

Analysis of the Role of Advisory Committees
in Secondary Marketing Education
Programs in Wisconsin


by

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ABSTRACT

The purpose of this study was to analyze the role of advisory committees in secondary marketing education programs in Wisconsin. It was designed to answer the following questions: 1) to what extent do secondary marketing education programs in Wisconsin have advisory committees; 2) what is the marketing education advisory committee's membership makeup at the secondary level in Wisconsin; 3) what is the marketing education advisory committee's role in secondary marketing education programs in Wisconsin; 4) how are secondary marketing education advisory committees structured in Wisconsin; 5) what is the structure for secondary marketing education advisory committee meetings in Wisconsin; and 6) do the secondary marketing education advisory committees add value to the programs in Wisconsin?

The population of the study consisted of all secondary marketing educators in Wisconsin for the 2009-2010 school year (170). A web-based survey

was used to gather data in which there were 58 completed surveys for a response rate of 34.11 percent.

Marketing educators were split on the practice of using advisory committees. They were in agreement with endorsing the concept of business and industry professionals being a part of advisory committees. The majority of respondents stated in order for an advisory committee to add value to their program it must contribute to the rigor and validation of curriculum. Finally, one reason secondary teachers do not have advisory committees for their marketing education programs are the committees are no longer required.

Recommendations include: marketing education programs in Wisconsin at the secondary level need to have advisory committees and more direction from the marketing consultant at the Wisconsin Department of Instruction regarding the importance and continued use of advisory committees.

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TABLE OF CONTENTS

	Page
.....	
ABSTRACT	ii
List of Tables	viii
List of Figures	ix
Chapter I: Introduction	1
<i>Background</i>	1
<i>Statement of the Problem</i>	4
<i>Purpose of Study</i>	4
<i>Research Questions</i>	4
<i>Importance of the Study</i>	5
<i>Limitations of the Study</i>	6
<i>Assumptions</i>	6
<i>Definition of Terms</i>	7
Chapter II: Review of Literature	8
<i>Introduction</i>	8
<i>Career and Technical Education</i>	8
<i>The Evolution of Marketing Education</i>	12
<i>Career and Technical Student Organizations</i>	13
<i>Federal Legislations</i>	14
<i>Advisory Committees: The Purpose/role</i>	16
<i>Advisory Committees: The Structure</i>	17
<i>Advisory Committees: The Make Up</i>	18

<i>Advisory Committees: The Benefits</i>	19
<i>Advisory Committees: The Challenges</i>	19
<i>Advisory Committees: Suggestions</i>	19
Chapter III: Methodology	21
<i>Introduction</i>	21
<i>Research Design</i>	21
<i>Respondents</i>	22
<i>Instrumentation</i>	22
<i>Data Collection</i>	23
<i>Data Analysis</i>	23
Chapter IV: Findings	25
<i>Introduction</i>	25
<i>Respondent Demographics</i>	26
<i>Advisory Committees in Marketing Education Programs</i>	30
<i>Advisory Committees Membership Makeup</i>	30
<i>Advisory Committees Role in Marketing Education Programs</i>	33
<i>Advisory Committee Structure</i>	34
<i>Structure of Advisory Committee Meetings</i>	39
<i>Advisory Committee Added Value</i>	41
<i>Respondents without Advisory Committees</i>	42
Chapter V: Summary, Conclusions, and Recommendations	45
<i>Introduction</i>	45

<i>Summary</i>	45
<i>Findings</i>	46
<i>Conclusions</i>	48
<i>Recommendations</i>	49
<i>Recommendations for Future Research</i>	50
References	52
Appendix A: Pilot Study	55
Appendix B: Survey Questions.....	56
Appendix C: Cover Letter.....	59

List of Tables

Table 1: Years Teaching Marketing Education at Secondary Level	26
Table 2: Years Teaching Marketing Education at Current Level	27
Table 3: Level of Education	28
Table 4: Marketing Education Degree Work	28
Table 5: Master's Degree Area	29
Table 6: Makeup of Advisory Committee	31
Table 7: Category Makeup of Advisory Committee	32
Table 8: Role of Advisory Committee	33
Table 9: Number of People on Advisory Committees	34
Table 10: Frequency of Advisory Committee Meetings	35
Table 11: Chair of Advisory Committee	36
Table 12: Advisory Committee Types for Perkins Funding	38
Table 13: Calling the Meeting	39
Table 14: Meeting Agenda	40
Table 15: Reasons for Not Having an Advisory Committee	43

List of Figures

Figure 1: Marketing Programs Using Advisory Committees	30
Figure 2: Use of Sub-Committees	37
Figure 3: Use of Ad-Hoc Committees	37
Figure 4: Plan of Work (POW) Use	41
Figure 5: Advisory Committee Consideration	44

CHAPTER 1: INTRODUCTION

Background

Career and Technical Education (CTE), formally known as Vocational Education, is an important component of the American public school system. It was designed to provide learning experiences to help students explore career areas and opportunities while preparing them for the world of work. The focus of CTE has evolved from just training students for entry-level positions to not only providing occupational skills and knowledge for students bound for employment but also academic skills required to successfully function at a post-secondary level of education (Scott, Sarkees-Wircenski, 2004). CTE is composed of six program areas at the secondary level: agriculture/natural resources; business and information technology; family and consumer education; health science; marketing education; and technology and engineering education (Wisconsin Department of Public Instruction, 2009).

The beginning of marketing education (formally known as distributive education) was found to be at the Women's Educational and Industrial Union in Boston, Massachusetts (Berns, 1996). Lucinda W. Prince taught the first sales training class in 1905 to a group of eight girls. In the early 1900's the objective of marketing education was to provide cooperative training in retail store work with the purpose of improving the quality of the sales force (Gordon, 2003). Today marketing education provides the foundation for careers in marketing, management, and entrepreneurship and is identified as 1 of the 16 career clusters. Career clusters identify the knowledge and skills needed in specific pathways to guide students from courses in secondary education to two-year, four-year, graduate schools, and the workplace (Career Clusters, 2009). The U.S.

Department of Labor Statistics (2009) projected that occupations in marketing will increase by 12% between the years of 2006 and 2016. At the secondary level marketing education programs have three key components: school-based learning, work-based learning, and career and technical student organizations (CTSO).

The CTSO for marketing education is DECA, an association of marketing students. It is a co-curricular student organization with the purpose of providing learning opportunities to students enrolled in marketing courses (Wisconsin DECA Handbook, 2008). DECA started in Wisconsin at the post-secondary level in the early 1960's and at the secondary level in 1965 (Berns, 1996). There has been a continual growth in Wisconsin DECA with it reaching close to 13,000 members and a total of 135 programs state wide in 2008 (Wisconsin DECA Handbook, 2008).

Federal law has always been the defining figure of vocational education. In 1917 the Smith-Hughes Act provided the first federal money for vocational education (Gordon, 2003). This act contained several provisions which shaped vocational education (Scott, Sarkees-Wircenski 2004). Some of the key provisions are: creating the Federal Board for Vocational Education, the creation of state boards to govern vocational education, requiring the development of state annual reports to be submitted to the Federal Government, and it required federal funds to be supervised and controlled by the public.

Between the years of 1917 and 1968 there were several acts setting guidelines and requirements on vocational education. A key piece of legislation for CTE was the Vocational Education Amendments of 1968. This act cancelled all previous vocational legislation except the Smith-Hughes Act (Scott, Sarkees-Wircenski 2004). Some other amendments of this act stated federal funds could be used for: high school and

postsecondary students, those in the labor market that were in the need of retraining, and included those who had academic, socioeconomic, or other handicaps. It also created the requirement of state and local advisory committees to be involved in the planning, guiding, and development of vocational education programs (Scott, Sarkees-Wircenski 2004).

The Carl D. Perkins Vocational Education Act of 1984 (Perkins Act) was a statement by Congress that vocational education programs are essential to the free and democratic society we have (Scott, Sarkees-Wircenski 2004). This act amended the Vocational Education Act (VEA) of 1963 and the Vocational Education Amendments of 1968. An important piece of this act was each participating state was required to continue the use of advisory committees for vocational education which served as the agency responsible for the supervision of vocational education programs (Hall, Marsh 2003). However, this advisory committee requirement was no longer required for secondary schools at the local level as stated in the Perkins Act.

