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**THE RELATIONSHIP BETWEEN THE VIRGINIA DECA STATE LEADERSHIP
CONFERENCE AND THE LEARNING GOALS ESTABLISHED BY THE
VIRGINIA DECA BOARD OF TRUSTEES.**

**A Research Project Presented To
The Graduate Faculty Of
The Department of Occupational and Technical Studies
Old Dominion University**

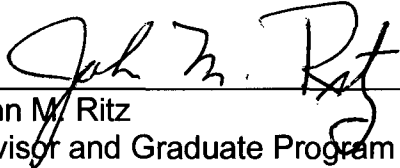
**In Partial Fulfillment Of The Requirements For The Degree Of
Master Of Science**

by
Michael F. Kosloski, Jr.
April, 2001

Signature Page

This research paper was prepared by Michael F. Kosloski, Jr. under the direction and guidance 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 Master of Science in Occupational and Technical Studies degree.

Approval:



John M. Ritz
Advisor and Graduate Program Director

5-1-01
Date

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CHAPTER I

INTRODUCTION

Each year thousands of high school students across Virginia register for various Marketing Education classes in Virginia schools. Marketing Education consists of three parts: the classroom, the training station (for cooperative education students), and DECA, an Association of Marketing Students. DECA is a student organization created for Marketing Education students, but unlike most student organizations, DECA is a co-curricular organization, not extra-curricular. DECA's general and overall purpose is simple — to support, reinforce, and enhance the curriculum.

DECA activities are those which are performed outside of the classroom or the training station. The possible activities are limitless, but they are focused on one of the four principles of DECA: vocational understanding, civic consciousness, social intelligence, and leadership development. Every year in support of these four principles, approximately 1,200 of the 8,800 DECA members gather at Virginia's State Leadership Conference, or SLC (Greaven, 2000). For most students, participation is the culmination of months of hard work on projects and activities in support of the Marketing Education curriculum. These projects and activities may be in the form of reports, role plays, team events, competitive events, oral presentations, simulations, or other creative formats. Students come

together in competition, are evaluated based on performance, and the best and strongest go on to compete against the nation's best. SLC is a very exciting time for students, and it provides a unique learning environment unmatched by most other venues of Marketing Education.

It is easy, however, to get caught in the glitz and glimmer of SLC. Its purpose can be quickly forgotten—that is, to support, reinforce, and enhance the Marketing Education curriculum. Goals are set by the DECA Board of Trustees to ensure that SLC is performed in support of the curriculum. Although the events at SLC evolve and change each year, how frequently do educators actually go back and check to ensure that SLC is supporting the curriculum as set forth by the Board of Trustees? Have educators, in the name of entertainment and excitement, slowly drifted away from the true purpose of why the conferences are conducted?

STATEMENT OF THE PROBLEM

The problem of this study was to determine the relationship between what students learn from preparation for and participation in a Virginia DECA State Leadership Conference and the learning goals established through the Marketing Education Curriculum.

RESEARCH GOALS

Upon completion of the research, the following are questions that are to be answered:

- Did students who prepared to participate in SLC learn more marketing principles than students that did not prepare to participate?
- Did SLC preparation and participation reinforce and enhance lessons learned in the classroom?
- Did SLC preparation and participation support, reinforce, or enhance the Marketing Education curriculum?

BACKGROUND AND SIGNIFICANCE

DECA's annual State Leadership Conference consumes a significant amount of resources each year. These resources are financial, as well as student, teacher, and support team time and effort. Virginia SLC includes approximately 1,200 students per year across the state of Virginia. Approximately 7,000 compete to obtain one of those 1,200 seats at SLC (Greaven, 2000). Therefore, a significant number of Marketing Education students prepare for the opportunity to compete at SLC, whether they actually reach their destination or not.

If the resources consumed are so intensive, should the stakeholders not check and recheck to ensure that the purpose of Virginia DECA State Leadership

Conference is aligned with the curriculum and the learning goals set through the Marketing Education Curriculum? Marketing, by its very nature, is a dynamic discipline. As a result, new events and topics are developed each year in preparation for SLC. It is imperative, then, to regularly evaluate the success of SLC based on activities that support, reinforce, and enhance the curriculum. To do this will ensure that future State Leadership Conferences serve the purpose for which they are intended.

LIMITATIONS

The limitations identified for this study were as follows:

- Only those students and advisors that actually prepared for SLC were surveyed.
- State Leadership Conference student representation may or may not be proportionate to geographic student representation.
- Events were correlated to core Marketing courses only, excluding courses that are very content specific, such as Travel and Tourism, E-commerce, etc.
- Many of the competitive events are based on National DECA guidelines and recommendations, not the Virginia Marketing Education curriculum.

ASSUMPTIONS

The following assumptions were made in this study:

- The teachers and students who participated in this study were representative of the participants in Virginia DECA.
- Students who have prepared and not qualified for SLC have undergone the same learning processes as those who have qualified. As a result, their preparation has supported the curriculum in the same fashion as those who have qualified. Preparation for district level conferences necessarily include this preparation.
- It was assumed that responding teachers understand what is included in the Marketing Education curriculum, and that the curriculum provided by the State Department of Education is the foundation for all Marketing Education instruction.

PROCEDURES

To determine the goals of the Marketing Education Curriculum with respect to SLC, the Virginia DECA Board of Trustees members were questioned, the curriculum was reviewed, and literature reviewing the goals was analyzed. In addition, written documentation was researched to determine what the goals of past Boards of Trustees had determined as such learning goals. With the curriculum, the Board's goals, and the research goals in mind, a survey was

developed to determine the relationship between what students learn from preparation for and participation in a Virginia DECA State Leadership Conference and the learning goals established through the Marketing Education Curriculum.

Upon arrival at SLC, every student and advisor received an orientation packet complete with the information needed to participate successfully in SLC. Included in the packet was an individualized letter, a copy of the survey, and a pre-addressed envelope, along with vital SLC information. Students were strongly encouraged, as were their advisors, to complete the surveys prior to the conclusion of the conference. They were asked to complete the questionnaire after they had competed (or participated in another way), and to return it no later than the closing session. This was addressed again near the conclusion of the closing session in an effort to increase participation. In addition, each advisor packet included extra surveys, as well as a letter explaining that surveys must be returned as quickly as possible, along with a return envelope. Students and advisors were asked to place their survey in the envelope and seal it. Advisors were encouraged to follow-up with their students in the event that they did not complete the surveys at the conference. Approximately one week following the conference, advisors who had received questionnaires, or those whose students had received them, received a follow-up telephone call, reminding them to please remit the surveys.

