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# A Follow-Up Study of Marketing Education Graduates from Old Dominion University 2001-2007

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**A FOLLOW-UP STUDY OF MARKETING EDUCATION  
GRADUATES FROM OLD DOMINION UNIVERSITY  
2001-2007**

**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**

**Meghan M. Dowd**

**August 2008**

**SIGNATURE PAGE**

Meghan M. Dowd 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: \_\_\_\_\_ Date \_\_\_\_\_  
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Meghan M. Dowd

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## CHAPTER I

### INTRODUCTION

Marketing education is a secondary-level career and technical education program offered in many high schools in the United States. Graduates from the marketing education program are competent in teaching the areas of “buying, transporting, and storing of goods; the promotion of goods and services, market research; marketing management” (CTE Administrative Planning Guide, 2007).

Old Dominion University offers two programs, which prepare marketing education teachers. Both of the programs lead to the same goal of meeting licensure requirements to teach marketing education in secondary schools. One of these programs is a Bachelor of Science Degree in Occupational and Technical Studies with an emphasis on marketing education. The other program is a Licensure Only Program that was created to prepare students who have already completed a business-related four-year degree (Old Dominion University Catalog, 2007b). These curriculums prepare graduates to teach an assortment of high school level marketing courses including Marketing, Advanced Marketing, Fashion Marketing, and Marketing Management (Joyner, 2001).

Marketing education teachers perform an array of duties including: instructor, career counselor, planner, public relations manager, and administrator. Due to this variety of responsibilities, the developers of a marketing education program are charged to cover all of these topics and allow for hands-on experience, which will be used when they reach the classroom. Changing technologies and trends in industry are reasons for evaluating the program frequently to keep the curriculum current and pertinent. Feedback from

former completers of the program was vital to making those necessary improvements. This study was designed to evaluate the effectiveness of Old Dominion University's marketing education program based on completers and licensure only program graduates' experiences and attitudes developed in the workplace.

### **Statement of the Problem**

The problem in this study was to evaluate graduates of the marketing education program at Old Dominion University to determine the program's effectiveness in preparing them to enter the teaching profession.

### **Research Goals**

During this follow-up study, data were collected to fulfill the following research questions.

- What is the current employment status of marketing education completers?
- What other positions had the completers held since graduation from the program?
- What was the satisfaction level of the marketing education completers?
- What can be done to improve the marketing education program at Old Dominion University?

## **Background and Significance**

Information gathered from follow-up studies of marketing education completers can serve a number of purposes. Doing follow-up studies provides a way to collect data from completers who were in the program at the same time, therefore having similar experiences. During this study students were asked to consider their undergraduate work in relation to how it prepared them for or failed them in preparing for their current career (Joyner, 2001). The evaluation stage is vital to completing the analysis, design, development, implementation, and evaluation (ADDIE) process when developing any program. The evaluation of a program gives educators an opportunity to make necessary improvements or modifications suggested by former completers. The growth and use of technology in the workplace continues to change on a yearly basis so evaluation is also essential in learning what the necessary on-the-job skills have become. It is the responsibility of the educators to make sure that the curriculum offered is current and prepares those who complete it to be competent employees in the field (Joyner, 2001).

This study was done on completers of the marketing education program to understand what direction they have chosen to take their career. The various careers completers hold are directly and indirectly linked to the education and training they received at Old Dominion University as well as to their satisfaction with the marketing education program specifically (Joyner, 2001). Based on the post-educational experience of the completers, the suggestions given are valuable to understanding the competencies required of current employees in the field. The findings of this study provide data that will be used to improve the

marketing education program so as to continue to meet the needs of the employed individual.

### **Limitations**

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

- This study was limited to marketing education program completers from Old Dominion University from the years of 2001- 2007.
- This study was limited to data collected through the survey.

### **Assumptions**

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

- The Marketing Education Program completers were comprised of undergraduates and Licensure Only program students.
- Old Dominion University offers a quality program of study to prepare students to become marketing education teachers.
- Persons enrolled in the program would seek teaching careers after graduation.
- The Bachelor of Science and Licensure Only program lead to the same skills and competencies in the profession of marketing teacher.
- Programs are state approved meeting the criterion established by the Virginia Department of Education (Joyner, 2001).

## **Procedures**

In order to answer the research goals a survey, consisting of both open and closed form questions, was given to marketing education program completers. Lists of graduates from the marketing education program were collected from the Alumni Affairs Office at the University. The survey, a cover letter, and self-addressed, stamped envelope were mailed to all individuals identified with known addresses. The data were accumulated and analyzed to determine whether changes in the marketing education program were necessary.

## **Definition of Terms**

The following terms were defined to ensure that the readers of this study understood their meaning.

- 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.
- Marketing education program- A curriculum followed by a university student to secure a degree and teaching license in marketing education.
- Licensure Only Program Completers- A Virginia state-approved teacher preparation program that leads to post-baccalaureate teaching licensure (Virginia Department of Education, 2008).

## **Summary and Overview**

Chapter I included an introduction to Old Dominion University's marketing education teacher preparation programs. This was a descriptive study and was

developed to determine graduates' demographics, attitudes, and recommendations for program improvements. Chapter II is a review of the literature in the field of marketing education and teacher licensure. Chapter III includes the methods and procedures that were used in collecting the data. Chapter IV consists of the findings that were gathered through the survey. Chapter V provides a summary of the study as well as making conclusions and recommendations for future study.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

The purpose of this chapter is to offer an explanation of the background information related to this study. There are four sections in this chapter. The first section will outline the history of marketing education. The second section will detail the mission of and accreditation standards required by the National Council for the Accreditation of Teacher Education (NCATE). The third section will depict a quality teacher education program. The fourth section will describe Old Dominion University's Marketing Teacher Education Program.

#### **The History of Marketing Education**

In just over one hundred years the field of retail occupations including marketing education has developed exponentially. In 1905 the Women's Educational and Industrial Union in Boston explored this area for the first time moving Prince to include classes in this category in the curriculum (Gordon, 2008). These classes quickly grew in popularity and the basis of Prince's classroom practices have influenced vocational education ever since. She believed that students should be taught based on what they experienced and "that instruction should be largely individual, and that training should prove itself in practice on the job" (Gordon, 2008, p. 191).

In 1917 the Smith-Hughes Act was passed creating the first formal, nationwide, educational program that prepared adolescents for work. Vocational education was given recognition in high schools across the United States but was still limited to three main areas: agriculture, industrial, and home economics

education. The notion was that students receiving vocational education would gain the knowledge and skills necessary to becoming productive and leading a meaningful life. Although the initial areas of interests proved beneficial to the foundation of vocational studies, Price again expanded this field by developing a Marketing Education program (Sampson, 1991).

Marketing education was first recognized on a federal level in 1936 when the George-Deen Act was passed and was originally referred to as Distributive Education. This act “required that federally supported marketing education instruction be limited to employed individuals” (Sampson, 1991, p. 6). The Act provided federal funds for distributive education (marketing education) programs and teacher preparation programs. Funding was given for employed high school students who took part in cooperative instruction (Sampson, 1991).

During 1930s, 40s, and 50s the focus of distributive education was positioned on the place of employment. At this time, distributive education was looked at as a way to supplement occupational experiences with education. The shift in curriculum was seen at the end of the 50s into the early 60s with a move to teaching subjects related to distribution supplemented with occupational experiences. The National Vocational Education Act of 1963 allowed for federal funding to go to marketing education programs including individuals that were not employed. This Act focused on students from four major areas: secondary schools, postsecondary schools, adults, and students with special needs. The Act also authorized Federal grants for the improvement of vocational programs (Sampson, 1991).

