

A FOLLOW-UP STUDY OF MARKETING EDUCATION STUDENTS AT
BOZEMAN HIGH SCHOOL

by

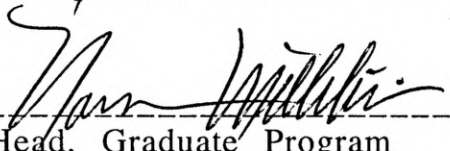
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A professional paper submitted in partial fulfillment of the
requirements for the degree
of
Masters of Science
in Business Education

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem.....	2
Questions to be Answered.....	2
Need for the Study	3
Limitations of the Study	4
Terminology	4-5
Summary	5
II. REVIEW OF LITERATURE.....	6
Summary	9
III. PROCEDURES	10
Sources of Data.....	10
Construction of the Survey Instrument.....	11
Timeline.....	12
Participant Selection.....	12
Summary	13
IV. ANALYSIS AND PRESENTATION	14
Analysis of respondents by Gender.....	15
Years enrolled in Marketing Education.....	16
Years Employed in Work Experience	17
Usefulness of Marketing Education.....	18
Usefulness of Marketing Curriculum.....	19
Rating of Work Experience.....	20
Rating of Specific Competencies.....	21

TABLE OF CONTENTS – Continued

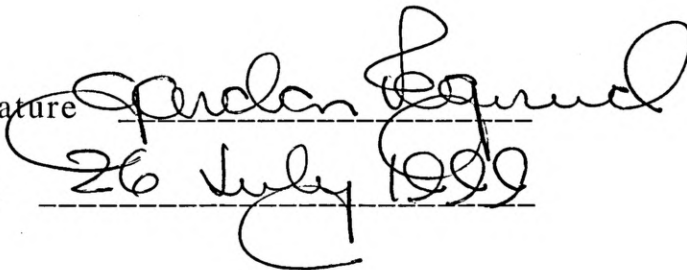
	PAGE
Levels of Assistance.....	22-23
Education Rating	24-25
Effectiveness of DECA Club.....	26
Overall Effectiveness.....	27
Recommendation.....	28
 V. SUMMARY, CONCLUSION, AND RECOMMENDATIONS	 29
Summary	29
Recommendations.....	34
 BIBLIOGRAPHY	 35
 APPENDIX A	
Cover Letter.....	37
 APPENDIX B	
Questionnaire	38

STATEMENT OF PERMISSION TO USE

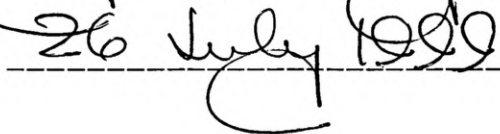
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Date

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ABSTRACT

Statement of the Problem

The major purpose of this study was to determine whether Marketing Education courses at Bozeman High School enhance post secondary education and employment for 1991-1997 graduates. Based on the Bozeman High School Business Department mission/philosophy statement:

- Students will be assisted in their development of skills in business for either personal or professional use.
- Teachers and students will strive to excel in skills business and industry requires to succeed in a changing and competitive work environment.

Procedures

Sources of data were obtained through reference material from Montana State University. These sources identified the need to determine the effectiveness and the efficiency in marketing education at Bozeman High School

A survey instrument was construction for use in this study and sent out to 210 former students. One hundred forty seven students completed and returned the survey.

Results

Analysis of the data concluded that in fact marketing education at Bozeman High School was both effective and efficient in its presentation and preparation for post secondary education and employment of 1991-1997 graduates.

Conclusions

Two thirds of the respondents identified marketing education was of a high benefit to their educational experience and post secondary pursuits. Three fourths of the respondents felt the work experience contributed greatly to their employment interests.

CHAPTER 1

INTRODUCTION

"The Business of America is Business"
- Calvin Coolidge 1872 - 1933

Americans substantiate what President Coolidge stated so many years ago. Americans represent the largest consumer market on earth. However every day it becomes more demanding and consuming. Business must continually improve, update, and change to deliver satisfaction to the consumer.

That satisfaction is about marketing and creating value to satisfy the consumer. Educators present to students in business materials that answer the question, what are you going to teach me today that I can use tomorrow?

Marketing education is a communication medium that positions itself to satisfy and create value to the customer, students. Marketing education strives to teach for today that which will be useful tomorrow.

This paper deals with change, both in effectiveness (doing the right thing) and in efficiency (doing things right) for students.

Change drives the need to evaluate specific curriculum to determining the degree that the curriculum is meeting student needs.

STATEMENT OF THE PROBLEM

The major purpose of this study was to determine whether marketing education courses at Bozeman High School enhance post secondary education and employment for 1991-1997 graduates. Based on the Bozeman High School Business Department mission/philosophy statement:

- Students will be assisted in their development of skills in business for either personal or professional use.
- Teachers and students will strive to excel in skills business and industry requires to succeed in a changing and competitive work environment.

QUESTIONS TO BE ANSWERED

The researcher therefore developed the following four questions to be answered by Bozeman Senior High graduates.

- Did marketing education courses provide the academic foundation for further post secondary education?
- Did marketing education course/s provide adequate preparation for entry level employment?
- Did marketing education provide value to students' lives in terms of: A. Social intelligence, B. Civic consciousness, C. Leadership development, D. Vocational understanding?

- What has been the overall effectiveness of the marketing education curriculum?

NEED FOR THE STUDY

This study is significant in that the students at Bozeman High School are indeed a valuable resource. While the researcher has established a vision, goals, and objectives of what is important, this is not enough. The climate created in the classroom is directly impacted by the researchers' leadership style.

Therefore the environment outside must be simulated and replicated as much and as close to reality as possible. This study will identify where the gaps are in the bridge between classroom and the workplace and serve as the blueprint for program direction.

Aside from the perceptions of the researcher, there is data regarding students' versus employers' opinions about whether students are ready to work. A 1997 study conducted by Amway/Junior Achievement asked high school seniors and employers across the nation whether students are "very well prepared" in the following job skills:

STUDENTS	SKILL	EMPLOYERS
66%	Work in diverse groups	13%
57%	Oral communication	9%
45%	Written communication	6%
62%	Able to meet deadlines	8%
62%	Math skills	8%
28%	Basic computer skills	14%

These results show a difference of opinion between students and employers. Again, follow up research will provide this researcher with the tools to challenge opinions and assumptions, and provide windows of opportunity.

LIMITATIONS OF THE STUDY

This study was be limited to BHS student graduates from years 1991, 1992, 1993, 1994, 1995, 1996, 1997. These students have completed one year of Marketing at Bozeman High School.

TERMINOLOGY

The following definition of terms is provided to assist the reader of the study.

DECA - Distributive Education Clubs of America. The organization for students enrolled in marketing education.

