

The Perceived Benefits of School-Based-Enterprise

Certification by Marketing Educators

In Wisconsin

by

Edward H Hay Jr.

A Research Paper

Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
in

Training and Development

Approved: Four Semester Credits



Carol Mooney, Ed. D.
Research Advisor

The Graduate School

University of Wisconsin-Stout

August, 2009

The Graduate School
University of Wisconsin-Stout
Menomonie, WI

Author: Hay, Edward H, Jr.

Title: *The Perceived Benefits of School-Based-Enterprise Certification by Marketing Educators in Wisconsin*

Graduate Degree/ Major: MS Training and Development

Research Adviser: Carol Mooney, Ed. D.

Month/Year: August, 2009

Number of Pages: 66

Style Manual Used: American Psychological Association, 5th edition

ABSTRACT

A major component of many marketing education programs is a school-based-enterprise, where marketing students operate a business within their school. While these school-based-enterprises (SBEs) have been around for years, it has only been within the last ten years that there has been a certification program sponsored by National DECA. National DECA is a career and technical student organization for marketing students at the high school level. To date, only a small percentage of SBEs have sought and obtained this national certification.

This research was designed to study the perceived benefits of such certification by marketing educators in Wisconsin. The major objectives of this study were to: 1) Assess the perception of SBE certified marketing educators regarding the validity of the certification process, 2) Assess the perceived value of such certification by the various internal and external stakeholders, 3) Identify quality components and characteristics of DECA SBE Gold Certified businesses. The research method utilized an on-line survey with quantitative analysis.

Acknowledgements

There are several people I would like to thank for supporting me in this endeavor. The first is my Training and Development Program Director, Dr. Kat Lui, who brought the program to my hometown and assured me from the start that I could indeed write a research paper, (my greatest fear).

The second person to whom I owe a great debt of gratitude is my thesis advisor, Dr. Carol Mooney. She never gave up on me, even when it seemed I would never finish this paper (which I started nearly two and one half years ago). She edited, re-edited, advised, supported, encouraged, and cajoled me. Her input was invaluable, and this work would not exist in its present quality without her professionalism and expertise.

The third person I would like to thank is my editor-in-chief, Becky Hay, (also my loving wife of 32 years). She not only edited my work for grammar and readability, she also acted as a sounding board for my various ideas as I sought to find my voice on this important topic. Most importantly, she seemed to find the right balance between supportive encourager and constant nagger. There were times when both were needed.

Finally, I wish to thank my father, Edward Hay (Sr.) who never quit asking me when I was going to graduate again. His constant support throughout my life has made me who I am today. Thanks, Dad.

TABLE OF CONTENTS

	Page
ABSTRACT.....	ii
List of Tables	vi
Chapter I: Introduction.....	Error! Bookmark not defined.
<i>Background of the Problem</i>	1
<i>Statement of the Problem</i>	2
<i>Purpose of the Study</i>	3
<i>Research Objectives</i>	3
<i>Assumptions of the Study</i>	3
<i>Definition of Terms</i>	4
<i>Limitations of the Study</i>	5
<i>Methodologies</i>	5
Chapter II: Literature Review	Error! Bookmark not defined.
<i>Introduction of the Study</i>	6
<i>History of School Based Enterprises</i>	6
<i>Benefits of School Based Enterprises</i>	7
<i>Considerations of School-Based-Enterprises</i>	10
<i>Benefits of Certification</i>	11
<i>Certification of School Based Enterprises</i>	12
<i>Summary</i>	15
Chapter III: Methodology	Error! Bookmark not defined.
<i>Introduction</i>	16

<i>Instrumentation</i>	17
<i>Data Collection Procedures</i>	18
<i>Data Analysis</i>	18
<i>Ethics</i>	19
<i>Reliability and Validity</i>	19
<i>Limitations</i>	20
Chapter IV: Results.....	Error! Bookmark not defined.
<i>Introduction</i>	21
<i>School-Based-Enterprise Status</i>	21
<i>Value of School-Based-Enterprise Certification</i>	24
<i>Stakeholder Awareness</i>	31
<i>SBE Practices</i>	33
<i>Summary</i>	40
Chapter V: Discussion	Error! Bookmark not defined.
<i>Introduction</i>	41
<i>Limitations</i>	41
<i>Major Findings</i>	42
<i>Conclusions</i>	44
<i>Recommendations</i>	466
References.....	488
Appendix A: The Survey	Error! Bookmark not defined.0
Appendix B: National DECA SBE Standards	Error! Bookmark not defined.6

List of Tables

Table 1: Current SBE Certification Status.....	21
Table 2: Current level of certification.....	22
Table 3: Why did you first seek SBE Certification?	23
Table 4: Total annual gross sales for your SBE.....	23
Table 5: Meeting SBE certification requirements improved the store operation	23
Table 6: Operating a certified store brings validation to our marketing program	25
Table 7: Students receive valuable hands-on experience working in our SBE	25
Table 8: Managing a certified SBE can serve as a student's co-op experience	26
Table 9: Marketing students hold the SBE manager position in high regard... ..	26
Table 10: Marketing teachers utilize SBE criteria to enhance course curriculum.....	27
Table 11: Marketing teachers use the SBE as a hands-on teaching tool	27
Table 12: The process improved the integration of the SBE into your curriculum.....	28
Table 13: The process made our SBE more valuable, relevant and rigorous	28
Table 14: Earning SBE certification brought recognition to your DECA program	29
Table 15: The SBE process ensures a quality educational experience for students	29
Table 16: I will encourage my SBE managers to apply for recertification next year..	30
Table 17: Profits from the SBE are used to	31
Table 18: The following groups are aware of the SBE Certification status	32
Table 19: These groups attach a high degree of value to the Certification status	33
Table 20: The following groups value the services offered by the SBE	33
Table 21: Our SBE offers utility to customers in the following ways.....	34
Table 22: What percentage of annual sales is from spirit wear/apparel?	34

Table 23: Snack items sold in SBE.....	35
Table 24: Beverage lines sold in SBE	36
Table 25: School supplies sold in SBE.....	37
Table 26: What additional products are offered in your SBE?.....	37
Table 27: Does your SBE sell food/beverages during school lunch periods?.....	38
Table 28: If answer to 27 above was no, why not?.....	38
Table 29: Location of your SBE.....	39
Table 30: Typical hours of operation.....	40

Chapter I: Introduction

Background of the Problem

In today's comprehensive high school, students are presented with a wide variety of programs and learning experiences including career and technical education. Some students are drawn to the marketing programs at their schools where they learn about marketing, management, and entrepreneurship in a series of marketing education courses. Career and Technical Education programs consist of courses and experiences outside of the classroom that lead to career preparation. Marketing Education is one of those programs.

For years it was accepted and taught that successful marketing education programs included three integral components: 1) classroom instruction, 2) involvement in a career and technical student organization, and 3) on-the-job training (Burbach, 1987). These three components are what deem the program to meet career and technical education philosophy and practice.

Courses such as Introduction to Marketing, Marketing I and II, International Marketing, Sports and Entertainment Marketing, Entrepreneurship, Marketing Co-op and Internships are just a short listing of the offerings at schools around the country that address the classroom instruction element.

The preferred career and technical student organization (CTSO) for marketing programs is known as DECA, an association of marketing, management, and entrepreneurship students. The CTSSO offers students applied learning activities, leadership development, and competitive events to enhance their classroom experience and develop workplace competencies in the fields of marketing, management, and entrepreneurship.

The element targeted by this research is the area of on-the-job training and applied instruction using a simulated business referred to as a school based enterprise. Many schools offer co-op and internship experiences in conjunction with a capstone course that integrates classroom instruction with workplace competencies. Still other schools offer student based enterprises where their marketing and business students learn workplace competencies while operating a business at the school. Many schools use a combination of the two approaches to offer a more comprehensive program. This research is about the school-based-enterprises and the efforts underway to provide a more standardized way of evaluating their operation and providing a nationally recognized certification. In Wisconsin, 87 out of 121 DECA chapters have school-based-enterprises (D. Byrd, personal communication, July 1, 2009). Only 16 of them have received any level of certification in 2009 (DECA SBE website, 2009).