DEFINITION OF TERMS

The following terms are defined to assist the reader with the study:

Competitive Events – Students prepare for and vie against each other in various marketing oriented events, with effectiveness judged by industry leaders in the community. Competitive events may include written manuals, role plays, team decision making events, or other activities that are viewed to accurately portray and simulate marketing principles.

Co-curricular – Co-curricular activities are those that reflect what is included in the curriculum, but they are actually performed outside of the classroom. Co-curricular events are in direct support of the curriculum.

Cooperative Education – This is a learning environment in which the student, the teacher, and the student's employer develop a training plan for the student with specific on-the-job learning objectives. These on-the-job objectives are developed with the Marketing Education curriculum in mind, and they are intended to reinforce what is included in the curriculum, providing a hand's-on laboratory for the student.

DECA – Once an acronym for Distributive Education Clubs of America, DECA is a co-curricular student organization for Marketing Education students.

DECA Board of Trustees – Also known as “the Board”, it consists of a collection of individuals that may include Marketing Education teachers, supervisors, business people, and teacher educators. Also non-voting members of the Board include the Marketing Specialist for the State Department, as well as the DECA specialist. This small, representative group of individuals creates and regulates information pertaining to DECA, and is a decision making body, responsible for managing the overall well-being of the organization.

District Leadership Conference (DLC) - DLC is a tournament of fourteen marketing oriented competitive events, making it much smaller than SLC. Opportunities to compete are provided to all DECA members in a local district or region, and this modest competition is a precursor to SLC, often determining who is permitted to move on and participate in SLC. All first place event winners are permitted this opportunity based on their district performance.

State Leadership Conference (SLC) – SLC is a tournament of marketing oriented competitive events. Opportunities to compete are provided to all DECA members across the state, and this large competition is one of DECA’s most significant annual events. SLC plays a large role in how teachers present the curriculum to their students.

Training Station – A training station is a cooperative education student’s place of work. However, it differs from an “after school job” in that a training plan is

developed between the student, the teacher, and the trainer/employer who takes responsibility for the training plan of the student. Work that is completed by the student is done with the training plan in mind, knowing that the training station has then become an extension of the classroom. It is a learning laboratory.

OVERVIEW OF CHAPTERS

Chapter I introduced the importance of DECA, an Association of Marketing Students, as it correlates to the Marketing Education curriculum in the State of Virginia. One of DECA's premier events is the annual State Leadership Conference, and this chapter posed a question as to whether or not SLC supports, reinforces, and enhances the Marketing Education curriculum. Chapter I also established research goals, the background and significance of the study, its limitations and assumptions, the procedures used, and a list of critical definitions as they pertain to this study.

Chapter II of this study will review the literature that has been examined to determine what relevant research has already been performed regarding State Leadership Conferences and their correlation to corresponding curricula.

Chapter III will address the methods and procedures utilized to conduct this study. Chapter IV will present the findings of this study. Chapter V will summarize the results of the research, draw conclusions to the findings, and impart recommendations based on these conclusions.

CHAPTER II

REVIEW OF LITERATURE

The problem of this study was to determine the relationship between what students learn from preparation for and participation in a Virginia DECA State Leadership Conference and the learning goals through the Marketing Education Curriculum. While the purpose of the annual conference is clearly delineated in the reports and the literature, little has been written that directly parallels the aforementioned problem. As a result, the literature was divided into three separate categories. The first category briefly discussed how and why the Marketing Education curriculum came to be, and how it evolved into what it is today. With that understanding, the Virginia Marketing Education curriculum was reviewed, as well as a determination of the role DECA and the State Leadership Conference plays in the Marketing Education curriculum.

The second cluster of literature dissected DECA, an Association of Marketing Students. DECA has many components, and unlike most high school student organizations, it is co-curricular. It plays an integral role in and is a part of the curriculum itself, and warrants the involvement of every Marketing Education student. Members are offered unique learning opportunities through DECA, and every single DECA related action or activity has a role in a properly organized State Leadership Conference (Zwissler, 1996).

Finally, the Virginia DECA State Leadership Conference is centered around and focuses on competition. Competition as a motivational factor plays a significant role in how students learn from participation in SLC. The effectiveness of student learning through competitive events is predicated on these motivational factors.

THE CURRICULUM

For the purposes of this study, the curriculum reviewed was general in nature. While some of the Marketing Education curricula are organized around specialized career interests such as fashion merchandising, hotel marketing, international marketing, or real estate, each of those courses must necessarily accommodate a range of marketing interests within one class, including the core marketing competencies. These areas of marketing serve as the focus for the basis of DECA activities. It was these core competencies, included in every curriculum that were the focus of this study.

The Marketing Education curriculum holds its origins in retail sales. In 1905, Prince prepared a program for high school girls, training them for careers in retail sales in Boston, Massachusetts. She convinced local retailers that her trained salespeople could outperform those who lacked the same training (Netherton, 1994). Not only was this the first vocational cooperative high school program, but it also highlighted the importance and the relevance of competition in

evaluating marketing related skills. Competition in marketing has been a common method of evaluation ever since.

There are three parts to the Marketing Education curriculum in Virginia. The first part is the written curriculum, which is what the classroom instruction is based on. The second is the cooperative work training. Students in the General Marketing family of curricula work outside of the classroom in a training station. It is in the training station where students apply much of what is learned in the classroom, and new competencies are planned and developed. The third part of the curriculum is DECA, a student organization of Marketing Education students. All marketing related activities not performed either in the classroom or at the training station fall under the umbrella of the vocational student organization (Bell, 1989).

Marketing Education curricula in Virginia are competency-based, meaning success is measured based on whether or not students can perform industry related tasks and competencies at an acceptable industry standard. Marketing Education and the State Leadership Conference should reinforce or enhance these standards.

AN ANALYSIS OF DECA AND ITS STATE LEADERSHIP CONFERENCE

DECA offers its members a plethora of learning activities outside of the classroom and the training station. Each activity should develop or reinforce one of the four functions of DECA: vocational understanding, civic consciousness, social intelligence, or leadership development (The DECA Guide, 2000). Students are asked to document their activities in support of DECA, and each DECA chapter is offered the opportunity to compete in various events that recognize the most productive chapters at the annual State Leadership Conference.

