ANALYSIS OF PERFORMANCE INSTRUCTION DELIVERY METHODS ON STUDENT ACHIEVEMENT IN PRINCIPLES OF MARKETING

by

Bruce Edward Brown

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APPROVED:

Dr. Daniel E. Vogler, Chair

Dr. James L. Hoerner

Dr. Javaid Kaiser

Dr. Samuel D. Morgan

Dr. Jerald F. Robinson

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(ABSTRACT)

This study investigated the use of alternative performance instruction delivery methods on student achievement in a Principles of Marketing course taught at New River Community College during the 1993 fall semester. The study sought to determine if alternative delivery methods of performance instruction would influence students' achievement in the course.

The design of the study was quasi-experimental. Two treatment groups were engaged by this study. One group received performance instruction using group-directed lecture methods. The other group received performance instruction using distance-learning methods.

The planning and evaluation of course content goals were held constant utilizing an expert system, artificial intelligence (AI) application software suite developed by Instructional Performance Systems, Inc. Delivery of course content goals was controlled, in that, the same instructor taught both sections of the course. Student achievement in the course was measured with teacher developed criterion-referenced mid-term and final examinations.

The study tested the null hypothesis that performance instruction delivery methods have no significant effect on student achievement at the 0.05 level. The study was enhanced by the collection and analysis of qualitative student data. A Student Profile Data Survey was developed and piloted. The student data provided the basis to profile the student groups and accent study habits.

Descriptive statistics and unpaired t-tests were used to analyze student achievement on the mid-term and final examinations. The analysis found no significant difference in student achievement resulting from performance instruction delivery methods. Descriptive statistics and unpaired t-tests were also used to profile student groups and accent study habits.

It was concluded, if course syllabi and evaluation are held constant; and delivery is controlled, one can reasonably expect achievement will be the same for group-directed and distance learners.

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TABLE OF CONTENTS

ABSTRACT ii

ACKNOWLEDGEMENTS iv

TABLE OF CONTENTS vii

LIST OF TABLES xii

CHAPTER 1: INTRODUCTION 1

PROBLEM STATEMENT 2

PURPOSE STATEMENT 4

RESEARCH QUESTIONS 4

CONCEPTUAL FRAMEWORK 5

Curriculum-Pedagogy-Assessment Model 5

Instructional Delivery Methods 7

Student Study Behaviors 8

ASSUMPTIONS 9

DELIMITATIONS 9

LIMITATIONS 10

DEFINITIONS 11

SIGNIFICANCE OF THE STUDY 14

ORGANIZATION OF THE STUDY 15

CHAPTER 2: REVIEW OF THE LITERATURE 16

PRINCIPLES OF PERFORMANCE INSTRUCTION 16

Establishing Credit Parameters 18
Developing Content Goals 18
Sorting Content Goals 19
Writing Performance Objectives 21
Formatting the Course Syllabus 22
Determine Prerequisites 23
Create Interest Approach 24
Identify Learning Experiences 24
Develop Post-Test Instruments 25
Devising the Evaluation System 26
Writing Meaningful Test Items 28
Creating the Exam 29
Summary of Performance Instruction 29
INSTRUCTIONAL DELIVERY METHODS 30
Instructional Delivery Philosophies 32
Instructional Delivery Methods 42
Summary of Instructional Delivery Methods 46
STUDENT STUDY CHARACTERISTICS 47
Amount of Time Spent on Study 48
Measurement Techniques to Determine Student Achievement 52
Student Study Characteristics 55
Student Characteristics 60

SUMMARY OF SUMMARIES 62
CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY 64
DESIGN OF THE STUDY 64
VARIABLES 65
POPULATION AND SAMPLE 65
TREATMENT AND TREATMENT PROCEDURES 67
INSTRUMENTATION 68
DATA COLLECTION PROCEDURES 69
METHOD OF ANALYSIS 70
SUMMARY 71
CHAPTER 4: FINDINGS 72
DEMOGRAPHIC PROFILE AND ANALYSIS 72
Summary of Enrollment Activity 73
Demographic Profile of Student Groups 75
Overview of Demographic Profile Data 76
ACHIEVEMENT 79
Mid-Term Examination 80
Final Examination 81
Aggregated Mid-Term and Final Examination Scores 84
Summary of Achievement 84
VALIDITY 84
RELIABILITY ESTIMATES 86

Protocol Used to Determine Reliability Estimates 86
Cronbach's Coefficient Alpha 87
Student Follow-up 88
Summary of Validity and Reliability 89
PROFILE OF STUDY BEHAVIORS 89
Overview of the Study Behaviors Profile 90
SUMMARY OF SUMMARIES 95
CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS 96
STUDENT PROFILE DATA 96
Findings to Conclusions 96
ACHIEVEMENT 97
Findings to Conclusions 97
INSTRUMENT VALIDITY AND RELIABILITY 98
Findings to Conclusions 98
STUDENT STUDY BEHAVIORS 99
RECOMMENDATIONS 100
RESEARCHER'S COMMENTARY 103
REFERENCES 106
APPENDICES
A - COURSE PLAN/SYLLABUS (GROUP-DIRECTED) 113
B - COURSE PLAN/SYLLABUS (DISTANCE-LEARNING) 126
C - LESSON PLANS (GROUP-DIRECTED) 150

D - MODULES (DISTANCE-LEARNING) 169

F - LETTERS OF INSTITUTIONAL SUPPORT 187

G - STUDENT PROFILE DATA SURVEY 192

H - MID-TERM AND FINAL EXAMINATIONS 219

VITA 241

LIST OF TABLES

Table		*Page*
1	Comparison of Mean Scores on Mid-Term, Final and Aggregated Exams	83
2	Mid-Term and Final Examination Reliability Estimates Based on Cronbach's Coefficient Alpha	88

CHAPTER 1

INTRODUCTION

Imagine for a moment that you are an academic dean at a small, rural community college. Two recent events threaten to undermine the instructional integrity and institutional reputation of your college. The local employment commission, who administers the funding for over five hundred students enrolled at your institution through the Trade Readjustment Act (TRA), has called into question the instructional accountability of a Principles of Marketing course. Specifically, they have asked the institution to document the academic content of the course. They are not satisfied with the course plan you have provided. The syllabus does not indicate the content goals for the instructional time associated with the course. Further, the syllabus does not provide sufficient detail relative to those activities required outside of the classroom instruction. If you are unable to provide the details explaining what TRA funds are buying for each three credit-hour course funded by the TRA program, it is likely that the funding for these students will not be continued in subsequent semesters.

The second event involves the same Principles of Marketing course but deals with delivery methodology. A senior institution, who has accepted your graduates as part of an articulation agreement, has informed your admissions office they will no longer accept for transfer the marketing course offered through the Independent and Distance Learning Program at your college. It appears several faculty at the senior institution have called into question the academic rigor and content associated with this type of instructional approach. Their concerns have contributed to the decision to deny transfer of academic credit for the

Principles of Marketing course administered through the Independent and Distance Learning Program.

As we enter the last decade prior to the 21st century, the question of instructional accountability and institutional effectiveness requires a paradigm shift in education. As we engage efficiency strategies to make our programs more accessible to nontraditional students, there will be questions about academic quality, content, and rigor. This study addressed the efficacy of the performance instructional delivery method on student achievement to determine if group-directed versus distance learning performance instruction influences student outcomes in a Principles of Marketing course in a community college.

PROBLEM STATEMENT

The State Council of Higher Education for Virginia (SCHEV, 1992) projects college enrollments will increase by more than sixty-five thousand students in the next five years. This mirrors national projections, as the baby boomlet generation comes of college age. These enrollment increases come at a time when the dominant paradigm for higher education appears to be one of doing more while operating with fewer resources. Meeting these projected increases in enrollment with reduced resources will require educators to pursue alternative instructional methods. Technology used in the development, delivery, and evaluation of educational programs, offers great opportunities for maintaining access while creating economies of scale. Already, the use of compressed video, fiber optics, satellite up-links, and computer-assisted instruction are creating economies while increasing access. In many areas of the country, delivery of educational programs through technological innovations is being used to address issues of educational disparity. Current fiscal realities

are forcing educational leaders to look for new ways to meet the learning needs of an increasingly diverse society. The educational establishment finds itself in an environment where traditional methods of hiring more teachers and building more schools to meet the educational needs of society are no longer feasible. As educators turn to technology to deliver programs, one challenge that must be faced is maintaining academic integrity as alternative instructional delivery approaches are integrated into group-directed lecture delivery methods.