Advisory Committees are responsible for the making of recommendations affecting the planning and operation of a school program (Burt, 1967). According to Mercer and Meunier (1991) “an effective advisory committee provides ongoing evaluation and consultation on the curriculum to keep it current with the knowledge, skills, attitudes, and values identified by industry representatives as being necessary for students to learn and use in order to work effectively in their chosen fields” (p.12). King (1973) states that in order to be effective vocational education needs the support of industry and the public relations an advisory committee can create. Educators need the criticism and assistance of the work industries to insure that the educational programs are

current and the occupational preparation is useful. Through the advice and guidance of advisory committees educators are able to provide modern and pertinent curriculum. He continues to say some vocational educators have lost sight of the use of advisory committees and have conducted programs without the advice of this committee.

Statement of the Problem

There is very little documented literature concerning the actual functioning of advisory committees (Burt, 1967). Since the Carl D. Perkins Vocational Education Act of 1984 the practice of CTE programs has changed. Across Wisconsin there seems to be an inconsistent use of advisory committees in secondary marketing education programs. Because of this inconsistency there is an absence of information stating the value and importance of advisory committees in secondary marketing education programs.

Purpose of the Study

The purpose of this study was to determine the role and use of advisory committees in secondary marketing education programs in Wisconsin. Vocational education history shows advisory committees can be a vital factor in the success of a program. Advisory committees may prove to be a significant factor for marketing education programs in Wisconsin as well.

Research Questions

The following six questions were used to analyze marketing educator's impressions of the purpose and role of advisory committees to their programs.

- 1) To what extent do secondary marketing education programs in Wisconsin have advisory committees?

- 2) What is the marketing education advisory committee's membership makeup at the secondary level in Wisconsin?
- 3) What is the marketing education advisory committee's role in secondary marketing education programs in Wisconsin?
- 4) How are secondary marketing education advisory committees structured in Wisconsin?
- 5) What is the structure for secondary marketing education advisory committee meetings in Wisconsin?
- 6) Do the secondary marketing education advisory committees add value to the programs in Wisconsin?

Importance of the Study

The following five statements are reasons this study is important.

1. The research was needed to determine how many secondary marketing education programs in Wisconsin use advisory committees. There is no current documentation containing this information.
2. Information found in this study has the potential to influence the practices of future marketing educators. New teachers will be able to use the information to set up an advisory committee for their school's marketing education programs. If the marketing program already has an advisory committee established it will give some guidance to new teachers as to the role and purpose of the committee.

3. Current marketing educators who do not use advisory committees will be able to use the information in this study to establish and confirm the need for an advisory committee as well as its role and purpose.
4. Current marketing educators who do use advisory committees will be able to justify continued use of the committee that has already been established.
5. The results of this study may have applications in other CTE content areas.

Limitations of the Study

The following are limitations of this study.

1. This study was limited to the secondary marketing education teachers in Wisconsin. Secondary market education teachers outside of Wisconsin were not surveyed.
2. The survey was developed by the researcher of this study and was not tested for validity or reliability. However, every effort was made to develop a valid and reliable survey instrument. The survey was piloted and changes were made accordingly.
3. Timing is another limiting factor which required responses on the survey within two weeks. If there was more time given to respond it could have changed the data collection.

Assumptions

The following are assumptions of this study:

1. The researcher assumes secondary marketing educators in Wisconsin were willing to participate in the study.

2. The researcher assumes secondary marketing educators in Wisconsin will answer the survey questions truthfully and honestly.

Definition of Terms

Advisory Committee: A committee or group of people selected to give advice and/or recommendations to a program.

Career and Technical Education (CTE): Focuses on the exploration of the self in relation to the world of careers and productive citizenship. Through CTE students experience rigorous and challenging classroom instruction linked to relevant, structured, real-world experiences. (Wisconsin Department of Public Instruction, 2009)

CO-OP: Program is designed in partnership with business, industry and labor representatives, and educators around the integration of school-based and work-based learning and appropriate career development experiences. (Wisconsin Department of Public Instruction, 2009)

DECA: A co-curricular education of students with interest in marketing, management and entrepreneurship. (DECA/Delta Epsilon Chi, 2009).

Marketing Education: The instructional program designed to prepare individuals for the major occupational areas within marketing and management. (Gordon, 2003)

Membership: People who hold a position on the advisory committee.

Role: Activities or assignments the members of the advisory committee participate in.

Structure: How the advisory committee is organized. For example how many members, how often they meet, and where the meetings are located. Also includes the categories of people who are members.

CHAPTER II: LITERATURE REVIEW

Introduction

The purpose of this study was to determine the role and purpose of advisory committees in secondary marketing education programs in Wisconsin. The following narrative will present the historical context of Career and Technical Education (CTE) and marketing education as well as the federal legislations pertaining to CTE. It will also present the purpose/role, structure, make up, benefits, challenges, and suggestions of advisory committees.

Career and Technical Education

At end of the Revolutionary War the need for education materialized as a need in the new society (ACTE, 2009). There were four major forces in education in the United States during this time period: the Sunday School Movement, City School Societies, Lancastrian Movement, and the Infant-School Societies. The Sunday School Movement was introduced in 1791 in Philadelphia and was aimed at poor children. City School Societies came about in 1825 as a number of societies contributed funds so education was possible to many children. Its efforts were directed specifically toward providing a free public education. The Lancastrian Movement was instruction in which large numbers of students were taught to read through the use of mentors. Finally the Infant-School started in 1799 by Robert Own and was for children the ages of three to four years old. The purpose was to prepare children to enter into grammar school.

Apprenticeship in the United States was one of the educational institutions of the time (ACTE, 2009). They are the oldest know type of vocational education in America (Gordon, 2003). For the poor, apprenticeships basically offered the only opportunity to

get an education. Apprenticeships provided five basic elements for the students: food, clothing, and shelter; religious instruction; reading and writing; skill training; and the mysteries of the trade (ACTE, 2009). There were two kinds of apprenticeships in America; one was voluntary form and the second was involuntary which provided a means for taking care of orphans and poor children (Gordon, 2003). As a result of the Industrial Revolution, apprenticeship programs lost their importance.

There were three key education leaders who laid a solid system of education in which vocational education was attached (ACTE, 2009). They are Horace Mann, Henry Barnard, and John Swett. In Massachusetts, Horace Mann led the way for the development of free public education which focused on social, personal, and civic efficiency. In Connecticut, Henry Barnard led to the improvement of school administration, curriculum, teacher training and schoolhouses. Finally, in California, John Swett laid the foundation for the public school system. The first high schools were developed in the 1820's; however by 1870 there were only about 500 (ACTE, 2009). There was a series judicial decision in the mid-west that established a legal basis for the public high school. The states involved in this decision were: Michigan, Missouri, Kansas, Illinois, and Wisconsin.

During the 1800s schools were divided by social classes; with the lower classes focusing on manual training (Gordon, 2003). The concepts of the manual training movement started in Germany with Jean Jacques Rousseau and Johann Heinrich Pestalozzi. In the United States, it started with the Worcester Polytechnic Institute in Worcester, Massachusetts. The curriculum of the Worcester Institute school combined production work with theoretical classes to allow students to be ready for work without

going through an apprenticeship program (Gordon, 2003). Another school which opened in 1884 was the Baltimore Manual Training High School. The mission of this school was to provide both academic and manual education. Gordon (2003) states “the greatest contribution of the manual training movement, from the vocational education viewpoint, was its effect on the perceptions of what could or should be taught in public schools” (p. 12).

The next movement was the trade school movement which began around 1881. The first school to offer training along with studies for each specific trade was the New York Trade School founded by Colonel Richard Tylden Aughtmuty (ACTE, 2009). This school's purpose was to give pre-employment and supplemental instruction. The New York Trade School was one of the first to operate with a council of trade advisory committees. Another school that modeled this movement which opened in Philadelphia in 1891 was the Williamson Free School of Mechanical Trades. Boys from the ages 16 to 18 attended this school and after the preliminary course work was finished the boy was assigned to a trade by the school trustees. This school was free but only the most admirable applicants were accepted by the trustees. The order of course work at Williamson School was the program started with manual training, then added some general instruction, and finished with specific trade training (ACTE, 2009).