Follow Up - Study conducted to determine the status of a group of interest after some period of time. (Gray 1996)

Marketing - The process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods and services to create exchange to satisfy individual wants/needs and organizational goals. (Churchill Jr. and Peter 1995)

Marketing Education - Emphasize academic and vocational excellence as building blocks for successful marketing and management careers. (Internet. 6 July, 1999. Available: DECA.org)

Marketing Education on the Job Cooperative Work Experience
- Cooperative arrangement between school and employers where students receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in an occupational field. (Montana Co-operative Education Handbook 1995)

SUMMARY

If you get what you inspect and not what you expect, then let this statement serve as the standard for this research. Only by review of what is believed to be true can it be determined if it is.

Speculation and assumption carry only so far. By acquisition of information regarding post graduation education and employment, as well as value and judgment of curriculum, marketing educators can gain insight as to whether the program they administer provides value and satisfaction to their students.

The objective of this paper was to provide a thorough analysis to better assist students in their development of skills in business for either personal or professional use, and continue to strive and excel in the skills that business and industry require to succeed in a challenging and competitive work environment.

CHAPTER 2

RELATED LITERATURE

The purpose of this chapter was to identify and examine publications that are relevant to the research study. Related literature identified as secondary data was established by use of the Educational Resources Information Center (ERIC) at the Renne Library, Montana State University-Bozeman.

The nature of the initial research focused on current data with regard to marketing education doctrine.

"Marketing has become one of the fastest growing industries in the United States. Marketing is one of the most sought after college majors in business." (Truell and Price 1995)

As a result of this posture of thought in America, the researcher felt it necessary to further examine relevant literature. Supporting follow up studies done in marketing education, evaluation of post secondary education and employment for high school graduates was conducted.

After numerous hours of face time at the computer and legions of related literature examination, it was felt that recommencement was viable despite consternation of completion by the researcher. The related literature research further warranted the basis for a follow up study of marketing students. The changes and challenges of the education environment are as never before.

A study to evaluate graduates will enhance the researcher's ability to meet the changes and challenges that are forthcoming.

Swope and Wristly (1995) in their article state:

"The changing workplace demands that all students develop a firm foundation of skills (technology-academic) if they are to secure, hold, and advance in careers."

AND

"For graduates to be successful in the work force they must be able to apply advanced skills. Marketing courses are seen as an effective vehicle for integration of academic and vocational skills."

If marketing education is seen and recognized as a life science that establishes basic competency in knowledge, attitudes, skills and habits, concerns for the 21st century may be solved. However, there are still unresolved issues in creating value and satisfaction to and for students.

"First, 25% of American you do not complete high school. Second, only 22% of our young people complete a 4-year college or university degree. Third, in 1950 20% of workers were professional, 20% were skilled, and 60% were unskilled. By the year 2000, 20% will be professional, but the ratio of skilled to unskilled workers reverses, 15% will be unskilled and 65% will be skilled."

James Horner, 1995

This acknowledges that society has replaced horsepower with brainpower. The business of education is business, to prepare students for successful living.

Gustafson, Johnson and Hovey, 1993 state:

"The curriculum at our nations schools, public, private secondary and post secondary, undergraduate and graduate - must provide students in the business knowledge, skills and abilities needed to achieve success in the environment of the '90s and into the 21st century."

SUMMARY

In review of the literature there is no question concerning where educators will make money. The investment is in customers (students). Educators must take stock in their own abilities to continue to meet the wants and needs of students and the business community. Students are the final finished and completed product. While they represent around 1/5 of the population, they represent 100% of the future.

Educators would be remiss if they didn't participate and continue to address the challenges and changes yet to come. Students are held accountable, educators should also be held accountable.

The follow up study will bear fruit in the benefit of knowledge to the researcher and the marketing program at BSHS. The true measure of the research is the action to be taken to provide value and satisfaction to the students the researcher serves.

CHAPTER 3

PROCEDURES

The major purpose of this study was to evaluate the Marketing Education and DECA Program at Bozeman High School, Bozeman, Montana. This will be accomplished by conducting a follow-up study of past Bozeman High School/Marketing Education graduates from the classes 1991, 1992, 1993, 1994, 1995, 1996, 1997.

This chapter is written to (1) identify/describe the sources of data, (2) explain the construction and development of the survey instrument, (3) to describe the administration of the survey instrument, and (4) to relate the procedure for analysis of the data.

SOURCES OF DATA

All of the statistical data were obtained from former Bozeman High School Marketing Education Graduates years; 1991, 92, 93, 94, 95, 96, 97.

Reference material was obtained from the Renne Library, Montana State University-Bozeman and previous professional papers found in the College of Business.

The reference material identified the need for follow up studies to determine the effectiveness (doing the right things) and the efficiency (doing things right) in Marketing Education at Bozeman High School.

CONSTRUCTION of the SURVEY INSTRUMENT

One survey form was constructed for use in the study. The review of "An Evaluation of the Distributive Education Program at Capital High School, Helena, Montana through a Graduate follow up survey," (Robertson, 1978) provided the basis for construction and development of the survey instrument.

The survey contained questions relating to the following areas:

- (1) Generic/General Status Information.
- (2) Post High School Education Experiences.
- (3) Entry Level Work/Employment.
- (4) Marketing Education Value Assessment to Students.
- (5) Overall Effectiveness of the Marketing Education

Curriculum.

The survey instrument for this study was initially reviewed by the BUED 532 Research in Business Education Course during July 1997 and by Dr. Norman Millikin, instructor of the course. Upon completion of revisions and clarifications, the survey will undergo a pilot test on past graduates during December 1997. Final revisions will be made with the guidance and approval of Dr. Norman Millikin.

TIMELINE

July 1997	Completion of the instrument
December 1997	Pilot Survey
July 1998	Final Approval
October 1998	Mail Survey/Cover Letter
November 1998	Follow up survey
December 1998	Data analysis
May 1999	Draft Completed
July 1999	Final Report Completed

PARTICIPANT SELECTION

The survey, (appendix A, **Page 38**) was sent to 210 students. The researcher along with Dr. Norman Millikan, determined that approximately 630 students were in the population. Of this population, approximately 105 students were identified as two (2) year students. These students who were present for Marketing I, (Introduction Course) and Marketing II, (Advanced Course). Subtracting out the 105 brings the total population to 425. Reference material suggests that for a population of that size, sample size is 201. Education Research, (Gay 1996).

SUMMARY

This study, a follow-up of Bozeman High School Marketing graduates, should designate the navigation necessary to deliver value and satisfaction for students at Bozeman High School.

Chapter IV

ANALYSIS AND PRESENTATION

Presentation of the results of the follow up study of Bozeman High School Marketing Education Graduates from years 1991-97 are made in this chapter. The results reported are confined to the purpose of the study and the four basic questions that were asked of the sample population outlined in Chapter one. The major purpose of the study was to determine whether Marketing Education courses at Bozeman High School enhanced post secondary education and employment for 1991-1997 graduates. The four basic questions addressed: (1) provision of an academic foundation for further post secondary education, (2) provision of adequate preparation for entry level employment, (3) provision of value to the students in social intelligence, civic consciousness, leadership development, and vocational understanding, and (4) assessment of the effectiveness of the Marketing Education curriculum.