In addition to the chapter activities, SLC provides students with a forum to demonstrate their individual marketing proficiency levels. Students are provided with competitive events that permit them to display various marketing skills and competencies, and they are given the opportunity to compete against other members across the state. Proficiency is determined by industry experts, and awards are presented to the most effective competitors.

According to DECA, Inc., the objectives and goals for DECA's competitive events program are as follows:

1. To contribute to the development of competencies needed for careers in marketing, merchandising, and management.
2. To evaluate student achievement of the competencies through careful measurement devices.

3. To provide opportunities for student and group recognition.
4. To provide constructive avenues for individual or group expression, initiative, and creativity.
5. To motivate students to assume responsibility for self-improvement and self-discipline.
6. To provide a vehicle for students to demonstrate their acquired competencies through individual and/or group activities.
7. To assist students in acquiring a realistic self-concept through individual and/or group activities.
8. To help students to participate in an environment of cooperation and competition.
9. To provide visibility for the educational goals and objectives of Marketing Education (Competencies for Job Tasks, 1989).

In 1999, the Virginia DECA Board of Trustees devised an additional description of the competitive events, outlined to recognize characteristics of DECA's competitive events program as they pertained to the Marketing Education curriculum. It read:

1. The competitive events program should be based on competencies identified in the National Curriculum Standards for Marketing Education.
2. The competitive events program should enhance opportunities for career awareness and development in a global economy.
3. The competitive events program should assess economic literacy and an understanding of the Free Enterprise System.
4. The competitive events program should include leadership and civic responsibility.
5. The competitive events program should include activities where students work as individuals or teams.
6. The competitive events program should identify and assess academic skills in a marketing context.

7. The competitive events program should include application of technologies.
8. The competitive events program should include assessing skills validated by industries.
9. The competitive events program should provide access for all school populations.
10. The competitive events program should include performance-based assessment.
11. The competitive events program should incorporate interpersonal, critical thinking, and decision-making skills.
12. The competitive events program should reflect new and emerging global business practices (Characteristics of DECA's Competitive Events, 1999).

The Missouri Department of Elementary and Secondary Education examined what Marketing Education students learn through specific competitive events. This 1993 project identified thirty-three skills and competencies learned through any given event. Figure 2.1 shows the skills and competencies learned through an individual entrepreneurship written event. In addition, the study went on to detail the basic academic skills, advanced academic skills, and higher-order workplace competencies that were learned in each of the individual and team events. This correlation can be seen in Figures 2.2, 2.3, and 2.4 (Ruhland, 1993).

The overall effect of competitive events in the Marketing Education learning process is unique and can be profound. As described by King, 2000 member of the DECA Board of Trustees:

Figure 2.1

Entrepreneurship Written

Basic Academic Skills

Arithmetic
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills

Abstract thinking
Creative thinking
Mathematics
Problem solving
Self-directed learning

Higher-Order Workplace Competencies

Allocates resources
Identifies resources
Plans resources
Manages time
Sets realistic goals interrelated to the workplace
Set priorities
Assume responsibility for own decisions and action
Collaborates with others
Demonstrates flexibility and adaptability
Uses workplace ethics and honesty
Communicates information
Converts information to useable forms
Evaluates information
Identifies and applies current trends and issues
Information acquisition
Information processing
Recommends appropriate action to be taken
Risk taking
Understand organizational systems
Understand social systems
Understand the relationship between two or more systems
Selects technology

(Ruhland and Wilkinson, 1993)

DECA Individual and Chapter Events

(Ruhland and Wilkinson, 1993)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
BASIC ACADEMIC SKILLS														
1. Arithmetic	X	X	X	X	X	X	X		X	X				X
2. Cultural Awareness	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Listening	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. Reading	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Speaking	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6. Writing	X	X	X	X	X	X	X	X	X	X	X	X	X	X

A Business, Personal and Financial Services Written
B Entrepreneurship Written
C Food Marketing Written
D General Marketing Written
E Hospitality and Recreation Marketing Written
F Specialty Store Retailing Written
O Entrepreneurship Participating

H Phillips Free Enterprise Individual
I Fashion Merchandising Promotion Plan
J Creative Marketing Research
K Phillips Free Enterprise Chapter
L Chapter Public Relations
M Civic Consciousness
N Learn and Earn Project

Figure 2.2

DECA Individual and Chapter Events

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
ADVANCED ACADEMIC SKILLS														
1. Abstract Thinking	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Applied Science														
3. Creative Thinking	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. Cultural Diversity											X		X	
5. Mathematics	X	X	X	X	X	X	X		X	X				X
6. Problem Solving	X	X	X	X	X	X	X		X	X		X	X	X
7. Self-Directed Learning	X	X	X	X	X	X	X	X	X	X	X	X	X	X

<p>A Business, Personal and Financial Services Written</p> <p>B Entrepreneurship Written</p> <p>C Food Marketing Written</p> <p>D General Marketing Written</p> <p>E Hospitality and Recreation Marketing Written</p> <p>F Specialty Store Retailing Written</p> <p>G Entrepreneurship Participating</p>	<p>H Phillips Free Enterprise Individual</p> <p>I Fashion Merchandising Promotion Plan</p> <p>J Creative Marketing Research</p> <p>K Phillips Free Enterprise Chapter</p> <p>L Chapter Public Relations</p> <p>M Civic Consciousness</p> <p>N Learn and Earn Project</p>
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(Ruhland and Wilkinson, 1993)

Figure 2.3

DECA Individual and Chapter Events

(Ruhland and Wilkinson, 1993)

HIGHER-ORDER WORKPLACE COMPETENCIES	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1. Resources	ACD EF	ACD EFG	ACD EF	ACD EF	ACD EF	ACD EF	ACD EF	EO	ABC DEF O	ABC DEF O	EO	ACD EFG	ADE G	ABC DEF G
2. Interpersonal	ABC D	ABC K	ABC D	ABC D	ABC D	ABC D	A	AB	ABC	ABC DEF HIL	DEL	ABC EHL	ABC EHL L	ABC EFH KL
3. Information	ABC DEF	ABC DEF	ABC DEF	ABC DEF	ABC DEF	ABC DEF	ABC DEF	ABC DEF	ABC DEF	ABC DEF	ABC DEF	ABC DEF	ABC DEF	ABC DEF
4. System	CDI	DEQ III	CDI	CDI	CDI	CDI	DQH	H	QH	DQH I	H	GHI	EHI	CDH I
5. Technology	D	C	D	D	D	D	C		D	CD		D	D	CD

A Business, Personal and Financial Services Written
 B Entrepreneurship Written
 C Food Marketing Written
 D General Marketing Written
 E Hospitality and Recreation Marketing Written
 F Specialty Store Retailing Written
 G Entrepreneurship Participating

H Phillips Free Enterprise Individual
 I Fashion Merchandising Promotion Plan
 J Creative Marketing Research
 K Phillips Free Enterprise Chapter
 L Chapter Public Relations
 M Civic Consciousness
 N Learn and Earn Project

NOTE: The letters listed in each of the boxes correspond to the specific higher-order workplace competencies identified in Section I, pages 8-10.