In 1905 Massachusetts Governor William L. Douglas put together a commission of nine citizens who represented agriculture, education, labor, and manufacturing (ACTE, 2009). The objectives of this commission were to investigate the needs of education for different grades of skills in the various industries. They reported on the information received from several public hearings. One major conclusion of the Douglas

Commissions was there was a widespread interest in special training for vocations. Around the same time frame the National Society for the Promotion of Industrial Education began (ACTE, 2009). The focus of this Society was on the value of an education system that prepared both boys and girls for industrial careers. The term industrial education applied to vocational training to the industrial worker. Eventually the Society expanded its scope to include other areas of vocational preparation.

According to Gordon (2003) there were five phases in the development of technology in America during the growth of vocational education. They are: application of power to machines – during the early 1800s, introduction of mass production – mid 1800s, influences of automation, miniaturization – early 1970s, and global network/technological explosion – 1980 and 1990s. Technology has several implications for the workplace according to Gordon (2003). Workers needed a higher level of technical knowledge and a wider array of skills; faster turnaround time forced an increased demand for production teams that can work together and solve problems; workers are expected to be dedicated team players and know more about the company and its products; and finally workers need to continually renew and upgrade their skills and expertise to be able to work effectively.

CTE programs use real-life situations in the classroom as well as supervised work experiences in cooperative education, internships, and apprenticeships to convey the curriculum (Scott, Sarkees-Wircenski, 2004). CTE today is developing into a multifunctional entity that provides occupational knowledge and skills for employment bound students and the academic skills required to function and succeed in both post-secondary education and the world of work. Scott and Sarkees-Wircenski (2004) state

“the majority of secondary students preparing for college has taken at least one CTE course other than keyboarding” (p.3).

The Evolution of Marketing Education

Marketing education (formally known as distributive education) can be traced back to the Women’s Educational and Industrial Union in Boston, Massachusetts (Berns, 1996). Lucinda W. Prince taught a class on sales training in 1905. The principles developed by Ms. Price have had a great influence on vocational education practices (Gordon, 2003). Throughout the 1900s the number of retail courses increased spreading from adult education courses into the high schools across the United States (Berns, 1996). In 1936, the George-Deen Act authorized \$14 million a year for distributive occupations, agriculture, trade and industry, and home economics (ACTE, 2009). This was the first time marketing occupations were recognized under federal legislation. By the late 1930s the need for trained and reliable sales personnel was apparent (Berns, 1996). It was clear that the training of distributive education was missing and there was a need to increase the emphasis on instruction in the public schools.

Today marketing education looks very different than in the 1900s. As stated by the Wisconsin Department of Public Instruction (2009) “the mission of marketing, management, and entrepreneurship education is to enable students to understand and apply marketing, management, and entrepreneurial principles; to make rational economic decisions, and to exhibit social responsibility in a global economy.” Marketing is defined as the process of planning, pricing, promoting, selling, and distributing products to satisfy customer’s needs and wants (Farese, Kimbrell, Woloszyk, 2009). Gordon (2003) stated “marketing is a process that can be adapted to virtually every economic, social, or public

activity and is an essential ingredient in making our free enterprise system work” (p. 157).

Career and Technical Student Organizations

Between 1937 and 1942, while marketing education was becoming more widely established, students in these classes began to form Distributive Education Clubs (Wisconsin DECA Handbook, 2008). Since Distributive Education students were employed away from school they were missing chances to be involved in other extracurricular activities. Between 1941 and 1944 the strength of the local units was growing and they needed a chance to communicate with each other; it was then the idea of a national organization was born.

The first Interstate Conference of Distributive Education Clubs was held in Memphis, Tennessee in April 1947 (Berns, 1996). The second national conference in 1948 saw the adoption of the constitution, the official name of Distributive Education Clubs of America (DECA), and 17 charter member states (Wisconsin DECA Handbook, 2008). In 1953 the national headquarters for DECA was established with the help of the American Vocational Association. The first slogan “DE-Gateway to Success” was selected during the 1959-1960 school year; (Berns, 1996). DECA awarded its first scholarship in 1962 and organized the Alumni Division in 1967. During the early 1970s the National DECA Center in Reston, Virginia was constructed and in 1975 the Muscular Dystrophy Association was selected as the “favorite” charity. DECA has seen many changes and continued growth since the mid-1970. By 2009, DECA had approximately 165,000 members with 57 state associations, including District of Columbia, Canada,

Puerto Rico, Guam, the Virgin Islands, and the Canadian provinces (Wisconsin DECA Handbook, 2008).

Wisconsin DECA (WI DECA) has a rich history as well. The Wisconsin DECA constitution was accepted in 1967 after being introduced to the student organization by John Hudson, a National DECA staff member (Wisconsin DECA Handbook, 2008).

Wisconsin and Minnesota started Leadership Labs for local chapter officers in the year 1968 and introduced the Chapter Officer Workshop co-sponsored by WI DECA and the University of Wisconsin-Stout and University of Wisconsin-Whitewater. WI DECA has also seen continued growth through the years. In 2002 WI DECA was number two in the country for membership at the secondary level with over 12,000 members (Wisconsin DECA Handbook, 2008).

Federal Legislations

Gordon (2003) states: “federal legislation provides only about ten percent of the funding for vocational education in this country, yet, federal legislation has fundamentally shaped and directed the development of the profession over the years” (p.xi). Legislation was passed and funding was designated for the development of vocational education as early as 1862 (Hall, Marsh, 2003). The First Morrill Act of 1862 had tremendous impact on agricultural education in America.

The best known Act for early career and technical legislation was the Smith-Hughes Act of 1917. This act established federal, state, and local agency partnerships for career and technical education. Guidelines for funding and operation of CTE were provided by this act. The Smith-Hughes Act also created the Federal Board for Vocational Education, provided aid within defined limits so the board had control over

state programs, mandated the creation of state boards, and required federal funds to be under public supervision and control (Hall, Marsh, 2003).

The next significant Act to have a major impact on the future of CTE was the Vocational Education Act (VEA) of 1963. According to Scott and Sarkees-Wircenski (2004) 90 percent of the funds were to be spent on the following: vocational education for high school students and to individuals who have completed high school education and are available for full-time study for the preparation of employment; vocational education for people who were currently employed but needed further training for advancement; and the construction of area vocational schools. The VEA also had a provision that established an advisory committee in the Office of Education for the purpose of advising the national administration with respect to training requirements.

The Vocational Education Amendments of 1968 was significant because it canceled all previous vocational legislation except the Smith-Hughes Act. Scott and Sarkees-Wircenski (2004) say the main purpose of these amendments was to provide training and retraining to all citizens. The Amendments of 1968 also included several provisions one of which created the requirement of state and local advisory committees to be involved in state and local development and guidance to vocational education programs.

The year 1984 brought about the next significant act for vocational education the Carl D. Perkins Vocational Education Act, known as the "Perkins Act". Hall and Marsh (2003) stated this act revised the VEA of 1963 including the elimination of the advisory committee requirement. It also established new programs stressing the importance of both technical and vocational education on achieving job training skills. According to Scott

and Sarkees-Wircenski (2004) the Perkins Act had two interrelated goals: economic and social. Some of the purposes of this act were to: assist states in expanding and developing quality vocational education programs, improve the academics of vocational students, and assist states to utilize a full range of supportive services.

The Carl D. Perkins Vocational and Applied Technology Act Amendments of 1990 were known as Perkins II (Hall, Marsh, 2003). These Amendments provided funding for the years 1991 through 1995. Perkins II has three areas of major emphasis: integration of vocational and academic education, support for tech-prep, and promoted closer ties between school and work (Gordon, 2003).

The Carl D. Perkins Vocational and Technical Education Act of 1998 was the next revision known as Perkins III (Hall, Marsh, 2003). It stressed the federal investment in career and technical education programs. This legislation called for performance accountability at the state level (Threeton, 2007). The major objectives were: to include academics in vocational education, to promote academic and technical performance, and to encourage postsecondary placement of students.

Perkins IV was passed by Congress and signed by President Bush in 2006 (Threeton, 2007). This legislation placed greater focus on the integration of academic standards in alignment with the “No Child Left Behind” (NCLB) movement. It also was the first piece of legislation to implement the name change from Vocational Education to Career and Technical Education (CTE).