Analysis of respondents by gender:

Thirty questionnaires were mailed out to each of the seven classes 1991-1997 for a total of 210. Total responses received were 147 for a return rate of 70%. Individual classes with the best response rate was 1997, (21) responses, 70%; 1996, (22) responses, 73%. Table one identifies an analysis of the respondents by gender.

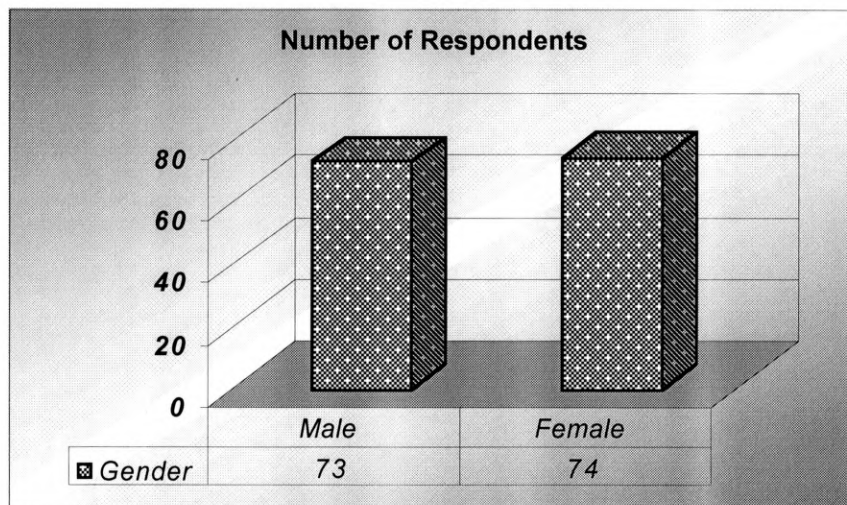


Table 1

Of the 147 total returned surveys, 73 (49.5%) were from males and 74 (50.5%) were from females. The representative sample population was evenly distributed.

Number of years enrolled in Marketing Education:

Table 2 identifies the number of years the respondents were enrolled in the Marketing Education program at Bozeman High School. Of those responding, 55% (82) students were involved in the program for one year, while 65 students, (45%) were in the Marketing Education program for two years.

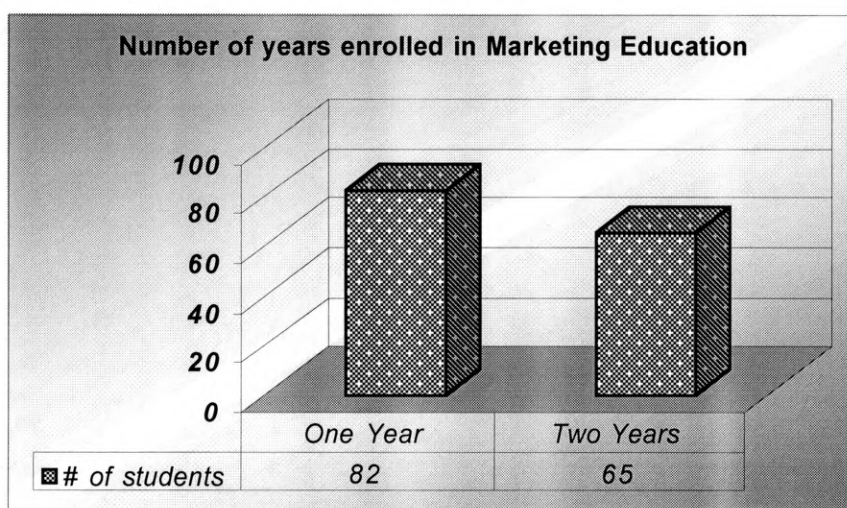


Table 2

Of all the respondents, 44% remained in the program of Marketing Education for two years. This represents a significant number of students when considering the scope of the curriculum to be completed at Bozeman High School required for graduation.

Years employed:

Respondents employed as part of the Marketing Education Work Experience program were approximately six out of ten, or 63%, while just over a third were not employed as part of the program. Sixty one (61) students (42%) were working full time, while 43 students (30%) were working part time. Forty six percent, (68) students were in school full time. A total of 104 students, (71%) were working either full time or part time.

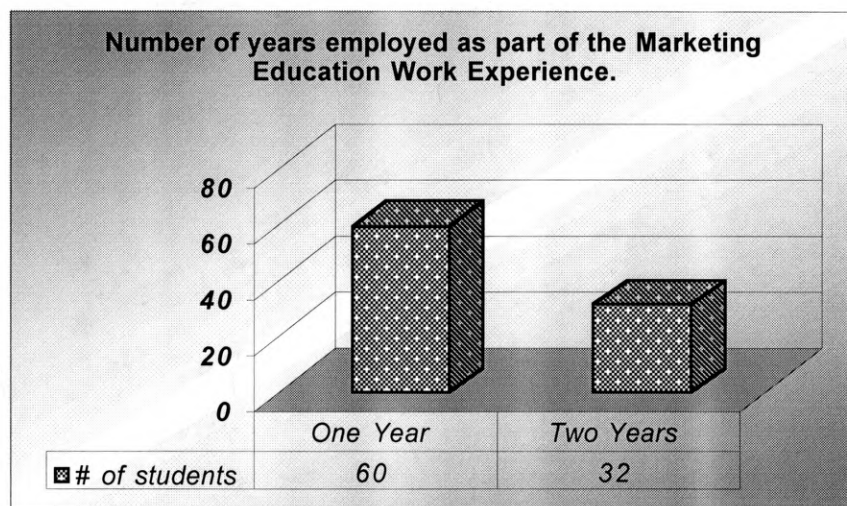


Table 3

The percentage of full time workers identifies those students who have in large part already graduated from a post secondary program as identified in the questionnaire. Table three classifies the number of years the respondents were enrolled in the Work Experience program.

Usefulness of Marketing Education program:

Table four identifies the respondents who related the benefit of the Marketing Education program after graduation from Bozeman High School. Almost two thirds of the respondents, (65%), 92 students felt the Marketing Education program was of a high benefit to their post secondary educational experience.

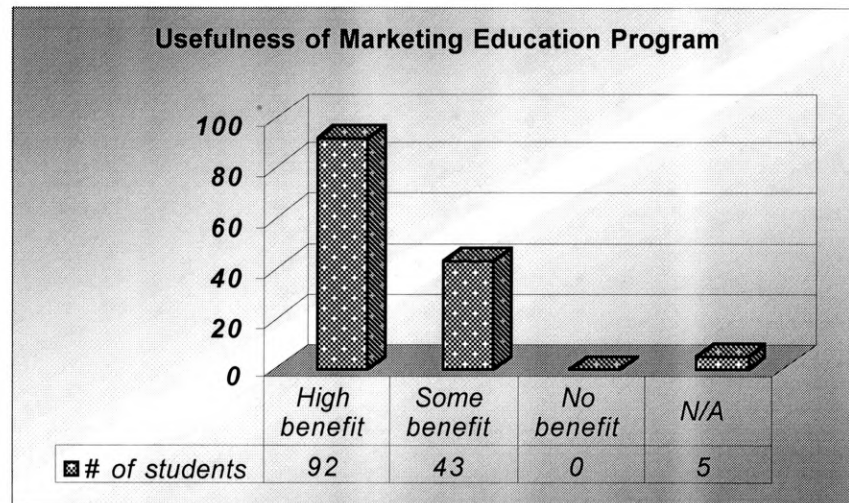


Table 4

Some benefit was identified by 43 students for a return rate of 31%. A total of 135 respondents, (96%) felt the Marketing Education program was a benefit to them in their educational experience after graduation.