Another paradigm shift confronting the educational community is the increasing call for instructional accountability, institutional efficiencies, and academic effectiveness. The current political and economic climate has legislative bodies, accrediting agencies, and the taxpaying public questioning and challenging the status quo in higher education. The educational community is being forced to examine the very institution, and how it conducts business. Academic leaders are being challenged to prove their value and justify the budgetary resources they receive. Legislative mandates requiring institutional assessment initiatives require critical analysis of educational outcomes and processes. The problems educators face in confronting the realities associated with diminished resources, coupled with increasing demands for accountability, create the need for and foundation of this study. With reduced resources and increasing enrollments, addressing accountability demands from accrediting and legislative bodies requires designing strategies which offer tangible solutions in an environment of change. It is these two paradigm shifts this study is designed to address.

The procedural problem addressed by this study was to analyze the effect of performance instruction delivery methods on student achievement in a Principles of Marketing course. This study was enhanced by the collection and analysis of qualitative student data. The student data provided the basis to profile the student groups and to accent study habits.

PURPOSE STATEMENT

The general purpose of this study was to determine the efficacy of using alternative performance instruction delivery methods. The following ancillary purposes were addressed:

1. to synthesize the extant literature associated with (a) performance instruction delivered through group-directed and distance learning methods; (b) student study skills, habits, and behaviors; and (c) academic achievement influenced by delivery methods;
2. to generate performance instruction materials which align planning, delivery, and evaluation of the Principles of Marketing course taught at New River Community College; and
3. to collect and analyze qualitative student data which profiles student groups and accents study habits for each delivery method engaged by this study.

RESEARCH QUESTIONS

The following research questions were addressed in this study.

1. What are the literature-based findings pertaining to (a) principles of performance instruction; (b) group-directed and distance learning performance instruction delivery methods; and (c) student study behaviors?

2. Is there a difference in student achievement resulting from performance instruction delivery methods when assisted by Instructional Performance System Inc.'s software package in a principles of marketing class?

3. Are there differences in demographic characteristics and study behaviors of those subjects engaged by this study?

CONCEPTUAL FRAMEWORK

This study has three primary anchors to ground it: (a) Vogler's (1991) Curriculum-Pedagogy-Assessment (CPA) model; (b) Weston and Cranton's (1986) strategies for selecting methods of instructional delivery; and (c) Mueller and Gibson's (1983) student study behaviors inventory.

Curriculum-Pedagogy-Assessment Model

The conceptual framework of this study was grounded in Performance Instruction as manifest in the Vogler Curriculum-Pedagogy-Assessment (CPA) model (Vogler, 1991). Performance instruction is designed to link the planning, delivering, and evaluating functions of instruction. Based upon competency-based education, the desired outcome of performance instruction is efficient and effective instruction and learning. Performance instruction can be developed manually or with the aid of three artificial intelligence (AI) applications software packages that form an integrated or independent software suite.

This study used the *PEAKSolution* software suite in the course design, delivery, and evaluation. The expert system embedded in the software creates alignment and integration among the planned, the delivered, and the evaluated course content. The Vogler Curriculum-

Pedagogy-Assessment (CPA) model is the foundation of the expert system for the three independent and integrated software packages used in this study.

The *PEAKS CourseBuilding* component of the software suite requires the instructor to identify course contents goals and thus decide in advance the materials to be covered. The expert system requires the instructor to consider domain/level decisions to clarify the content intent. The domain and level sort is categorized by three domains: cognitive, psychomotor, and affective; and by three levels, from simple to complex, within each domain.

The cognitive domain is knowledge-based and requires three practical, instructional-level decisions based on whether the content goal is associated with fact, understanding, or application. The psychomotor domain is based on skill attainment requiring instructional levels including imitation, practice, and habit. The affective domain is based upon behavioral aspects. The three levels in this domain are awareness, distinction, and integration. . . These decisions provide for instructional accountability by assisting the instructional planner in identifying those outcomes the student should possess. The expert system requires the instructional planner to address what the content is doing in the course, how the content got into the course, why the content is in the course, and when the content should be introduced into the course. The system aggregates these decisions and uses them as prompts in the delivery and evaluation phases of performance instruction.

These decisions drive the development of lesson plans/modules which determine how the course content will be taught and when it will be taught. The *PEAKS LessonBuilding* component of the software suite is designed so that credit parameters associated with the course encumber accepted accounting of instructional minutes for both in-class and outside-

class learning activities. The expert system embedded in *LessonBuilding* prompts the instructional planner to chose an appropriate learning theory and to consider assignments which facilitate learning and acquisition of the knowledge, skills, and abilities associated with the identified course content goal.

The *PEAKS ExamBuilding* component of the software suite integrates course content goals and instructional delivery methods and activities defined in the lesson plans/modules. It urges the instructional planner to measure entry, progress, and exit achievement of students. The expert system assists in improving testing and evaluation by classifying test types, critiquing test items, assessing the test instrument, and translating test results into grades all through an artificial intelligence approach to course design and implementation. Outcomes generated using the system include the course syllabus, lesson plans/modules and tests. Documents generated for this study are included in Appendix A, B, C, D, and E.

Instructional Delivery Methods

A second grounding for this study involved strategies for selecting instructional delivery methods. Weston and Cranton (1986) present a survey of instructional strategies for higher education which include (a) instructor-centered methods; (b) interactive methods; (c) individualized learning methods; and (d) experiential learning methods. This study involves the use of instructor-centered interactive delivery strategies and individualized learning methods.

Weston and Cranton (1986) also researched the issues one must consider when selecting appropriate instructional delivery methods. They identify three components of materials used to deliver instruction and they present criteria to consider when selecting

instructional delivery methods. Their work provides a starting point for the literature review in the area of instructional delivery methods.

Learner-controlled, individualized self-paced, and distance-learning instructional strategies are increasingly being pursued to maintain access and efficiency. Distance learning, as defined by Garrison and Shale (1989) and Holmberg (1987), is experiencing dramatic growth as an instructional alternative for an increasingly diverse and mobile student population. Distance learning takes on many forms and is not a new concept in the instructional delivery methodology arena. Correspondence courses have been around for centuries. Audio-visual instructional programs have been the preferred method by millions to learn a foreign language or to engage a particular behavior modification program. New technology relative to videotape telecourses are becoming increasingly popular. Aerobic exercises classes make great use of Jane Fonda and/or Richard Simmons videotapes. Fiber optic and digitized communication hold great promise to make education more accessible.

Student Study Behaviors

A third grounding of this study involves the effect student study habits, skills, and behaviors have on student achievement. The collection and analysis of qualitative student data were used to profile student groups and accent study strategies. Randomization of the treatment groups in this study was not possible. Due to this limitation in the study design it was decided to develop a survey to profile demographic characteristics of the subjects in the study and their study habits. This was done to enhance the analysis of student achievement.

ASSUMPTIONS

This section enumerates four assumptions germane to this study. The assumptions listed were necessary to establish a prudent starting point for the study.

1. This study assumed that the Vogler Curriculum-Pedagogy-Assessment Model embedded in the software and expert system was predicated on sound foundations of instructional design.
2. This study assumed that the researcher, as a senior member of the Marketing Department faculty at New River Community College, possessed the subject matter expertise to make sound performance instruction design and implementation decisions as to course content, delivery, and evaluation.
3. This study assumed that the faculty member assigned to teach the Principles of Marketing course possessed the subject matter expertise and instructional skills necessary to deliver performance instruction. The instructor was not the researcher.
4. This study assumed that a teacher-developed, criterion-referenced mid-term and final examination were appropriate measures of student achievement.

DELIMITATIONS

The following delimitations were made to narrow the study.

1. This study was delimited to a Principles of Marketing course taught at New River Community College.
2. This study was delimited to those students who, through natural selection, voluntarily enrolled in the Principles of Marketing course taught at New River Community College during the 1993 fall semester.

3. This study was delimited to the group-directed and distance-learning methods used to deliver instruction in the Principles of Marketing course engaged by the study.