Figure 2.4

The impetus behind the impact of competitive events varies among students. Some students, according to Lepper, find the intrinsic reward of competition enough. The desire to win—especially when the reward includes public recognition from their peers—can be an overpowering motivating factor for students. When the rewards are intrinsic, students' abilities to internalize and more deeply process information becomes strengthened (Lepper, 1988).

Not all students are innately drawn to competition just for the sake of competition. Many students do not excel in school unless they find it absolutely necessary to do so. Being placed in a competitive situation can elicit responses and reactions from some students that otherwise might find them passive in the educational process (Parnell, 1996).

Some students find applied learning the only mode in which they show consistent success. Traditional academic methods of instruction do not attract them, while practical instruction creates an environment in which they not only can find success, but excel (Parnell, 1996). Placing knowledge in context of application is critical in applied learning. Lankard notes:

Unless connections are made between subject content and the context of application, little long-lasting learning occurs for the majority of students. Connecting content of knowledge with the context of application enables students to expand the ability of the thinking brain to solve problems, and to assimilate that knowledge in a way that can be useful in new situations (Lankard, 1996).

DECA's competitive events program creates an application oriented learning environment consistent with this philosophy.

SUMMARY

As noted in the literature reviewed, Marketing Education is divided into three components. One element in this field of study is DECA, an Association of Marketing Students. The premier annual event for DECA is the State Leadership Conference, which showcases students and their talents through competitive events. These events provide students with multiple learning opportunities, and the competition itself provides students with a unique learning opportunity.

These events are often a catalyst for many students, acting as a motivational factor in the learning process. It has also been stated that learning, for some, may be more deeply internalized through such competitive events. Chapter III will address the methods and procedures utilized to research this data.

CHAPTER III

METHODS AND PROCEDURES

The problem of this study was to determine the relationship between what students learn from preparation for and participation in a Virginia DECA State Leadership Conference and the learning goals through the Marketing Education Curriculum. The learning goals were assessed in the review of literature. What was learned by students in preparation for competition was determined using the survey method for this descriptive study. Chapter III includes the population, instrument design, methods of data collection, statistical analysis, and summary of the methods and procedures.

POPULATION

The population of this study consisted of two sub-groups. It included Marketing teacher/advisors and students who prepared for the State Leadership Conference, whether they attended or not. To ensure that both sub-groups were represented in the results, a sample of each was included in a stratified random sample. The population surveyed consisted of sixty students that prepared for SLC, and thirty teacher/advisors.

INSTRUMENT DESIGN

Questions were formulated that focused on the correlation between participation in DECA's State Leadership Conference and the learning goals set forth by the Board of Trustees. A survey was developed that consisted of statements allowing for closed-ended responses but concluded with a single open-ended question. A Likert scale (5 strongly agree – 1 strongly disagree) followed each statement relating to the research goals. Closed-ended responses were emphasized in the survey format to encourage a greater percentage of response by making the survey simple and brief, and also to facilitate accurate and consistent tabulations for the researcher. The respondent was given the opportunity to express additional opinions and attitudes at the end of the survey through an open-ended question, thereby providing potential insight to the genesis of their responses, as well as providing recommendations for future consideration. A copy of the survey is included in Appendix B.

METHODS OF DATA COLLECTION

Participants were selected by examining the DLC and SLC registration invoices. Teacher/advisors were selected by counting the number of those registered to participate in SLC and dividing by twenty. Once these divisions were created, the first teacher/advisor in each of the divisions on the list was selected to be a

participant in the survey. As a result, each teacher in the sub-group had an equal chance of being selected.

For student selection, SLC registration invoices were examined, and the number of participating registrants was tallied and divided by thirty, with the first student in each resulting division on the list being asked to participate in the study. To select the remaining thirty students, district level registration forms were then examined, ensuring that each potential selection had also been involved in the preparation process. The total number of registrants was divided by thirty, and the first student in each division was asked to participate. Each of these students was cross-referenced with the students registered for SLC. In the case of duplication, the next student in that division on the list was selected. This procedure was repeated until each of the remaining thirty participants were selected without duplication. As a result, each that had prepared for SLC had an equal chance of being selected for the study.

Numbered surveys (Appendix B), attached to a cover letter (Appendix B), were distributed to the teacher/advisors selected to participate, and to the teacher/advisor of each student who had been selected. Surveys were mailed to non-attending students approximately one week prior to SLC, and the rest were distributed upon arrival at SLC in their orientation packets. The cover letter noted that students who would not be attending SLC were permitted to complete their registrations immediately. Teachers were strongly encouraged to bring any

completed surveys to SLC and give them to the DECA Specialist. Gummed envelopes were provided to each respondent, and students were asked to seal the envelope prior to returning it to their advisor. All of those asked to complete a questionnaire were contacted on the telephone through their advisor and reminded to remit their survey. Participants were given ten days following SLC to submit their data.

STATISTICAL ANALYSIS

Upon receiving the data, the mean for each survey statement was calculated and recorded. Results were arranged by sub-groups, as well as overall, to determine the tendencies of the data. The data were then compared to the learning goals established by the Board, as reported in Chapter IV of this research study.

SUMMARY

Chapter III outlined the methods and procedures utilized in this descriptive research study. Participants were clustered into two relevant categories, and surveys were provided to those participants. This chapter outlined the research type, participant population, instrument design, methods of data collection, and statistical analysis. Chapter IV will address the findings of the data.

CHAPTER IV

FINDINGS

The problem of this study was to determine the relationship between what students learn from preparation for and participation in a Virginia DECA State Leadership Conference and the learning goals through the Marketing Education Curriculum. The instruments used in obtaining the necessary data included questionnaires. The mean analysis of each item was calculated and rounded off to the nearest one-hundredths. The first eleven survey items were given to both students and advisors, and these responses were examined both separately and combined. The last seven survey items were provided to advisors only, as they correlated directly to instructional strategies and the Marketing Education curriculum. The survey items were then isolated by which research goal they addressed. Several survey items are listed on more than one table, as they address more than one of the research goals.