By the 1980s there was a move in the field to look toward the future and further improve vocational studies especially marketing education. The National Conference on Marketing Education held in 1980 provided an opportunity to clarify misunderstandings and confusion about the topic of marketing education held by businesses, instructors, and the public. This conference centered its attention on four major topic areas seen as being the future of marketing education. Those four areas were identity as image, program development, leadership, and power and influence. A Curriculum Conference followed in 1984. It was lead by Gleason, Nelson, and Lynch's publication of *Marketing Education: A Future Perspective*. This conference produced three major foundations of curriculum, which were economic, marketing, and business and human resources. The conference also outlined the functions of marketing including financing, risk management, selling, promotion, pricing, purchasing, marketing-information management, product/service planning, and distribution. Annual conferences and meetings since then have continued to advance marketing education curriculums and programs (Sampson, 1991).

With the passing of the Carl D. Perkins Vocational and Applied Technology Act of 1990, which was an amended version of the Act first passed in 1984, vocational education received the largest amount of federal funding in history. Included in the Act was, "the tech-prep initiative [which] encourages planned secondary-postsecondary program articulation, and applied apprenticeships stress workplace learning" (Sampson, 1991, pp. 24-25). The Act also gave further support to programs offered to those with special needs (Sampson, 1991).

The objectives of marketing education programs have changed greatly since the early 1900s. “At that time, the objective was to provide cooperative training in retail store work for the purpose of improving the lot and quality of work sales personnel” (Gordon, 2008, p. 192). The area of marketing education has grown with the development of the economy because the two areas are closely intertwined. With the growing consumption of goods and services seen today, the jobs of marketers and marketing education teachers have become more challenging.

Marketers deal with distribution channels not only between wholesalers and retailers, but also with the final consumers. “For several decades, people engaged in marketing education reported that two of every three jobs involved the distribution of goods and services, and they felt that the public schools should prepare students to work in these jobs and careers” (Leventhal, 2002, pp. 30-33). The trend of globalization with distribution channels reaching around the world has also changed marketing education so as to now include electronic marketing (Gordon, 2008).

Marketing education is also known for its hands-on, competency-based training. Crawford from the Virginia Polytechnic Institute and State University headed up this idea with her “work in organizing the taxonomy for marketing and...on tasks/performances/objectives for each occupation” (Gordon, 2008, p. 193). The project method of teaching is often seen in marketing education. This is where students are assigned a learning activity that would have to be performed in the field and under the direction of the teacher. They complete the activity with the same professional standards in the industry (Gordon, 2008).

Students must prove their understanding of these standards and their competence in the particular area through this “cooperative learning” (Gordon, 2008, p. 193).

Marketing education is not just a content-based major. “Students learn occupational skills that include marketing skills, self-development/personality development, getting along with co-workers/supervisors/customers and leadership skills” (Gordon, 2008, p. 193). This is accomplished by including group work and real-world simulations in the classroom. Another way of achieving this goal is through supervised work experience or an internship. The Bureau of Labor Statistics stated that employment of advertising, marketing, promotions, public relations, and sales managers is expected to increase faster than the average for all occupations through 2010 (Bureau of Labor Statistics, 2002). Through supervised work experience in these fields, students are prepared for a more competitive and challenging work environment.

In the later decades of the twentieth century adults and educators alike recognized the importance of job-related training. “Changing demographic patterns, new work place requirements, and major structural changes in business and industry help explain the growth in demand for adult programs and services” (Reece & Price, 1994, p. 2). The previous statement was made in 1994 and still holds true in a different context today, that context being globalization and rapidly changing technologies. The need and growth of marketing education programs for adults created the need for government and organizational standards and accreditation methods.

## **The National Council for Accreditation of Teacher Education**

The National Council for Accreditation of Teacher Education (NCATE) is the nationally recognized organization for accreditation of colleges and universities that prepare teachers to work in elementary and secondary schools.

This organization's mission statement said:

NCATE is the teaching profession's organization to help establish high quality teacher, specialist, and administrator preparation... NCATE works to make a difference in the quality of teaching, teachers, school specialists and administrators. NCATE believes every student deserves a caring, competent, and highly qualified teacher (NCATE, 2008a).

NCATE presently accredits 632 colleges of education with almost 100 more looking to become accredited (NCATE, 2008a). Accreditation given by this organization ensures that schools, colleges, universities, and departments of education have qualified teacher education programs in place.

"NCATE's performance-based system of professional accreditation fosters competent performance of classroom teachers and other educators to improve the education of all P-12 students. It is a primary mechanism to advance professionalism in teaching" (NCATE, 2008b, p. 1). Institutions are evaluated on a results-based standard. Students must gain the appropriate knowledge and skills in their instruction and then demonstrate this knowledge in a measurable way.

This organization has set six standards to base its accreditation. These six standards are:

- Standard 1: Candidate Knowledge, Skills, and Professional 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 (NCATE, 2008a).

### **The Qualified Marketing Teacher Education Program**

The best proof of an effective marketing teacher education program is the production of capable and professional teachers. Teachers must be prepared, through the program, to teach marketing and related subjects in secondary school environments to all students enrolled in their classes (NCATE, 1997).

The responsibility of an accreditation organization like that of NCATE is to hold up standards in educational units that will allow for marketing education program completers to be successful in the workplace. A completer of a marketing education programs will have to not only meet the approved standards in the field, but also constantly be involved in professional development gaining new knowledge and skills to be successful in the fast paced society we live in today. The school or institution should provide a professional body of knowledge as well as competent faculty members that will assist in preparing new teachers for the diverse population of students they will encounter in the classroom. Students and educators must work together in this hands-on field to constantly develop reflective practices by the student (NCATE, 1997). "Above all, the professional marketing teacher education program should view teacher preparation and development as a continuous process, starting at preservice

preparation, carrying through supervised beginning practice to continuing professional development” (Joyner, 2001, p. 12).

Based on research knowledge and lessons learned during the duration of study, a new teacher in marketing education must be able to explain their instructional methods. “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” (Joyner, 2001). A new educator must be constantly revamping their instructional strategies according to the response from students, parents, and faculty. This is a process that should carry on throughout the career but be practiced from the beginning. A broad education, hands-on field experience, necessary technological and pedagogical knowledge, and the ability to demonstrate skills in an internship or testing context are all results of an effective marketing teacher education program (NCATE, 1997).

### **The Marketing Teacher Education Program at Darden College of Education at Old Dominion University**

The marketing teacher education program is offered by the Darden College of Education. Marketing education is a secondary-level career and technical education program. Old Dominion University offers marketing education graduates a Bachelor of Science degree leading to a license to teach marketing education at the secondary level. For students who already have a baccalaureate degree and wish to gain their teacher licensing in marketing education, there is a Licensure Only program (Old Dominion University, 2007b).

The curriculum is designed to prepare completers to teach high school courses including Marketing, Advanced Marketing, Fashion Marketing, and Marketing Management (Old Dominion University, 2007b).