Advisory Committees: The Purpose/role

A school advisory committee as defined by King (1973) is a group of people outside of the education profession chosen to advise educators regarding a specific

program. At local levels advisory committees have long been a fixture with educational organizations. Advisory committees can provide a service for a specific program in planning instruction by providing input regarding knowledge and skills needed in the work place as well as objectives of that program (CVTC, 2008). The committee can also provide internship sites, show support at public hearings, support educators in legislative matters, review program budgets, and offer professional advice in regards to the selection of equipment used for instruction. Katz (2009) concurs as he believes advisory committees can provide the following services: speaking in the classroom, mentoring, job-shadowing, fundraising, providing technical assistance to educators, speaking at a student conference, provide professional development for educators, and advocating on behalf of the program to the school board or other members of the community.

Advisory committees can provide financial support by donating equipment, tools, or materials and/or by providing scholarships for students in the program (King, 1973). King also stated that when considering the development of curriculum, advisory committees can assist in areas such as: the skills and related technology to be taught; time allotment for reach unit of instruction and total length of course; course outlines, instructional materials to be used; and the skills to be attained.

Advisory Committees: The Structure

Burt (1967) recommends advisory committees should contain 20 to 30 members. He also suggested committee meetings should not be held more than three times per year but should run for at least half a day if not a full day. Committee membership should be for a specific term (one to two years). The structure of advisory committees according to Mercer and Meunier (1991) should be an appropriate size and composition to meet the

educational, social, cultural, and economic needs of the program. The committee needs to provide for an appointment process and a rotation of membership as well as meet often enough to give members opportunities to establish working relationships. The times and locations of the meetings need to be accommodating to the majority of the members and should begin and end on time. Finally the meetings should allow for full and open discussion of issues.

Advisory Committees: The Make Up

Members of an advisory committee need to be aware of industry trends along with economic and social issues (Mercer & Meunie, 1991). Some of the members should be selected for their occupational expertise. Advisory committees need to have diversity in the membership. The following are suggested categories to consider: gender, disability, age, race, and ethnicity; all occupation levels; program students and graduates; organized labor; companies of all types and sizes; professional, trade, and civic organizations; and other secondary and post-secondary institutions.

As stated in the Advisory Committee Member Handbook distributed by Chippewa Valley Technical College (2008) the membership make up of an advisory committee should include: employers and employees, high school representatives, university representatives, and current program student representative. Katz (2009) believes a typical advisory board (committee) should include: 15-20 business leaders, counselors, and perhaps the principal. Burt (1967) is in agreement saying an advisory committee usually consists of businessmen, government officials, educators, industrialists, and labor representatives. He also states that top level school officials should regularly attend.

Advisory Committees: The Benefits

A major benefit of an advisory committee is through the use of them schools can establish programs based on the real needs of the community (King, 1973). According to Gonzales and Pearson (2005) some benefits of having businesspeople on advisory committees are: curriculum reviews, program planning, identify faculty, program promotion, general advisement, and internships. The Advisory Committee Member Handbook (2008) summarizes the benefits of committees by saying “good advisory committees make for good technical education” (p.19).

Advisory Committees: The Challenges

In their presentation at the Association for Continuing Higher Education Gonzales and Pearson (2005) stated these as challenges in managing advisory committees: time commitments, lifecycle of advisory committees and knowing when to end or rotate committee members, political nature in the selection of members, and academic constraints of administration. Another challenge is educational advisory committees have no administrative or legislative authority (King, 1973). Burt (1967) suggests some challenges are that it is more difficult to get committee members to attend meetings, interest lags and it becomes more difficult to maintain the committee, and overall there can tend to not be enough “real” business for the committee to act on.

Advisory Committees: Suggestions

Business people on advisory committees need to feel emotionally connected with your students (Katz, 2009). Katz suggests the following as ways to make that emotional connection: have business people participate in your classroom as an enforcer of the curriculum, do role-play scenarios with the students, or discuss professional careers. Field

trips are a second suggestion in which instructors should bring the students to the businessperson's office or location. Mentoring is the third way to emotionally connect your businesspeople. Along with that job shadowing, student conferences, paid internships, and asking them to be an advocate will keep them emotionally connected to your program and students.

An important factor when considering program improvements according to Greenan, Mustapha, Wu, and Ncube (1998) is support and collaboration, which focuses on administrative support, input from advisory committees, communication with the public, and the integration of academic and vocational curricula. The Greenan et al. (1998) study stated advisory committees input were vital for program improvement. In order for programs to survive and grow Gleason (2009) stated they must have these characteristics:

“Close connections to the business community including: curricula based specifically on industry-validated content, participation of local business leaders in the instruction process – internships, classroom visits, field trips, etc; strong advisory groups that include senior-level management, and continuing relationship with successful alumni.” (p.6)

Summary

This section presented the historical context of Career and Technical Education (CTE) and marketing education as well as the federal legislations pertaining to CTE. It also presented the purpose/role, structure, make up, benefits, challenges, and suggestions of advisory committees. The next section will convey the methodology that was used in this study.

CHAPTER III - METHODOLOGY

Introduction

In order to determine the role and purpose of advisory committees in secondary marketing education programs in Wisconsin it was imperative to capture the practices and opinions of current marketing educators. The following questions formed the foundation of the data collected: 1) to what extent do secondary marketing education programs in Wisconsin have advisory committees; 2) what is the marketing education advisory committee's membership makeup at the secondary level in Wisconsin; 3) what is the marketing education advisory committee's role in secondary marketing education programs in Wisconsin; 4) how are secondary marketing education advisory committees structured in Wisconsin; 5) what is the structure for secondary marketing education advisory committee meetings in Wisconsin; and 6) do the secondary marketing education advisory committees add value to the programs in Wisconsin?

Research Design

A non-experimental quantitative survey research design was determined to best meet the needs of this study. This method was appropriate for the study because it was striving to gather data to establish marketing educator's opinions about the use of advisory committees in their program.

In an effort to answer the research questions a web-based questionnaire was created using Qualtrics.com. Web-based survey methods have several advantages over mail or telephone methods (Wiersma, Jurs, 2009). Some of the advantages are: response time is greatly reduced, no delay time for the mail delivery, and no printing or mailing costs.

Respondents

It was determined the entire population of secondary marketing education teachers in Wisconsin needed to be used since a quantitative study requires a large amount of responses to achieve reliability. Therefore, the respondents for this study included all secondary marketing education teachers in Wisconsin teaching during the 2009-2010 school years (170 marketing teachers).

Instrumentation

For this study a questionnaire was developed using the research questions as a guide. Awareness of cultural sensitivity and appropriate use of language were considered while developing the survey tool; as well as the use of biased questions was avoided. The questionnaire consisted of 21 questions and was designed to take a maximum of 10 minutes +/- to complete. Along with the questions specific to the study two demographic questions were placed at the beginning of the survey and three demographic questions were placed at the end to utilize survey completion. The final questionnaire included multiple choice and open-ended questions.

A pilot of the survey (Appendix A) was created in July and sent to six secondary marketing educators in Wisconsin. The pilot questionnaire contained four open-ended questions. The six educators were asked via e-mail to answer the questionnaire within three days. A reminder e-mail was sent on the second day. After the pilot questionnaires were collected, changes were then developed and made to the instrument.

The modified instrument was then sent to Dr. Carol Mooney Program Director M.S. Career and Technical Education for comments and approval of the questions.

Based on Dr. Mooney's input the final version of the questionnaire was completed (Appendix B).

Data Collection

The 21-question survey was administered through email using a Qualtrics.com, a survey research program. An email was drafted which included a cover letter/message asking marketing educators to participate in the survey (Appendix C). It included an introduction of the researcher and the purpose of the study as well as a link to the questionnaire. Contact information for the respondents was provided by the marketing consultant at the Wisconsin Department of Public Instruction.

The survey launched on October 23, 2009 via the e-mail to all 170 secondary marketing educators. Respondents were asked to respond within a 14 day time frame. There were 15 surveys completed by the second day with a total of 38 by the end of the first week. At this point the rate of return was 22.35 percent.

A follow up email was sent on day ten to the respondents asking them again to complete the survey if they had not done so already. There were 20 additional returns which brought the total return rate to 34.11 percent.

Data Analysis

All completed surveys were compiled by the researcher with the assistance of Qualtrics.com. The majority of the analyzing was created by the web-based survey tool's data filters. The program was able to give a clear breakdown of each question and the answers the population responded with. Also mean, variance, and standard deviation were derived from the data using the program. There was one partially completed survey.