Statement of the Problem

School based enterprises are not franchises that are required to follow a set plan or system. Every school has a unique type and style of student based enterprises. Some have been very successful at achieving a list of objectives, while others were just a means for fundraising with very little student learning occurring. In an effort to address this situation and increase the perceived validity by internal and external stakeholders, National DECA has developed a certification program that identifies 12 areas of competencies for school-based-enterprises. These competencies were developed using the national curriculum framework for marketing education, an industry and research validated guide for instruction. To date, only a small fraction of school-based-enterprises have sought and achieved this certification.

Purpose of the Study

The purpose of this study is to determine the perceived benefits of this certification as determined by educators in Wisconsin who have achieved a level of certification at least once in the last three years. These educators have been asked to evaluate the certification process and its impact on their particular school-based-enterprises. Practical outcomes will include a listing of some of the quality components that can be adopted or adapted by schools that may be seeking to improve the quality of their SBE programs, and information on the perceived value of DECA's SBE Gold Certification.

Research Objectives

The objectives of this study are to:

- 1) Assess the perception of SBE certified advisors regarding the value of the DECA SBE Certification process.
- 2) Assess the perceived value of such certification by the various internal and external stakeholders including: administration, other faculty, students, parents, and the community.
- 3) Identify quality components and characteristics of DECA SBE Gold Certified businesses.

Assumptions of the Study

The researcher makes the following assumptions:

- 1) Those participating in the survey will answer questions truthfully and honestly.
- 2) Marketing educators with SBE certification have the required knowledge to provide valid information for the research questions.
- 3) The database of DECA SBE Certification recipients is correct and complete.

- 4) There are common experiences related to the certification process upon which only certified SBE advisors can provide relative comment.

Definition of Terms

Career and Technical Education (CTE): Career and technical education programs are an integral part of public education and are designed to educate about, through, and for careers. (The National Center for Career and Technical Education website, 2007).

Career and Technical Student Organization (CTSO): structured and developed opportunities that exist for students in vocational-technical programs (McNally & Harvey, 2001).

Career Development Conference (CDC): DECA's formal name for conferences in which competitive events take place (National DECA Website, 2007).

Certification: A credential awarded by an employer, vendor, or an association or independent agency. Also, a designation given to people, products, and processes that have satisfied a set of standards (Hale, 2000)

Credential: A designation, mark, or stamp given to a person, organization, or program that has satisfied a set of standards. (Hale, 2000)

DECA Advisor: the adult sponsor of the DECA chapter (Chapter management system, 1995).

DECA Chapter: a local DECA unit at a high school setting (Chapter management system, 1995).

DECA: formerly Distributive Education Clubs of America (D.E.C.A.); now known as an association of marketing students (Berns, 1996).

National DECA, Inc.: the formal name for the organization and headquarters located in Reston, Virginia (Chapter management system, 1995)

School Based Enterprise (SBE): A business operated by students. School-based-enterprises are effective educational tools that help to prepare students for the transition from school to work or college. For many students, SBEs provide the first work experience; for others, they provide an opportunity to build management, supervision and leadership skills. (DECA SBE website, 2007)

Stakeholders: Those individuals or groups who have a vested interest in ensuring that the certification's standards or results are appropriate. Often key decision makers who determine whether or not a program gets implemented (Hale, 2000)

Limitations of the Study

- 1) Advisors of certified SBEs may be too busy or unwilling to share their opinions.
- 2) The study is limited to DECA chapters in Wisconsin that have reported their SBE status to the state DECA advisors.
- 3) The population for the study is small due to the small number of SBEs to date who have achieved certification status.

Methodologies

It was determined that an informal discussion with colleagues who operate SBEs would serve as a launch pad for developing a survey tool to determine the perceived benefits of SBE certification. Based on these discussions, objectives were formulated and a survey was developed and administered to certified DECA SBE advisors throughout the state of Wisconsin.

Chapter II: Literature Review

Introduction of the Study

This chapter includes a discussion of the history and benefits of school based enterprises, special considerations, and the benefits and requirements of certification.

A common practice among many secondary marketing programs is to run a student operated store in which marketing students can practice in a realistic situation the knowledge and skills learned in the classroom. These stores are an example of student-based-enterprises (SBEs). “School based enterprises are effective educational tools in helping to prepare students for the transition from school to work or college”. (DECA SBE website, 2007) Another author defines school-based-enterprise as “any activity through which students produce goods or services for sale to or use by people other than themselves”. (Stern and others, 1994)

History of School Based Enterprises

School-based enterprises are not new. John Locke proposed them as early as 1696 in his *Plan for Working-Schools for Poor Children*. Again, in 1818, Robert Owen espoused a similar idea in his *Report to the Committee of the Association for the Relief of the Poor* (Stern and others, 1994).

While Locke and Owens concentrated their efforts on educating the poor, others have demonstrated the possibility for profitable school enterprise in more affluent settings. The emphasis in these more affluent settings is on the educational benefits. French philosopher Jean Jacques Rousseau was the first to assert the pedagogical benefits of productive education. Later, his ideas were built upon by American philosopher, John Dewey, who consistently argued that “students learn best when productive experience is an integral part of their education”. (Stern and others, 1994).

In 1990 the U.S. Congress changed the law authorizing federal support for vocational education. Instead of keeping vocational and academic curricula separate, the 1990 law change required that federal money for vocational education be spent only on programs that integrate both the academic and vocational. This law change has stimulated the creation of many more SBEs and other types of practical programs that involve hands-on learning intended to tie together the academic and the practical.

Benefits of School Based Enterprises

The assumption has been that school-based-enterprises, when effectively implemented, benefit not only the students involved in the operations but also the entire school student population by impacting school morale and student self worth. Another assumption points to the idea that high performing school-based-enterprises employ specific practices that contribute to the success of their operations.

Earlier research by Stern indicates that students think SBEs are more closely related to their education than are their nonschool related jobs. This earlier research also indicated that SBEs give students more opportunity to apply their classroom learning while they are on the job. Students also indicated that their work in SBEs caused them think more critically and to be better prepared for the world of work. (Stern and others, 1994).

Stern cites the Southington High School program in Southington, Connecticut, where students operate a school store in conjunction with the marketing education department and their local DECA chapter. The store has been open since 1968. The students staff and manage the store. Informal student-to-student training is supplemented by the use of a training manual. On-the-job experience, which is coordinated with the marketing education program curriculum,

involves students in a wide range of customer interactions. The students work in a rotation that takes them out of their formal classes about one hour every nine days. (Stern and others, 1994).

Profits from the store are used to support the local DECA chapter's activities, conferences, and field trips. Instructors handle most of the money including the daily deposits. However, the store also submits to an audit each year. Southington is one of many schools that have opened a credit union which is operated by the students. (Stern and others, 1994).

Some of the biggest benefits resulting from SBEs come from their ability to apply classroom subject matter as they integrate academic and vocational knowledge. Productive activity helps students develop skills in problem solving, time management, team work, experiential learning, leadership, accountability, and organizational redesign (Stern and others, 1994).

SBEs provide an excellent venue for the use of project based education. Students learn by applying core academic skills in a non-academic setting. This venue also allows for the rotation of work responsibilities in a way that is not possible in most out-of-school jobs. Therefore, students are able to experience more aspects of the business by rotating through the various job roles during the course of a year or two.

Problem solving skills are a huge advantage that SBEs afford to students who work in them. Students develop competence and confidence in their ability to solve problems (Stern and others, 1994). Since the SBE is an educational setting, students are not expected to know all the answers. They may improvise an answer or seek help from fellow student workers before seeking help from the teacher. Such activities teach the students that they can think in order to solve a problem, a major goal of many educational endeavors.

Effective time management is another skill that many students involved in SBEs learn through experience. Because most SBEs operate in blocks of time that are different or longer than are the standard class periods and may include times outside of the regular school hours, the involved students must learn to budget their time wisely. Some students involved in SBEs report some loss of sleep, loss of opportunity to participate in some extracurricular school activities, and an inability to enroll in elective classes (Stern and others, 1994).

SBEs generally place a great deal of importance and emphasis on teamwork. At many SBEs students are responsible for teaching each other. Identification with the work makes students feel responsible for their teammates. Students quickly learn the value of synergy as they work together to solve problems.

SBEs also provide the students with the opportunity to gain work skills that are common to any position and any industry. Students quickly learn the importance of showing up for their scheduled shifts as well as the need to be punctual. The importance of staying on task and shouldering one's own responsibilities for the betterment of the business are part of the on-the-job learning. Not enough can be said about the benefit of the leadership skills gained by those who operate and manage an SBE while they are still in high school. These students definitely gain valuable experience as they learn to deal with adult business people on a face-to-face basis.