Students must complete a 123-hour program to receive a Bachelor of Science Degree in Occupational and Technical Studies, Marketing Education. These hours consist of university general education courses, 41-47 hours; upper division general education courses, 9-15 hours; technical content courses, 36 hours; marketing education teaching courses, 21 hours; and occupational and field experiences, 16 hours (Old Dominion University, 2006). After receiving their baccalaureate degree, Licensure Only students must complete a 67-hour program that includes teaching courses, 34 hours, and marketing content courses, 33 hours (Old Dominion University, 2000). Both the bachelor's degree program and the Licensure Only program attempt to attain the same learning outcome.

The following information refers to the Professional Studies requirements for the marketing education program based on the Virginia Department of Education's Program Status Matrix. The endorsement competencies, as well as the course and experience requirements, are detailed below.

- Human growth and development course from birth through adolescence (Virginia Department of Education, n.d.). The required course is ESSE 413, Fundamentals of Human Development (Old Dominion University, 2006).
- Curriculum and instructional procedures. Skills in this focus include an understanding of the principles of learning, the application of skills in

discipline-specific methodology, classroom supervision, communications procedures, selection and utilization of classroom technologies and instructional materials, and evaluation of student performance. Other topic areas include teaching strategies for students who are either gifted or especially talented or those who have disabilities. Courses include OTED 400, Instructional Systems Development; OTED 402, Methods in Career and Technical Education; OTED 408, Advanced Classroom Issues and Practices; OTED 485, Student Teaching; and OTS 450, Program Evaluation and Improvement (Old Dominion University, 2006).

- Foundations of education. Skills in this area are designed to advance understanding of historical, philosophical, and sociological roots essential to the role, development, and organization of public education in the United States. Content includes the legal status of students and teachers, comprised of federal and state laws and regulations, schools as an organization, and current issues in education (Virginia Department of Education, n.d.). The course offered to fulfill this requirement is OTED 401, Foundations of Career and Technical Education (Old Dominion University, 2006).
- Reading. Skills in this area include knowledge of comprehension skills in all content areas, including a variety of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension. Students should also be motivated to utilize a variety of scholarly literature and other independent readings (Virginia Department of Education, n.d.). The course offered to

fulfill this requirement is ECI 408, Reading and Writing in Content Areas (Old Dominion University, 2006).

- Supervised classroom experience. Student teachers will teach, in classroom, full-time for a minimum of 300 clock hours. At least half of that time must be spent participating in teaching activities with direct supervision in the particular area a degree is sought (Virginia Department of Education, n.d.). The courses required are OTED 485, Student Teaching; OTED 297, Observation and Participation; and OTED 408, Advanced Classroom Issues and Practice (Old Dominion University, 2006).
- Students must also have three semester hours of a supervised marketing internship or one year of successful work experience in the field of marketing. The course offered is OTS 405, Directed Work Experience (Old Dominion University, 2006).

The following information outlines the Marketing Education Licensure Only Program requirements based on the Virginia Department of Education's Program Status Matrix: Professional Studies Requirements:

- Students must have a major in marketing or 30 hours in marketing content courses including: marketing process and management, economics, merchandising and operations, advertising/sales promotion, personal selling, marketing math, communication theory and techniques, business ethics, human resources/training and development, international business/marketing and marketing technology.

- Knowledge of human growth and development is a course studying birth through adolescence. The required course is ESSE 413, Fundamentals of Human Development (Old Dominion University, 2007a).
- “Students must have completed four years of work experience at the management or supervisory level or equivalent or have a combination of four years of training and work experience at the management or supervisory level or equivalent” (Virginia Department of Education, 2007, p. 39).
- Student must complete OTS 405, Directed Work Experience, in a marketing related position or one year of experience (Old Dominion University, 2007a).
- Knowledge of planning, developing, and administering a complete marketing education program for high school students and adults (Virginia Department of Education, n.d.). The courses offered to complete this requirement are OTED 401, Foundations of Career and Technical Education and OTS 450, Assessment, Evaluation, and Improvement (Old Dominion University, 2007a).
- Knowledge of utilization and implementation of various teaching methods and instructional techniques for adolescence and adults (Virginia Department of Education, n.d.). Courses include OTED 403, Methods in Career and Technical Education, and OTED 400, Instructional Systems Development (Old Dominion University, 2007a).
- Knowledge of carrying out learning programs with various career objectives and dealing with individual differences in learners (Virginia

Department of Education, n.d.). The course is OTED 403, Methods in Career and Technical Education.

- Knowledge of how to aid learners with different abilities in expanding skills needed to gain particular jobs or advancement in educational institutions (Virginia Department of Education, n.d.). The course is OTED 408, Advanced Classroom Issues and Practice.
- Knowledge of gaining data about career requirements and opportunities in the areas of marketing, management, and merchandising (Virginia Department of Education, n.d.). The course is OTED 401, Foundations of Career and Technical Education.
- Knowledge of attributes necessary to teach leadership skills with the ability to create and manage co-curricular organizations, as well as involve their co-curricular activities in the classroom (Virginia Department of Education, n.d.). The course is OTED 401, Foundations of Career and Technical Education.
- Reading. Skills in this area include knowledge of comprehension skills in all content areas, including a variety of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension. Students should also be motivated to utilize a variety of scholarly literature and other independent readings. The course is ECI 408, Reading and Writing in Content Areas.
- Knowledge of employing current technological applications as these relate to marketing tasks. The course offered to fulfill this requirement is OTS

430, Technology Applications in Training (Old Dominion University, 2007a).

Students must pass all prerequisite courses before completing the program. “To receive licensure, students must also attain passing scores on the Virginia Communication and Literacy Assessment (VCLA)” (Old Dominion University, 2007a). Students must also pass the Praxis I or submit a qualifying SAT score. The Praxis I tests mathematics, reading, and writing. Passing scores are: PPST Reading- 178, PPST Writing- 176, PPST Mathematics (calculators prohibited)- 178, or Composite Score of 532. The Praxis II must be passed prior to attending the Student Teaching Orientation. A passing score in Virginia for the Praxis II in Marketing Education is 575. Students must also complete OTED 297, Observation and Participation, and OTED 408, Advanced Classroom Procedures, prior to completing OTED 485, Student Teaching.

An in depth view of the requirements for the marketing education program at Old Dominion University is included in Appendix A and the requirements for the Licensure Only program is included in Appendix B.

### **Summary**

The development of marketing education at a secondary level has been discussed due to its importance in this area of career and technical education. It is important to understand this background when considering the results of this study. Due to the needs of business and industry seen today, students are expected to perform at a higher level. This is demanding high schools and colleges alike to produce students with a greater sense of professionalism, depth

of knowledge, and more advanced technological skills. Curriculum changes must constantly be made and standards revised to keep up with the businesses and industries students are being prepared to pursue. “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” (Joyner, 2001). Old Dominion University strives to meet the constantly changing demands of the industry in training their students to be prepared for the field of marketing education. Chapter III will describe the methods and procedures used in this study.

## **CHAPTER III**

### **METHODS AND PROCEDURES**

Chapter III explains the methods and procedures used to complete this research study. The purpose of this study was to evaluate the Marketing Education program completers to determine if they were prepared appropriately for a career and technical education teaching career. In this chapter there are descriptions of the population, instrument design, the method of data collection, statistical analysis, and a summary.

#### **Population**

The population of this study consisted of Old Dominion University's Marketing Education program completers from the years of 2001-2007. During this time there were twenty-three completers. Of those, fourteen were Marketing Education graduates and nine were Licensure Only program completers. The Alumni Affairs Office provided names and addresses for these completers.