The remaining sections of this paper will document the results of the questionnaire as well as the conclusions and recommendations for the study.

CHAPTER IV: FINDINGS

Introduction

The research done in this study was an analysis of secondary marketing education teachers and their current practices in regards to advisory committees. The study was design to answer the following research questions: 1) to what extent do secondary marketing education programs in Wisconsin have advisory committees; 2) what is the marketing education advisory committee's membership makeup at the secondary level in Wisconsin; 3) what is the marketing education advisory committee's role in secondary marketing education programs in Wisconsin; 4) how are secondary marketing education advisory committees structured in Wisconsin; 5) what is the structure for secondary marketing education advisory committee meetings in Wisconsin; and 6) do the secondary marketing education advisory committees add value to the programs in Wisconsin? It also was designed to obtain some demographic information about current secondary marketing educators in Wisconsin.

An email questionnaire was sent out to all 170 secondary marketing education teachers in Wisconsin. The questionnaires were emailed to the educators on October 23, 2009 with a follow up email being sent on November 2, 2009. A total of 58 responses were returned via the Qualtrics.com link for a return rate of 34.11 percent.

Respondent Demographics

Information about the respondents of the survey five questions were asked to create a demographic profile. Two of the questions were located at the beginning of the survey to get them engaged and three of the questions were located at the end of the survey as a wrap up. Survey question one asked: *how many years have you been teaching marketing education courses at the secondary level (counting this year)?*

Table No. 1

Years Teaching Marketing Education at Secondary Level

Number of years	Years of marketing education teaching experience at the secondary level	
	Frequency (n=58)	Percent
1 – 4	17	27
5 – 9	18	29
10 – 14	8	13
15 – 19	4	8
20 – 24	3	7
Over 24	8	15

Thirty-five respondents or 56 percent have been teaching marketing education at the secondary level for 9 years or less. Another 13 percent have been teaching between 10 and 14 years. Eight respondents have over 24 years experience teaching marketing education at the secondary level.

Question two was the second survey question in regards to demographics.

Specifically this question asked: *how many years have you been teaching at your current location (counting this year)?*

Table No. 2

Years Teaching Marketing Education at Current Location

Number of years	Years of marketing education teaching experience at the current location	
	Frequency (n=58)	Percent
1 – 4	22	35
5 – 9	17	27
10 – 14	11	18
15 – 19	1	3
20 – 24	1	3
Over 24	6	11

Thirty-five percent or 22 respondents have been teaching at their current location for four years or less. Another 17 people or 27 percent have been at their current locations for 5 to 9 years. While another 6 respondents or 13 percent have been teaching for over 24 years at their current location.

The next question with the purpose of collecting demographic information about the respondents was number 19. This question asked: *what is your highest level of education?*

Table No. 3
Level of Education

Credits/Degree	Highest Level of Post-Secondary Education	
	Frequency (n=53)	Percent
Bachelor's Degree	7	13
Bachelor's +15	13	25
Master's Degree	11	21
Master's +15	15	28
Other	7	13

The education level of the majority of the respondents, 74 percent, falls between a Bachelor's Degree plus 15 credits and a Master's Degree plus 15 credits. Thirteen percent of the respondents have an education level of higher than a Master's Degree plus 15 credits.

Another demographic question asked in the survey was number 20. It asked:
what university did you receive your marketing education degree from?

Table No. 4
Marketing Education Degree Work

University	University where marketing education degree was earned	
	Frequency (n=54)	Percent
UW-Stout	33	61
UW-Whitewater	14	26
Other	7	13

The majority of the respondents, 33 or 61 percent, earned their marketing education degree from the University of Wisconsin – Stout. Seven of the respondents or 13 percent earned their degrees from locations other than the two options give. Those locations included: UW-Green Bay, University of Minnesota, Columbia Southern University, and Central Michigan.

The final demographic question asked was survey question number 21.

Specifically it stated: *if you have a Master's Degree what area did you receive it in?*

Table No. 5

Master's Degree Area

Area/Degree	Area in which a Master's Degree was earned	
	Frequency (n=35)	Percent
CTE	4	11
Guidance	0	0
Administration	6	17
Training & Development	4	11
Teaching/Education	16	46
Other	5	14

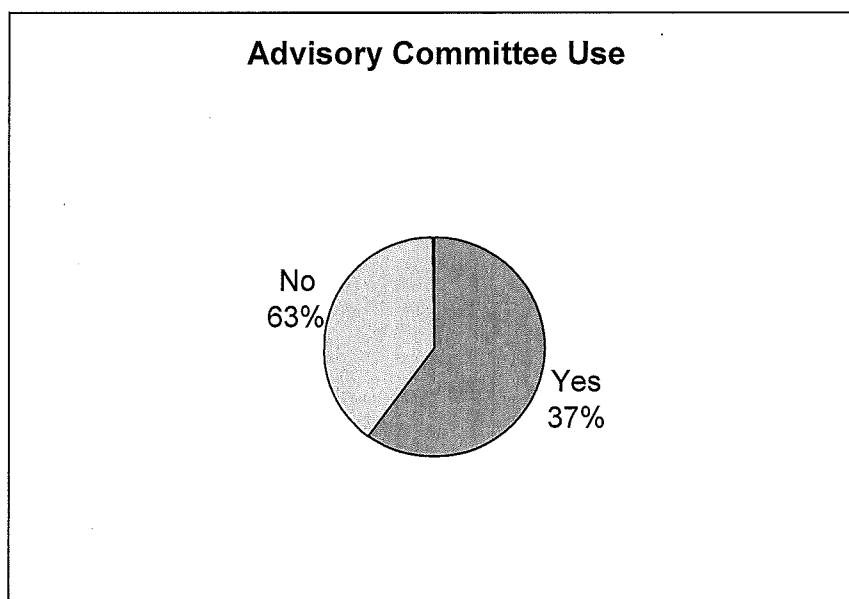
Of the respondents who have their Master's Degree, 46 percent of them received it in the area of Teaching/Education. The next highest percent was 17 which were in the area of administration. Five of the respondents used the other category option specifying they received their Master's Degrees in the areas of: MBA, Technology, and Executive Management.

Advisory Committees in Marketing Education Programs

Research question one states: *to what extent does secondary marketing education programs in Wisconsin have advisory committees.* Survey question number three was the basis for this research questions. Respondents were asked to what extent they have advisory committees. Specifically they were asked: *does your marketing education program have an advisory committee?* Of the 58 respondents, 22 or 37, percent said they have an advisory committee.

Figure No. 1

Marketing Programs using Advisory Committees



Advisory Committees Membership Makeup in Marketing Education Programs

Research question two asks: *what is the marketing education advisory committee's membership makeup at the secondary level in Wisconsin.* Survey questions numbered five and six are the basis for this section. Respondents were asked what the makeup of their advisory committees is and how many people were in each category. Specifically question five asked: *what is the make up of your advisory committee?*

Table No. 6

Makeup of Advisory Committee

What is the makeup of your advisory committee?	
Category	Frequency
Employers	15
Administration	10
Alumni	9
Parents	9
Technical College Representative	7
Guidance	4
Student	4
Other	4
Core Subject Educators	3
University Representative	1

Most of the respondents stated their advisory committee included employers. Also, the majority of the respondents were in agreement with the makeup of their advisory committees containing administration, alumni, and parents. The four people that replied other contained responses that included: local business people, retirees, and chamber of commerce members.

For question six respondents were asked to answer the question by indicating how many people in each category made up their advisory committee. Specifically they were

asked: *identify how many people in each category you have on your advisory committee (select all that apply and enter the number)?*

Table No. 7

Category Makeup of Advisory Committee

What is the makeup of your advisory committee?			
Area	Frequency	Percent	Range of People
Administration	10	63	1 – 5
Parents	9	56	1 – 6
Employers	15	94	1 – 20
Guidance	4	25	1 – 4
Alumni	9	56	1 – 4
Students	4	25	1 – 4
Core Subject Educators	3	19	4
Technical College Representative	7	44	1 – 2
University Representative	1	6	1
Other	4	25	4

The area in which the respondents replied have the most representatives from is employers. The next most frequently mentioned areas were administration and parents. The advisory committee category which was the least populated according to the respondent's answers was university representatives.