In addition to the previously mentioned benefits, it almost goes without saying that students in SBEs acquire knowledge and skills for which they can immediately be paid in the workplace. Since many SBEs are attached to career and technical programs, there are work competencies that students are expected to achieve (Stern and others, 1994).

School-based-enterprises also provide economic benefits. Many SBEs produce revenue that can be used to reduce costs for schools, subsidize customers or clients by offering goods or

services at less than market prices, and to promote economic development of the local community (Stern and others, 1994). Using revenues from the sale of students' work to pay some of the costs of the instructional program may enable a school to provide educational services that might otherwise not be offered.

The students involved in SBEs also derive social benefits as well. Some of the social benefits reaped may include: a heightened concern among students for the quality of goods or services being produced, an increased interest among students in community service, and a reduced risk of dropping out of high school (Stern and others, 1994).

Considerations of School-Based-Enterprises

Before initiating a school-based-enterprise, several things to take into consideration include: deciding what goods or services to provide, avoiding direct competition with local suppliers, setting appropriate prices, hiring qualified staff, and recruiting student workers.

When selecting a product or service the unmet needs of the school population as well as the community must be taken into consideration. A good knowledge of the school or community politics that may affect the operation of the business is vital in making these initial decisions. A careful understanding of the history and political hierarchy of the school will be invaluable to when embarking on a school-based-enterprise (Stasz, 1997).

Finding a suitable location and facilities for the enterprise may significantly impact the SBEs success. Keep in mind that if the business is located at the school, it must also compete for space with other programs. Ideally, the business should be located near the classroom where related instruction will take place. Acquiring qualified teachers and supportive administrators are very important components necessary for a truly successful SBE experience (Stern and others, 1994).

A validation program for SBEs has been the topic of many discussions. For many years, marketing and business educators have touted the value of school-based-enterprises as hands-on learning laboratories. While these educators knew the value of what they had, others were not always convinced of that value. Furthermore, some “school stores” exist that are not tied to any curriculum and are used primarily as a fund raising business for a club or activity. To address this problem, some SBEs have sought and received certification through National DECA.

Benefits of Certification

In her book, *Performance Based Certification*, Hale (2000) puts forth a very strong argument for certification. She suggests that:

A well-designed certification program meets the needs of the public, the organization that maintains it, the target audience, and the stakeholders. The public benefits when people perform work in ways that protect consumers, workers, and the environment. The certifying organization benefits when the program fulfills its mandate, whether that be to deliver qualified people, to improve performance, or to satisfy an expectation of customers or the public. The target audience benefits when it has a credential that distinguishes it from others in the workplace. Stakeholders benefit when the credential satisfies their specific needs for prudent operations and competent workers. (p. 11)

Certification of people, processes and institutions has long been an accepted practice in the world of academia, health care, business, and more recently the information technology profession. Organizations like Microsoft promote their various certifications as a means to “excel in your career and provide employers with validation of your skills”. (Microsoft Learning website, 2009) The certifications offered by Cisco, the information technology giant, are

promoted to “enhance core networking knowledge, accelerate your professional development, and help you succeed in your IT career”. (TechSkills Milwaukee website, 2009)

Technical colleges and universities have long offered certificate programs for those who have needed to enhance their resumes and employability skills. The idea behind such certification is that the credential validates the person, process, or organization that has gone through the rigor of the program and passed whatever assessments are required for the certification.

Hale (2000) suggests that organizations offer certifications to:

- Facilitate the development of confident workers
- Enhance their brand image
- Establish standards that can be used by academic institutions and employers
- Enhance the current standards embraced by professions and academic institutions
- Penetrate or secure a position in the market (p. 169)

Certification of School Based Enterprises

Knowing the value that certification brings, National DECA commissioned a steering committee in 1998 to develop guidelines for SBE certification. Nine marketing educators/DECA advisors of successful SBEs along with a representative of Pepsi/Frito Lay and Sissy Long of National DECA met to develop and pilot the program (S. Long, personal communication, July 6, 2009). The DECA School-Based-Enterprise Certification Program was the result of this effort. The program’s stated goal is to “provide recognition for outstanding achievement by school-based-enterprises and to motivate SBEs to strive for excellence and to grow”. The certification program provides SBEs with standards for model school store operation and also provides recognition for school-based-enterprises. (DECA SBE website, 2009)

National DECA offers three levels of certification: bronze, silver, and gold. Even though the assumption would be that most SBEs going through the rigor of the process would seek the highest level of certification (gold), the bronze and silver levels are offered to those SBEs that (for whatever reason) fail to reach the highest level of certification.

National DECA appointed a national SBE board of directors to establish a list of criteria used to develop standards for certification. After examining national standards for career and technical education and best practices in the field, the board agreed on twelve categories of achievement that should be met for initial certification. The twelve categories are:

- 1) Curriculum/Student Achievement
- 2) Accounting Measures
- 3) Space, Facilities and Equipment
- 4) Location and Accessibility
- 5) Performance Measurements
- 6) Endorsement/Support
- 7) Goals
- 8) General Business Practices
- 9) Student Accountability/Involvement
- 10) Merchandising/Promotion/Display
- 11) High Performance Factors
- 12) Marketing Mix (DECA SBE website, 2009)

Gold level certified SBEs may remain certified at that level for a total of five years by completing the requirements for re-certification annually. After five years the enterprise must go through the entire certification process again. In order to apply for re-certification they must document their adherence to standards in the following five areas:

- 1) Goals
- 2) General Business Practices
- 3) Student Accountability/Involvement
- 4) Merchandising/Promotion/Display
- 5) High Performance Factors (DECA SBE website, 2009)

Initial certification requires a portfolio of not more than 80 pages of documentation supporting the SBEs adherence to the standards as listed in the twelve categories. Documentation includes a written description of achievement along with forms, reports, photos, etc. supporting the claims of the SBE. Re-certification includes similar documentation in five of the categories and a portfolio of not more than 40 pages. Chapters applying for certification must submit their portfolios each year by the deadline in January.

Grant money at the state level has been given to local DECA chapters that agree to seek certification for their SBEs. The state of Wisconsin recognizes all chapters that receive this certification by presenting them with a beautiful plaque on stage at the State Career Development Conference. Gold level certified SBEs are recognized with professional awards suitable for display in their businesses and classrooms while at the international DECA Career Development Conference. A list of certified SBEs is published in the International Conference Program and up to three members from each gold certified chapter may be recognized on stage at the international conference.

Summary

This chapter has shown that school-based-enterprises have been around a long time and have been touted for the many benefits that they bring to marketing education programs. It was also demonstrated that many SBEs excel at bringing hands-on learning into a real world setting, others serve primarily as fund raisers and do very little to tie in with the curriculum. In an effort to address this schism, National DECA has developed a certification program used to validate those SBEs that demonstrate best practices in twelve identified areas. To date, only a handful of SBEs have sought and achieved this certification. Research is needed to determine the perceived benefits of school-based-enterprise certification by those marketing educators/DECA advisors who have experienced the rigor and rewards of such certification.

Chapter III: Methodology

Introduction

This chapter will include information about how the sample was selected, a description of the sample, and the instruments used. In addition, data collection and data analysis procedures will be given. The chapter will conclude with the methodological limitations.

Subject selection and description

Since little is known about the perceived value of SBE certification and its impact on those who have achieved it, the author determined to survey marketing educators and DECA advisors in Wisconsin who operate one of these certified enterprises. Wisconsin marketing educators and DECA advisors were selected because of geography and the number of stores in the state that have received the SBE Gold Certification status. Wisconsin certified SBEs account for better than ten percent of all SBEs nationwide who have achieved a level of certification in 2009. Wisconsin has the second highest number of certified SBEs of any state delegation (DECA SBE website, 2009). Another factor taken into consideration was the large number of DECA chapters in Wisconsin that operate SBEs.

It was decided to limit the survey to those advisors in Wisconsin who had achieved a level of certification in the last three years. It was believed that those advisors who had experienced the rigor of going through the certification process would be uniquely qualified to speak to the benefits of such a certification program. While consideration was given to surveying other advisors of SBEs in the state, it was determined that doing so could be compared to asking married people without children to comment on the benefits of parenthood.

The entire population of certified SBEs in 2009 consisted of 147 locations. The sample surveyed (certified SBE advisors in Wisconsin) for this study included 19. (S. Long, personal

communication, March 3, 2009). The sample amounted to 13% of the total population. 11 of 19 respondents accounted for a 58% response rate.