Usefulness of Topics:

Table five identifies the courses that supported post secondary education and the usefulness of those topics. The top three courses selected by the respondents were #1, Job Interview, with 119 students (80)%, #2, Marketing, 101 students, (68%), and #3, Cash Register Operations with 50% (74) students responding.

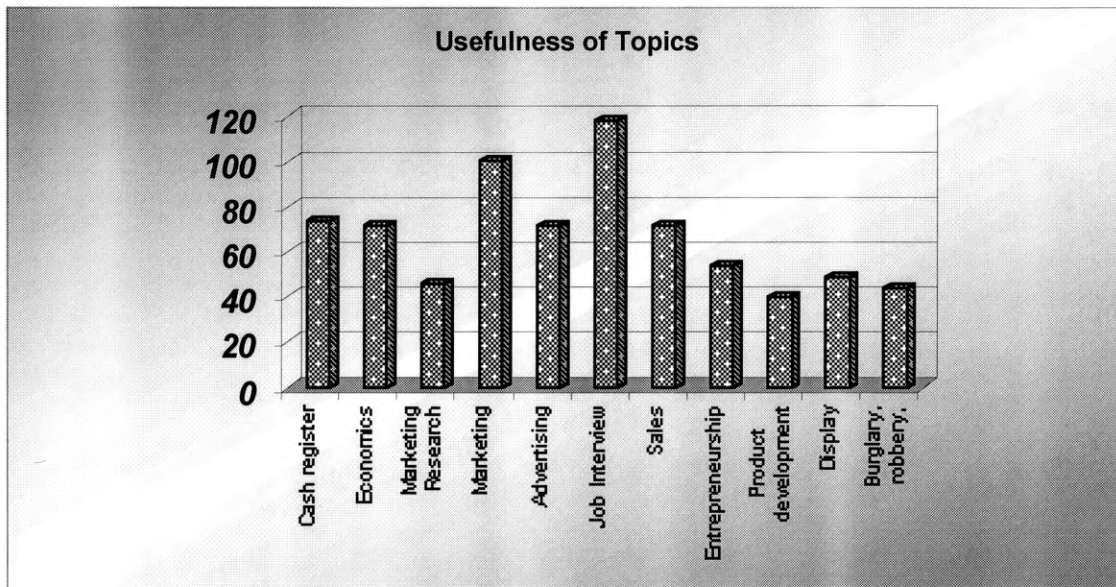


Table 5

Finally, there was an equal split with representation of Economics, Advertising and a unit on Sales that gathered equally 72 students reporting for (49%). Marketing Research, Entrepreneurship and Burglary, Robbery, Forgery, Fraud, Counterfeiting, and Shoplifting rounded out the bottom three with 48%, 46% and 45% respectively.

Rating of Work Experience:

The respondents favored their Work Experience. Sixty nine students, (75%) felt the work experience was highly beneficial, while the remaining respondents, twenty three (25%) reported that the experience was somewhat beneficial.

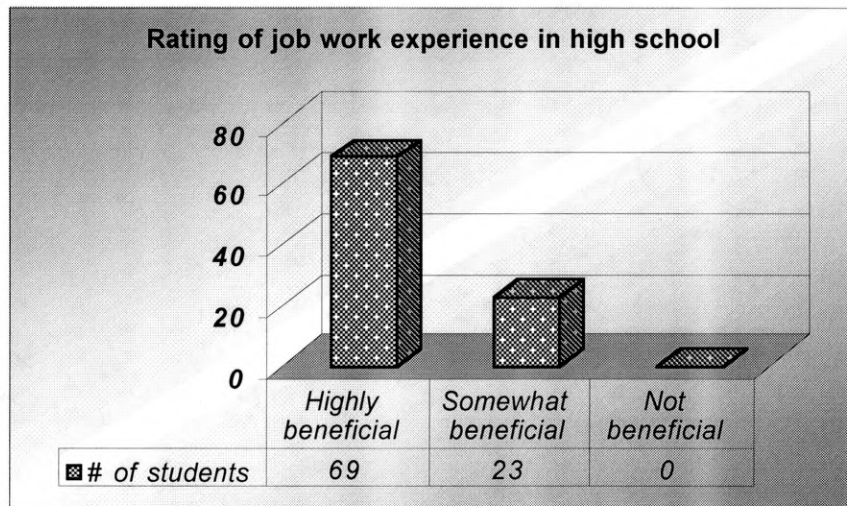


Table 6

All students have found the Work Experience program beneficial

Rating of 4 specific work experience competencies:

Table seven further identifies the specifics of the On Job Training, the Work Experience, Working Conditions, and Wages Received while employed in the Work Experience Program.

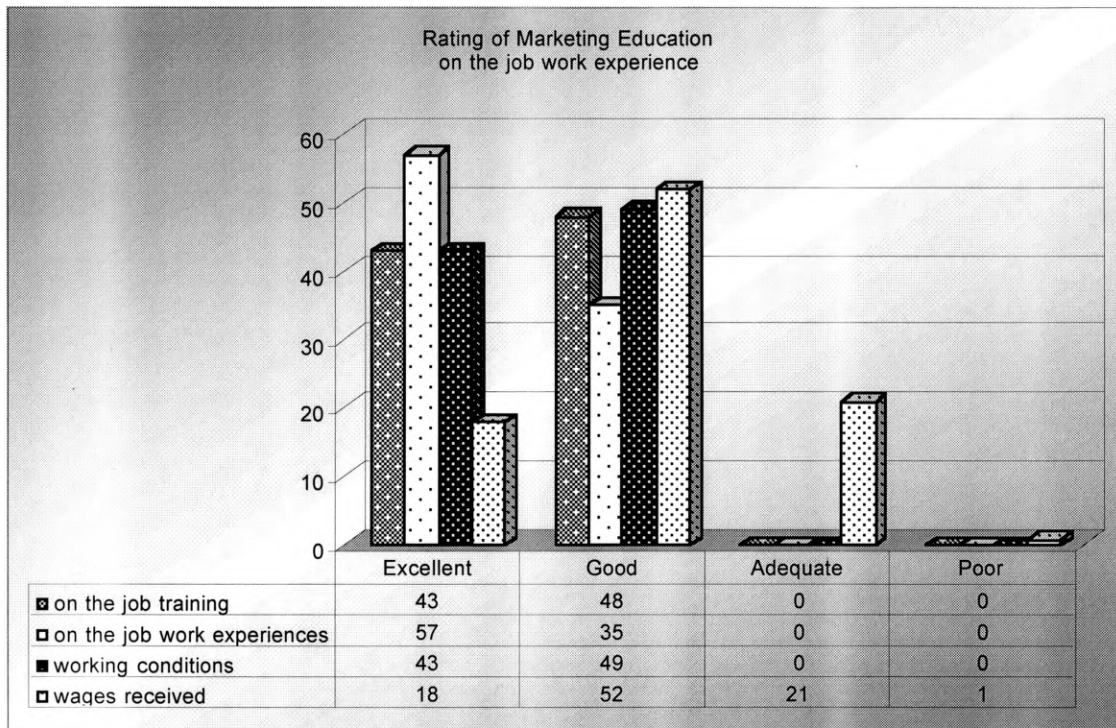


Table 7

The respondents selected either excellent or good with regards to the four selections. The merits of the Work Experience Program continue to substantiate the worth and the credibility of the Work Program.