#### **Instrument Design**

The purpose of this descriptive research study was to complete a follow-up study of Marketing Education program completers and Licensure Only program completers. The instrument used consisted of open-ended and Likert Scale questions. These types of questions provided an opportunity for program completers to share suggestions for the improvement of the program. The survey was designed to answer the research goals. Those research goals were:

1. What is the current employment status of marketing education completers?
2. What other positions had the completer held since graduation from the program?
3. What was the satisfaction level of the marketing education completers?
4. What can be done to improve the marketing education program at Old Dominion University?

A sample of the survey is included in Appendix C.

### **Methods of Data Collection**

In order to collect the data, a cover letter, the survey instrument, and a postage-paid return envelope were mailed to the population on June 16<sup>th</sup>, 2008. The cover letter outlined the purpose of the study and the value of the participant's responses. The letter also informed participants that all responses would remain confidential. A sample of the Cover Letter is included in Appendix D.

A follow-up letter was sent on June 27<sup>th</sup>, 2008, to those of the population that had not responded by that time. Another copy of the survey was mailed with the follow-up letter. Phone calls were also placed to non-respondents beginning on July 28<sup>th</sup>, 2008, and surveys were conducted over the phone. A sample of the follow-up letter is included in Appendix E.

### **Statistical Analysis**

The data collected in this study were analyzed using numbers, percentiles, and means. The results of this data were represented in tables presenting the results in accordance with the research goals of this study.

### **Summary**

The need for more appropriately prepared high school graduates from secondary Marketing Education programs is a pertinent reason that this follow-up study was completed. Teachers at this secondary level must be adequately prepared for the changes seen not only in schools but also in business and industry. Becoming familiar with new technologies and industry practices will prepare graduating seniors for a competitive workplace environment. The globalization seen today gives need to having prepared teachers with an international view to prepare students accurately for the fast-paced work environment seen at many levels in the marketing profession. Old Dominion University is fulfilling these needs but as with any industry constant changes and being made so continuously improving the Marketing Education program is of utmost importance. Chapter IV will review the findings collected from the survey participants in this study.

## **CHAPTER IV**

### **FINDINGS**

This chapter presents the findings of the follow-up study of Old Dominion University's Bachelor of Science Degree in Occupational and Technical Studies with an emphasis in Marketing Education. Graduates and Licensure Only Program completers were studied from 2001-2007. The problem of this study was to evaluate graduates of the marketing education program at Old Dominion University to determine the program's effectiveness in preparing them to enter the teaching profession.

This chapter is separated into sections addressing responses to the survey, employment status and position, preparedness to fulfill the role of teacher, overall satisfaction with the program, recommendations for program improvements, and classroom preparedness skills fulfillment. There were separate questions asked regarding improvements for Licensure Only program completers and Marketing Education graduates, so to have a view of changes needed specific to each program.

#### **Responses to the Survey**

From 2001-2007 there were 23 students who completed the program. Of those 23, nine were Licensure Only program completers and fourteen were graduates of the Marketing Education Bachelor of Science program. The first mailing was on June 16, 2008 and included a cover letter and the survey instrument. This mailing resulted in six responses of which four were Licensure Only program completers and two were Marketing Education graduates. At that

point, the response rate for Marketing Education graduates was 14%. The response rate for Licensure Only program completers was 44%. The total response was 26%. Due to no forwarding address issues and unclaimed letters, three packets were returned.

A follow-up letter was mailed on June 27, 2008, to non-respondents. This follow-up letter resulted in six additional responses. There were four responses from Marketing Education graduates bringing the percent of responses to 43% total. There were two responses from Licensure Only program completers, bringing the percent of responses to 67% total.

Phone calls were placed to the non-respondents and resulted in three more participants, all of which were Marketing Education graduates. The total responses were 15 of 23, which resulted in a final response rate of 65% for the study. Question 1 asked which program the students completed: Bachelor of Science in Marketing Education or the Licensure Only Program. See Table 1.

**Table 1. Percent of Graduate Responses**

	Number Mailed*/ Called	Number and Percentage of Respondents
Initial Mailing	<b>14M - 9L</b>	<b>2M (14%) - 4L (44%)</b>
Follow-up Mailing	<b>12M - 5L</b>	<b>4M (29%) - 2L (22%)</b>
Phone Correspondence	<b>8M - 3L</b>	<b>3M (21%) - 0L</b>
Total		<b>15- 65%</b>

\*Three returned due to no forwarding address

M= Marketing Education graduates  
L= Licensure Only Program completers

### Employment Status and Position

Question 2 of the survey was designed to determine the current employment status of the participants. Twelve of the fifteen respondents were currently employed as Marketing Education teachers. Of the Marketing Education graduates, one respondent was not currently employed as a Marketing Education teacher. This respondent was a Media Specialist. Another was an Education for Employment (EFE) teacher. The EFE teacher used her education in the Marketing Education program to gain her current position. Her job focuses on career and technical education so for the purposes of this study she will be considered to have begun teaching immediately in Marketing Education. Only one of the Licensure Only program completers was not currently employed as a Marketing Education teacher. This respondent was currently an Advocate Manager. Overall, 13 (57%) of the participants were employed as Marketing Education teachers. See Table 2.

**Table 2. Current Employment Status**

Position	Number of Responses	
Marketing Education teacher	<b>7M</b>	<b>5L</b>
Advocate Manager	<b>0M</b>	<b>1L</b>
Media Specialist	<b>1M</b>	<b>0L</b>
EFE teacher	<b>1M</b>	<b>0L</b>

M= Marketing Education graduates

L= Licensure Only Program completers

Question 3 of the survey was designed to determine the position(s) held since the completion of the Marketing Education or Licensure Only programs. Of the Marketing Education graduates, eight (89%) respondents began teaching immediately. Of the Licensure Only program completers four (67%) respondents began teaching immediately and 1 (17%) respondent began six years after graduation. Of all the participants combined, 13 (87%) are currently Marketing Education teachers.

### **Preparedness to Fulfill the Role of Teacher**

Question 4 of the survey was designed to determine whether courses in the Marketing Education curriculum at Old Dominion University prepared graduates for their first teaching position. Of the Marketing Education graduates, three (33%) respondents rated strongly agreed (5), five (56%) respondents rated agreed (4), and one respondent rated disagree (2). Of the Licensure Only program completers, two (33%) respondents rated strongly agree (5), and four (67%) respondents rated agree (4). Of the totals from the combined groups, five (33%) respondents rated strongly agree (5), nine (60%) respondents rated agree (4), and one (7%) rated disagree (2).

The mean response for the Marketing Education graduates was 4.11 and for the Licensure Only program completers was 4.33. The mean for the participants in both programs was 4.2 indicating overall agreement with adequate preparation provided by Old Dominion University for their first teaching position. See Table 3.