LIMITATIONS

The study had identifiable limitations. The inherent limitations and the actions taken by the researcher to minimize the effects of same are enumerated below.

1. This study had a natural inherent limitation in that the subjects were not randomly selected nor were they randomly assigned to treatment groups. The Principles of Marketing course was purposely chosen for this study, as it is delivered using both group-directed and distance-learning delivery methods. Treatment groups could therefore be created from those students who enrolled in this course. Students enrolled in the course did so voluntarily, resulting in a nonprobability, convenience sample. Thus, a quasi-experimental study evolved.
2. There was nothing that could be done to correct the limitation associated with the randomization of the treatment groups. However, data were collected and analyzed in terms of the differences that existed between those two treatment groups. This information is presented in Chapter 4.
3. At the outset of this study, it was determined that the grader of the mid-term and final exams could influence and could exhibit bias in grading practices. To overcome this limitation, the exams were turned in to a third party who removed the cover page and left only the social security number for identification. The papers were then graded by the researcher.

4. The use of teacher-developed, criterion-referenced tests as a measure of student performance in the class was a limitation in this study. The mid-term and final exams represented only twenty-five percent of the students' total aggregated grade which created a limitation for this study. To minimize these limiting factors, both treatment groups received the same mid-term and final examinations used to measure achievement.

5. Drop-out and withdrawal rates are high in community college distance learning and group-directed lecture courses. Hence, mortality was a threat in this study. Thus, all students who dropped or quit were contacted to determine the reason for their withdrawal. These reasons are presented in Chapter 4, under demographic characteristics of the subjects in the study.

6. This study was limited by the quasi-experimental design employed. Quasi-experimental design approximates the conditions of a true experiment in a setting which does not allow for the control and/or manipulation of all relevant variables. Therefore generalizations as to other courses, regions, and/or marketing students must be cautiously pursued.

DEFINITIONS

The following definitions were employed to provide clarity of meaning for the key terms used in this study.

Content Goal Statements - simple and effective means to communicate curricular intent and to specify curricular content (Vogler, 1991).

Distance-Learning Delivery Method- operationalized definition for this study to describe the independent variable as a treatment to assess student achievement. This method involves the use of modules produced using the *LessonBuilding* software suite. Instruction in this delivery method involves individualized study in the completion of the course content goals and performance expectations. This method uses modules, marketing program videos, telecourse study guides, and textbook readings to facilitate learning. The instructor's role is one of facilitator, planner, resource person, and coordinator.

Evaluation - a process by which something unknown is compared to something known and may be either formal or informal. Evaluation has evolved from an informal toward a formal approach, from a subjective toward an objective basis, and from a norm-referenced toward a criterion-referenced scheme (Vogler, 1991).

Group-directed Delivery Method - operationalized definition for this study to describe the independent variable as a treatment to assess student achievement. This method involves the use of lesson plans produced using the *LessonBuilding* software suite. Instruction in this delivery method involves conventional classroom presentation and lecture with the instructor responsible for conveying information to a group of students.

Learning - in the context of performance instruction, is the acquiring or using knowledge, skills, or affect (Vogler, 1991).

Lesson Plan - an instructional delivery tool that coordinates the instructional topic with the content goal. It considers necessary prerequisites and interest approach techniques to performance objectives and learning experiences. It is used in the delivery of group-directed lecture methods of instruction.

Module - an instructional delivery tool that coordinates the instructional topic with the content goal. This tool helps the instructor to develop strategies to deliver learning experiences consistent with performance objectives considering necessary prerequisites and interest approaches. It is generally associated with individualized instruction and distance learning.

***PEAKSolution* Software Suite** - an expert-system, artificial -intelligence approach to course design and implementation. Consists of *CourseBuilding*, *LessonBuilding*, and *ExamBuilding* software applications published by Instructional Performance Systems, Incorporated. The packages form a software suite which empowers the instructor to adopt a systems approach to instructing and learning by capitalizing on computer technology to guide and monitor users while building a powerful, aggregated knowledge base (Vogler, 1993).

Performance Instruction - the planning, delivering, and evaluating of learning and teaching (Vogler and Pointer, 1993). The desired outcome for performance instruction is effective instruction and learning.

Performance Objective - a type of course objective that contains outcome statements, measurable standards, and a condition statement (Vogler, 1991).

Reliability - whether an instrument consistently measures what it is designed to measure. It is the ratio of the true-score variance to observed-score variance.

Testing - part of a larger measurement activity designed to determine the quantity, quality, efficiency, or durability of something (Vogler, 1991).

Validity - the extent to which the results of an evaluation procedure serve the particular uses for which they are intended.

Vogler CPA Model - (Curriculum Pedagogy Assessment) a method of "performance instruction" that results in a communicative, content driven course. It utilizes *PEAKSolution* software (Vogler, 1991).

SIGNIFICANCE OF THE STUDY

Current political, economic, and demographic trends are creating fiscal realities which require the educational community to reevaluate its mission, societal role and value. Accreditation agencies, legislative bodies, and the taxpaying public are forcing educators to seek institutional efficiencies and instructional accountability as they try to meet the educational needs of an increasingly diverse population. Technology offers great promise to address disparity issues and realize economies of scale without jeopardizing integrity.

Specific studies which examine the efficacy of performance instruction delivered via group-directed and distance-learning approaches are scant at best. While there have been numerous studies to analyze the effectiveness of one alternative delivery approach as opposed to another, no study was identified that controlled for continuity among the planning, delivery and evaluation functions associated with instruction.

In a computer-assisted review of the literature, no studies could be found which compared performance instruction delivered via group-directed lecture methods of instruction and distance-learning methods. No studies could be found in community colleges which examined delivery methodology and student achievement in a Principles of Marketing course utilizing group-directed lecture and distance-learning methods.

A computer-assisted review of the literature found no studies which controlled delivery through the use of the same instructor or used blind evaluations of student

achievement. No studies could be found which engaged an expert system in an artificial intelligence approach to course design and implementation. It would appear from the literature, as educators turn to technology to deliver instruction, there exists a need to study the efficacy of alternative instructional approaches.

ORGANIZATION OF THE STUDY

This study is organized into five chapters. Chapter 1 includes the introduction, problem statement, study purpose, research questions, conceptual framework, assumptions, delimitations, limitations, definitions, and the significance of the study. Chapter 2 presents a thorough review of the literature related instructional delivery methodology, and student achievement. The theoretical of performance instruction are detailed in this chapter. Chapter 3 describes the research design for this study, including a discussion of the population and sample, the instruments, research procedures, and statistical analysis. The results and analysis of the data generated from this study are detailed in Chapter 4. Factors presented in the review of the literature and research questions are supported with the findings of this study. Chapter 5 interprets the findings of this study. The analysis, conclusions, and implications of this study are discussed in this section.

CHAPTER 2

REVIEW OF THE LITERATURE

This study was designed to determine the efficacy of performance instruction delivery methods on student achievement in a Principles of Marketing course. This literature review was structured to address the primary anchors for the study. Accordingly, this chapter is organized to examine the following constructs: (a) principles of performance instruction; (b) instructional delivery methods; and (c) student study characteristics. The review of the literature provided the foundation for further inquiry and justified the need for the study to go forward.

PRINCIPLES OF PERFORMANCE INSTRUCTION

The conceptual model upon which this study was built is Vogler's (1991) performance instruction. Performance instruction is the planning, delivering, and evaluating of learning and teaching. It is based on the Vogler Curriculum-Pedagogy-Assessment (CPA) model (Vogler, 1991). Performance instruction can be created manually or with the aid of an artificial intelligence application software suite. The model works without the software; however, the artificial intelligence embedded in the software guides, monitors and aggregates user decisions to increase effectiveness and the efficiency of the instructional message. The software suite was used to generate all instructional materials upon which this study was predicated. The expert system is embedded in *CourseBuilding, LessonBuilding*, and *ExamBuilding* artificial intelligence applications software. This section of the literature review explains the components and features of the expert system in the curriculum model.

Refer to Appendices A, B, C, D, and E for examples of all instructional materials developed for use in this study.