REPORT OF THE FINDINGS

Table I refers to the number of surveys completed and returned proportionate to the number of surveys submitted for completion. A total of ninety (90) surveys were submitted—thirty (30) to advisors, and sixty (60) to students.

Table I
Survey Response Rate

	Students	Advisors	Total
Surveys submitted	60	30	90
Responses	38	22	60
Non-responses	22	8	30
Response rate	63%	73%	66%

Table one addresses the survey response rate. Of the students receiving surveys, 38 were completed and returned and 22 were not returned, resulting in a 63% return rate. Of the 30 advisors receiving surveys, 22 were completed and returned and 8 were not returned, resulting in a 73% return rate. Overall, of the 90 survey that were submitted to students and advisors, 60 were returned and 30 were not, resulting in an overall response rate of 66%.

Table II

Did students who prepared to participate in SLC learn more marketing principles than students that did not prepare to participate?

	Students	Advisors	Overall
1. Students spent time outside of class to prepare for SLC.	4.05	4.36	4.17

2. While preparing for SLC, students learned things about marketing that would not have been learned in the classroom.	4.39	4.14	4.30
3. Students that prepared for SLC gained more knowledge of marketing than students that did not prepare for SLC.	4.58	4.00	4.37
4. Preparation for SLC has given students a better "feel" for what to expect from the marketing community upon leaving high school.	4.79	3.86	4.42
5. SLC project preparation provides the best teaching strategy for some elements of the curriculum.		3.91	
6. Allowing students to prepare SLC projects during class time enhances exploration and discovery of marketing principles.		4.06	
7. SLC preparation makes many students seek resources outside of the classroom—such as industry professionals—with greater success.		4.36	
8. SLC project preparation provides students with a synergistic effect in learning the elements of marketing.		4.64	
9. By allowing students to learn through SLC projects, I have more class time to teach additional or more in-depth content.		4.14	
10. SLC project preparation offered my students a learning opportunity that I could not have provided through any other venue.		4.77	

Table II isolates the survey responses that address the research question, "Did students who prepared to participate in SLC learn more marketing principles than students that did not prepare to participate?" Questions 1 – 4 above were presented to both students and advisors.

Question 1 addresses *how* students learned. Students agreed that they spent time outside of class in preparation as reflected by a 4.06 mean response.

Advisors also felt that students spent time outside of class, with a 4.36 mean.

Question 2 identifies whether or not students learned things through SLC preparation that they would not have learned in the classroom. Students agreed that this occurred, with responses averaging 4.39. Advisors agreed, but not quite as strongly as the students, with a 4.14.

Question 3 compares whether students preparing for SLC gained more marketing knowledge than those who did not participate. Students felt very strongly that they did, with a 4.58 mean. Advisors also agreed, with a 4.00.

In Question 4, more disparity is revealed between student and advisor responses, as it asks about whether or not students who have prepared for SLC have a better “feel” for what to expect from the outside marketing community. Students felt very strongly that they had earned this distinction with a 4.79 mean, while teachers were not nearly as confident, with a 3.86.

Questions 5 – 10 were addressed to advisors only.

Question 5 asked advisors if SLC preparation provided the best teaching strategy for some elements of the curriculum. While a 3.91 mean indicated that advisors agree with this statement, this was a low mean response relative to the others.

Question 6 identifies student use of class time in SLC preparation and whether or not it enhances exploration and discovery of marketing principles. Advisors agreed that it did with a 4.06 mean.

Question 7 inquired about SLC project preparation and whether or not it encouraged and necessitated *making* students seek outside professionals.

Advisors indicated that they felt it did, with a 4.36 mean response.

Question 8 correlated project preparation with a synergistic effect in learning the elements of marketing. Advisors felt very strongly that this did occur, with a mean of 4.64.

Question 9 asked advisors whether or not SLC project preparation resulted in allowing them more time to teach additional or more in-depth content. A 4.14 mean verified that they agreed that they did have more time for additional content.

Question 10 evoked the most skewed response in this category and asked if SLC preparation offered students a learning opportunity that could not have been produced by any other venue. Teachers felt strongly that it did, with a 4.77 mean response.

Table III

Did SLC preparation and participation reinforce and enhance lessons learned in the classroom?

	Students	Advisors	Overall
1. Students spent time outside of class to prepare for SLC.	4.05	4.36	4.17

2. Students involved professionals outside of school in preparation for SLC.	3.45	4.36	3.78
3. Preparation for SLC was more like a "real world" experience than a school experience.	4.42	4.14	4.32
4. For students, preparing for SLC was more fun than doing "ordinary class work."	4.71	4.27	4.55
5. Preparation for SLC helped students to better understand some of the concepts taught in the classroom.	4.13	4.36	4.22
6. Classroom lessons were more "clear" as a result of SLC preparation.	4.21	3.73	4.03
7. There were occasions when SLC preparation directly paralleled lessons taught in the classroom.	4.29	4.27	4.28
8. Preparation for SLC has given students a better "feel" for what to expect from the marketing community upon leaving high school.	4.79	3.86	4.42
9. SLC project preparation provides the best teaching strategy for some elements of the curriculum.		3.91	
10. Allowing students to prepare SLC projects during class time enhances exploration and discovery of marketing principles.		4.06	
11. SLC project preparation provides students with a synergistic effect in learning the elements of marketing.		4.64	
12. By allowing students to learn through SLC projects, I have more class time to teach additional or more in-depth content.		4.14	

Table III isolates responses that address the second research question, "Did SLC preparation and participation reinforce and enhance lessons learned in the

classroom?” Questions and responses are related to instructional methods and strategies. Questions 1 – 8 address both students and advisors.

Question 1 is included in and Table III, asking about student involvement outside of the class in SLC preparation. Students agreed that they spent time outside of class in preparation, as suggested by a 4.06 mean. Advisors also felt that students spent time outside of class, with a 4.36 mean.

Question 2 asked whether or not students involved professionals outside of school in preparing for SLC. Student responses indicated that they agreed slightly with this notion with a 3.45 mean, while advisors felt much more strongly, with a 4.36.

Question 3 asked if preparing for SLC was more like a “real world” experience than a classroom. Both students and teachers alike felt this was the case, with a 4.42 mean for students, and a 4.14 for advisors.