**Table 3. Adequacy of Preparation for First Teaching Position**

<b>Scale</b>	<b>Marketing Education Graduates</b>	<b>Licensure-Only Program Completers</b>	<b>Totals</b>
Strongly Agree (5)	<b>3 (33%)</b>	<b>2 (33%)</b>	<b>5 (33%)</b>
Agree (4)	<b>5 (56%)</b>	<b>4 (67%)</b>	<b>9 (60%)</b>
Uncertain (3)	<b>0</b>	<b>0</b>	<b>0</b>
Disagree (2)	<b>1 (11%)</b>	<b>0</b>	<b>1 (7%)</b>
Strongly Disagree (1)	<b>0</b>	<b>0</b>	<b>0</b>
Mean	<b>4.11</b>	<b>4.33</b>	<b>4.2</b>

### **Overall Satisfaction with the Marketing Education Program**

Question 5 was designed to determine the respondents' overall satisfaction with the Marketing Education program. The scale used ranged from 9, representing excellent, through 1, representing poor, and five was the average. Of the Marketing Education graduates, one (11%) respondents rated 9 (excellent) and eight (89%) respondents rated 8. Of the Licensure Only program completers, one (17%) respondent rated 9 (excellent), one (17%) respondent rated 8, and four (67%) respondents rated 7. The totals for responses from Marketing Education graduates and Licensure Only completers revealed that two (13%) respondents rated 9 (excellent), nine (60%) respondents rated 8, and four (27%) respondents rated 7.

The mean response for the Marketing Education graduates was 8.11 and for the Licensure Only program completers was 7.5. The mean for respondents

of both programs was 7.87 indicating both groups' above average satisfaction with the Marketing Education program.

### **Recommendations for Program Improvement**

The following data were collected from Questions 6 through 8 from the survey, which consisted of open-ended questions that called for input from participants regarding 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. Five of the respondents offered no suggestions for improvements. The four remaining respondents provided the following suggestions:

1. Two students recommended including Marketing courses regarding what is taught in high school including Sports, Internet, and Travel courses.
2. Require more work experience; having not just one internship but several.
3. Two students also suggested having more involvement from industry professionals as guest speakers or through participation in industry tours.

Question 7 asked for suggestions for improvements in the Marketing Education teaching courses. Five respondents offered no suggestions for improvement. The four remaining respondents offered the following suggestions:

1. Include classes on ethics and global business.

2. Two participants suggested including more lessons/courses regarding classroom management and using role play as a classroom activity to do so.
3. Offer more case studies.
4. Have classes focusing on differentiation of teaching lessons and classroom management.

Question 8 asked for suggestions for improvements in the occupational and field experiences. One respondent offered no suggestions for improvement.

The remaining respondents offered the following suggestions:

1. Do not require students to teach lessons at the observation level.
2. Require more work study.
3. Try to match students and mentors more personally to ensure better learning experiences.
4. Schedule meetings for students to share observations and student teaching experiences more in depth with each other.
5. Make student teaching more closely monitored as far as who is mentoring and how often they must meet.
6. Prepare mentors more so that they know how to help.

The following data were collected from Questions 9 and 10 on the survey instrument, which consisted of open-ended questions that called for input from participants regarding suggestions for improvements in teaching courses and marketing content courses.

Question 9 asked for suggestions for improvement in the teaching courses of the program curriculum. Two respondents offered no suggestions for

improvements. The remaining four respondents offered the following suggestions:

1. More emphasis on activities.
2. More discussion of discipline in the classroom.
3. Bring human growth and development under the career and technical (vocational) education umbrella.
4. Make student teaching experiences longer.
5. Have those enrolled in pre-teaching (observation and participation) teach 3 lessons instead of 1 and during the practicum teach 5 lessons instead of 3.
6. Offer more classes online.
7. Offer more feedback during the student teaching process.
8. In Human Growth and Development students should study the age group related to age of students they will be teaching.
9. Offer a course on classroom activities, Kagan structures, etc.

Question 10 asked for suggestions for improvements in marketing content courses. None of the respondents offered any suggestions for improvements.

Three of the respondents stated that they did not take these courses at Old Dominion University.

### **Classroom Preparedness Skills Fulfillment**

Question 11 of the survey was designed to determine if, as a result of their education, the participant sees him or herself as a prepared professional teacher in the classroom. Of the Marketing Education graduates, four (44%) respondents

rated strongly agree (5), and five (56%) respondents rated agree (4). Of the Licensure Only program completers, two (33%) respondents rated strongly agree (5) and four (67%) respondents rated agree (4). Of the totals from the combined groups, six (40%) respondents rated strongly agree (5) and nine (60%) respondents rated agree (4).

The mean response for the Marketing Education graduates was 4.44 and for the Licensure Only program completers was 4.33. The mean for respondents of both groups was 4.39, which indicated that all respondents agreed that as a result of their education, they were prepared professional teachers in the classroom. See Table 4.

**Table 4. Teacher Preparedness in Classroom**

<b>Scale</b>	<b>Marketing Education Graduates</b>	<b>Licensure Only Program Completers</b>	<b>Totals</b>
Strongly Agree (5)	<b>4 (44%)</b>	<b>2 (33%)</b>	<b>6 (40%)</b>
Agree (4)	<b>5 (56%)</b>	<b>4 (67%)</b>	<b>9 (60%)</b>
Uncertain (3)	<b>0</b>	<b>0</b>	<b>0</b>
Disagree (2)	<b>0</b>	<b>0</b>	<b>0</b>
Strongly Disagree (1)	<b>0</b>	<b>0</b>	<b>0</b>
Mean	<b>4.44</b>	<b>4.33</b>	<b>4.39</b>

Question 12 of the survey was developed to determine if a teaching philosophy was developed while in the Marketing Education program. Of the Marketing Education graduates, six (67%) respondents rated strongly agree (5),

two (22%) rated agree (4), and one (11%) rated uncertain (3). As for the Licensure Only participants, two (33%) respondents rated strongly agree (5), three (50%) rated agree (4), and one (17%) rated uncertain (3). Of the totals from the combined groups eight (53%) respondents rated strongly agree (5), five (33%) respondents rated agree (4), and two (13%) respondents rated uncertain (3).

The mean response for the Marketing Education graduates was 4.56. The mean response for the Licensure Only program completers was 4.17. The mean response for both groups combined was 4.40 meaning that the participants agree that they had developed a teaching philosophy in the Marketing Education program. See Table 5.

**Table 5. Teaching Philosophy**

Scale	Marketing Education Graduates	Licensure Only Program Completers	Totals
Strongly Agree (5)	<b>6 (67%)</b>	<b>2 (33%)</b>	<b>8 (53%)</b>
Agree (4)	<b>2 (22%)</b>	<b>3 (50%)</b>	<b>5 (33%)</b>
Uncertain (3)	<b>1 (11%)</b>	<b>1 (17%)</b>	<b>2 (13%)</b>
Disagree (2)	<b>0</b>	<b>0</b>	<b>0</b>
Strongly Disagree (1)	<b>0</b>	<b>0</b>	<b>0</b>
Mean	<b>4.56</b>	<b>4.17</b>	<b>4.40</b>

Question 13 was designed to determine if participants acquired the knowledge of teaching methods for the classroom from the Marketing Education

program. Of the Marketing Education graduates, four (44%) respondents rated strongly agree (5), four (44%) respondents rated agree (4), and one (11%) respondent rated disagree (2). Of the Licensure Only program completers, five (83%) respondents rated agree (4) and one (17%) respondent rated uncertain (3). Of the combined groups four (27%) respondents rated strongly agree (5), nine (60%) respondents rated agree (4), one (7%) respondent rated uncertain (3), and one (7%) rated disagree (2).

The mean response for the Marketing Education graduates was 4.22. The mean response for the Licensure Only program completers was 3.83. The mean response for both groups combined was 4.07, which indicated that the participants agreed that they acquired knowledge of teaching methods for the classroom from the Marketing Education program. See Table 6.