The expert system tutors the curriculum developer in correct course design, development of lesson plans/modules, and creation of criterion-referenced test items. The expert system facilitates alignment among what is planned, what is delivered, and what is evaluated. The expert system provides for instructional accountability as the software guides and monitors the user while it aggregates key decisions. The expert system is both dynamic and passive: dynamic by providing the infrastructure for the development of the syllabus, lesson plans/modules, and exams; passive in that it provides a prescriptive manuscript which is accessible by the user. The flexibility of the software is enhanced by empowering the user to override default-based decisions.

Performance instruction *planning* requires a course syllabus made up of content goals and performance objectives based upon the knowledge, skills, and affect a learner needs to acquire. The output from the *PEAKS CourseBuilding* component of the software suite is a syllabus with five functional components: (a) establishing credit parameters; (b) developing content goals; (c) sorting content goals; (d) writing performance objectives; and (e) formatting the course syllabus. Each of these components is addressed below. The basis for all information provided in this section is the *CourseBuilding* software (Vogler, 1993) and *CourseBuilding* software manual (Herrmann, Pointer, and Vogler, 1993).

Establishing Credit Parameters

The *PEAKS CourseBuilding* software is designed with defaults which equate content, time and credit. The software is based on accepted units of credit recognized by accrediting agencies. Thus, a three semester hour course has three hours of in-class time and six hours of out-of-class learning time per week. The user designates the number of weeks in the term, the number of lecture hours per week, lab hours per week, and clinical hours per week.

The user develops a content goal for each hour of in-class lecture/presentation student learning time. This target completes the equation and produces a unique outcome content goal for each class session during the academic term. The credit parameters equation embedded in the expert system empowers the instructor to account for all learning activities planned for the academic term.

Developing Content Goals

Content goals, in the vocabulary of performance instruction, are the communication vehicles which specify the outcomes expected of the student. The expert system controls the syntax to maximize clarity and provide a basis for aggregating information. The final format for a content goal is a sentence in which the subject is followed by a future tense action verb, zero to four adjectives, and a direct object. An example content goal is as follows: The student will identify marketing mix elements.

This example from the Principles of Marketing course includes the future tense action verb, will identify. The verb is linked to a direct object and may be modified by up to four

adjectives. The choices made as to the verb, direct object, and adjectives used to plan course materials set the stage for delivery and evaluation decisions.

A logic train is established which requires the curriculum planner to consider course content, delivery, and evaluation decisions during the initial stages of course development. In so doing, the instruction is made more efficient and effective for both the student and the instructor. The logic train sequence in the software asks guiding questions: What will the student do? The answer is the student will identify. What will the student identify? The student will identify elements. What kind of elements? The student will identify marketing mix elements. Thus the content develops with a present tense action verb, a direct object, and an adjective. The logic train is prescriptive and encourages the performance instruction curriculum planner to draw on the expert system to develop the course plan. The resulting files are valuable tools for content analysis and alignment with delivery and evaluation functions of instruction.

Sorting Content Goals

The content sort is based on four central questions course planners should consider: What is the content doing in this course? How did the content get into this course? Why is the content included in this course? When should this content be introduced in the course?

These four questions are dealt with in the software through domain/level, frequency/difficulty, purpose and chronology sorts. These decisions are made in the planning stage of course construction and form a macrobase of decisions related to course content. The expert system aggregates these decisions for later use in the delivery and evaluation stages of performance instruction.

The curriculum planner identifies the domain as cognitive, psychomotor, or affective. Next, the planner specifies the level of content. Each domain has three levels from simple to more complex. Higher level materials encumber more instructional time. Domain and level are linked to the verb within the content goal. Consequently, the different domain-based content should be planned, taught, and evaluated consistent with their attributes.

The curriculum planner considers the decisions regarding the content level of frequency and difficulty. These decisions form a matrix which can be used, in the abstract, to decide whether the content should remain in or be removed from the course. The logic train involved with this sort is a key element for logic checks across other sorts.

The curriculum planner classifies the purpose of the content as either foundation, crucial, remedial, or enrichment. These sorts are meaningful, in that they require further consideration as to why this content is in the course. In course design, foundation and crucial categories should make up about 80 percent of the content. Crucial is a subset of foundation and the student must demonstrate mastery in these content goal areas to pass the course. Remedial and enrichment categories should each be limited to less than ten percent of the course content.

The purpose sort is valuable in maintaining institutional and instructional integrity. It provides accountability and communicates the expectancy levels associated with the course. As always, the expert system defaults can be over-ridden by the curriculum planner. However, the logic train included in the software's expert system is connected so over-rides in one area may adversely influence later decisions.

The chronology sort is used to make prerequisite and preference decisions. The procedure causes the curriculum planner to determine whether specified content must come before or after other content. If there is no prerequisite quality to the content, then the content is simply a preference. The result is a mapping of course content. User applied numeric and alpha codes permit the computer to order the content per the curriculum planner's determined prerequisites and preferences. A horizontally configured course produces more flexibility than a vertically oriented course.

Writing Performance Objectives

A performance objective is developed from the software's expert system as a culmination of earlier decisions in course design. The performance objective is a communication device. The performance objective details the quantity/quality/efficiency/ durability standards, and specifies the conditions under which evaluation will take place.

The content goal represents one-third of the performance objective. The action verb and direct object are manipulated in the software to frame the standard portion of the objective. The quantitative phrase is generated from the direct object in the content goal by transforming the verb to past tense. The qualitative phrase is created by transforming the action verb to a noun and requesting the user to specify the tangible basis for comparison of performance.

The following performance objective was created by the software's expert system through manipulation on the content goal syntax and defaulted templates.

The student will be allowed references. The student will identify marketing mix elements. Performance will be satisfactory if elements are identified and the identifications are consistent with the text.

Edit access within the software allows the user to embellish the performance objective. Thus, the structure remains consistent while flexibility is permitted. This enables the expert system to guide the curriculum planner while providing autonomy for the instructor.

Single or multiple content goals may be used to formulate a performance objective. The multiple option may be used when content pieces are put together to form a larger aggregated outcome. In this study six to seven content goals were aggregated.

Formatting the Course Syllabus

The syllabus is assembled as the final step in course building. The software is defaulted to have the curriculum planner make decisions from work already completed. The header is assembled from earlier input; the course description will need to be replicated from the college catalog. The course focus is created by the instructor. The course content goals are already completed. Student contributions are defined from previously inputted decisions relating to credit decisions. Text and references are identified by the instructor based on software template defaults. The course evaluation is point-based and linked to the content goals. The course schedule will automatically indicate the contact hours expected each week. The performance objectives will be assembled under a separate addendum from work previously established in the course design.

Even though the developmental order is different from the final output, the software will format the entire syllabus as it should be presented to the student. The override option

empowers the curriculum planner to easily tailor the syllabus to meet individual and specific needs through defaulted editing functions. Appendix A and B contain course syllabi used in this study.

Performance instruction *delivery* requires interaction between the learner and the instructor so that the learner acquires or uses knowledge, skills, and affect specified in the course syllabus. The output from the *LessonBuilding* software component is a lesson plan used for group-directed delivery or a module used for individualized, distance-learning delivery. The *PEAKS LessonBuilding* Lesson Plan/Module has four functional components: (a) determine prerequisites; (b) create interest approach; (c) identify learning experiences; and (d) develop post-test instruments. Each of these components is addressed below. The basis for all information provided in this section is the *LessonBuilding* software (Vogler, 1993) and *LessonBuilding* software manual (Herrman, Pointer, & Vogler, 1993).

Determine Prerequisites

The desired outcome of performance instruction is effective and efficient teaching and learning. Learning, in the context of performance instruction, is acquiring or using knowledge, skills, or affect. Sound instructional practice should define the prerequisite knowledge, skills, and affect one should possess to learn new content and the instructional tasks which lay ahead. The software requires the curriculum developer to consider and identify those knowledge, skills, and affect one must master to benefit and succeed in subsequent learning activities. The computer assists in determining those prerequisites for the lesson plan or module by locating any *content goal* which falls before the current *content*

goal in the chronological sort performed in the *CourseBuilding* program. The instructor can select the *content goals* which he/she feels are prerequisites for the instruction.

The software is crafted to identify prerequisite and starting point pre-tests. A prerequisite pre-test is required to determine whether or not the prerequisites for the *content goal* have been satisfied. A starting point pre-test is given to determine how much is already known about the *content goal.* The software helps the curriculum developer plan these tests by providing templates for the type of desired pre-test. Options include combinations of oral, written, formal, and informal tests.