Levels of Assistance:

The levels of assistance received through the Marketing Education program are identified in Table Eight. Specific areas of interest include; job interview, understanding employment problems, working with others, adjusting to work responsibilities, knowing your interests and abilities, understanding technical information, and preparation for further training.

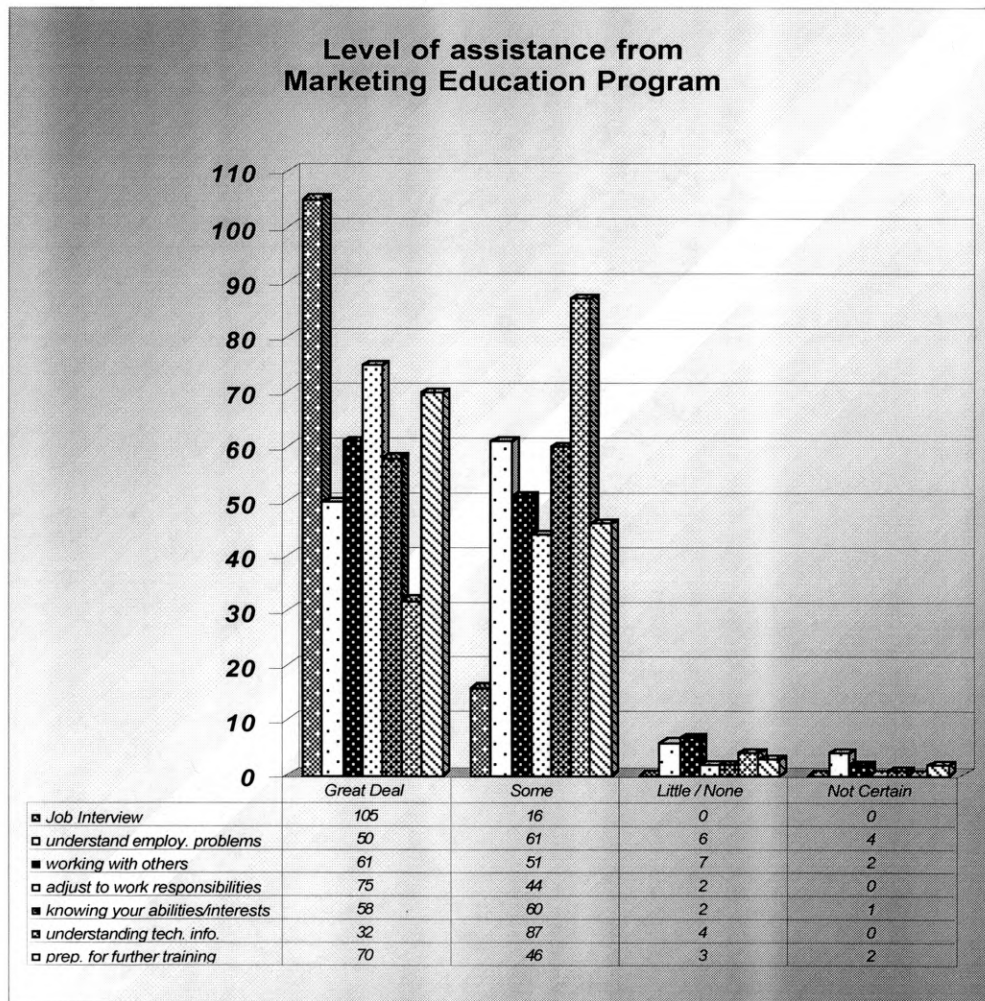


Table 8

The respondents overwhelming gave credit to Job Interview as the number one selection of a unit of instruction that was of most benefit to them. Over two thirds of the population, 105 students, (70%) responded in this fashion. Following, 75 students, (51%) selected adjusting to work responsibilities and finally, preparation for further training rounded out the top three with 70 students, (48%) responding with preparation for further training.

Educational Rating of Marketing Education:

The respondents were asked to rate the value of the education they received while enrolled in Marketing Education. Table nine identifies the areas of interest including advice and help from counselors, the Marketing Education Classroom, the DECA student store, course content and instructional material, practical application and training to work in business, the DECA Club/activities and finally the ability of the teacher to teach the course.