Instrumentation

Questions were developed based on the objectives of the study using UW-Stout's survey tool. The survey was composed of 30 primary questions divided into 4 categories: 1) the first category consisted of 4 questions about the level and length of certification achieved by the SBE. 2) The second category was focused on the perceived value of the certification process and how the profits from the SBE were utilized. It consisted of 13 questions using a Likert scale. 3) Three questions, each with four subcategories, composed the third section which was used to gauge the perceived value of the SBE by various stakeholders. 4) The final ten questions were designed to gather information about the operation of the SBE, including goods and services offered, location, hours of operation, and other characteristics in order to describe some of the quality components that were present throughout the sample.

The survey was developed specifically for this study based on information gathered from a small survey conducted at a succession of professional meetings where marketing educators/DECA advisors using SBEs were present. These meetings included: DECA Chapter Officer Workshop, Fall Leadership Lab at Kalahari Resort, Southeastern DECA Career Development Conference, and Wisconsin DECA State Career Development Conference.

Marketing educators using SBEs were asked to describe what makes a successful SBE, and why they had chosen to seek or not seek certification for their school-based-enterprise.

Data Collection Procedures

Once the survey was developed, a pilot was conducted. The link to the survey, along with a cover letter was sent out to two groups: 1) friends and family members of the researcher who could assess the mechanics of the survey tool and warn of any glitches, etc., 2) experts in the field, including the state DECA advisor, the former state DECA advisor, the national SBE advisor, and the marketing education professors at Wisconsin's two state universities that offer majors in marketing education. Recommendations were received and changes were implemented in order to make the survey accurate and representative of the intent of the researcher.

The survey was conducted on-line over a two-week period in early spring. At the Wisconsin DECA district and state Career Development Conferences, many marketing educators that incorporate an SBE were advised to look for the upcoming survey in their email inboxes. An email stressing the importance of the study and the need for a good response was sent to all those in the sample one week prior to sending out the survey. The survey was left open for a period of two-weeks to enable advisors to respond. A reminder email was sent after one week. This timetable allowed many advisors a week to respond, since the timing of the survey coincided with a portion of some of their spring breaks. All of this was done in an effort to garner a good response since the sample was not that large.

Data Analysis

The data was retrieved from UW-Stout's on-line survey tool (Select Survey ASP Advanced 8.1.6). It was then imported into an Excel spreadsheet where headings and other extraneous information were removed. After editing, the Excel spreadsheet was transferred to the Statistical Program for Social Sciences (SPSS) version 17 for analysis.

Descriptive analysis was conducted. SPSS used frequencies to obtain frequency counts, percentages, means, and standard deviations. While this information was somewhat useful, the simplicity of the on-line survey and having only eleven respondents made the analysis fairly obvious on its own.

Ethics

Since human subjects were used to conduct this study, the researcher took careful methods to assure the project was done appropriately. The ethical standards followed by the researcher follow the example from *Research Ethics: Facing the 21st Century* by Vanderpool (1995). Vanderpool states:

The principles of ethical propriety at the base of most of these guidelines resolve into simple considerations of fairness, honesty, openness of intent, disclosure of methods, the ends for which the research is executed, a respect for the integrity of the individual, the obligation of the researcher to guarantee unequivocally individual privacy, and informed willingness on the part of the subject to participate voluntarily in the research activity. (p. 121)

Reliability and Validity

There should be no reason to question the reliability of the survey since it was conducted in good faith by someone who is knowledgeable in the area and was sent to those who had demonstrated interest and concern in the field by achievement of SBE certification. The survey was piloted and approved by experts in the field. The response rate (58%) also attests to the validity of the information gathered by the survey.

Limitations

Limitations of the study include the small size of the sample (18), and the fact that there were only eleven responses. Another limitation is the fact that only marketing educators in Wisconsin using SBEs were surveyed.

Chapter IV: Results

Introduction






A survey was conducted to gain information from marketing educators/DECA advisors in Wisconsin who had obtained a level of certification for the school-based-enterprises they oversee. The on-line survey included 30 questions in 4 different categories. The purpose of the study was to determine the perceived benefits of school-based-enterprise certification among marketing educators in Wisconsin. This chapter will discuss the results of that survey.

School-Based-Enterprise Status

The first section of the survey included 4 questions regarding the status and size (in annual sales) of the participating SBEs. From these questions, the following information was obtained: The largest percentage (36%) of survey respondents were advisors of newly certified SBEs (4 of 11). Two each responded that they had been certified 2-3 years, 6 years or more, or that they had been previously certified, but not currently certified. One respondent had been certified for 4-5 years.

Table 1

Current SBE Certification Status

Response	Graph	Response Total	Response Percent
Previously certified, but not currently certified		2	18%
Newly certified		4	36%
Re-certified (2-3 years)		2	18%
Re-certified (4-5 years)		1	9%
Certified 6 years or more		2	18%
		Total Respondents	11

Seven (64%) respondents received gold level certification for the current year (2009). One silver and one bronze level certification were reported, along with two advisors who have had previously certified SBEs, but are not currently certified on any level.

Table 2







Current level of certification

Response	Graph	Response Total	Response Percent
Gold		7	64%
Silver		1	9%
Bronze		1	9%
Previously certified (not currently certified)		2	18%
		Total Respondents	11

Question number 3 was a critical research tool because it asked: “Why did you first seek SBE Certification? (Check all that apply.)” Nine of 11 (82%) reported that it was to “bring credibility to their marketing program.” The second most chosen response was “Opportunity for students to attend ICDC” (5 of 11, 45%). Three advisors (27%) indicated it was part of a grant requirement. Two also indicated they were “encouraged by a colleague”. Two others indicated that their stores were “certified before they became advisors”. An “other” box was offered in this category, and two advisors chose to respond as follows: “Tons of educational value to the students writing the document and have the other student managers read the document”, and “Great Experience to look at what we do and how we do it.”

Table 3





Why did you first seek SBE Certification? (Check all that apply)

Response	Graph	Response Total	Response Percent
Part of a grant requirement		3	27%
Opportunity for students to attend ICDC		5	45%
Encouraged by a colleague		2	18%
SBE was certified before you became advisor		2	18%
To bring credibility to your marketing program		9	82%
Other, please specify		2	18%
		Total Respondents	11

Question 4 was used to assess the size of the SBEs represented by the respondents. The majority (6 of 11) of those responding reported annual sales of less than \$25,000. One reported sales of \$25,000 - \$50,000. Two reported sales of greater than \$50,000, but less than \$75,000, while two others reported megastores with annual sales in excess of \$100,000.

Table 4

Total annual gross sales for your SBE

Response	Graph	Response Total	Response Percent
Less than \$25,000		6	55%
Between \$25,000 and \$50,000		1	9%
Between \$50,000 and \$75,000		2	18%
Between \$75,000 and \$100,000		0	0%
More than \$100,000		2	18%
		Total Respondents	11




Value of School-Based-Enterprise Certification

Section two of the on-line survey included 13 questions designed to identify the perceived value of SBE certification as gauged by the respondents. A Likert scale was utilized with four choices for each question: 1) Strongly Agree, 2) Agree, 3) Disagree, 4) Strongly Disagree. The responses to these questions are displayed in the following tables:

Question 5 asked respondents to indicate whether operations within the store improved as a result of adopting SBE certification requirements. Of those responding, 72% agreed or strongly agreed, while 27% disagreed.

Table 5




Meeting SBE certification requirements improved the operation of our store

Response	Graph	Response Total	Response Percent
Strongly Agree		3	27%
Agree		5	45%
Disagree		3	27%
Strongly Disagree		0	0%
		Total Respondents	11

Question 6 was concerned with whether or not respondents felt that becoming certified had helped to validate their marketing program. Of those responding, 73% strongly agreed, while only 9% disagreed.

Table 6



Operating a certified store brings validation to our marketing program.

Response	Graph	Response Total	Response Percent
Strongly Agree		8	73%
Agree		2	18%
Disagree		1	9%
Strongly Disagree		0	0%
		Total Respondents	11

Question 7 asked whether students received valuable hands-on experience when working in a certified SBE. Of those responding, 91% strongly agreed with another 9% also in agreement. No one disagreed.

Table 7




Students receive valuable hands-on experience working in our SBE.