Create Interest Approach

The software's expert system requires the curriculum developer to consider instructional strategies which are stimulating and maintain the interests of students. The software helps the instructor to determine how to capture the learner's interest in the topic. The interest approach prompts the lesson planner to think about *why it is important to identify marketing mix elements*. If the instructor is able to motivate students at the beginning of instruction, he/she will be more successful in maintaining their involvement throughout the instruction.

Identify Learning Experiences

Structure is central to the concept of motivation. Motivation expands rapidly and products are retained longer when what is learned possesses meaning and organization (Vogler, 1991). The interest approach provides the meaning to motivate learning. Identification of and operationalizing learning experiences provides the organization and

structure to motivate learning. The software helps the lesson planner develop and structure various learning experiences to include in the lesson and/or module.

The software prompts the lesson planner to write subgoals and perform a domain and level sort for the subgoals. The software also urges the lesson planner to select a learning theory for each subgoal, select delivery methods and practices for each subgoal, and determine assignments for each subgoal associated with the learning activity. Learning theory options defaulted into the software include association, task development, goal seeking, stimulus-response-reinforcement, or problem solving. Delivery methods defaulted into the software include lecture/presentation, demonstration, discussion, or proficiency exercise.

The learning experience represents the substance of instruction. Indeed, the bulk of instructional and learning time is encompassed in learning experiences. It is through learning experiences that learners accomplish the performance objectives required by the course. The software requires the planner to consider the time necessary to complete the learning experience. The time decision should conform to learner concentration spans. The documentation required of the lesson planner by the software creates the opportunity for the instructor to designate an exemption test for the student. The exemption test helps the student test out of the associated content goal.

Develop Post-Test Instruments

The expert system guides the instructor in this phase of lesson planning to develop strategies to test whether the learner has acquired the knowledge, skills, and affect desired. See Appendix C and D contain examples of the lesson plans and modules developed for use

in this study. Because a module is developed for individualized, self-paced instruction, there is no need to determine instructor practices or select a delivery method. Therefore, these learning experience strategies are not included in the modules.

Performance instruction *evaluation* supports learners by ensuring that they have acquired or can use the intended knowledge, skills, and affect before exiting a course. The output from the *ExamBuilding* software component is a test. The *PEAKS ExamBuilding* software has three functional components: (a) devising the evaluation system; (b) writing and critiquing meaningful test items; and (c) creating an exam from a test item pool tied to the performance objective developed in the planning stage. The basis for all information provided in this section is the *ExamBuilding* software (Vogler, 1993) and *ExamBuilding* software manual (Herrman, Pointer, & Vogler, 1993).

Devising the Evaluation System

Performance instruction requires that learners be evaluated to insure they have acquired or can use designated knowledge, skills, and affect before they can exit the course or program. Performance objectives are inextricably connected with performance instruction and thereby create a criterion-referenced approach to evaluation. This approach is in marked contrast to traditional instruction that uses norm referencing.

Determining the extent of proficiency is accomplished by testing. The conceptual decisions made and applied in order that testing might occur establish the context for evaluation. The evaluation system is designed through a process that sets parameters within which testing will be conducted. The evaluation system for performance instruction may take different directions with the specific direction for a particular program dependent upon such

conditions as the instructor's desires, students' needs, and instructional content. The expert system embedded in the *ExamBuilding* software prescribes certain testing parameters: (a) identifying instructor and student evaluation concerns; (b) specifying the purpose of the evaluation; (c) conceptualizing evaluation; and (d) making meaningful evaluation decisions.

Student concerns are often related to that part of the evaluation process which occurs after the exam has been created. Performance instruction advises before the test whether it will count toward a grade or be used for diagnostic purposes. The content covered in performance instruction is communicated and sequenced in advance through those planning decisions made in *CourseBuilding*. Domain and level sorts also indicate, through the *LessonBuilding* stage of performance instruction, what the test will be like. Planning, as an essential element of the entire software suite, has resulted in many of those instructor and student concerns being identified and addressed in the course syllabus and lesson plan/module.

Specifying the purpose of evaluation is another consideration addressed by the expert system inherent throughout the software suite. Performance instruction permits performance testing and then compares the performance to the performance objective standards included in the course syllabus. These comparisons are then translated into a grade. The purpose of evaluation in performance instruction is also used to diagnose knowledge, skills, and affect to make learning more efficient and effective. It stimulates and reinforces learning which assists in the program's success. Most evaluations of student performance are also useful in determining instructional effectiveness for assessment and accreditation purposes. The software facilitates these purposes of evaluation.

The software is crafted to prompt the curriculum planner to consider self-pacing through open-entry and open-exit mastery learning using formal and informal testing systems. Evaluation will be meaningful if the results are used. The planning and delivery decisions, which are at the heart of performance instruction, help ensure meaningful evaluation.

In the final analysis, the evaluation system should be devised after considering the concerns, purposes, concepts, and meaningfulness of evaluation. There is flexibility for a creative performance evaluation system determined by the evaluation. The artificial intelligence applications software assists in making those decisions.

Writing Meaningful Test Items

Creating exams is one of the primary functions of *ExamBuilding*. With this program an instructor can create eight different exam item types: (a) true/false; (b) matching; (c) multiple choice; (d) completion; (e) short answer; (f) essay; (g) skill test; or (h) affective. Each of these types is best suited for a particular content goal based on the taxonomy associated with the verb used in the content goal. *ExamBuilding* software will recommend the type(s) best suited to the content goal selected.

When creating test items, the expert system is crafted so that testing techniques and strategies are embedded in the software. For example, the reading level is defaulted into the expert system. If the test item created exceeds the reading level default, the expert system will ask if the instructor wishes to exceed the reading level on this item. In true/false questions, double negatives or using words like "always" and "never" are discouraged by the expert system.

The system has overrides that the instructor may use, but to do so risks eroding the alignment of planning and delivery decisions considered by the evaluation system. The instructor can also set the options for the values associated with each test item. The expert system is designed to randomize the test items when created and again when the exam is constructed.

Creating the Exam

Once the test item pool has been established for the content goals, the instructor can create an exam. The expert system is designed so that items can be randomly selected or chosen by the instructor. In any event, the instructor determines what quantity of test item types to include on the exam. Point totals for each item type are programmed into the software and can be modified. The software selects the test items and then recommends instructions for each section of the exam and the overall instructions, time limits, and whether references are allowed when taking the exam. Examples of *ExamBuilding* tests, generated from a 1,000-item test pool created by the researcher are included in Appendix E.

Summary of Performance Instruction

Planning is the key to efficiency. Planning can save the curriculum planner time and therefore facilitate effectiveness in the administration and delivery of instruction. The planning system based on the Vogler CPA model and embedded in the software's expert system is designed to produce efficient and effective performance instruction. The system is content-driven and the instructor makes the decisions as to the content to be delivered and evaluated.

The performance syllabus concisely communicates the course to prospective students, enrolled students, faculty colleagues, administrators, counselors, and taxpayers. The performance syllabus also lays the foundation for efficient and effective delivery and evaluation of course content.

The performance lesson plan/module concisely communicates the learning activities and assignments associated with the delivery of the course content. The lesson plan/module creates a roadmap for success in performance instruction.

The performance exam ties it all together, so that what was planned was delivered and what was delivered was evaluated. The performance exam, tied to content goals and delivery, creates an instructional environment which facilitates efficient and effective learning.

INSTRUCTIONAL DELIVERY METHODS

The literature review for teaching methods was framed by a computer-assisted search using the descriptors of performance-based education, conventional instruction, learner-controlled instruction, programmed instruction, self-paced instruction, distance education, student achievement, and community colleges. The review of the extant literature revealed many similar terms and common parameters associated with instructional delivery methods. Upon a deeper review of the literature, certain unique aspects and themes of these associated terms and parameters were manifest.