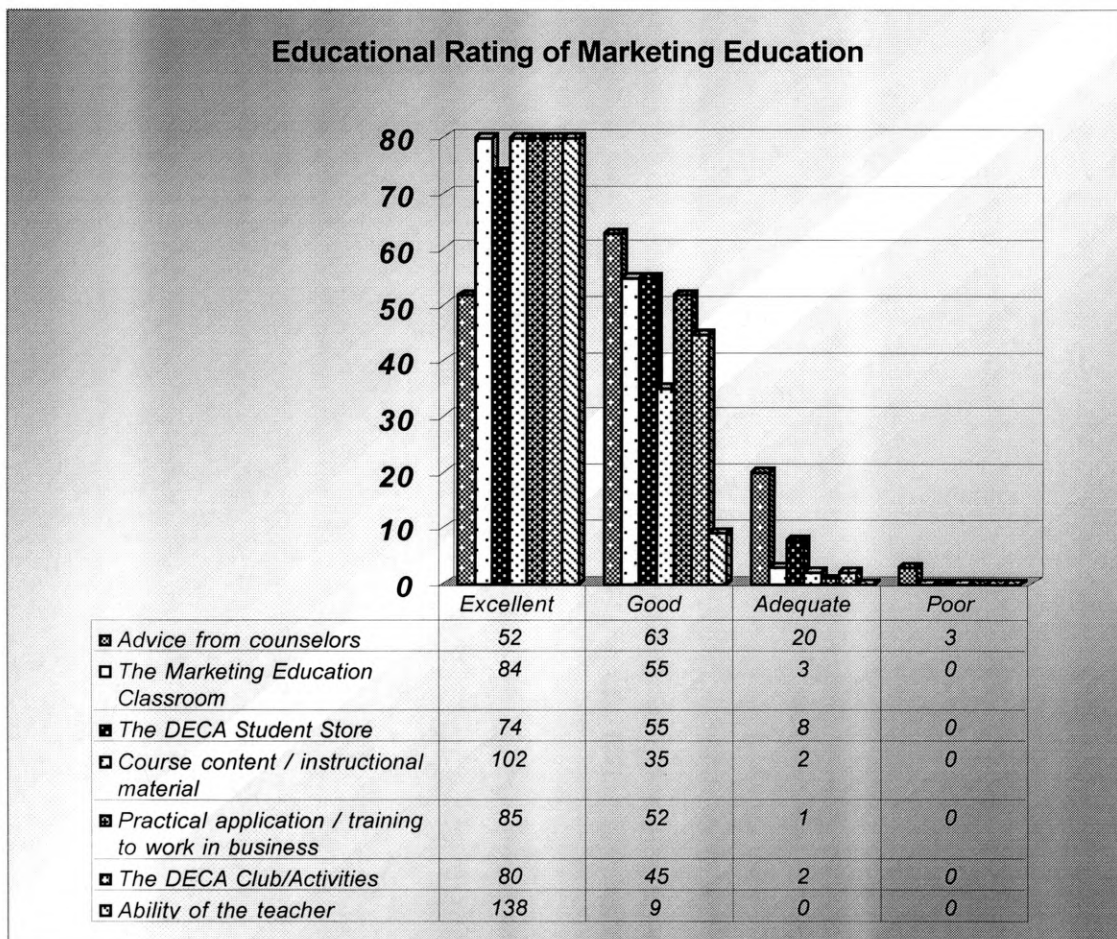


Table 9

The ability of the teacher to teach the course was the highest response with 138 students, (94%) identifying excellent. 102 students, (70%) felt the course content/material material was excellent as well. Rounding out the third position was an equitable split among the practical application/training to work in business, 85 students, (58%)....., the Marketing Education Classroom with 84 students, (57%) responding and finally, 80 students, (54%) identified the DECA Club activities as excellent value in contributing to their educational experience while at Bozeman High School.

Effectiveness of the DECA Club:

Table ten identifies the effectiveness of the DECA Club and its activities. Specific areas of interest include the four points of the DECA Diamond,..... Social Intelligence, Civic Consciousness, Leadership Development, and Vocational Understanding. The respondents at a minimum gave a rating above 80% of excellent to good for the four points to the DECA Club/Diamond and its overall effectiveness.

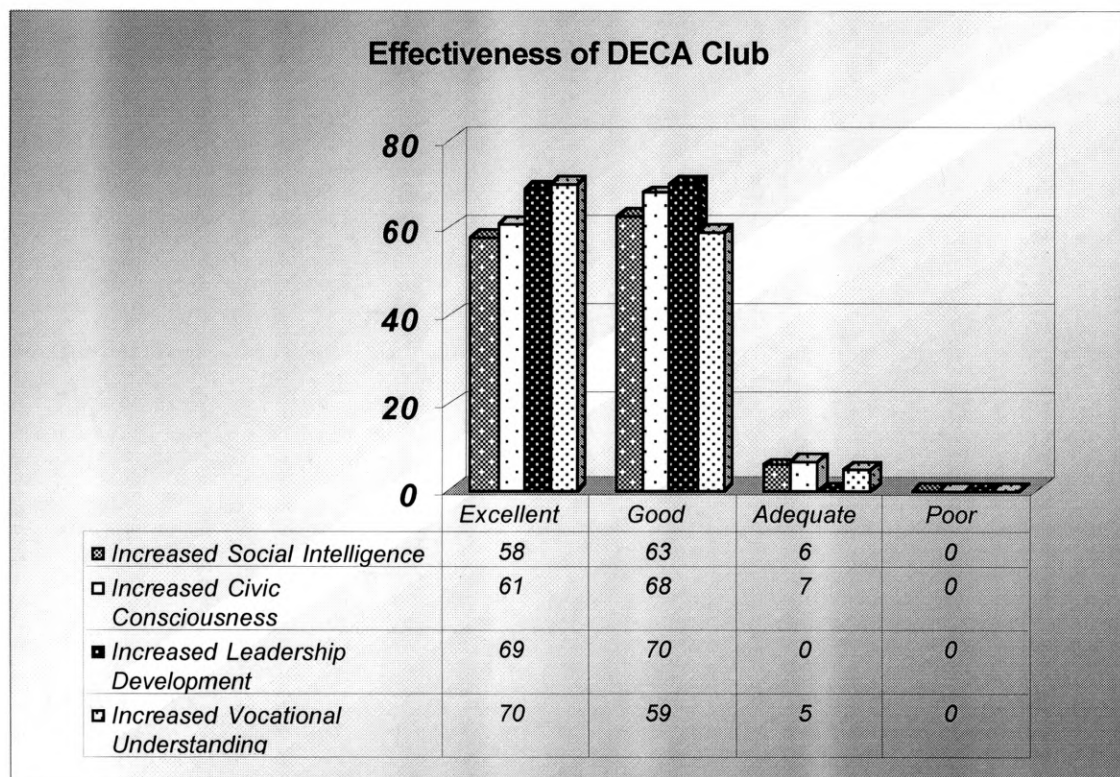


Table 10

The DECA Club has enjoyed 100% membership from 1971-1998 suggesting a positive climate of the four points of assessment.

Overall effectiveness:

Table eleven identifies the overall effectiveness of the Marketing Education program at Bozeman High School. The respondents gave an overwhelming positive response to the program with 133 of the students, (91%) selecting Excellent as their choice. The remaining 14 students, (9%) indicated Good as their selection.

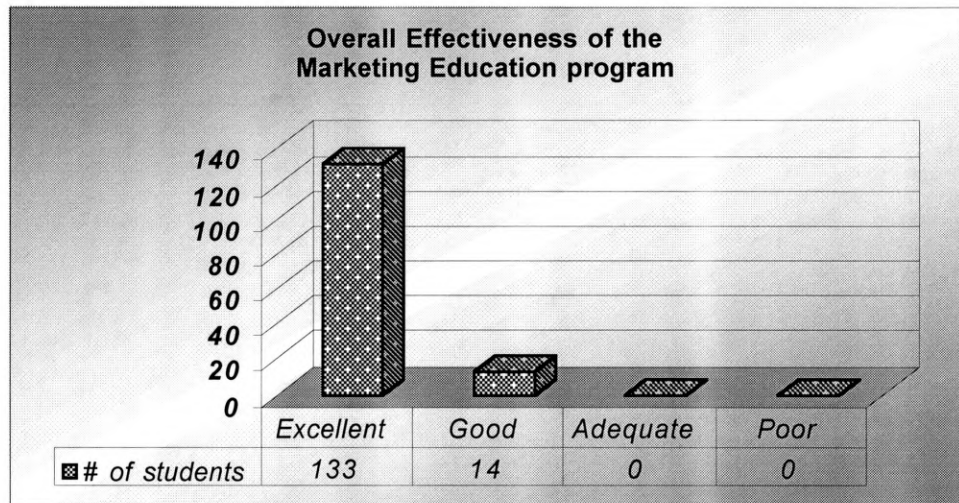


Table 11

Recommendation:

Table twelve had the respondents state their selection as to whether or not they would recommend the Marketing Education Course at Bozeman High School to other students as a course to take. All 147 respondents returned for a positive 100% yes.