Advisory Committees Role in Marketing Education Programs

Research question three asks: *what is the marketing education advisory committee's role in secondary marketing education programs in Wisconsin?* Survey question number eight is the basis for this section. Respondents were asked their opinion as to the role of advisory committees. Specifically they were asked: *what role does the advisory committee have in your marketing education program?*

Table No. 8

Role of Advisory Committees

What role does your advisory committee play in your program?	
Role	Frequency
Curriculum	14
Guest Speaker	9
Judges for Competition	8
Program Advocacy	8
Co-op Site	7
Other	4
Fund-raising	3

Most of the respondents stated the main role the advisory committee plays in their program is with curriculum development and evaluation. Also, the majority of the respondents were in agreement with other roles of advisory committees being guest speakers, judges for competition, and program advocacy. The four other roles stated by the respondents were: fieldtrip sites, Perkins funding, career fair, and updates on current trends they see in the industry.

Advisory Committee Structure

Research question four asks: *how are secondary marketing education advisory committees structured in Wisconsin?* The basis for this section is found in survey questions 4, 7, 9, 13, 14, and 15. Respondents were asked their view of how their advisory committees were structured. Specifically question four asked: *how many people are on your advisory committee?*

Table No. 9

Number of People on Advisory Committees

Number of People	How many people are on the advisory committee?	
	Frequency (n=16)	Percent
1 - 3	0	0
4 - 7	6	38
8 - 11	4	25
12 - 15	5	31
16 - 19	0	0
Over 19	1	6

The number of people on advisory committees varied among the respondents.

The largest percent of respondents, 38 percent, stated their committees had between 4 and 7 members. Another 31 percent stated their committees contained 12-15 members.

Survey question number seven is another question related to the structure of advisory committees. Specifically it asked: *how many times per year does the advisory committee meet?*

Table No. 10

Frequency of Advisory Committees Meetings

How often does the advisory committee meet?		
Times per year	Frequency (n=16)	Percent
1 - 2	11	69
3 - 4	4	25
5 - 6	1	6
7 or more	0	0

The majority of respondents reported their advisory committee meets one to two times per year. None of the respondents meet with their advisory committees seven times or more a year.

Another piece of the structure of advisory committees was answered using survey question number nine. This question inquired about the running of the meetings. Specifically this question asked: *who chairs the advisory committee?*

Table No. 11
Chair of Advisory Committee

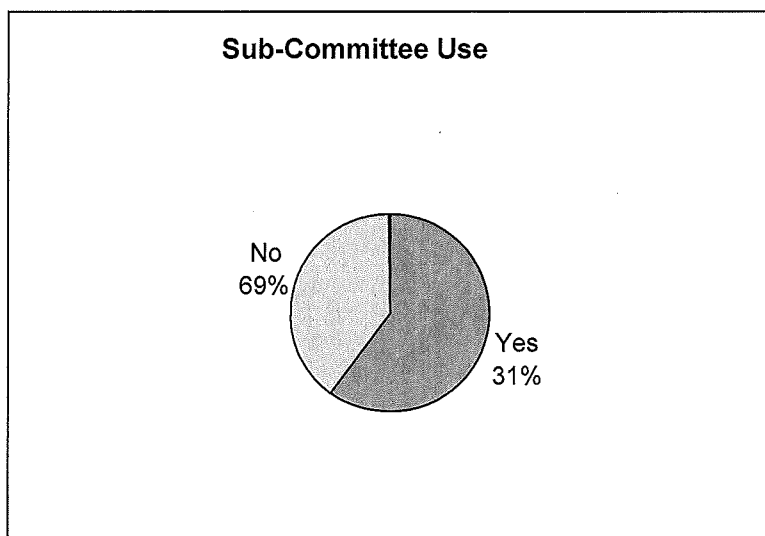
Chair	Who chairs the advisory committee?	
	Frequency (n=16)	Percent
Teacher/Coordinator	8	50
Elected Chair	0	0
Committee Member	2	13
Department Chair	1	6
LVEC	3	19
Other	2	13

According to half of the respondents their advisory committees are chaired by the teacher/coordinator of the marketing education program. One of the respondents stated the school to career coordinator chaired the meetings and another respondent said they rotate the chair position between teachers.

Survey question number 13 continues the composition of the advisory committee structure questions. Specifically it stated: *do you have sub-committees of the advisory committee? If yes, please specify.* Of the 16 respondents, 11 or 69 percent said they do not use sub-committees of their advisory committee. The five respondents that replied they use sub-committees reported they use them for the following: individual CTE areas, scholarship groups, and curriculum speakers list.

Figure No. 2

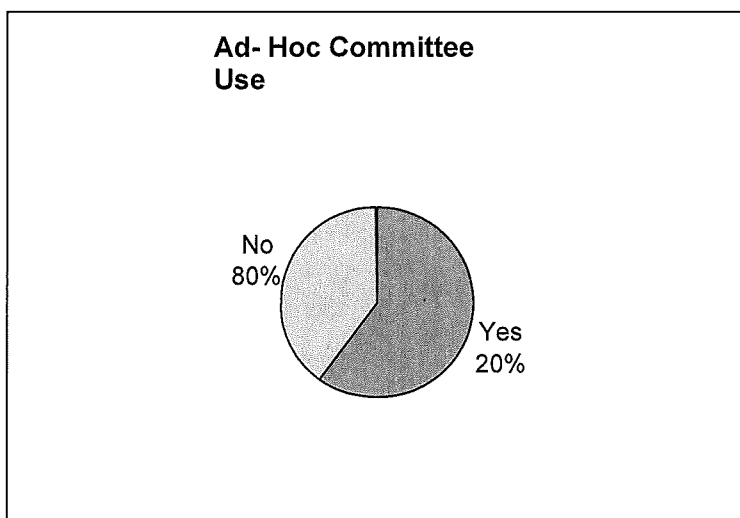
Use of Sub-Committees



Yet another survey question that continues the structure of advisory committees is number 14. This question stated: *do you use any ad-hoc advisory committees? If yes, for what?* Twelve respondents or 80 percent replied they do not use ad-hoc advisory committees.

Figure No. 3

Use of Ad-Hoc Committees



The respondents who said they do use ad-hoc advisory committees were in agreement with the intended purpose. All three stated they use the ad-hoc committees for marketing and/or business sub groups for scholarships.

The final survey question regarding the structure of advisory committees is question number 15. Specifically it stated: *what types(s) of advisory committees does your school district utilize to meet the requirements for Perkins funding (select all that apply)?*

Table No. 12

Advisory Committee Types for Perkins Funding

Type of advisory committee(s) district uses for Perkins funding?	
Type	Frequency
Program Specific	10
School Specific	6
District Specific	8
Other	1

Of the fifteen responses the majority replied their school districts utilize program specific as well as district specific advisory committees to meet the requirements for Perkins funding. One respondent replied this question was not applicable.

Structure of Advisory Committee Meetings

Research question five asks: *what is the structure for secondary marketing education advisory committee meetings in Wisconsin?* The basis for this section is found in survey questions 10, 11, and 12. Respondents were asked what their advisory committee meetings looked like. Specifically question ten asked: *who calls the meeting?*

Table No. 13

Calling the Meeting

Person	Who calls the advisory committee meeting?	
	Frequency (n=16)	Percent
Teacher/Coordinator	10	63
Elected Chair	0	0
Committee Member	1	6
Department Chair	1	6
LVEC	3	19
Other	1	6

The majority of advisory committee meetings are called by the teacher/coordinator as conveyed by ten respondents. One respondent communicated their school to career coordinator is the one who calls the meetings.