One unique aspect of the similar terms and common parameters associated with teaching methods revealed a philosophical perspective to instructional delivery methods. Some of the philosophical foundations associated with instructional delivery methods include

competency-based education, outcomes-based education, performance-based education, and criterion-referenced education. Much of the research on delivery methods suggested considering philosophical foundations when designing delivery methods. Studies by Hobart and Harris (1982); Clements (1982); Cohen and Brawer (1982); Harris (1982); Newcomb (1983); Scovic (1983); Hughes and Douzenis (1985); Terry (1986); Purcel (1987); Kern (1990); Brethower and Smalley (1992); Kern (1992); O'Neil (1993); and Evans and King (1993) examined philosophical foundations of delivery methods and their influence on student achievement.

Another unique aspect of the similar terms and common parameters associated with teaching methods included instructional delivery approaches. Instructional delivery methods include conventional instruction, nontraditional instruction, self-paced instruction, group-directed lecture, independent study, individualized instruction, computer-assisted learning, programmed instruction, learner-controlled instruction, and distance-learning. Studies by Weston and Cranton (1986); Beare (1989); Ritchie and Newby (1989); Kennedy (1990); Dille and Mezack (1991); and Martin and Rainey (1993) examined various instructional delivery methods and their impact on student achievement.

Other unique aspects relating to teaching methods, revealed by the computer-assisted literature search, focused on actual instructional technologies and appropriate learning theories used to deliver instruction. Instructional delivery technologies include techniques such as interactive video, slide presentations, chalk talks, filmstrips, audiotape recordings, and role-play case study. Learning theories to consider include association, task development, goal seeking, stimulus-response-reinforcement, and problem solving. The

expert system artificial intelligence approach followed in the design and implementation of all instructional materials used in this study prompts the curriculum planner to use these instructional technologies and learning theories found in this area of the literature review. The expert system in the *LessonBuilding* component of the software suite prompts the curriculum planner to select learning theories and instructional technologies which best facilitate the teaching and learning process. The expert system also suggests the most appropriate learning theory and instructional technology to use, consistent with the domain/level sort associated with the content goal delivered by the lesson plan/module.

While there are four unique areas associated with teaching methods, this section of the literature review concentrates on the two areas germane to this study. These include instructional delivery philosophies and methods. These two areas were pursued because, while studies indicate no difference in achievement due to delivery methods, no research could be found which supports, under the kinds of controls and in the community college setting engaged by this study, this to be the case. Accordingly, this section of the literature review is organized to address these areas. In keeping with the extant perspective, the documents were delimited to recent and relevant citations.

Instructional Delivery Philosophies

Most of the research on instructional philosophies, whether it was referred to as competency-based education, outcome-based education, or performance instruction, focused on teacher preparation models characterized by individual learning programs where the teacher demonstrates role-derived competencies in actual teaching situations (Hobart & Harris, 1982). Research by Hobart and Harris (1982) found that the American literature on

performance-based teacher education had grown dramatically in the 1970s. This literature ranged from cost-effectiveness analyses to studies of student teacher attitudes, from philosophical debate to experimental evaluation, and from papers encouraging the adoption of performance-based education to prophecies of doom. The controversies surrounding outcome-based education were evident in the literature as early as the late 1960s, according to Hobart and Harris (1982), as they found the topic surrounded by controversy among staff, administrators, and students. It was this controversy which led them to conduct their study.

Hobart and Harris (1982) evaluated performance education in five key areas: (a) effectiveness of performance education; (b) reactions of participants to performance education; (c) institutional considerations in the operation of performance education; (d) suitability of materials used in the delivery of performance education; and (e) reactions of teachers as to their role as resource persons. The findings from their study led to three particular conclusions at three different levels. These levels included the performance education itself, the components of the system, namely the teacher, the supporting resources, and the actual operation of the system.

The results suggested that performance education programs were felt to be effective. Detailed analysis led the authors to place a caveat on any generalized recommendation for adoption of performance education. Their research found certain conditions needed to exist before an effective performance education program can exist. These included adequate resources, training, and orientation. They also found that careful introduction strategies and follow-up was necessary if performance education is to be successful within an institution context.

Hobart and Harris (1982) found that while much had been written about performance education, it dealt primarily with curriculum development, the controversy surrounding the use of performance education, and implementation strategies. They pointed out little research was being done to determine the effect performance education has on student achievement. Most of the research being done focused on secondary schools.

Newcomb (1983), in a debate on the use of performance-based education by agriculture teachers, argued that performance-based education falls short of its promise and contains certain fundamental flaws. The major flaw is that it fails to adequately represent or capture the true essence of all that teaching entails. Newcomb (1983) argued that performance-based education dwells on too many minuscule performances, such as focusing an overhead projector and presenting information using a chalkboard, while failing to accommodate meaningful performances relating to student discipline, using learning principles in teaching, or properly integrating Future Farmers of America into the instructional program.

Newcomb (1983) echoed Moss' (1983) claim that performance education is behavioristic and, therefore, concentrates on the behavioristic stimulus/reinforcement model rather than the more appropriate cognitive development model. Newcomb also argued performance-based education has not established itself on a firm research base. While research was used in performance education to identify competencies and field test modules, performance-based education was not grounded in a sound theoretical framework related to teacher effectiveness nor improved learning. This lack of framework prohibited performance education from becoming a mainstream delivery philosophy.

Other research of the period by Clements (1982) and Harris (1982) looked only at philosophical constructs associated with performance education. Clements (1982) suggested an analogy between performance education and social alchemy, using critical words in social alchemy such as input, output, process, systems design, operational definition, behavioral terms, feedback, and terminal objectives to describe performance education. Clement's study asked three questions: (a) what image of human beings does performance education project; (b) what image of professionals does performance-based education project; and (c) what image of knowledge does performance-based education project?

Clements (1982) argued that the very constructs of social alchemy associated with inputs, outputs, and systems processes created a politics associated with performance-based and competency-based education that eroded its effective implementation. She further argued that performance-based social alchemy did not have an adequate conceptual account of school realities, since schooling was a moral and political encounter among human beings. Clements viewed performance-based education, "...rather than a benign scientific approach to education, as a highly political approach based on a diminished view of human beings, an impoverished view of social knowledge, and an uncritical account of schooling in society" (p. 325).

Harris (1982) differed from the social view taken by Clements and examined performance-based education from a mechanical perspective. The effects of performance-based education according to Harris can be categorized into six areas: (a) conscious pricker; (b) clarifier of education purpose; (c) bridge between theory and practice; (d) humanizer of educational process; (e) stimulator of research and development; and (f) change catalyst.

Performance-based education requires the learner to examine values and understand the purpose of instruction. By creating applied approaches to instruction, theory and practice are bridged which tends to humanize instruction. This, in turn, establishes a research base to encourage instructional change.

Clements (1982) and Harris (1982) both pointed out that further research into the effect performance-based education has on student achievement was necessary to address the controversy surrounding this educational delivery philosophy. The literature on performance-based education dealt more with the controversy surrounding its intent and implementation than on its effects.

Cohen and Brawer (1982) provided a basic model of mastery learning utilizing instructional technology and its applicability to community colleges. Their study concentrated on integrating general education into mastery learning and competency-based education. Though they suggested strategies to accomplish these goals, they stopped short of prescribing implementation techniques.

Scovic (1983) compared alternative learning approaches to traditional learning approaches. Scovic bridged instructional delivery philosophy associated with performance instruction with instructional delivery approaches. Yet, his work didn't contribute directly to the effectiveness questions relating to the delivery of performance instruction. By focusing his study on secondary schools, Scovic also ignored the use of performance instruction delivery philosophies in higher education.

Scovic (1983), in a paper delivered to the National School Boards Association, argues that educators must make every effort to develop an educational system where optimum

learning will take place. For optimum learning to take place, Scovic argued that three major components of learning must be present: (a) the curriculum guide; (b) testing and measurement; and (c) instruction. Scovic (1983) mentioned alternative learning approaches, such as the elective movement and the new math movement, as examples of the curriculum guide component. He cited the upgraded education movement as an alternative learning approach associated with the testing and measurement component. The open space movement and the individualized instruction movements are mentioned as alternative learning approaches relating to the instructional component of the trilogy he associates with optimum learning.

Scovic (1983) also noted the need for further research. He observed that educators have been intimidated by students with long hair and parents with lawyers into change without a research base. He encouraged educational leaders to draw on the research of Dr. John Goodlad and Dr. Benjamin Bloom when pursuing alternative instructional delivery philosophies and approaches.