**Table 6. Teaching Methods**

Scale	Marketing Education Graduates	Licensure Only Program Completers	Totals
Strongly Agree (5)	<b>4 (44%)</b>	<b>0</b>	<b>4 (27%)</b>
Agree (4)	<b>4 (44%)</b>	<b>5 (83%)</b>	<b>9 (60%)</b>
Uncertain (3)	<b>0</b>	<b>1 (17%)</b>	<b>1 (7%)</b>
Disagree (2)	<b>1 (11%)</b>	<b>0</b>	<b>1 (7%)</b>
Strongly Disagree (1)	<b>0</b>	<b>0</b>	<b>0</b>
Mean	<b>4.22</b>	<b>3.83</b>	<b>4.07</b>

Question 14 was designed to determine if participants acquired classroom management skills from the Marketing Education program. Of the Marketing Education graduates two (22%) respondents rated strongly agree (5), three (33%) respondents rated agree (4), three (33%) respondents rated uncertain (3), and one (11%) respondent rated disagree (2). Of the Licensure Only program completers two (33%) respondents rated strongly agree (5), two (33%) respondents rated agree (4), and two (33%) respondents rated uncertain (3). Of the groups combined four (27%) respondents rated strongly agree (5), five (33%) respondents rated agree (4), five (33%) rated uncertain, and one (7%) respondent rated disagree (2).

The mean response for the Marketing Education graduates was 3.67. The mean response for the Licensure Only program completers was 4.00. The mean for the two groups combined was 3.8 meaning that respondents agreed that they acquired classroom management skills after completing the Marketing Education program. See Table 7.

**Table 7. Management Skills**

Scale	Marketing Education Graduates	Licensure Only Program Completers	Totals
Strongly Agree (5)	<b>2 (22%)</b>	<b>2 (33%)</b>	<b>4 (27%)</b>
Agree (4)	<b>3 (33%)</b>	<b>2 (33%)</b>	<b>5 (33%)</b>
Uncertain (3)	<b>3 (33%)</b>	<b>2 (33%)</b>	<b>5 (33%)</b>
Disagree (2)	<b>1 (11%)</b>	<b>0</b>	<b>1 (7%)</b>
Strongly Disagree (1)	<b>0</b>	<b>0</b>	<b>0</b>
Mean	<b>3.67</b>	<b>4.00</b>	<b>3.8</b>

Question 15 was designed to determine if the respondents acquired a set of attitudes that enabled them to teach effectively in the classroom from the Marketing Education program. Of the Marketing Education graduates, four (44%) respondents rated strongly agree (5), four (44%) respondents rated agree (4), and one (11%) respondent rated uncertain (3). Of the Licensure Only program completers, three (50%) respondents rated strongly agree (5) and three (50%) respondents rated agree (4). As for both groups combined, seven (47%) respondents rated strongly agree (5), seven (47%) respondents rated agree (4), and one (7%) respondent rated uncertain (3).

The mean response for the Marketing Education graduates was 4.3. The mean response for the Licensure Only program completers was 4.5. The mean when both groups are combined was 4.4 indicating that participants agreed that they developed a set of attitudes enabling them to teach effectively in the classroom from the Marketing Education program. See Table 8.

**Table 8. Attitude Effectiveness**

Scale	Marketing Education Graduates	Licensure Only Program Completers	Totals
Strongly Agree (5)	<b>4 (44%)</b>	<b>3 (50%)</b>	<b>7 (47%)</b>
Agree (4)	<b>4 (44%)</b>	<b>3 (50%)</b>	<b>7 (47%)</b>
Uncertain (3)	<b>1 (11%)</b>	<b>0</b>	<b>1 (7%)</b>
Disagree (2)	<b>0</b>	<b>0</b>	<b>0</b>
Strongly Disagree (1)	<b>0</b>	<b>0</b>	<b>0</b>
Mean	<b>4.3</b>	<b>4.5</b>	<b>4.4</b>

Question 16 was designed to determine if participants acquired an understanding of various marketing topics taught in the content courses in the Marketing Education program. Of the Marketing Education graduates five (56%) respondents rated strongly agree (5), three (33%) respondents rated agree (4), and one (11%) respondent rated uncertain (3). As for the Licensure Only program completers, three of the six participants indicated that this question was not applicable to their experience in the Old Dominion University Marketing Education program. The results for Licensure Only program completers are based on the responses of three participants. As for those Licensure Only program completers two (67%) respondents rated agree (4) and one (33%) respondent rated uncertain (3). When results of both groups are combined, five (42%) respondents rated strongly agree (5), five (42%) respondents rated agree (4), and two (17%) respondents rated uncertain (3).

The mean response for Marketing Education graduates was 4.44. The mean response for Licensure Only program completers was 3.67. The mean when responses from both groups are combined was 4.25 indicating that graduates felt that they acquired an understanding of marketing topics taught in content courses in the Marketing Education program. See Table 9.

Question 17 was designed to determine if, as a result of their education, the participants considered themselves a qualified professional teacher. Of the Marketing Education graduates seven (78%) respondents rated strongly agree (5) and two (22%) respondents rated agree (4). As for the Licensure Only program completers, four (67%) respondents rated strongly agree (5) and two

**Table 9. Understanding of Marketing Content Courses in Marketing Education**

Scale	Marketing Education Graduates	Licensure Only Program Completers	Totals
Strongly Agree (5)	<b>5 (56%)</b>	<b>0</b>	<b>5 (42%)</b>
Agree (4)	<b>3 (33%)</b>	<b>2 (67%)</b>	<b>5 (42%)</b>
Uncertain (3)	<b>1 (11%)</b>	<b>1 (33%)</b>	<b>2 (17%)</b>
Disagree (2)	<b>0</b>	<b>0</b>	<b>0</b>
Strongly Disagree (1)	<b>0</b>	<b>0</b>	<b>0</b>
Mean	<b>4.44</b>	<b>3.67</b>	<b>4.25</b>

\* This question was not applicable to 50% of the Licensure Only participants because the classes referred to were taken at other educational institutes.

(33%) respondents rated agree (4). When results of both groups are combined, eleven (73%) respondents rated strongly agree (5) and four (27%) respondents rated agree (4).

The mean response for the Marketing Education graduates was 4.78. The mean response for the Licensure Only program completers was 4.67. The mean when response from both groups combined was 4.73 indicating that participants strongly agreed that they were qualified professional teachers as a result of their education at Old Dominion University. See Table 10.

### Summary

This chapter has presented the responses to the follow-up survey. The data were reported in accordance with the research objectives. Regarding

**Table 10. Qualified Professional Educator**

Scale	Marketing Education Graduates	Licensure Only Program Completers	Totals
Strongly Agree (5)	<b>7 (78%)</b>	<b>4 (67%)</b>	<b>11 (73%)</b>
Agree (4)	<b>2 (22%)</b>	<b>2 (33%)</b>	<b>4 (27%)</b>
Uncertain (3)	<b>0</b>	<b>0</b>	<b>0</b>
Disagree (2)	<b>0</b>	<b>0</b>	<b>0</b>
Strongly Disagree (1)	<b>0</b>	<b>0</b>	<b>0</b>
Mean	<b>4.78</b>	<b>4.67</b>	<b>4.73</b>

preparedness to fulfill the role of teacher, participants agreed that they were adequately prepared to fulfill their first teaching position. Participants also agreed that they were satisfied with the Marketing Education program overall. As for classroom preparedness skills fulfillment, students were in agreement on all questions asked. Topics included: being prepared professional teachers in the classroom, having developed a teaching philosophy, having knowledge of various teaching philosophies, having acquired classroom management skills, having developed a set of attitudes enabling them to teach effectively, having an understanding of marketing topics, and being qualified teaching professionals. Recommendations included having courses taught regarding topics taught at the high school level, more course work regarding classroom management, involving industry professionals, requiring more work experience, including more case study and role play activities, improving the mentoring program, and offering a platform for students to share teaching experiences. Chapter V will provide a

summary, conclusions based on the finding in Chapter IV, and provide recommendations for improvement of the Marketing Education program.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **Introduction**

Chapter V will provide a summary of the study, conclusions, and recommendations for improvements to the Marketing Education program at Old Dominion University. The recommendations at the end of this study are based on the conclusions made in this chapter.