Survey question number 11 is another question related to the structure of advisory committee meetings. Specifically it asked: *who puts together the agenda?*

Table No. 14
Meeting Agenda Development

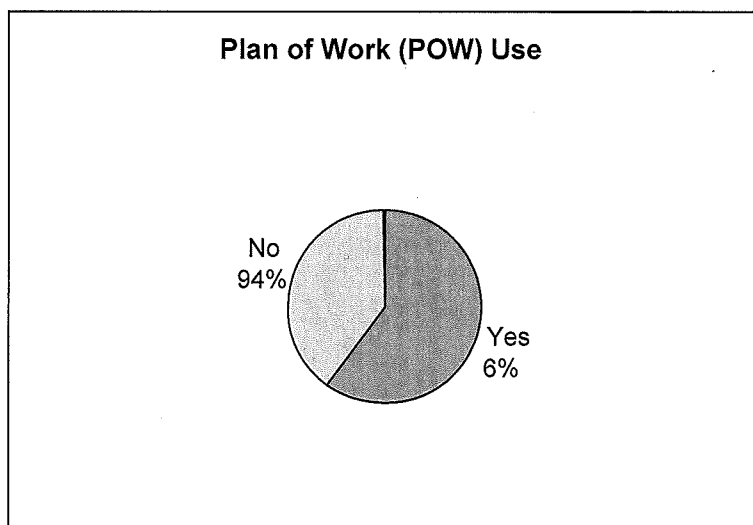
Person	Who puts together the agenda?	
	Frequency (n=16)	Percent
Teacher/Coordinator	8	50
Elected Chair	1	6
Committee Member	1	6
Department Chair	1	6
LVEC	4	25
Other	1	6

Most of the advisory committee agendas are put together by either the teacher/coordinator or the LVEC as communicated by the respondents. In one response the school to careers coordinator puts together the agenda for the meetings.

The final survey question regarding the structure of advisory committee meetings is question number 12. This question stated: *does the advisory committee develop an annual Plan of Work (POW)?* Fifteen respondents or 94 percent answered their advisory committee does not develop an annual Plan of Work.

Figure No. 4

Plan of Work (POW) Use

*Advisory Committees Added Value*

Research question six asks: *do the secondary marketing education advisory committees add value to the programs in Wisconsin*. Survey question number 16 is the basis for this section. Respondents were asked their opinion on the value added to their programs by advisory committees. Specifically they were asked: *do you feel the advisory committee adds value to your program? Why or why not?*

One of the patterns shown in the responses of question 16 is the importance of rigor and validation of curriculum. For example one respondent said: “yes, validation!!!” Another respondent said: “...brings validation to our course content.”

The second pattern shown in the responses about added value is the advisory committees bring different perspective and relevance to the programs. One respondent commented: “...bring reality to our leaning process.” A second person stated: “they have a different perspective than inside the school.”

Industry and field standards were a third pattern shown in question 16. One respondent expressed: "...help in providing local market information..." A second respondent said: "businesses give feedback as to the type of student characteristics needed when graduating or advancing to college." A third respondent reinforced this pattern by stating: "it is important to get feedback as to what is happening in the field."

The final pattern that appeared in the data involves the use of Co-op sites and mentors. This pattern was supported by a respondent's reaction: "it provides workplace sites for Co-op programs..." Another confirmed by stating: "...supply mentors..." This was echoed by a third response of: "...have placement positions for students."

Although there were no significant amounts of support for the other comments, respondents did list several additional reasons advisory committees' added value to marketing education programs. Some of those reasons were: program of study (POS) development, guest speakers, scholarships, and support for DECA.

Respondents without Advisory Committees

Questions 17 and 18 applied only to the respondents who do not have advisory committees. These questions were geared towards discovering the reasons why they did not have advisory committees and if they would consider using advisor committees. Specifically question 17 asked: *if you do not have an advisory committee, please indicate the reason(s) why?*

Table No. 15
Reasons for Not Having an Advisory Committee

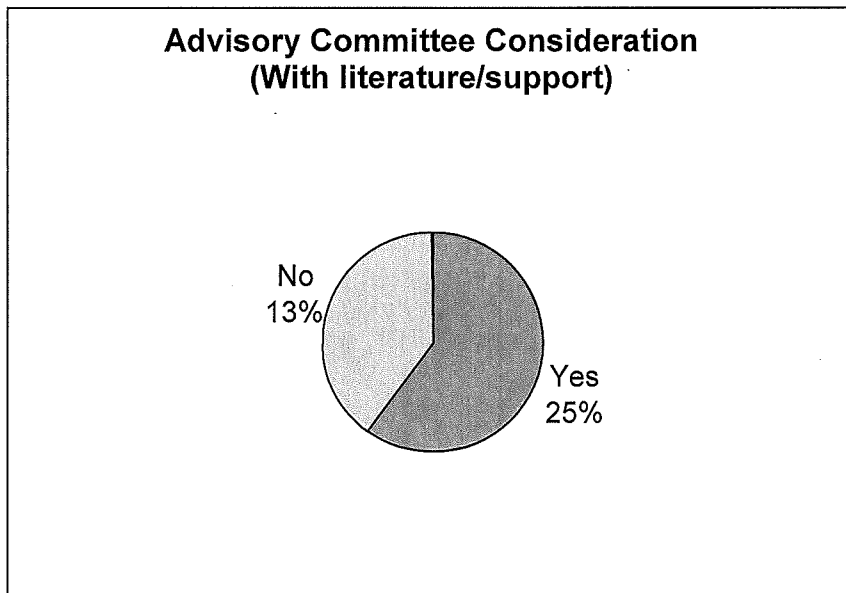
Reason	Indications of why programs do not have advisory committees?	
	Frequency (n=39)	Percent
Not Required	19	49
Time	14	36
No Support	6	15
No Added Value	2	5
Utilize school-wide/district wide advisory committees	10	26
Other	7	18

The two main reasons respondents do not have advisory committees as supported by the majority of respondents is advisory committees are not required and the time involved. There were seven people who answered using the other option. Some of those specific reasons were: first year of implementing marketing courses, just got hired, small school, and over worked at this time (CO-OP, advisor of three activities, one prep period a day).

The second question asked of those respondents whose programs do not have advisory committees was number 18. This question in particular stated: *if you do not have an advisory committee would you consider using one if you had some literature/support to assist you?* Twenty-five respondents or 66 percent answered yes to this question.

Figure No. 5

Advisory Committee Consideration

*Summary*

The research done in this study was an analysis of secondary marketing education teachers and their current practices in regards to advisory committees. This section presented the findings of the on-line questionnaire. The final section of this study will communicate the summary, conclusions, and recommendations; as well as recommendations for future studies.

CHAPTER V:
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to determine the role and use of advisory committees in secondary marketing education programs in Wisconsin. The following narrative will present a summary of the study as well as the findings and conclusions. It will also present the recommendations of this study and recommendations for future research.

Summary

The purpose of this study was to determine the role and use of advisory committees in secondary marketing education programs in Wisconsin. Throughout vocational education history advisory committees were a vital factor in the success of a program. The following six questions were used to analyze the impressions of current marketing educators on the role and importance of advisory committees to their programs.

- 1) To what extent do secondary marketing education programs in Wisconsin have advisory committees.
- 2) What is the marketing education advisory committee's membership makeup at the secondary level in Wisconsin?
- 3) What is the marketing education advisory committee's role in secondary marketing education programs in Wisconsin?
- 4) How are secondary marketing education advisory committees structured in Wisconsin?

5) What is the structure for secondary marketing education advisory committee meetings in Wisconsin?

6) Do the secondary marketing education advisory committees add value to the programs in Wisconsin?

This study consisted of a non-experimental quantitative survey research design. In an effort to answer the research questions above a web-based questionnaire was created using Qualtrics.com. The survey contained 21 questions and was designed to be accomplished in approximately 10 minutes. The respondents for this study included all secondary marketing education teachers in Wisconsin teaching during the 2009-2010 school year (170 marketing teachers). The survey was administered through email with a cover letter containing the specific link to the survey. Respondents were given a 14 day time frame in which to complete the survey.

The majority of the analyzing was created by the web-based survey tool's data filters. Mean, variance, and standard deviation were also derived from the data and used to determine the findings, conclusions, and recommendations.

Findings

Based on the data collected and the evidence compiled, the following findings were identified:

- More than half of the respondents received their marketing education degrees from UW-Stout.
- Marketing educators are split on the practice of using advisory committees as 63 percent do not use them. This is established by King (1973) as he said:

“some vocational educators have lost sight of the use of advisory committees and have conducted programs without the advice of this committee.”