Response	Graph	Response Total	Response Percent
Strongly Agree		10	91%
Agree		1	9%
Disagree		0	0%
Strongly Disagree		0	0%
		Total Respondents	11

Question 8 asked respondents to give their opinion on student managers of a certified SBE using this experience as their co-op. Of those responding, 64% strongly agreed while 18% agreed and 18% disagreed.

Table 8

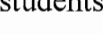
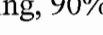

Managing a certified SBE can serve as a student's co-op experience.

Response	Graph	Response Total	Response Percent
Strongly Agree		7	64%
Agree		2	18%
Disagree		2	18%
Strongly Disagree		0	0%
		Total Respondents	11

Question 9 asked respondents whether marketing students held the position of student manager of a certified SBE in high regard. Of those responding, 90% responded in the affirmative with only 1 respondent disagreed.

Table 9




Marketing students hold the SBE manager position in high regard and aspire to this position.

Response	Graph	Response Total	Response Percent
Strongly Agree		5	45%
Agree		5	45%
Disagree		1	9%
Strongly Disagree		0	0%
		Total Respondents	11

Question 10 was concerned with whether certification guidelines were utilized to enhance the course curriculum. Of those responding, 82% agreed or strongly agreed, while 18% disagreed.

Table 10



Marketing teachers utilize SBE documentation criteria to enhance their course curriculum.

Response	Graph	Response Total	Response Percent
Strongly Agree		3	27%
Agree		6	55%
Disagree		2	18%
Strongly Disagree		0	0%
		Total Respondents	11

Question 11 asked whether marketing teachers used the certified SBE as a teaching instrument. Of those responding, 100% agreed or strongly agreed, with 73% in the strongly agreed category.

Table 11




Marketing teachers use the SBE as a hands-on teaching tool.

Response	Graph	Response Total	Response Percent
Strongly Agree		8	73%
Agree		3	27%
Disagree		0	0%
Strongly Disagree		0	0%
		Total Respondents	11

Question 12 was concerned with whether the certification process had helped to integrate the SBE with the class curriculum. Of those responding, 82% agreed or strongly agreed while 18% did not think the process had helped to integrate the SBE with the curriculum.

Table 12




The certification process improved the integration of the SBE into your curriculum.

Response	Graph	Response Total	Response Percent
Strongly Agree		5	45%
Agree		4	36%
Disagree		2	18%
Strongly Disagree		0	0%
		Total Respondents	11

Question 13 asked respondents if the process of becoming certified had added relevance and rigor to the SBE. Of those responding, 45% strongly agreed. 36% agreed. 18% disagreed.

Table 13




The certification process made our SBE more valuable, relevant and rigorous.

Response	Graph	Response Total	Response Percent
Strongly Agree		5	45%
Agree		4	36%
Disagree		2	18%
Strongly Disagree		0	0%
		Total Respondents	11

Question 14 asked respondents to rate whether becoming certified had brought recognition to their DECA program. 82% agreed or strongly agreed that it had while 18% disagreed.

Table 14





Earning SBE certification brought recognition to your DECA program.

Response	Graph	Response Total	Response Percent
Strongly Agree		6	55%
Agree		3	27%
Disagree		2	18%
Strongly Disagree		0	0%
		Total Respondents	11

Question 15 asked if the certification process ensured a quality educational experience. Most agreed (82%), but only 9% strongly agreed, 9% disagreed, and 9% strongly disagreed.

Table 15




The SBE certification process ensures a quality educational experience for students.

Response	Graph	Response Total	Response Percent
Strongly Agree		1	9%
Agree		8	73%
Disagree		1	9%
Strongly Disagree		1	9%
		Total Respondents	11

Question 16 was about future intent. Would respondents encourage their future SBE student managers to seek recertification? Of those responding, 91% said they agreed or strongly agreed that they would. Only one respondent (9%) said they would not seek recertification.

Table 16








I will definitely encourage my SBE managers to apply for recertification next year.

Response	Graph	Response Total	Response Percent
Strongly Agree		8	73%
Agree		2	18%
Disagree		0	0%
Strongly Disagree		1	9%
		Total Respondents	11

Question 17 was the only question in section two that did not utilize the Likert scale. It assessed the value of the SBE in terms of what each chapter did with the profits earned by the business. When the category “all of the above” was added to the others, 100% indicated that profits were used to support the DECA chapter and used to reinvest into the SBE. Of those responding, 91% indicated that profits were also used to offset travel and other costs associated with DECA competition. Another 73% said profits were also used to provide scholarships to marketing students while 64% indicated that profits supported other school organizations.

Table 17

Profits from the SBE are used to: (Check all that apply)

Response	Graph	Response Total	Response Percent
Support the DECA program		5	45%
Offset travel and other costs of DECA competitors		4	36%
Provide college scholarships to marketing students		2	18%
Reinvest in the SBE		5	45%
Support other school organizations		1	9%
All of the above		6	55%
Other, please specify		2	18%
		Total Respondents	11

Responses in the “other” category included:

- 1) “Provide for students who are facing catastrophic events”
- 2) “Provide scholarships, contributions, etc, to ALL students & organizations”

Stakeholder Awareness

Section 3 of the survey dealt with the awareness of various stakeholders toward the SBE certification status, the value placed upon it, and the value of services offered by the SBE.

Survey participants were asked to rate their level of agreement regarding 4 stakeholder groups: students, parents, administration, and other faculty/staff. Results of this section follow:

Question 18 was concerned only with awareness. Did the various stakeholders know about the store’s SBE Certification? Of those responding, 91% agreed or strongly agreed that students were aware while 9% strongly disagreed. Of respondents 63% thought parents were

unaware of the certification status while 27% believed that parents were aware and only 9% agreed that they were strongly aware. Seventy-two percent of respondents felt their administrators were aware or strongly aware of the certification while 27 percent disagreed. Responses indicated that 55% thought that other faculty members were unaware while 45% were aware to some degree.

Table 18

The following groups are aware of the SBE Certification status.

Response	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Total
Students	27% (3)	64% (7)	0% (0)	9% (1)	11
Parents	9% (1)	27% (3)	45% (5)	18% (2)	11
Administration	36% (4)	36% (4)	18% (2)	9% (1)	11
Other faculty/staff	9% (1)	36% (4)	36% (4)	18% (2)	11
Total Respondents					44

Question 19 went beyond awareness to the next level; did stakeholders place a high value on the achieved SBE certification? Of those responding, 73% agreed or strongly agreed that students valued the certification status with the remaining 27% in disagreement. Responses indicated that 55% agreed that parents understood the value of the certification while 45% disagreed. Administrators were believed to place a high value on the SBE certification (73% agreed or strongly agreed). However, 27% disagreed with the statement that administrators valued the certification status.

Table 19

The following groups attach a high degree of value to the SBE Certification status.

Response	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Total
Students	27% (3)	45% (5)	18% (2)	9% (1)	11
Parents	18% (2)	36% (4)	36% (4)	9% (1)	11
Administration	9% (1)	64% (7)	18% (2)	9% (1)	11
Other faculty/staff	0% (0)	36% (4)	55% (6)	9% (1)	11
Total Respondents					44

Question 20 asked whether the same groups placed a high value on the services offered by the SBE. All 100% of the respondents agreed that students value the services of the SBE. Of the respondents, 82% believed that parents valued the services, while 91% believed that administration and other faculty valued the services of the SBE.

Table 20

The following groups value the services offered by the SBE.

Response	Strongly Agree	Agree	Disagree	Strongly Disagree	Response Total
Students	82% (9)	18% (2)	0% (0)	0% (0)	11
Parents	45% (5)	36% (4)	18% (2)	0% (0)	11
Administration	36% (4)	55% (6)	9% (1)	0% (0)	11
Other faculty/staff	18% (2)	73% (8)	9% (1)	0% (0)	11
Total Respondents					44

SBE Practices

The fourth and final section of the survey dealt with the SBE practices of the respondents. Question 21 asked respondents which utilities were offered to the customers of their SBEs. Of those responding, 100% indicated that they accepted checks, 64% utilized gift cards, 36%

allowed for on-line purchases, 18% accepted credit and debit cards, and 18% had a read only web-site.