#### **Summary**

The problem in this study was to evaluate graduates of the marketing education program at Old Dominion University to determine the program's effectiveness in preparing them to enter the teaching profession. The goals set for this study were:

1. What is the current employment status of marketing education completers?
2. What other positions had the completers held since graduation from the program?
3. What was the satisfaction level of the marketing education completers?
4. What can be done to improve the marketing education program at Old Dominion University?

This study was conducted as a formal follow-up study of Old Dominion University's Bachelor of Science Degree in Occupational and Technical Studies with an emphasis on Marketing Education graduates and Licensure Only program completers from 2001-2007. The main purpose of this study was to

gather feedback from program completers so as to improve program effectiveness of the Marketing Education program at Old Dominion University.

From 2001-2007 there were 23 students who completed the program. Of those 23, nine were Licensure Only program completers and 14 were graduates of the Marketing Education Bachelor of Science program. Three letters were returned due to change of address or unclaimed letter. The total responses were 15 of 23, which resulted in a final response rate of 65% for the study. Numbers, means, and percentiles were the primary manner of analyzing data.

### **Conclusions**

The conclusions of this study were based on findings collected from the survey instrument and will be addressed by answering each research goal.

**Research Goal 1.** What was the current employment status of marketing education completers? It was concluded that the majority of the Marketing Education and Licensure Only program completers were currently employed as teachers. Of the Marketing Education graduates, eight (89%) respondents were immediately employed as teachers with Marketing Education focuses and remain in those positions. A portion of participants also work teaching Fashion Merchandising courses and Education for Employment. Of the Licensure Only program completers, four (67%) respondents were immediately employed as Marketing Education teachers and remain in those positions.

The fact that the majority of graduates and program completers were currently employed as Marketing Education teachers speaks to the effectiveness

of the program. Those who were not Marketing Education teachers were employed as an Advocate Manager and Media Specialist. The skills and abilities that they developed during their studies have proven beneficial in their ability to find a career.

**Research Goal 2.** What other positions had the completers held since graduation from the program? It was concluded that the Marketing Education program was successful in making it possible for students to gain employment in their desired field immediately after graduation. Overall, thirteen (87%) respondents were immediately employed in Marketing Education and have continued to hold those positions. A portion of those participants have broadened their topic area and begun to teach other related subjects including Fashion Merchandising and Education for Employment (components of marketing Education) utilizing electives taken during their undergraduate at Old Dominion University. It was also safe to conclude that the Marketing Education program properly prepared its students with the credentials necessary to gain a job immediately after graduation.

**Research Goal 3.** What was the satisfaction level of the marketing education completers? It can be concluded that Marketing Education and Licensure Only program completers were overall satisfied with their education in Old Dominion University's Marketing Education program. Question 5 on the survey asked students to rate their overall satisfaction with the program. The question was asked in the form of a scale ranging from 9, representing excellent to 1

representing poor, with 5 representing average. Two (13%) respondents rated the program as a 9 (excellent), nine (60%) respondents rated the program as an 8, and four (27%) respondents rated the program as a 7. The mean response for both groups was a 7.87 indicating they all considered their education to be above average.

Questions 11 through 17 were used to gather more specific information about participant's satisfaction in various areas in the Marketing Education program. These various areas ranged from whether the Marketing Education program prepared them as a professional teacher in the classroom (Question 11), teaching philosophy (Questions 12), teaching methods (Questions 13), classroom management skills (Question 14), attitude effectiveness (Question 15), an understanding of marketing topics taught in content courses (Question 16), and professional educator qualifications (Question 17).

Responses from all participants on all questions were in agreement. The lowest combined mean was 3.8 for the question regarding classroom management. This could be due to a gap in the program but is more likely due to a lack of classroom experience. Due to these above average answers, in the agree category, it can be concluded that students were overall satisfied with each of the areas outlined in the above paragraph. Weak areas were pointed out by small portions of the population but still required attention when evaluating and improving the program. There were three areas that had one participant (7%) rate disagree (2). Those areas were adequacy of preparation for their first job, classroom management skills, and teaching methods. These topics all

concerned experience in the classroom, that of which the particular respondents that disagreed did not have much as of yet.

**Research Goal 4.** What can be done to improve the marketing education program at Old Dominion University? In the responses from Questions 6 through 10 various themes for improvement emerged. These themes included providing more work study/internship opportunities, improving the mentorship available, including courses that focus on marketing subjects actually taught at the secondary level, expanding activities used to teach lessons in class, and including more strategies for classroom management. Responses also mentioned making more classes available online and having a platform for students to share experiences during student teaching in order to gain from each other's experiences.

Old Dominion University's Marketing Education program offers a co-op currently, although not many students are involved. Making students more aware of the co-op could assist in involving more students. The Marketing Education program also offers the longest student teaching experience available, at 14 weeks. In addition the program includes 30 hours of observation and participation as well as 30 hours of practicum so there is no ability to expand this portion of the curriculum.

### **Recommendations**

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

1. The Marketing Education program should require attendance to workshops provided by teacher educator services in the school systems in order to mentor student teaching. Students in the program could also be surveyed in order to develop a need's analysis. That information could then be relayed to mentors to better their abilities and understanding of the students.
2. Old Dominion University's Marketing Education program should introduce DECA's pool of lessons and activities provided online in OTED 402. Including this in the course would help to better prepare teachers for the coursework they will be teaching upon graduation. Activities completed in the course could include projects done on a case study basis letting students be self-directed in their learning and incorporate subject matter from the secondary level. This would allow for students to have a repertoire of activities, which gain professor or peer evaluation, prior to going into the workforce.
3. The curriculum of the Old Dominion University Marketing Education program should provide more online platforms for learning. It would be beneficial to have a website with message board capabilities not only for current students, but also program alumni. Students could communicate their experiences and ask questions outside of class. Alumni that are working as Marketing Education teachers could share topic information taught at the high school level as well as share experiences regarding classroom management. This would also support the mentorship program giving students more opportunities to seek assistance and gain from

other's experiences. Offering opportunities of this nature as well as more online classes offers today's student more capabilities to complete classes and remain involved in their area of study.

4. The curriculum of the Marketing Education program should also expand the learning activities used to teach students about classroom management and discipline. The majority of students are progressing directly from their education to the role of teacher and it is necessary that they have an opportunity to be exposed to a variety of scenarios that they might face. Classroom activities could include bringing in teaching professionals that could be questioned by students, having a website with message board capabilities for students to communicate and share their experiences, and viewing case study videos of teachers in action in a variety of good and bad situations. Although classroom experience will ultimately be the best learning experience, at the colligate level, these types of activities will better prepare students for scenarios they will face in their teaching career.