- All respondents endorsed the concept of business and industry professionals being part of an advisory committee thus endorsing the idea that programs need to take their lead from industry. This is parallel to Burt (1967) who said: “advisory committees usually consist of businessmen, government officials, educators, industrialists, and labor representatives.”
- Most respondents stated the role of advisory committees includes: assisting with curriculum, exposure to industry trends and skills, guest speakers, judges for competition, and program advocacy. This is confirmed by Katz (2009) when he said: “advisory committees can provide the following services: speaking in the classroom, mentoring, job-shadowing, fundraising, providing technical assistance to educators, speaking at a student conference, provide professional development for educators, and advocating on behalf of the program to the school board or other members of the community.”
- One to two times per year is the number of times most secondary marketing education programs meet with their advisory committees. Mercer and Meunier (1991) verify this as they stated: “advisory committees must meet often enough to give the members opportunities to become acquainted, establish working relationships, and develop a sense of community” (p.13).
- In most secondary marketing education programs it is the teachers/coordinator that calls the advisory committee meetings and creates the agenda. “A meeting of an effective advisory committee has a stated purpose and a

published agenda ...” stated by Mercer and Meunier (1991) support this finding.

- The majority of respondents stated in order for an advisory committee to add value to their marketing program the committee must contribute to the rigor and validation of curriculum; as well as communicate current industry standards. A foundation for this finding was laid out by Gleason (2009) who said: “close connections to the business community including: curricula based specifically on industry-validated content, participation of local business leaders in the instruction process ...” (p. 6).
- The two main reasons secondary teachers do not have advisory committees for their marketing education programs are advisory committees are not longer required and the amount of time needed to organize and run the committees. This is confirmed by Gonzales and Pearson (2005) whom stated: “time commitments tended to be the most mentioned challenge ...”(p. 13)
- Most respondents replied they would consider using an advisory committee if they had some literature/support to assist them.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

- Some teachers acknowledge the importance of advisory committees therefore they spend the time and effort to keep this practice going.
- Advisory committee members are a useful tool for instructors to tap into for a variety of activities both in the classroom and through DECA.

- Teachers recognize the need for instruction to reflect the skills and knowledge which are required for students to be successful in the world of work.
- In order for marketing education to maintain the quality programs that Wisconsin is accustomed, each local program has to continue to have curriculum that has rigor and relevance to business and industry.
- In the programs which use advisory committees, it usually is the teacher who calls the meetings and sets the agendas.
- The reason several marketing education programs do not use advisory committees is because they are no longer required.
- Most respondents who do not currently use advisory committees would consider using them if literature/support containing the importance and use of advisory committees was made available.

Recommendations

Based on the findings and conclusions of this study the following recommendations were forwarded:

- Marketing Education programs in Wisconsin at the secondary level need to have advisory committees; therefore, there needs to be a change in the practices of the secondary marketing educators.
- A session at the Wisconsin Marketing Education Association (WMEA) Fall Update and/or the advisor meeting during state competition be created

with the topic of the purpose, role, and practice of using advisory committees.

- More direction from the marketing consultant at the Wisconsin Department of Instruction regarding the importance and continued use of advisory committees.
- Through advisory committee meetings, teachers have to communicate to committee members all the needs their programs have and then have open discussions on how those members can assist in meeting those needs.
- At least one advisory committee meeting per year curriculum review must be an agenda item.
- Literature needs to be created to assist and support secondary marketing education teachers in regards to the purpose, role, and use of advisory committees.

Recommendations for Future Research

Based on the results of this study the following are recommendations for future research:

- Analyze post-secondary marketing education programs to see to what extent advisory committee use is stressed in the curriculum.
- Analyze the role of advisory committees in other secondary career and technical areas.
- Analyze other post-secondary career and a technical area to see what extent advisory committee use is stressed in the curriculum.

- Analyze school districts use of advisory committees to meet the requirements for Carl Perkins funding.

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APPENDIX A

Pilot Study Questions

1. Do you have an advisory committee for your marketing program?
2. What role(s) does the advisory committee play in your program? If you don't have one, what role(s) could you see an advisory committee playing?
3. How is the advisory committee structured? If you don't have one, how would you see the committee being structured?
4. How does the advisory committee add value to your program? If you don't have one, how do you see an advisory committee could add value to your program?

Appendix B

Survey Questions

1. How many years have you been teaching marketing education courses at the secondary level (counting this year)?

1-4	5-9	10-14
15-19	20-24	over 24

2. How many years have you been teaching at your current location (counting this year)?

1-4	5-9	10-14
15-19	20-24	over 24

3. Does your Marketing Education program have an advisory committee?
 - If no, skip to question 17

4. How many people are on your advisory committee?

1-3	4-7	8-11
12-15	16-19	over 19

5. What is the make up of your advisory committee (select all that apply)?

Administration	Parents	Employers
Guidance	Alumni	Core subject educators
Student	Tech College	University
Other, please specify		

6. Identify how many people in each category you have on your advisory committee (select all that apply and enter the number)?

Administration	Parents	Employers
Guidance	Alumni	Core subject educators
Student	Tech College	University
Other, please specify		

7. How many times per year does the advisory committee meet?

1-2 time/yr	3-4 times/yr
5-6 times/yr	7 or more times/yr

8. What role does the advisory committee have in your marketing education program (select all that apply)?

Curriculum	Judges for competition
Guest speaker	CO-OP sites
Fundraising	Program Advocacy
Other	

9. Who chairs the advisory committee?
- | | |
|---------------------|---------------------------|
| Teacher/Coordinator | Advisory committee member |
| Elected Chair | LVEC |
| Department Chair | Other |
10. Who calls the meetings?
- | | |
|---------------------|---------------------------|
| Teacher/Coordinator | Advisory committee member |
| Elected Chair | LVEC |
| Department Chair | Other |
11. Who puts together the agenda?
- | | |
|---------------------|---------------------------|
| Teacher/Coordinator | Advisory committee member |
| Elected Chair | LVEC |
| Department Chair | Other |
12. Does your advisory committee develop an annual Plan of Work (POW)?
13. Do you have sub committees of your advisory committee?
- If yes, what types?
14. Do you use any ad-hoc advisory committees?
- If yes, for what?
15. What type(s) of advisory committees does your school district utilize to meet the requirement for Perkins funding (select all that apply)?
- | | |
|------------------|-----------------------|
| Program specific | District specific |
| School specific | Other, please specify |
16. Do you feel your advisory committee adds value to your program?
Why or Why not?
17. If you do not have an advisory committee, please indicate the reason why?
- | | |
|--|----------------|
| Not required | Time |
| No support | No added value |
| Utilize school-wide/district wide advisory committee | |
| Other, please specify | |
18. If you do not have an advisory committee would you consider using one if you had some literature/support to assist you?

19. What is your highest level of education?

Bachelor's Degree Bachelor's =15 Master's
Master's =15 Other

20. What university did you receive your marketing education degree from?

UW-Stout UW-Whitewater
Other, please specify

21. If you have a master degree what area did you receive it in?

CTE Guidance Administration
Training & Dev. Teaching/Education Other

Appendix C

Survey Cover Letter for the 2009 Advisory Committees in Secondary Marketing
Education Programs in Wisconsin

Dear Secondary Marketing Educators in Wisconsin:

Marketing Education continues to play a strong role in Career and Technical Education in Wisconsin. This survey seeks to understand the use, make-up, role, and structure of advisory committees in secondary marketing education programs; as well as marketing educator's opinions of the value the committees add to their local programs. I am inviting you to share your thoughts, practices, and opinions through a web-based survey designed to inform present and future marketing educators on the practices of advisory committees in Wisconsin.

Confidentiality ... The results of this survey are confidential and will be used to assess the use and practices of advisory committees in secondary marketing education programs. Only summary data will be used in the final report.

How this information will be used ... Results from this survey will be used to provide future direction to the marketing education profession in Wisconsin. It has the potential to influence the practices of future marketing educators, may assist educators who do not use advisory committees in establishing and confirming the need for advisory committees, and be able to assist marketing educators who currently use advisory committees to justify continued use of the already established committees.

Due Date ... Surveys must be completed by November 6, 2009.

Survey link ...

http://uwstout.qualtrics.com/SE?SID=SV_1M2CCTk6N7WLHec&SVID=Prod
This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.

Your input has the potential to assist Wisconsin Marketing Education in continuing to be a strong area within Career and Technical Education. Please take a few moments to complete the survey. I truly appreciate you taking time out of your busy schedules to provide your feedback. If you should have any questions, please call me at 715-965-0147 or email mfryar@ecasd.k12.wi.us.

Sincerely,

*Mischell Fryar
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(715) 852-6351*