Table 21

Our SBE offers utility to customers in the following ways. (Check all that apply)

Response	Graph	Response Total	Response Percent
Accept personal checks		11	100%
Accept credit/debit cards		2	18%
Issue and accept gift cards		7	64%
Read only web site		2	18%
Purchase on-line web site		4	36%
		Total Respondents	11

Question 22 focused on spirit wear and apparel. Of those responding, 18% indicated that they sold little or no apparel, 45% indicated apparel sales accounted for less than 25% of their sales. Another 36% acknowledged that apparel accounted for 25 – 50% of their sales. No one reported that spirit wear and apparel accounted for over 50% of the SBEs annual sales.

Table 22

What percentage of annual sales is from spirit wear/apparel?










Response	Graph	Response Total	Response Percent
None, or very little		2	18%
Some, but less than 25%		5	45%
Between 25% and 50%		4	36%
More than 50%		0	0%
		Total Respondents	11

Question 23 dealt with the assortment and types of snack foods that were offered by the SBE. All 100% responded that they offered healthy choice options and gum. The next highest

response was chips which garnered 82%. Of those responding, 73% acknowledged the sale of packaged pastries or muffins, 55 % said that they sold candy, 45% offered fresh pastries or bagels, 36% sold popcorn, while 27% offer fresh baked cookies. One store reported selling ice cream and sub-sandwiches while another reported selling pre-packaged, microwaveable items.

Table 23

Snack items sold in SBE (Check all that apply)

Response	Graph	Response Total	Response Percent
Healthy choice options		11	100%
Chips		9	82%
Candy		6	55%
Gum		11	100%
Packaged pastries/muffins		8	73%
Fresh pastries/bagels		5	45%
Fresh baked cookies		3	27%
Popcorn		4	36%
Hot Pretzels		0	0%
No food items are sold		0	0%
Other, please specify		3	27%
		Total Respondents	11

Question 24 asked respondents what beverages were sold in their stores. Of those responding, 91% acknowledged selling water and juices, 82% said they sold slushies, 73% offered sports drinks. Hot chocolate and/or cappuccino came in at 64%, with 55% of respondents sold soda, and only 9% sold energy drinks. One respondent offered soda to teachers at a remote location.

Table 24








Beverage lines sold in SBE (Check all that apply)

Response	Graph	Response Total	Response Percent
Soda	██████████	6	55%
Water	██████████	10	91%
Juices	██████████	10	91%
Sports drinks	██████████	8	73%
Energy drinks	███	1	9%
Hot chocolate/ cappuccino	██████████	7	64%
Slushies	██████████	9	82%
None beverages are sold		0	0%
Other, please specify	███	1	9%
		Total Respondents	11

Question 25 was designed to discover what school supplies were offered at the SBEs. Of those responding, 55% acknowledged selling standard school supplies such as paper/pens/notebooks/folders/etc. Batteries and USB storage devices accounted for 45%, while 27% offered classroom specific supplies such as lab notebooks/safety glasses. One store sold book covers. However, 27% of those surveyed did not sell any school supplies at all.

Table 25

School supplies sold in SBE (Check all that apply)

Response	Graph	Response Total	Response Percent
Paper/pens/notebooks/folders/etc.		6	55%
Book covers		1	9%
USB storage devices		5	45%
Batteries		5	45%
Dictionaries/thesaurus		0	0%
Class specific workbook/lab notebook		2	18%
None of the above		3	27%
Other, please specify		1	9%
		Total Respondents	11

Question 26 was open-ended and dealt with additional products/product lines offered in the SBEs. While some responses were duplicates of those in previous questions, some were not, including: balloons, specialty packages for holidays/events, graduation picture frames, apparel for other clubs/organizations, full-service coffee shop with delivery service, as well as health and beauty supplies.

Table 26

What additional products are offered in your SBE?

#	Response
1.	Clothing, hats, flip flops, note cards, coffee shop, etc.
2.	balloons, valentine's day packages, sweetest day packages, sports packages, winter wonderland packages, final exam care packages, lunch deliver program
3.	clothes, graduation picture frames. I have also started to make purchases for club shirts. I mark up very little but now have three clubs purchasing from me. As this grows, I hope to increase profit.
4.	Coffee delivery during 1st hour by the marketing students and special education students. Gourmet espresso machine, serving lattes and mochas.
5.	health & beauty

Question 27 was a simple yes/no question that asked if the SBE sold food or beverage during the school lunch period. Of those responding, 55% said that they did not sell food or beverage while the other 45% said that they did sell food and beverages during the school lunch period.

Table 27

Does your SBE sell food/beverages during school lunch periods?

Response	Graph	Response Total	Response Percent
Yes	██████████	5	45%
No	██████████	6	55%
		Total Respondents	11

Question 28 was a follow up to the previous question asking why those SBEs that did not sell food or beverage during school lunch periods did not do so. Of those responding, 80% said it was a matter of school policy, 20% said the location was inconvenient. One respondent stated that selling food or beverage during lunch was a violation of DPI policy.

Table 28







If answer to 27 above was no, why not?

Response	Graph	Response Total	Response Percent
Location is inconvenient	██████████	1	20%
School policy	██████████	4	80%
Food/beverages are not in our product mix		0	0%
Other, please specify	██████████	1	20%
		Total Respondents	5
		(skipped this question)	6

Question 29 was concerned with the location of the SBEs. Of those responding, 82% indicated that the store was in a high traffic area and/or adjacent to the cafeteria/commons area. Another 55% said that their location was near a major school entrance, while 18% were located adjacent to a study hall or were part of the classroom itself. One respondent bemoaned the fact that their store was near the “OLD” entrance to the building and received little traffic.

Table 29








Location of your SBE (Check all that apply)

Response	Graph	Response Total	Response Percent
High traffic area		9	82%
Near cafeteria/ commons area		9	82%
Adjacent to study halls		2	18%
Near major school entrance		6	55%
Part of classroom		2	18%
Other, please specify		1	9%
		Total Respondents	11

Question 30 asked respondents to share the times that their SBEs were open for business. Of those responding, 90% were open after school, 80% before school, 70% during parent conferences, 60% during the regular school day, 60% during lunch periods, and 30% during sporting events. One school reported that the SBE was open during “snack break” and also over the holidays.

Table 30

Typical hours of operation. (Check all that apply)

Response	Graph	Response Total	Response Percent
Before school day starts		8	80%
During regular class periods/study halls		6	60%
During lunch periods		6	60%
After school day ends		9	90%
Sporting events		3	30%
Parent conferences		7	70%
Other, please specify		1	10%
		Total Respondents	10
		(skipped this question)	1

Summary

This chapter has described the responses to the survey on perceived benefits of school-based-enterprises by marketing educators in Wisconsin. These responses were broken down by the four sections of the survey: 1) Current SBE status, 2) Value of SBE certification, 3) Stakeholder awareness, and 4) SBE practices. Chapter five explores the responses in more depth, and provides summary conclusions, and recommendations.

Chapter V: Discussion

Introduction

This study began with a discussion about the need to determine the benefits of DECA's SBE Gold Certification to school-based-enterprises. Research objectives were developed to:

- 1) Assess the perception of SBE certified marketing educators regarding the validity of the DECA SBE Certification process.
- 2) Assess the perceived value of such certification by the various internal and external stakeholders, including: administration, other faculty, students, parents, and the community.
- 3) Identify quality components and characteristics of DECA SBE Gold Certified businesses.

A survey was conducted to gain information from marketing educators/DECA marketing educators in Wisconsin who had obtained a level of certification for the school-based-enterprises that they advised. The results of that survey were reported in the previous chapter.

This chapter will discuss the limitations of this study, the findings in relation to the research objectives, research conclusions, and recommendations.

Limitations

1. The study is limited to DECA chapters in Wisconsin that have reported their SBE status to the state DECA advisors.
2. The population for the study is small due to the small number of SBEs to date who have achieved certification status.

Major Findings

The first objective dealt with the perception of SBE certified marketing educators regarding the validity of the DECA SBE Certification process. This was addressed in sections 1 and 2 of the on-line survey. It was reported in question 3 that 82% of respondents had sought SBE certification in order to “bring credibility to their marketing program”. In question 6, of those responding 91% agreed that certification had indeed brought validation to their marketing programs while 73% of these respondents strongly agreed with this assessment.

Marketing educators/DECA advisors of certified SBEs reported in question 10 that the SBE documentation process had enhanced their course curriculum (55% agree, 27% strongly agree). 82 % of respondents reported in question 13 that the certification process had made their SBEs more valuable, relevant, and rigorous.