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## **Appendices**

Appendix A: Sample of Marketing Education Curriculum

Appendix B: Sample of Licensure for Marketing Education Curriculum

Appendix C: Sample Survey of Marketing Education Graduates

Appendix D: Sample of Cover Letter

Appendix E: Sample of Follow-up Letter

## Appendix A

### Bachelor of Science Degree in Occupational and Technical Studies

#### MARKETING EDUCATION (MKED)

NAME \_\_\_\_\_  
 SSN \_\_\_\_\_  
 PHONE \_\_\_\_\_  
 DATE \_\_\_\_\_

#### 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 101M 3 \_\_\_\_\_  
 OTS 251D, Computer Literacy 3 \_\_\_\_\_  
 GEN 101, Portals to Global Environment 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 \_\_\_\_\_  
 OTS 415 Advanced Merchandising 3 \_\_\_\_\_  
 OTS 430 Technology Applications in Training 3 \_\_\_\_\_  
 OTS 480 Senior Project: Merchandising Retailing 3 \_\_\_\_\_

### **Marketing Education Teaching Courses (21 Hours)**

OTED 401 Found of Career & Tech Ed 3 \_\_\_\_\_  
 OTED 400, Instructional Systems Dev 3 \_\_\_\_\_  
 OTED 403, Methods in Career & Tech Ed 3 \_\_\_\_\_  
 ECI 408, Reading a& Writing in Content 3 \_\_\_\_\_  
 OTED 408, Adv Classroom Issues & Practices 3 \_\_\_\_\_  
 ESSE 413, Fund. of Human Development 3 \_\_\_\_\_  
 OTS 450, Program Evaluation & Improvement 3 \_\_\_\_\_

### **Occupational & Field Experiences (16 Hours)**

OTED 297 Observation & Participation 1 \_\_\_\_\_  
 OTS 405 Directed Work Experience 3 \_\_\_\_\_  
 OTED 485 Student Teaching 12 \_\_\_\_\_

123 hours are needed to graduate.

Expected Date of Graduation \_\_\_\_\_

Will Graduate Under Catalog for 20 \_\_\_\_\_

\* Foreign Language requirement may be met with 3 HS credits in one foreign language or 4 HS credits in two foreign languages.

Otherwise, students must complete 6 hours of one foreign language in college.

Upper division requirement may be fulfilled by completing a Second Degree or Major, a Minor, Certification Program (12 hours), an approved Focus Area Cluster (9 hours), or an International Certificate (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

### Teaching License in Secondary Education with Endorsement in Marketing Education

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

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

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

#### Teaching Courses (37 Hours)

Human Growth and Dev (ESSE 413/513)	3 _____
Assess, Evaluation & Improvement (OTS 450/550)	3 _____
Pre-Student Teaching Exp (OTED 297)	1 _____
Foundations of Career and Tech Ed (OTED 401/501)	3 _____
Methods in Career and Tech Ed (OTED 403/503)	3 _____
Instructional Systems Development (OTED 400/500)	3 _____
Advanced Classroom Issues & Practices (OTED 408/508)	3 _____
Technology Applications (OTS 430/530)	3 _____
Reading and Writing in Content Areas (ECI 408)	3 _____
Student Teaching (OTED 485)	12 _____

#### Marketing Content Courses

A Major in Marketing or 30 Hours in:	
Marketing process and management	_____
Economics	_____
Merchandising and operations	_____
Advertising/sales promotion	_____
Personal selling	_____
Marketing math	_____
Communication theory and techniques	_____
Business ethics	_____
Human resources/training and development	_____
International business/marketing	_____
Marketing technology	_____
Supervised marketing internship or 1 yr experience	_____

To receive licensure, students must also attain passing scores on the Virginia Communication and Literacy Assessment (VCLA). A total test score (the sum of the reading subtest and writing subtest scaled scores) of 470 is required to pass the VCLA. Additional information about the VCLA is available on the following web site:  
[www.va.nesinc.com/index.asp](http://www.va.nesinc.com/index.asp)

**Administrative Notes:**

**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.

- Passing scores in Virginia for the PRAXIS 1 exam are:
  - PPST Reading -- 178
  - PPST Writing -- 176
  - PPST Mathematics (calculators prohibited) -- 178
 or, Composite Score – 532

OR, instead of the PRAXIS I, the student may submit qualifying SAT Scores:

Students who took the SAT prior to April 1, 1995 and scored a TOTAL of 1000 with a minimum 450 verbal and 510 math - OR if they took the test after April 1, 1995 they must have a total of 1100 with a minimum of 530

verbal and 530 math. They must meet all 3 criteria - TOTAL score and minimums on each section.

- of 530 verbal and 530 math. They must meet all 3 criteria - TOTAL score and minimums on each section.

Students must pass the PRAXIS II (Marketing Education) prior to attending the Student Teaching Orientation. Passing scores in Virginia:

Marketing Education -- 575

## APPENDIX C

### Survey of Marketing Education Graduates

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

Respondent Name \_\_\_\_\_ Year of Graduation \_\_\_\_\_

1. Please indicate the program completed.

\_\_\_\_\_ Graduate of the Marketing Education Bachelor of Science program

\_\_\_\_\_ Completer of Licensure Only program in Marketing Education

2. What is your current employment status?

Position \_\_\_\_\_ School/Company \_\_\_\_\_

3. Please list the other positions you have held since graduation or program completion from 2001-2007.

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Directions: Please circle the appropriate number for your response.

4. The courses in the Marketing Education curriculum at Old Dominion University adequately 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 from 1 to 9

1	2	3	4	5	6	7	8	9
Poor				Average				Excellent



10. What are your suggestions for improvements in marketing content courses? Examples of these courses include Marketing Process and Management, Personal Selling, Advertising and Promotion, International Business/Marketing and Business Ethics.

**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	Disagree	Uncertain	Agree	Strongly Agree

12. I have developed a teaching philosophy from the Marketing Education program.

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

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

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

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

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

15. I have acquired a set of attitudes that would enable me to teach effectively in the classroom from the Marketing Education program.

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

16. I have acquired an understanding of various topics taught in the content courses in the Marketing Education program including: marketing process and management, economics, merchandising and operations, advertising/sales promotion, personal selling, marketing math, communication theory and techniques, business ethics, human resources/training and development, international business/marketing and marketing technology.

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

17. As a result of my education at Old Dominion University, I consider myself a qualified professional teacher.

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

Thank you for participating in this follow-up study.

**APPENDIX D**

Date:

Address:

Dear \_\_\_\_\_:

As a graduate of Old Dominion University's Occupational and Technical Studies Department we are seeking your assistance in a follow-up survey of Marketing Education completers. This survey will provide pertinent and valuable information, which will be used to make improvements to the program.

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

You have the knowledge and experience we need to make improvements to the Occupational and Technical Studies Marketing Education program. Your response to this survey is important to its success. With the results we will be able to determine possible changes that can be made to the program so that perspective 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 757-817-8651. I can also be reached by e-mail at [mdowd002@odu.edu](mailto:mdowd002@odu.edu).

Sincerely,

Meghan M. Dowd  
Graduate Assistant

Dave Netherton  
Program Leader, Marketing Education

**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 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 envelop provided. If you have any questions or concerns involving this survey, please call me at (757)-817-8651. I can also be reach through e-mail at mdowd002@odu.edu.

Sincerely,

Meghan M. Dowd  
Graduate Assistant

Dave Netherton  
Program Leader, Marketing Education