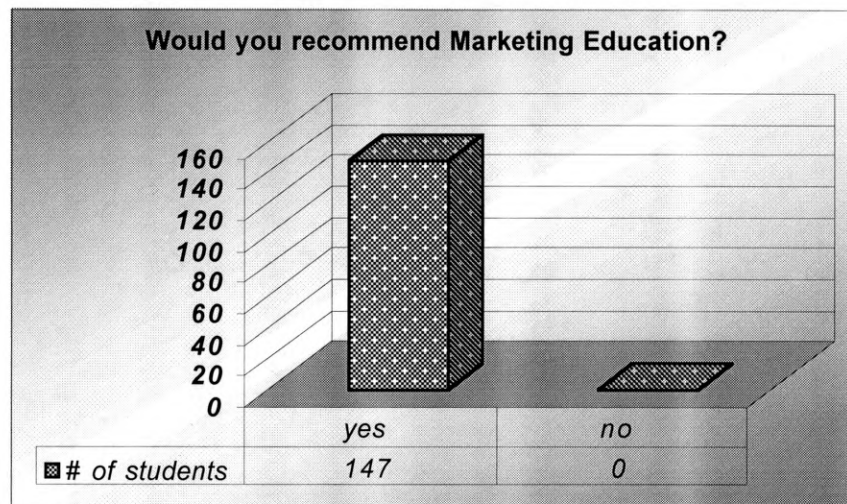


Table 12

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine whether Marketing Education courses at Bozeman High School enhanced post secondary education and employment for 1991-1997 graduates. The major areas studied included, the provision of an academic foundation for post secondary education, adequacy of preparation for entry level employment, the value of the DECA Club and its activities, and finally an assessment of the Marketing Education curriculum.

A questionnaire was developed by the investigator to solicit the data used in the study. The survey instrument was mailed to former Marketing Education students at Bozeman High School from the years 1991-1997. A cover letter explaining the reason for the study was mailed together with the questionnaire. An excellent response rate was received with the first mailing, (70%) so a second mailing was not conducted. The sample included 210 graduates and responses were received from 147. Tables, charts and graphs were used to report the numbers and percentages in each of the informational areas. A copy of the cover letter and the questionnaire are included in Appendixes A and B.

The following conclusions are formulated as a result of the survey of graduates during the years 1991-1997 in the Marketing Education program at Bozeman High School.

Provision of an academic foundation for post secondary education.

Over two thirds of the respondents identified that Marketing Education was of a high benefit to their educational experience in their post secondary pursuits. This together with the specific units of instruction identified by the students, solidifies the merit of the Marketing Education program.

While the students enjoyed and valued their experience in Marketing Education, it is important to identify those specific units the students felt most prepared them for continued success in post secondary performance. Number one was Job Interview, followed by the unit on Marketing and an equal split with one third each of Economics, Advertising and Sales.

This information confirms what needs to continue in the course of instruction and the emphasis thereof. These units are critical to the continued success not only to the students, but to the program as well.

Adequate preparation for entry level employment

Marketing Education supported a wide variety of job and employment interest of students. The survey identified the diversity and the ever changing consumer and business demographics. A review of the program in 1972 identified 17 different business categories. Today, that has nearly tripled. The students confidence in the program and in the work experience received high marks. Three fourths of the respondents stated the work experience they received was highly beneficial. This positive response continued on and into post secondary employment, with students suggesting that the preparation received was excellent to good as a stepping stone for further advancement and continued employment.

The work experience training they received together with the opportunity to participate in the work experience program, complimented the working conditions of their respective positions and the wages they received.

Value of DECA Club and its activities

The DECA Club is the co-curricular portion of the Marketing Education program at Bozeman High School. Students have

participated at the highest levels in both State and National competitions and activities. Specific areas of interest were based on the four points of the DECA Diamond logo. These include Social Intelligence, Civic Consciousness, Leadership Development, and Vocational Understanding.

The students favored their involvement in DECA Club activities. Their participation is basic to both personal and program success. They own and operate the student store and 85% stated the opportunity to do so was a benefit. The same was true for the participation in the DECA Club activities, (state and national competitions) with again 85% favoring positive involvement. The goal of DECA is to foster students in becoming productive members of society that have foundations based on the four points of the diamond. The respondents confirmed their enthusiasm for this endeavor.

Effectiveness of the Marketing Education program

The final area of assessment by the respondents was to evaluate the overall effectiveness of the Marketing Education program at Bozeman High School. Positive and enthusiastic responses were identified in the attributes of the classroom

environment/atmosphere, the student store, the DECA Club and its activities, the work experience program, the course content/curriculum and the ability of the teacher to teach the course. The classroom, the store, the club, the curriculum and the teacher all contribute favorably to the betterment and development of students as productive young adults.

Ninety percent of the respondents surveyed stated that the program was excellent and 100% identified they would recommend the course to others.

The goal of Marketing Education has been to develop an effective blend of resources, school, curriculum, classroom, DECA, and work to manage for the successful evolution of young adults to productive community members.

This survey identified both the effectiveness, (doing the right things) and the efficiency (doing things right) of the Marketing Education program at Bozeman High School. The challenge is to know and accept that there is no finish line in this business of education and youth. If you get what you inspect not what you expect, let this document serve as a benchmark for continued

growth and development of you to shepherd them in their time with us.

Even with the fortune of great success, one can not be totally satisfied, as a need satisfied is no longer a motivator. This data only reinforces the continued need for instruction such as this. The world is becoming smaller each and every day. Students need the core of academics, but they as well are benefiting from the vocational instruction of a real life science in Marketing Education.

RECOMMENDATIONS:

1. Marketing Education advisory committee members should review the study and take into consideration the findings that relate to their responsibilities as advisors.
2. Guidance counselors should review this study and take into consideration the results that relate to their work with students.
3. Continuation by the teacher to update and upgrade units of instruction as they relate to the wants and needs of students.
4. Other Marketing Education programs in the state of Montana should consider follow-up studies of their graduates to determine their own program effectiveness.

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Dear Bozeman High School Marketing Education Graduate:

As partial fulfillment for a Master's degree in Business Education at Montana State University, I am conducting a follow-up study of Bozeman High School Marketing graduates for the classes of 1991, 92, 93, 94, 95, 96, and 1997.

I am interested in obtaining information concerning your education, employment, and securing an evaluation of the Marketing Education Program at Bozeman High School.

Enclosed is a questionnaire which will require approximately 7 minutes of your time. Your response to this survey will greatly enhance the Marketing Education/DECA program at Bozeman High School.

Please return the questionnaire in the pre-addressed, stamped envelope. I am interested in hearing what you have been doing these past few years and how well prepared you were as you progress in life.

I look forward to hearing from you soon!