Eighty-two percent of respondents also agreed in question 15 that the SBE certification process helped ensure a quality educational experience for students. In question 16 responses indicated that 73% strongly agreed and 18% agreed that they would definitely seek recertification next year.

The second objective dealt with the perceived value of the SBE certification as viewed by various internal and external stakeholders. This was addressed in the third section of the survey. Question 18 revealed that marketing educators who operated certified SBEs agree or strongly agree that students and administrators are aware of the SBEs certification status. The majority of marketing educators surveyed also agreed that parents and other faculty were mostly unaware of the stores successful in achievement of certification status.

Of the four above-mentioned stakeholders, the majority of respondents believed that only the students and administration understood the value of SBE certification (question 19). Only 36% agreed that other faculty/staff perceived the value of SBE certification.

The services offered by the SBE were appreciated by all stakeholders as reported in question 20. Only 18% disagreed that parents valued these services, while just 9% disagreed that administration and other faculty valued the services of the SBE.

The third and final objective of the research was to identify quality components and characteristics of DECA SBE Gold Certified businesses. Section four of the survey dealt with this element. Some of the common characteristics and practices gleaned from the responses to these questions follow:

- All respondents willingly accepted checks
- Sixty-four percent of respondents offered gift cards
- All respondents offered food/snack items
- All respondents offered healthy choice options
- Most respondents offered spirit wear/apparel
- Chips, gum, and packaged pastries were popular items
- Most popular beverages were waters, juices, and fruit slushies
- Hot chocolate and cappuccino were also popular
- Ninety percent of respondents said students held the position of SBE manager in high regard and aspired to become one.
- The majority of respondents refrained from selling food/beverages during lunch periods

- High traffic areas near a cafeteria or commons area were the most common locations
- Most popular open times were before and after school along with parent conferences
- SBE profits supported the DECA program, offset travel expenses for attending competitions, and were reinvested in the business

Conclusions

It has already been suggested by review of previous research that:

A well-designed certification program meets the needs of the public, the organization that maintains it, the target audience, and the stakeholders... The certifying organization benefits when the program fulfills its mandate, whether that be to deliver qualified people, to improve performance, or to satisfy an expectation of customers or the public. The target audience benefits when it has a credential that distinguishes it from others in the workplace. Stakeholders benefit when the credential satisfies their specific needs for prudent operations and competent workers. (Hale, 2000, p. 11)

One can reasonably conclude that the SBE Certification program offered through National DECA has met these criteria. The overwhelming majority of marketing educators/DECA advisors operating certified SBEs in Wisconsin report that obtaining this credential has validated their marketing program. The credential has also made it more valuable, relevant, and rigorous. All respondents said that their SBE had become a valuable hands-on teaching tool enhanced by the rigor and relevance of the SBE certification process. All of those responding said they would definitely seek recertification.

A conclusion about the second research objective regarding the perceived value of SBE certification by internal and external stakeholders has contrasting results. It is clear that respondents believed that 2 stakeholders (students and administrators) were on board with the value and benefits of certification, while 2 others (parents and other faculty/staff) were for the most part, unaware of the certification or its value. Regardless of their knowledge about SBE certification or its value, most stakeholders do value the services offered by the SBE.

In reference to the third research objective of identifying quality components and characteristics of DECA SBE Gold Certified businesses, several conclusions can be drawn. The first is that even while DPI nutrition standards have been ramped up and mandated in many areas, SBEs continue to find and offer nutritional snack and beverage items. These included a variety of healthy snack items, waters, juices, and fruit slushies. In addition to more healthy options, some SBEs continued to offer candy, chips, gum, pastries, and soda. Hot chocolate and cappuccino were also popular items.

SBEs were able to operate, and in some cases thrive, even though they were not open or did not sell food and beverages during school lunch periods. Most favorable times of operation included directly before and after school as well as at parent conferences.

A little more than half of SBEs surveyed offered any kind of school supplies. A few carried some class specific items such as workbooks, lab manuals, safety goggles, etc.

As in real estate, location was a very important consideration for an SBE. Eighty-two percent of marketing educators/DECA advisors surveyed reported that their stores were located in high traffic areas near the school cafeteria or commons area.

A final consideration for SBEs is disbursement of the profits earned from the business. All survey participants reported that profits were used to support the DECA program and

reinvested in the business. All but one respondent also said that profits were used to offset travel expenses and other costs of DECA competitions.

Recommendations

The first recommendation based on these conclusions would be to all of those marketing educators operating SBEs who have not yet experienced the rigor and rewards of seeking certification: In the words of a famous shoe company, “Just Do It”. The value and benefits of the certification far outweigh any inconvenience of conformity to the standards.

The second recommendation would be directed at the National DECA SBE Board and State DECA advisors: Get the word out! SBEs are a valuable part of a comprehensive marketing education program. It impacts lives! Possibly a marketing campaign would be appropriate? Marketing educators get involved in marketing? Imagine that!

The third recommendation is directed to marketing educators of certified SBEs. This is a great thing, but many stakeholders are still unaware of it. More effort at gaining publicity for the SBE and its certification status are in order. Parents and other faculty/staff remain unaware of this great accomplishment. Maybe this could be converted into a project where students design a public relations campaign to get these stakeholders on board.

The final recommendation would be directed toward marketing educators everywhere. Continue to identify and share those quality components and best practices of school-based-enterprises. Marketing education has always been a leader in hands-on, applied learning. Continue to stay in the forefront by utilizing School-Based-Enterprises.

While this research was concerned with the DECA SBE certification process, it should be noted that many secondary and post secondary institutions operate SBEs outside the realm of

DECA. Future research could be conducted to determine what efforts have been made to validate such SBEs.

Yet another topic of future research might be on the perceptions held by SBE advisors/marketing educators who have yet to pursue certification. Research could seek to determine what the obstacles are, and why SBE advisors/marketing educators have not sought to have their SBEs validated by certification.

References

- Berns, R. (1996). *DECA: A continuing tradition of excellence*. Reston, VA: Distributive Education Clubs of America, Inc.
- Burbach, M. (1987). *A guide to curriculum planning in marketing education*. Madison, WI: Wisconsin Department of Public Instruction.
- Chapter management system*. (1995). DECA Images. Pages VII – 1 to VII – 3.
- DECA SBE website*. (2009). Retrieved April 12, 2009, from <http://www.schoolbasedenterprises.org>
- Hale, J. (2000). *Performance-based certification: how to design a valid, defensible, cost-effective program*, San Francisco, CA: John Wiley & Sons, Inc.
- McNally, K., & Harvey, M. (2001). Career and technical student organizations: A perfect path to self-determination and successful transition. *Preventing School Failure*, 45 (3), 114.
- Microsoft Learning website*. (2009). Retrieved June 26, 2009, from <http://www.microsoft.com/learning/en/us/certification/cert-benefits.aspx>
- National DECA website*. (2007). Retrieved April 10, 2009, from: <http://www.deca.org>
- TechSkills Milwaukee website*. (2009), Retrieved June 26, 2009, from <http://www.techskills.edu/welcome/milwaukee-cisco-certification-programs>
- Stasz, C. (1997) *Learning how to learn at work: Lessons from three high-school programs*. Berkley, CA: National Center for Research in Vocational Education.
- Stern, D., Stone III, J., Hopkins, C., McMillion, M., Crain, R. (1994). *School based enterprise*, San Francisco, CA: Jossey-Bass Inc.
- The National Center for Career and Technical Education website*. (2009). Retrieved April 23, 2009, from <http://www.nccte.com>

Vanderpool, H. (1995). *Research ethics: Facing the 21st century*. Frederick, MD: University Publishing Group.

Appendix A: The Survey

Perceived Benefits of SBE Certification edit

School-Based-Enterprise Status

This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.