Question 4 addressed student perceptions of SLC preparation, questioning whether or not it was more “fun” for the students. Students overwhelmingly agreed with a 4.71 mean response. Advisors also agreed with a 4.27 mean.

Question 5 nearly replicates the research goal by asking if SLC helped students to better understand some of the classroom concepts. A mean response of 4.13 from the students indicated that students did feel they better understood some of the concepts, and a 4.36 advisor mean response showed that advisors also agree.

Question 6 deliberated whether or not classroom lessons were clearer to students as a result of SLC preparation. Students agreed with a 4.21 mean response. Advisors also agreed, although less emphatically with a 3.73 mean. Question 7 asked students if SLC preparation ever directly paralleled lessons taught in the classroom. Students agreed there was a parallel between the two, with a 4.29 mean response. Advisor responses were nearly identical with a 4.27. Question 8 asked whether or not students who have prepared for SLC have a better “feel” for what to expect from the outside marketing community. A student mean response of 4.79 shows that they agreed emphatically with the statement, while teachers agreed with less intensity and a 3.86 mean response.

Questions 9 – 12 address advisors only.

Question 9 pointedly asks advisors whether or not SLC preparation provides the *best* teaching strategy for some elements of the curriculum. Teachers agreed that it did, with a 3.91 mean response.

Questions 10, 11, and 12 serve multiple research questions, and are replicated from Table II.

Question 10 asks if utilizing class time for SLC preparation enhances exploration and discovery of marketing principles. Advisors agreed that it did with a 4.06 mean response.

Question 11 asked whether or not project preparation created a synergistic effect in learning the elements of marketing. Advisors answered emphatically that this

did occur, with a 4.64 mean—the highest advisor mean response in this category.

Question 12 asked teachers if teaching students to learn through SLC projects allowed more class time to teach additional or more content. Advisors did agree that this occurred, with a 4.14 mean response.

Table IV

Did SLC preparation and participation support, reinforce, or enhance the Marketing Education curriculum?

	Students	Advisors	Overall
1. Everyone in my class prepared for an SLC event.	3.29	3.32	3.30
2. Students involved professionals outside of school in preparation for SLC.	3.45	4.36	3.78
3. Preparation for SLC was more like a “real world” experience than a school experience.	4.42	4.14	4.32
4. Preparation for SLC helped students to better understand some of the concepts taught in the classroom.	4.13	4.36	4.22
5. Classroom lessons were more “clear” as a result of SLC preparation.	4.21	3.73	4.03
6. There were occasions when SLC preparation directly paralleled lessons taught in the classroom.	4.29	4.27	4.28
7. Preparation for SLC has given students a better “feel” for what to expect from the marketing community upon leaving high school.	4.79	3.86	4.42

8. SLC project preparation provides the best teaching strategy for some elements of the curriculum.		3.91	
9. SLC preparation makes many students seek resources outside of the classroom--such as industry professionals--with greater success.		4.36	
10. The knowledge and understanding gained in preparing for SLC is closely aligned with the Marketing Education curriculum I teach.		4.55	
11. SLC project preparation offered my students a learning opportunity that I could not have provided through any other venue.		4.77	

Table IV isolates responses that address the research question, “Did SLC preparation and participation support, reinforce, or enhance the Marketing Education curriculum?” Questions 1 – 7 address both students and advisors. Question 1 asked whether or not everyone in their class prepared for an SLC event. Student responses were slightly skewed on the side of agreement with a 3.29 mean response. Advisors responded similarly with a 3.32, for an overall mean response of 3.30.

Question 2 asked whether or not students involved professionals outside of school in preparing for SLC. Student responses indicated that they agreed, although moderately, with a 3.45 mean response. Advisors felt much more strongly regarding outside professional involvement with a 4.36.

Question 3 asked if preparation for SLC was more like a “real world” experience than a school experience. Students agreed that the differentiation existed, as

was shown by a 4.42 mean response. Advisors agreed with a slightly lower mean at 4.14.

Question 4 was one of the few survey questions that addressed each of the research goals by asking if SLC helped students to better understand some of the concepts taught in the classroom. A mean response of 4.13 from the students indicated that students did feel they better understand, and a 4.36 advisor mean response showed that they also agree.

Question 5 inquired whether or not SLC preparation helped to clarify classroom lessons. Students agreed that it did with a 4.21 mean response. Advisors also moderately agreed with a 3.73 mean.

Question 6 asked students if there were occasions when SLC preparation directly paralleled lessons taught in the classroom. Students said that this did occur, with a 4.29 mean response. Advisors also responded affirmatively with a 4.27.

Question 7 is another survey item that addresses each of the research goals, asking whether or not students who have prepared for SLC have a better “feel” for what to expect from the outside marketing community. Student and advisor disparity in responses is evident. Students agreed emphatically with the statement, producing a 4.79 mean response, while teachers agreed with a 3.86 mean response.

Questions 8 – 11 address advisors only.

Question 8 asks advisors whether or not SLC preparation provides the *best* teaching strategy for some elements of the curriculum. Teachers agreed that it did, with a 3.91 mean response.

Question 9 addresses the use of outside professionals, asking advisors if SLC preparation makes students seek outside professionals with greater success. They did feel that this occurred, as was evidenced by a 4.36 mean response.

Question 10 compares the knowledge and understanding gained by students in SLC preparation to the Marketing Education curriculum taught in the classroom. Advisors felt that the correlation existed, as they posted a 4.55 mean response.

Question 11 elicited a strong advisor response, and asked if SLC preparation offered students a learning opportunity that could not have been produced through any other venue. Teachers felt that it did, with a 4.77 mean response.

SUMMARY

The problem of this study was to determine the relationship between what students learn from preparation for and participation in a Virginia DECA State Leadership Conference and the learning goals established through the Marketing Education Curriculum. Chapter IV included a report on the number of questionnaires distributed as a ratio to the number of those returned. The overall response rate was 63%. It also addressed and reported findings for each of the

three learning goals. Finding from the first research goal reported student and advisor views on whether or not students who prepared to participate in SLC learned more marketing principles than students that did not prepare to participate. Findings from the second research goal reported student and advisor responses to the question, "Did SLC preparation and participation reinforce and enhance lessons learned in the classroom?" Findings from the third research goal reported student and advisor responses regarding whether or not SLC preparation and participation supported, reinforced, or enhanced the Marketing Education curriculum.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Virginia DECA State Leadership Conference is considered by many to be the premiere Marketing Education annual event. Most students spend months in preparation, while some even begin the preceding year. Students do not only consider SLC as a learning opportunity. They also see it as an opportunity to travel, get away from home, meet peers with similar interests from around the state, and compete with them at a higher level than ever before, with the prize being a climatic trip to compete on a national level.