Hughes and Douzenis (1985) examined predictor and performance variables in a performance-based education course. Having designed an undergraduate course in Human Development and Learning Theory as competency based and field based, Hughes and Douzenis raised the question as to the efficacy of traditional predictors of academic success such as ACT scores and high school GPA in predicting the success of people in their field-based course. Results of their study suggest that field-based learning, which occurs through observation of selected principles, is predicted more accurately by standardized testing and grade-point-averages. This was the only study which could be found that attempted to

determine a cause and effect relationship between competency-based and field-based courses and predictors of achievement. Their study still did not look at achievement in terms of delivery methods employed. Their study was also the only one found which looked at competency-based education in a higher education setting.

Another theme in the literature associated with performance-based education involved prescriptive parameters which should be included when structuring a performance instruction approach. Terry (1986) identified and explored ten issues which should be considered when implementing a performance-based educational program. His report presented many of the typical questions confronting college deans who are planning competency-based technical education system. Beyond the questions raised, Terry also suggested possible answers and laid out the advantages and disadvantages associated with competency-based technical education. He did not, however, examine the effectiveness of this instructional approach on teaching and learning.

Purcel (1987b) examined performance instruction from the perspective of Bloom's taxonomy. Performance instruction in occupational/technical programs, Purcel argued, should include psychomotor behaviors but not ignore the cognitive and affective domains which is so often the case. He cited the growing information and service processing careers in occupational/technical fields as sound reasons for integrating affective and cognitive domains more fully into occupational/technical curricula. Purcel (1987b) suggested that performance instruction include certain parameters relating to domain taxonomies. This work was quite exhaustive and offered prescriptions to be followed when developing performance-

based affective and cognitive instruction. It was the only citation that could be found to examine performance instruction in this area.

In another study, Purcel (1987a) delivered computer-based teacher education through distance delivery and independent study with tutoring. Data were collected on 17 of the 21 people who started the course to determine their attitudes toward performance instruction delivered by distance education. He found that teacher educators' attitudes toward this instructional delivery philosophy and approach were more positive with more exposure. The teacher educators indicated some unique planning and delivery problems arose by delivery of teacher education courses through distance education. These problems concerned course structure, orientation, teaching time, and learner time. Advantages identified by those who participated included self-pacing, taking the course at a remote location which would have otherwise precluded the opportunity to take the course, savings for the teacher education institutions, savings of time and money for the students, higher mastery of course content, and higher quality of product. Disadvantages included lack of immediate feedback, time to operate a computer, and no textbook for reference. Additional research was suggested to determine the effect alternative instructional delivery philosophies and approaches have on effective and efficient teaching and learning. Concerns were raised about educators rushing to embrace technology to become efficient in an era of reduced revenues. A sound research base was emphasized to see if the use of technology makes education more efficient or less effective.

The literature review on performance instruction found only one study which suggested strategies to be used for evaluating performance-based instruction. Brethower and

Smalley (1992) created a model suggested for use by human resource management professionals to evaluate performance-based instruction. Key stages in the training cycle are aligned with major evaluation questions. The model requires analysis of whether the instructional tasks are matched to work tasks. The model requires the user to evaluate whether performance-based instruction result in instructional tasks being focused on assuring quality of student products and effective process.

The review of the literature found only two citations that brought community colleges into the performance-instruction debate. Kern (1990) conducted a study which used a competency-based course syllabus to determine its effect on student performance in introductory computer courses. The rational given by Kern for his study was most enlightening and further supports the need for work in the field of performance instruction to move forward. He was the first in the literature to equate the need for performance instruction as a means to document and address pressures from external publics for institutional effectiveness.

The Kern study (1990) examined introductory computer classes in which the major change in the delivery system was the use of a competency-based syllabus. He compared the summer and fall classes of 1988 which did not use a competency-based syllabus, and the summer and fall classes of 1989 which did. Kern found that student performance did not vary significantly in summer classes, whose membership is dominated by "reverse transfer" students from senior institutions. The fall class scores, whose members are more typical of the community college student, did vary significantly ($p. < .05$).

Kern (1990) did not control for the content, delivery, and evaluation. Controls in his study included, knowledge content, as defined by the course syllabus, campus setting, lab assignments, and lab facilities were the same for both years in the study. The course sections selected for the study were taught by the same full-time faculty member who did not have prior knowledge that student data would be compared. The same teaching aids were used and the topic order and length of time spent on each topic remained the same in both years. The total number of points to be earned, the number of test questions, and number of lab points were also the same for each year. The only change was the syllabus and the class membership in this two-year study.

The Kern study (1990) did not attempt to examine or profile the student groups or accent study behaviors. Alignment among the planned, the delivered, and the evaluation using an expert system performance instruction approach to course design and implementation was not done. The only documented evidence of controls in the course content was the syllabus, which ignores the lesson plan/module component of course delivery, or the use of a common examination measure to assess student achievement.

Kern (1992) pursued the use of performance instruction as he wrote a Dean's and Department Chair's guide to document competency-based program analysis and design in the two-year college. Kern argued that the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 added existing pressures from state regulatory agencies and regional accrediting agencies to two-year colleges and institutions to identify vocational and academic program competencies. He observed that the American Vocational Association (1990) wrote a guide to the act stressing both state and local program systems must include measures of

learning and competency gains and measures of performance. Much of the emphasis on assessment mandates are aligning these requirements under the act.

Kern's study (1992) builds the argument for further work in this area of performance instruction. Course curricula needs to be developed and tested which creates performance measures and examines their effects on student achievement in the community college. Performance instruction must move beyond the debate over appropriateness. Outcome-based education is a method to assess instructional outcomes, institutional effectiveness, and student achievement.

O'Neil (1993) and Evans and King (1993) supported the notion that the debate on outcome-based performance instruction is misplaced. They acknowledged that certain constituencies have been successful in presenting the notion that outcome-based performance instruction is more interested in prescribing morals and values rather than documenting institutional effectiveness, instructional outcomes, and student achievement.

The controversy surrounding performance instruction and lack of a solid research base as evidenced by the extant literature build the case for this study. No studies could be found which provided for the types of controls employed by this study. None dealt with a significant population in higher education, the community college student.

Instructional Delivery Methods

Weston and Cranton (1986) observed that " ... the selection or development of teaching methods and materials is one of the most complex components of curriculum design, and yet it is the area which receives the least attention in instructional planning in higher education" (p. 259). Their research on instructional delivery methods focused on key

subareas within the literature relating to instructional delivery methods: (a) Instructor-centered methods, where the teacher is primarily responsible for conveying information; (b) interactive methods, where learning is facilitated by active student participation and interaction in the learning process; (c) individualized learning methods, based on the assumptions that students learn at different speeds and through different media; and (d) experiential learning methods, involving performing in front of a class assisted by a master or supervising teacher or in simulations of natural settings such as in a clinical lab. Weston and Cranton (1986) indicated factors such as the nature of the course, the student in the course, and the place in the curriculum pedagogy where the course falls are all factors which influence the selection of appropriate instructional delivery strategies. They also suggested that implicit with a discussion of teaching methods are considerations of the teaching materials used to communicate information. They identify three components of materials to be considered when selecting instructional delivery methods: (a) the delivery system; (b) the content or message; and (c) the form or condition of abstractness. Handouts, overheads, and computers indicate only the delivery system of the teacher materials. Textbooks or film indicate the shape, size, and equipment, but nothing about the content. The information communicated with the teaching materials is the content of the message. The form of the message is often the most important consideration when selecting or developing instructional materials.

Weston and Cranton (1986) argued that decisions about the methods and materials used for instruction are so complex that guidelines are necessary. They identified three criteria: (a) objectives, including the level and domain of learning and the requirements of

the task; (b) audience; and (c) constraints of the instructional situation. These arguments build a case for this study as the expert system in the software used in the design of course materials prompt the curriculum planner on the most appropriate instructional delivery strategy. The software also suggests materials and strategies to use when transferring information which considers the domain and level of the objective, the audience, and the constraints of the instructional situation. Their research was descriptive and prescriptive without primary research to support their observations.