1. Current SBE Certification status

- Previously certified, but not currently certified
 - Newly certified
 - Re-certified (2-3 years)
 - Re-certified (4-5 years)
 - Certified 6 years or more
-

2. Current level of certification*

- Gold
 - Silver
 - Bronze
 - Previously certified (not currently certified)
-

3. Why did you first seek SBE Certification? (Check all that apply)

- Part of a grant requirement
 - Opportunity for students to attend ICDC
 - Encouraged by a colleague
 - SBE was certified before you became advisor
 - To bring credibility to your marketing program
 - Other, please specify
-

4. Total annual gross sales for your SBE

- Less than \$25,000
- Between \$25,000 and \$50,000
- Between \$50,000 and \$75,000
- Between \$75,000 and \$100,000
- More than \$100,000

Value of SBE Certification

5. Meeting SBE certification requirements improved the operation of our store.

- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
-

6. Operating a certified store brings validation to our marketing program.

- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
-

7. Students receive valuable hands-on experience working in our SBE.

- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
-

8. Managing a certified SBE can serve as a student's co-op experience.

- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
-

9. Marketing students hold the SBE manager position in high regard and aspire to this position.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

10. Marketing teachers utilize SBE documentation criteria to enhance their course curriculum.

- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
-

11. Marketing teachers use the SBE as a hands-on teaching tool.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

12. The certification process improved the integration of the SBE into your curriculum

- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
-

13. The certification process made our SBE more valuable, relevant and rigorous.

- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
-

14. Earning SBE certification brought recognition to your DECA program.

- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
-

15. The SBE certification process ensures a quality educational experience for students.

- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
-

16. I will definitely encourage my SBE managers to apply for recertification next year.

- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
-

17. Profits from the SBE are used to: (Check all that apply)

- Support the DECA program
- Offset travel and other costs of DECA competitors
- Provide college scholarships to marketing students
- Reinvest in the SBE
- Support other school organizations
- All of the above
- Other, please specify

Stakeholder Awareness

18. The following groups are aware of the SBE Certification status.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Students				
Parents				
Administration				
Other faculty/staff				

19. The following groups attach a high degree of value to the SBE Certification status.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Students				
Parents				
Administration				
Other faculty/staff				

20. The following groups value the services offered by the SBE.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Students				
Parents				
Administration				
Other faculty/staff				

Tell us about your SBE

21. Our SBE offers utility to customers in the following ways. (Check all that apply)

- Accept personal checks
- Accept credit/debit cards
- Issue and accept gift cards
- Read only web site
- Purchase on-line web site

22. What percentage of annual sales is from spirit wear/apparel?

- None, or very little
- Some, but less than 25%
- Between 25% and 50%
- More than 50%

23. Snack items sold in SBE (Check all that apply)

- Healthy choice options
 - Chips
 - Candy
 - Gum
 - Packaged pastries/muffins
 - Fresh pastries/bagels
 - Fresh baked cookies
 - Popcorn
 - Hot Pretzels
 - No food items are sold
 - Other, please specify
-

24. Beverage lines sold in SBE (Check all that apply)

- Soda
 - Water
 - Juices
 - Sports drinks
 - Energy drinks
 - Hot chocolate/cappuccino
 - Slushies
 - None beverages are sold
 - Other, please specify
-

25. School supplies sold in SBE (Check all that apply)

- Paper/pens/notebooks/folders/etc.
 - Book covers
 - USB storage devices
 - Batteries
 - Dictionaries/thesauras
 - Class specific workbooks/lab notebooks
 - None of the above
 - Other, please specify
-

26. What other products/product lines do you carry in your store?

27. Does your SBE sell food/beverages during school lunch periods?

- Yes
- No

28. If answer to 23 above was no, why not?

Location is inconvenient

School policy

Food/beverages are not in our product mix

Other, please specify

29. Location of your SBE (Check all that apply)

High traffic area

Near cafeteria/commons area

Adjacent to study halls

Near major school entrance

Part of classroom

Other, please specify

30. Typical hours of operation. (Check all that apply)

Before school day starts

During regular class periods/study halls

During lunch periods

After school day ends

Sporting events

Parent conferences

Other, please specify

Appendix B: National DECA SBE Standards

1. CURRICULUM/STUDENT ACHIEVEMENT

Bronze Level Standard - Utilizes curriculum that includes National Marketing Education Standards and specialized retail competencies

Silver Level Standard - Provides realistic and practical learning experiences through applications in SBE (*plus standard for bronze*)

Gold Level - Utilizes community resources to compliment the curriculum and SBE (*plus standards for bronze and silver*)

2. ACCOUNTING MEASURES

Bronze, Silver & Gold Levels - Develop viable accounting system to obtain a financial overview of store. Documentation must include:

- Balance sheet
- Income statement/profit-loss statement
- Inventory (perpetual/physical)
- Z tapes/journal tapes
- Daily/shift reports
- Deposits

3. SPACE, FACILITIES & EQUIPMENT

Bronze Level - Adheres to local & state requirements for store operation, such as health codes, fire codes and sales license

Silver Level - Utilizes space to maximize sales and facilitate store operations (*plus standard for bronze*)

Gold Level - Incorporates current technology and equipment (e.g. Security system, POS systems) (*plus standards for bronze and silver*)

4. LOCATION & ACCESSIBILITY

Bronze Level - Must achieve at least 2 of the following standards

Silver Level - Must achieve at least 4 of the following standards

Gold Level - Must achieve at least 5 of the following standards

Describe how your SBE operates/handles the following:

- High traffic area
- Accessible to Marketing Education classroom
- High visibility
- Hours of operation conducive to student schedule
- Easily accessible for shipping/receiving and vendors
- Meets Americans with Disabilities (ADA) requirements

5. PERFORMANCE MEASUREMENTS

Bronze Level - Demonstrates a positive cash flow

Silver Level - Understands the relationship between pricing strategies, sales & profits (*plus standard for bronze*)

Gold Level - Demonstrates that SBE earnings are favorable in relation to:

- Square footage,
- Student population,
- Hours of operation,
- Number of product lines offered, and
- Location

(plus standards for bronze and silver)

6. ENDORSEMENT/SUPPORT

Bronze Level - Must have at least 1 example/letter of endorsement from 3 of the groups listed below

Silver Level - Must have at least 1 example/letter of endorsement from each of 4 groups listed below

Gold Level - Must have at least 6 examples/letters of endorsement, which includes at least 1 from each groups listed below

Your documentation should first show a list of who the letters are from, their title and the category.

Letters (signed) must show evidence of how the following groups support the program, the school store and its benefits:

District - Board of Education, superintendent, State Dept. of Education

School - Principal, department chair, faculty/staff (other than DECA advisor)

Community - Community leaders, parents, advisory committee, former student

Business - Vendors, local merchants

7. GOALS

Bronze Level - Must achieve at least 2 of the following standards

Silver Level - Must achieve at least 4 of the following standards

Gold Level - Must achieve at least 5 of the following standards

State your SBEs specific, obtainable goals (stated first) followed by your plans for obtaining these goals for the following topics:

- Inventory turnover
- Sales/profit
- Full revenue versus discounts
- Ability to manage multiple product lines
- Proper product mix
- Marketing plan
- Healthy alternatives

(Documentation must include specific, obtainable goals for each topic selected)

8. GENERAL BUSINESS PRACTICES

Bronze Level - Must achieve at least 3 of the following standards

Silver Level - Must achieve at least 4 of the following standards

Gold Level - Must achieve all 5 of the following standards

Applies general business practices to the SBE operation regarding:

- Store training
- Safety practices
- Security procedures
- Customer service
- Social and civic responsibility

9. STUDENT ACCOUNTABILITY/INVOLVEMENT

Bronze Level - Must achieve both of the following standards:

Documents student work in SBE (e.g. hours, activities, jobs held)

Utilizes student employee evaluation process

Silver Level - Practices job rotation (*plus standard for bronze*)

Gold Level - Must achieve both of the following standards: (*plus standards for bronze and silver*)

- Provides (peer to peer) student mentors
- Utilizes organizational chart and job descriptions

10. MERCHANDISING/PROMOTION/DISPLAY

Bronze Level - Utilizes a variety of promotional activities to appeal to target markets

Silver Level - Utilizes creative displays to attract buyers (*plus standard for bronze*)

Gold Level - Demonstrates that merchandising/promotional activities:

- Impact sales and
- Build store image

(*plus standards for bronze and silver*)

11. HIGH PERFORMANCE FACTORS

Bronze Level - Must achieve at least 1 of the following standards

Silver Level - Must achieve at least 2 of the following standards

Gold Level - Must achieve at least 4 of the following standards

- Demonstrates a creative approach to marketing functions (distribution, financing, marketing information management, pricing, product/service management, promotion, and selling)
- Utilizes marketing research for business decisions
- Identifies ways the SBE competes with price and nonprice factors
- Defines how marketing activities support mission statement & operating standards
- Utilizes creative approach to healthy alternatives regulations

12. MARKETING MIX

Bronze, Silver & Gold Levels - Decisions are made about SBE marketing mix:

- Product
- Price
- Place
- Promotion