Keeping in mind that Virginia DECA and its State Leadership Conference is in place to support, enhance, and reinforce the curriculum, educators must ensure that the conference fulfills its purpose. While the excitement of SLC is obvious, how the conference is providing such a function is not as apparent. It is with this in mind that this research was completed.

SUMMARY

The problem of this study was to determine the relationship between what students learn from preparation for and participation in a Virginia DECA State Leadership Conference and the learning goals established through the Marketing

Education Curriculum. In dealing with this problem, the learning goals of the Board of Trustees were reviewed and analyzed, and research goals were established that asked the following questions:

- Did students who prepared to participate in SLC learn more marketing principles than students that did not?
- Did SLC preparation and participation reinforce and enhance lessons learned in the classroom?
- Did SLC preparation and participation support, reinforce, or enhance the Marketing Education curriculum?

The State Leadership Conference has become an extravagant production. The 2001 conference hosted nearly 1500 students and advisors. Some students even view it as a form of entertainment to be consumed, much the same way a concert or other show would be consumed. At the same time, marketing, by its very nature, is a dynamic discipline. It would be easy to gradually gear SLC toward the entertainment side of the spectrum, forgetting what its real purpose is. As a result, the significance of this study is to check the validity of the conference as a co-curricular learning opportunity, ensuring that it has not strayed from its purpose.

Limitations and assumptions were drawn in reference to the research. Literature was then reviewed with three distinct categories in mind. The first category briefly discussed the evolution of the Marketing Education curriculum, its content,

and the role DECA plays in supporting, enhancing, and reinforcing it. The second cluster of literature dissected DECA, an Association of Marketing Students, as well as similar vocational student organizations, and examined the learning opportunities they provide their students. The final segment of literature focused on competition as a motivational factor and the role it plays in how students learn.

The population of this study consisted of two sub-groups, including thirty Marketing teacher/advisors and sixty students who prepared for the State Leadership Conference. The instrument utilized to measure results was a survey, which consisted of statements that were devised based on the learning goals as determined through the Marketing Education Curriculum. Both students and advisors responded to survey items referencing student participation at SLC. A second set of responses was solicited from advisors only that referenced teaching strategies and curriculum.

Both students and advisors were selected as part of a stratified random sample, based on district and state conference registrations. Each student and advisor that had prepared for SLC had an equal chance of being selected for the study.

Surveys were mailed to non-attending students approximately one week prior to SLC, and the rest were distributed upon arrival at SLC in their school's

orientation packets. Surveys were asked for at the conclusion of the conference. Participants were given ten days following SLC to submit their data.

Upon receiving the data, the mean for each survey statement was calculated and recorded. Overall 66% of those that were asked to respond did so. Of the sixty students selected for the survey, thirty-eight students responded. Of the thirty teacher/advisors solicited, twenty-two responded. Results were arranged by research goals to determine the tendencies of the data. The data were then compared to the learning goals established through the Marketing Education Curriculum..

CONCLUSIONS

Below are the questions set out to be answered through the research goals, as well as the conclusions that have been drawn based upon the data collected.

Question 1: Did students who prepared to participate in SLC learn more marketing principles than students that did not prepare to participate?

Ten of the seventeen survey items were related to this research question. While advisors did not feel ardently that SLC project preparation provided the *best* teaching strategy, they did feel strongly that SLC preparation provided students with a synergistic effect in learning the elements of

marketing, as was shown with a 4.64 mean response. In addition, they felt very strongly that project preparation offered students a learning opportunity that could not have been provided through other instructional venues. Advisors responded emphatically to this survey item, with a 4.77 mean. Students active with SLC projects did spend more time outside of class, as was shown by a 4.17 mean response, and advisors felt that students interacted more with outside professionals. While there was a larger disparity between students (4.58 mean response) and advisors (4.00 mean response) on the remaining two points, students felt strongly that they learned marketing elements they would not have otherwise learned. They also felt that SLC preparation had given them an “edge” that their non-participating peers did not have. They felt that they learned more and were better prepared for the real-world marketing community upon their departure from high school. They felt more strongly on this issue than any other addressing this research goal, with a 4.79 mean. As a result of the data, it can be concluded that students who prepared to participate in SLC learned more marketing principles than students that did not prepare to participate.

Question 2: Did SLC preparation and participation reinforce and enhance lessons learned in the classroom?

Twelve of the seventeen survey items were related to this research question. As was determined by reviewing the responses, advisors have an overall favorable opinion of SLC as an instructional tool.

They expressed that SLC preparation enhanced discovery principles (4.06 mean), allowed more “teaching” time for additional and in-depth content (4.14 mean), and provided a synergistic effect in learning the elements of marketing (4.64). Advisors felt very strongly about the latter, with over half of all advisor responses being a “five”, or strongly agree. One important aspect of this study was the number of both students and advisors who stated that conference preparation successfully encouraged students to spend time outside of regular class time in learning marketing principles (overall mean 4.17). This fact alone supports the idea that classroom lessons are reinforced and enhanced. If students are spending regular time outside of class preparing their projects, then the repetition, additional time on content, and the alternate methodology must all necessarily contribute to the reinforcement or enhancement of the classroom lessons. Students felt strongly that SLC projects helped to clarify marketing content (4.21 mean), made the lessons more relevant (4.42), and also made them more enjoyable (4.71). The fact that students found SLC preparation to be more fun than other types of class work—especially by such an overwhelming margin—should be something that advisors must take note of. Students learn lessons that are well received, and fun lessons are usually well received. Teachers spend countless hours creating games,

contests, developing reward systems, and seeking other methods of motivating students. This research shows that SLC preparation is one tool already in place that meets this need. The data supports the notion that SLC preparation and participation reinforce and enhance lessons learned in the classroom.

Question 3: Did SLC preparation and participation support, reinforce, or enhance the Marketing Education curriculum?