Sincerely,

Gordon Rognrud
Marketing Education/DECA

**FORMER BOZEMAN HIGH SCHOOL
MARKETING EDUCATION STUDENT
QUESTIONNAIRE**

DIRECTIONS:

Please place a check mark (✓) on the appropriate line and the questions that apply.

PART I

1. NAME _____

If Married, Maiden Name _____

Present Address _____

2. _____ Male _____ Year Graduated from

_____ Female _____ High School

3. While in High School, I was enrolled in Marketing education for;

_____ One Year

_____ Two Years

4. I was employed as part of the Marketing Education Work Experience Program.

_____ One Year

_____ Two Years

5. Present Status:

_____ Working for Salary/full time

_____ U.S. Armed Forces

_____ Working/part time

_____ Not currently
employed, looking

_____ In School, full time

_____ Not employed, not
looking

_____ In School, part time

_____ In Business, self
employed

_____ Other (specify) _____

PART II

EDUCATION AFTER HIGH SCHOOL

6. If additional education has been received since graduation from High School, please indicate the name of the institution, length of enrollment and the major area of study.

Type of Institution	Name Institution	Length of Enrollment	Major area of Study
Community College		____yrs ____mo	
College or University		____yrs ____mo	
Trade or Business School		____yrs ____mo	
Apprenticeship		____yrs ____mo	
Continuing/Adult Education		____yrs ____mo	
Military		____yrs ____mo	
Other		____yrs ____mo	

7. The Marketing Education Program in High School was: (as it relates to your educational experience after graduation.) (Check only one)

☐ Highly beneficial to my educational experience beyond High School
☐ Somewhat beneficial to my educational experience beyond high School.
☐ Not beneficial to my educational experience beyond High School.
☐ I have not enrolled in any post secondary education beyond High School.
☐ Other (Specify) _____

8. Please identify those courses / units of instruction that supported and enhanced your post secondary education. (Check as many as apply)

☐ Cash register operations	☐ Job Interview
☐ Economics	☐ Sales
☐ Marketing Research	☐ Entrepreneurship
☐ Marketing	☐ Product development
☐ Advertising	☐ Display
☐ Burglary, robbery, forgery, fraud, counterfeiting, shoplifting.	

PART III

WORK EXPERIENCE EMPLOYMENT

If you participated in work experience in high school, please answer the questions in part III. If not, please continue on to part IV.

9. Was your first employment after graduation from high school in the same business as the one from which you received your Marketing Education Co-operative work experience?

☐ Yes ☐ No ☐ I have not been employed since graduation from high school.

10. What was the type of business of your first employment after graduation from High School?

_____ Department Store	_____ Banking/finance/credit
_____ Hardware	_____ Discount/Retailer
_____ Furniture	_____ Insurance
_____ Automotive	_____ Hotel/Lodging
_____ Sporting Goods	_____ Grocery
_____ Restaurant	_____ Fast Food Restaurant
_____ Electronics	_____ Clothing/Apparel
_____ Wholesale	_____ Other (Specify) _____

11. How long were you employed in your first employment after graduation? (Select one of the following and fill in the blank,)

_____ # of	_____ #of	_____ #of
_____ Weeks	_____ Months	_____ Years

12. If you left your first employment after graduation, what was the major reason for your leaving?

_____ Does not apply, have not left my first employment.

_____ Expected to enter into 2 or 4 year post secondary education.

_____ Did not have adequate training for the position.

_____ Was not interested in the job or work area.

_____ The rate of pay was not enough, too low.

_____ Expected/entered into Military service.

_____ Marriage

_____ Other (Specify) _____

13. If you have not sought employment since you left High School, identify the reason. (Check only one.)

☐ Expected to enter into 2 or 4 year post secondary education.
☐ Expected/ entered into Military service.
☐ Marriage.
☐ Other. (specify) _____

14. If you have held more than one job /position since graduation, please list the type of work and the length of time employed at each job/position. If you have held more than five positions since graduation, please continue the list on a separate sheet.

Job/Position	Length of Time Employed
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

15. My Marketing Education on the job work experience in High School was : (as related to employment after graduation.)
(Check only one)

☐ Highly beneficial in my first job after graduation.
☐ Somewhat beneficial in my first job after graduation.
☐ Not beneficial in my first job after graduation.
☐ I have not been employed since graduation.
☐ Other (Specify) _____

16. Please rate your Marketing Education on the job work experience, while you were in high school.

	Excellent	Good	Adequate	Poor
a. Supervision/training received on the job.	_____	_____	_____	_____
b. On the job work experiences	_____	_____	_____	_____
c. Working Conditions	_____	_____	_____	_____
d. Wages Received	_____	_____	_____	_____

17. Indicate how much the Marketing Education Program and Instruction assisted you in the following:

	Great Deal	Some	Little or None	Not Certain
a. Job Interview preparation	_____	_____	_____	_____
b. Understanding employment problems.	_____	_____	_____	_____
c. Working with others.	_____	_____	_____	_____
d. Adjusting to work responsibilities	_____	_____	_____	_____
e. Knowing your abilities/interests.	_____	_____	_____	_____
f. Understand technical information.	_____	_____	_____	_____
g. Preparation for further training.	_____	_____	_____	_____

PART IV

VALUE OF THE MARKETING EDUCATION PROGRAM.

18. Please rate the value of the education you received while enrolled in Marketing Education while at Bozeman High School.

	Excellent	Good	Adequate	Poor
a. Advice and help from the counselors.	_____	_____	_____	_____
b. The Marketing Education Classroom.	_____	_____	_____	_____
c. The DECA Student Store.	_____	_____	_____	_____
d. Course content and instructional material.	_____	_____	_____	_____
e. Practical application and training to work in Business.	_____	_____	_____	_____
f. The DECA Club/Activities	_____	_____	_____	_____
g. Ability of the teacher to teach the course.	_____	_____	_____	_____

19. Please indicate how effective the DECA Club and its activities were in your personal development, and in adding value to your life. (The DECA Diamond)

	Excellent	Good	Adequate	Poor
a. Increased Social Intelligence	_____	_____	_____	_____
b. Increased Civic Consciousness	_____	_____	_____	_____
c. Increased Leadership Development	_____	_____	_____	_____
d. Increased Vocational Understanding	_____	_____	_____	_____

PART V

Overall effectiveness of the Marketing Education Program.

20. Please rate the overall effectiveness of the Marketing Education program at Bozeman High School .

Excellent Course Highly recommend	Good Course Do not miss	Adequate Course Worth a look	Poor Course Waste of time
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21. Would you recommend this Marketing Education course to other High School students?

_____Yes _____No Why?_____

22. Please use the space below for any additional comments you may have regarding responses to the questions, your post secondary education, employment or about the Marketing Education Program at Bozeman High School.

23. I wish to receive a copy of the results of this survey concerning the graduates of Bozeman High School Marketing Education Program.

_____ Yes

_____ No

Please mail this return to: Gordon Rognrud
Marketing Education
Bozeman High School
205 North Eleventh Avenue
Bozeman , MT 5971
(406) 585-1650