________

Phone #: __________________________

Teaching Courses (34 Hours)

- Human Growth and Dev (ESSE 413) 3
- Assess., Evaluation & Improvem’t (OTS 450/550) 3
- Pre-Student Teaching Exp (OTED 297) 1
- Foundations of Voc Education (OTED 401/501) 3
- Methods in Mktg Ed (OTED 403/503) 3
- Instructional Systems Development (OTED 400) 3
- Advanced Classroom Issues & Prac (OTED 408) 3
- Instructional Technology (OTS 251D) 3
- Student Teaching (OTED 485) 12

Marketing Content Courses (33 Hours)

- Writing Proficiency (Engl Comp) 3
- Principles of Marketing 3
- Economics 3
- Personal Management or HRM 3
- Salesmanship or Sales Mgmt. 3
- Promotion or Advertising 3
- Principles of Management 3

Work Experience in Marketing-related jobs
Evidence of 4000 hours w/in past 5 years or 500 hours of university-supervised experience (OTS 405)

Degree: __________________________

Year Grad: __________________________

Major: __________________________
Undergrad GPA: ______ _
(Students must have a CGPA of 2.75 to student teach at ODU)

Two Recommendations: 
TB Test Passed: 

Passed PRAXIS I 
Passed PRAXIS II (Mktg Ed) 

COMMENTS: This program is based on the Virginia Department of Education approved marketing education teacher licensure program offered at Old Dominion University. This is an alternative licensure process for those who already hold a baccalaureate degree.

Prospective students are cautioned that the selection process for marketing education is competitive. Students who consider teaching positions outside the Tidewater increase their options for employment as marketing teachers.

Administrative Notes:

For students May 2000. This leads to Licensure in Virginia only. No degree is conferred as a result of completing the program.
APPENDIX C

Survey of Marketing Education Graduates

This study is being conducted as a follow-up of graduates of the Old Dominion University’s Marketing Education Program. The information collected through this study will be used for program assessment and improvements to better serve future students and employers in the workplace.

Respondent #____________________ Year of Graduation ________________

1. Please indicate the program completed.
   _ Graduate of Marketing Education Program      __ Licensure Only Program

2. What is your current employment status?

Position ________________ Company/School __________________________

3. Please list the other positions you have held since graduation or program completion from 1994 - 2000:

<table>
<thead>
<tr>
<th>Position</th>
<th>Company</th>
<th>Dates of Employment</th>
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4. The courses in the Marketing Education curriculum at Old Dominion University prepared me for my first teaching position.

   1   2   3   4   5

   Strongly Disagree Disagree Uncertain Agree Strongly Agree
5. Please indicate your overall satisfaction with the Marketing Education Program you completed on a scale of 1 to 9.

1 2 3 4 5 6 7 8 9

Poor Average Excellent

Marketing Education Graduates answer Questions 6, 7, and 8.

6. What are your suggestions for improvements in the technical context courses section of the curriculum? Examples of these courses include Sales, Advertising & Promotion, Fashion Industry, Principles of Management, Consumer Behavior, Retail Marketing, and Technology Applications.

7. What are your suggestions for improvements in the marketing education teaching courses? Examples of these courses include Foundations of Vocational Education, Methods in Vocational Education, Fundamentals of Human Development, and Assessment, Evaluation & Improvement.

8. What are your suggestions for improvements in the occupational and field experiences? Examples of these courses include Observation & Participation, Directed Work Experience, and Student Teaching.

Licensure Only Program completers answer Questions 9 and 10.

9. What are your suggestions for improvements in teaching courses? Examples of these courses include Human Growth and Development, Pre-Student Teaching Experience, Foundations of Vocational Education, Methods in Marketing, Classroom Issues & Practice, Instructional Technology, and Student Teaching.
10. What are your suggestions for improvements in marketing content courses? Examples of these courses include English Composition, Principles of Marketing, Personal Management, Salesmanship, Promotion or Advertising, and Principles of Management.

Please circle the number that best describes you as a professional educator.

11. As a result of my education, I see myself as a prepared professional teacher in the classroom.

1 2 3 4 5
Strongly Disagree Uncertain Agree Strongly Agree
Disagree

12. I have acquired a teaching philosophy from the Marketing Education Program.

1 2 3 4 5
Strongly Disagree Uncertain Agree Strongly Agree
Disagree

13. I have acquired the knowledge of teaching methods for the classroom from the Marketing Education Program.

1 2 3 4 5
Strongly Disagree Uncertain Agree Strongly Agree
Disagree

14. I have acquired classroom management skills from the Marketing Education Program.

1 2 3 4 5
Strongly Disagree Uncertain Agree Strongly Agree
Disagree
15. I have acquired a set of attitudes that would enable me to teach effectively in the classroom from the Marketing Education Program.

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<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Uncertain</td>
<td>Agree</td>
<td>Strongly Agree</td>
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16. As a result of my education, I consider myself a qualified professional educator.

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<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Uncertain</td>
<td>Agree</td>
<td>Strongly Agree</td>
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</table>

Thank you for participating in this follow-up study.
Dear ______________:

As a graduate from Old Dominion University’s Occupational and Technical Studies Program, we are seeking your assistance in a follow-up survey of the former Marketing Education completers. This survey collects important and valuable information that can be used for program improvements.

Your name is asked so that we can follow-up with non-respondents to improve the sample size. However, all responses will be kept anonymous.

You have the knowledge we need to provide improvements to the Occupational and Technical Studies Program for Marketing Education completers. Your response to the survey is important to its success. With the results, we will be able to ascertain possible changes that can be made to the program so that prospective teachers will be better prepared for the workplace.

Please complete and return the enclosed survey in the self-addressed envelope provided. If you have any questions or concerns regarding this survey, please call me at work (757) 683-3503 or at home (757) 467-3708. I can also be reached through email at work Sjoyner@odu.edu or home sejpoodlemom@aol.com.

Sincerely,

Sharon E. Joyner
APPENDIX E

(Date)

Address

Dear ____________:

Recently, I mailed you a survey and requested your participation in a follow-up study of Old Dominion University’s Marketing Education completers. I have not received your survey. You are the only one with the information that I need. Your response to the survey is important and to the success of the study.

If you have been employed as a Marketing Education teacher, your feedback will assist the Department of Occupational and Technical Studies to prepare their students for teaching in the classroom.

Once again, please complete and return the enclosed survey in the self-addressed envelope provided. If you have any questions or concerns regarding this survey, please call me at work (757) 683-3503 or at home (757) 467-3708. I can also be reached through email at work Sjoyner@odu.edu or home sjpoodlemom@aol.com.

Sincerely,

Sharon E. Joyner