Advisor data was an eye-opener while comparing SLC content with the Marketing Education curriculum. While all advisors did not necessarily feel that SLC preparation provided the *best* instructional strategy (3.91 mean response), they clearly felt that it served an invaluable role. First, they agreed that this type of instruction necessarily made students seek outside resources, such as industry professionals, with greater success. This was evident following their 4.36 mean response. They also agreed that SLC preparation not only closely aligned with their respective curricula (4.55 mean), but that utilizing SLC projects in instructional strategies offered students a learning opportunity that could not be emulated by any other means. The 4.77 mean response on this survey item was the highest mean of all advisor responses. Although students may not be familiar with the specific content curriculum, both they (4.29 mean) and advisors (4.27 mean) agreed that there were close parallels

between what they learned through SLC preparation and what advisors taught them in the classroom portion of their courses. And while both agreed, students were emphatic (4.79 mean response) that SLC preparation has given them a better “feel” for what to expect from the marketing community upon leaving high school. If the student perception of a higher level of preparation is there, confidence will be raised. This fact, at the very least, will support what is learned in the curriculum. It can be concluded that SLC preparation and participation supported, reinforced, and enhanced the Marketing Education curriculum.

The findings indicate that preparation for and participation in a Virginia DECA State Leadership Conference effectively support, reinforce, and enhance the Marketing Education curriculum, as set forth in the learning goals through the Marketing Education Curriculum. Preparation for conference participation seamlessly integrates classroom instruction and outside activity, resulting in additional instructional methods and strategies that benefit both teachers and students.

RECOMMENDATIONS

Based upon research findings, recommendations can be made to continue utilizing Virginia DECA State Leadership Conferences as an instructional tool, as it closely aligns with the current curriculum. Emphasis should be placed not on

altering the conference, but on how to elicit the participation of *all* marketing education students. If teacher/advisors truly believe that SLC preparation offers an unparalleled instructional and learning opportunity, then they should not permit optional participation any more than they would permit a student to not participate in a test or a sales presentation. DECA is a co-curricular activity, not extra-curricular, and should be treated as such. Research might be performed to discover more effective methods of increasing participation in such a highly regarded learning activity so that *every* student is actively involved.

Research examining SLC and the learning goals determined through the Marketing Education curriculum should be ongoing. Members of the Board will change, and curriculum will continue to evolve to accurately reflect the needs of the workforce and the marketing community-at-large. As new courses are added to Marketing Education, such as E-Commerce and Sports and Entertainment Marketing, new research must be completed to ensure that the State Leadership Conference is an accurate reflection of Virginia Marketing Education.

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TABLE OF APPENDICES

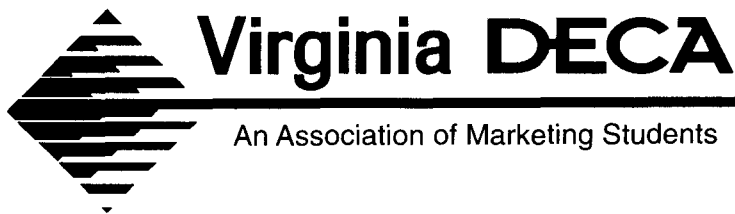
Appendix A – Cover Letter

Appendix B - Survey

Appendix C – Survey, Advisors Only

Appendix A

Cover Letter



March 1, 2001

Dear Advisor,

You or your student has been selected to participate in an important study dealing with the relationship between the Marketing Education curriculum and Virginia DECA's State Leadership Conference. As an active DECA chapter advisor, your willingness to participate in this research will help make a difference in keeping future conferences aligned with the curriculum, and enhancing the learning process for our students.

Please take a few minutes to examine the enclosed survey. It should require *no more than five minutes* to complete. If your student is not participating in SLC, please have them complete it as soon as possible and return it to the DECA office. Enclosed is a self-addressed envelope for your convenience. An additional gummed envelope is provided for *each* survey. To protect each respondent's anonymity, please ask each participant to enclose the completed survey and seal the envelope. If you or your student is participating in this year's SLC, please make every effort to complete it *after* competition but *prior* to the conclusion of SLC, and return it to Mickey Kosloski, DECA Specialist. If you cannot complete prior to your departure, please return it in the mail by March 25, 2001. You can be assured that your and your student's responses will be held in the strictest of confidence, and your opinions will not be identified outside of the Virginia DECA office.

The name of the survey recipient is xxxxxxxxxxx. Since the study involves a very limited number of carefully selected participants, full participation is implored to ensure accurate results. Your timely participation is greatly appreciated.

Sincerely yours,

Mickey Kosloski
DECA Specialist

enclosures

Appendix B

Survey - Students and Advisors

Page 1 - For Students and Advisors:

The following statements pertain to your preparation for the Virginia DECA State Leadership Conference (SLC). Please **circle** the response that **best** represents your feelings or opinions about your preparation for or participation in SLC.

I am a	Student	Advisor			
If you are a student, did you <i>compete</i> at SLC?	Yes	No			
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Everyone in my class prepared for an SLC event.	5	4	3	2	1
Students spent time outside of class to prepare for SLC.	5	4	3	2	1
Students involved professionals outside of school in preparation for SLC.	5	4	3	2	1
While preparing for SLC, students learned things about marketing that would not have been learned in the classroom.	5	4	3	2	1
Students that prepared for SLC gained more knowledge of marketing than students that did not prepare for SLC.	5	4	3	2	1
Preparation for SLC was more like a "real world" experience than a school experience.	5	4	3	2	1
For students, preparing for SLC was more fun than doing "ordinary class work."	5	4	3	2	1
Preparation for SLC helped students to better understand some of the concepts taught in the classroom.	5	4	3	2	1
Classroom lessons were more "clear" as a result of SLC preparation.	5	4	3	2	1
There were occasions when SLC preparation directly paralleled lessons taught in the classroom.	5	4	3	2	1
Preparation for SLC has given students a better "feel" for what to expect from the marketing community upon leaving high school.	5	4	3	2	1

Appendix C
Survey - Advisors Only

Page 2 - to be completed by ADVISORS ONLY:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
SLC project preparation provides the best teaching strategy for some elements of the curriculum.	5	4	3	2	1
Allowing students to prepare SLC projects during class time enhances exploration and discovery of marketing principles.	5	4	3	2	1
SLC preparation makes many students seek resources outside of the classroom, such as industry professionals with greater success.	5	4	3	2	1
SLC project preparation provides students with a synergistic effect in learning the elements of marketing.	5	4	3	2	1
By allowing students to learn through SLC projects, I have more class time to teach additional or more in-depth content.	5	4	3	2	1
The knowledge and understanding gained in preparing for SLC is closely aligned with the Marketing Education curriculum I teach.	5	4	3	2	1
SLC project preparation offered my students a learning opportunity that I could not have provided through any other venue.	5	4	3	2	1