Beare (1989) conducted a study to compare a variety of alternative distance education delivery methods offered through a continuing education program. The instruction was part of a teacher-training program involving nontraditional teacher education students. Alternative instructional delivery methods were the independent variables in this study: (a) lecture; (b) lecture with videotape; (c) telelecture; (d) audio assisted independent study; (e) video assisted independent study; and (f) video on campus. Six groups were compared on the basis of the percentage of correct responses on three exams. Exams for all groups were parallel drawn from an item pool arranged by topics. Course evaluations were completed to provide feedback on the instructional delivery methods. Individual instructional formats were found to have little effect on student achievement or course evaluation. Even though student-teacher interaction would appear to be an important variable in the learning situation, the lack of individual opportunity to interact on a daily basis with the instructor did not reduce student learning as measured by the course examinations. This study was restricted to teacher educators and did not control for the planning, delivery, evaluation of course content. Data

were not collected on the reliability of the measurement instruments. Without these controls, connections between the treatment and student achievement are tenuous.

Kennedy (1990), reporting on the proceedings of the National Conference of the Association for Media and Technology in Education in Canada, summarized the presentations at the conference. Absent among these reports were any studies which examined the use of alternative delivery methods and their effect on student achievement. The papers ignored questions faced by educational leaders today who must decide to what level and how extensively to invest in a capital intensive technology system to deliver instruction in a more efficient manner. Studies need to be done to provide a sound research base to support decisions about technology use. For too long, educators have rushed to catch the "new wave", as Kennedy (1990) put it, and found out years later the money spent did not yield the long-term return that was expected. This builds the case for this study to contribute to the literature.

Richie and Newby (1989) attempted to provide some answers to the efficiency-effectiveness debate. They studied the effect of classroom lecture/discussion methods versus live televised instruction on student performance, attitude, and interaction. The study involved the delivery of instruction under regular classroom conditions, in a studio classroom with a live instructor, and studio classroom with a TV monitor. Combined group comparisons indicated a significant difference in participant achievement for the three groups of subjects. There was no indication that Ritchie and Newby (1989) attempted to control the content and evaluation elements of student performance. The course material consisted of

a 13-minute lecture about nominative absolute clauses which limits the ability to generalize the results beyond that found in this study.

Other studies cited in the literature offer no substantive changes in direction, in that none of them attempted to control content, delivery, and evaluation or was delimited to a Principle of Marketing course in a community college. Dille and Mezack (1991) and Martin and Rainey (1993) both conducted studies which examined instructional delivery using distance education technology. Martin and Rainey (1993) studied the use of satellite transmission of instruction to high school students and found no significant difference in achievement. Dille and Mezack (1991) identified predictors of high-risk students in distance education but did not pursue the impact this could have on student achievement. Their study examined the learning styles of community college telecourse students and found high-risk predictors for successful and non-successful students. Using such variables as marital status, family status, and work status, they found reasons why older students did better than younger students. They recommended a diagnostic test to identify high-risk students in distance education but made no recommendations as to how performance instruction could contribute to better success for distance-learners.

Summary of Instructional Delivery Methods

The choice of instructional delivery philosophies and approaches is critical to student success. Controversy surrounds the outcomes-based performance instruction movement as certain constituencies have framed the debate around moral and value-oriented competencies. These same constituencies are the ones demanding greater instructional accountability,

efficiencies, and effectiveness. What is indicated in the literature as lacking for the outcome-based performance instruction movement to regain momentum is a strong research base.

The same paradox is presented when one considers the literature relating to the selection of instructional delivery strategies. National, state and local regulatory agencies are placing greater emphasis on restructuring education to make it more efficient. The increasing use of technology to produce efficiencies is being pursued without a sound research base either. Effectiveness of instruction may be jeopardized in our rush to embrace technology.

Additional research into the effect of instructional delivery methods on student achievement may provide answers to the efficiency-effectiveness debate. Very little research in this area focuses on community colleges which account for 45 percent of higher education enrollments. No studies could be found which utilized an artificial intelligence approach to course design and implementation in an attempt to control for the consistency of course content, delivery, and evaluation elements.

STUDENT STUDY CHARACTERISTICS

The literature review on student study characteristics was framed by a computer-assisted search using the descriptors of study habits, academic achievement, teaching methods and community colleges. The review revealed chronological parameters associated with the study of student study behaviors. These chronological parameters identified clear themes in regard to the research on study behaviors. In keeping with the extant perspective, the documents were delimited to the recent and relevant citations.

Much of the research on student study behaviors focused on the amount of time students spent studying. Schuman, Walsh, Olsen, and Etheridge (1985); Michels and Miethe

(1989); and Dickinson and O'Connell (1990) examined the relationship between time spent on study and student achievement. Another parameter associated with student study characteristics focused on achievement measures used to monitor the effort-reward relationship resulting from study effort. Schuman, Walsh, Olsen, and Etheridge (1985); Eikens (1992); and Hughes and Graham (1992) examined various techniques and strategies to monitor the quantity and quality constructs of student study behaviors and student achievement.

A third theme is an examination of what students actually do during study. Mueller and Gibson (1983) and Estes and Richards (1985) examined various study habits, skills, and behaviors associated with successful study strategies and student achievement.

A fourth parameter concentrated on demographic characteristics and a profile of motives for study habits. Christopoulas, Rohwer, Jr., and Thomas (1987); Michels and Miethe (1989); and Eikens (1992) examined the motivations associated with successful study behaviors and student achievement. Accordingly, this section of the literature review is further organized by these parameters.

Amount of Time Spent on Study

It is widely accepted that research studies within classrooms have consistently demonstrated a positive relationship between time on task, a construct similar to study time, and academic achievement. It has also been held there exists a significant statistical relationship between the amount of homework assigned and completed and better grades. According to Schuman, Walsh, Olsen, and Etheridge (1985), "...whether the homilies of our culture, for example, 'Genius is one percent inspiration and ninety-nine percent perspiration'

have in fact much truth remains not only unsubstantiated but largely uninvestigated" (p. 946). While there is a great deal written about the relationship between student study characteristics and academic achievement, much of it is contradictory.

Schuman et al. (1985) examined the relationship between the amount of time and effort expended on study and the resulting rewards and achievement. They chose to examine this relationship because they felt (a) grades generally provide a clear analogy to a merit system; (b) those who take part and/or observe the work of schools look at and believe grades reflect effort; and (c) all students at the start of a course are assumed equal. Their study looked at undergraduates at large universities and measured rewards from study effort mainly by operationalizing grades through grade-point averages. Study effort was self-monitored after continuous observation proved difficult to distinguish whether the subjects were actually studying or day-dreaming, doodling, or reading non-class materials. The plausible assumption that college grades reflect student effort to an important extent does not receive much support from the Schuman et al. investigation.

Michels and Miethe (1989) challenged the findings of Schuman et al. (1985) in their study on academic effort and grades. As members of the sociology department, they were interested in the Schuman study because the work ethic is so entrenched in our culture. Certainly, effort and perseverance will reap great rewards and hard work will overcome one's shortcomings. Michels and Miethe (1989) credit misspecification error with distorting Schuman et al.'s (1985) findings. They maintain that Schuman et al. excluded several relevant variables and should have expected interaction and content specific effects. Specifically, they contend Schuman et al. should have considered that the quantity of study

may have different effects on grades depending on the quality of study. Did students engage in study a little bit each day or did they cram? Did study occur in the library of at the frat house?

Further, Michels and Miethe (1989) suggest that students learn over their college careers what to concentrate on and how to study more effectively. A longitudinal study could have controlled for this interaction effect. They also suggest particular academic fields have higher demands; entrance requirements could effect quantity of effort and rewards. Michels and Miethe found that study time has a significant impact on grades, whereas class attendance does not. This is contrary to Schuman et al's (1985) findings.

Michels and Miethe (1989) used bivariate correlations and regression models to examine the impact of the independent variables addressed by the study. This study also encountered the difficulty experienced by Schuman et al. (1985) in measuring the effort-reward relationship. Effort is an extremely subjective construct.

Dickinson and O'Connell (1990) examined how the amount of study time affected academic achievement. They found the amount of study time did not yield higher grades or academic achievement. They did find, however, that patterns of study had a greater impact on academic achievement than did the amount of time actually spent on study. These patterns involved how students spent time reading course assignments, organizing course materials, and reviewing course materials to enhance learning. Time spent organizing and time spent reading and reviewing had a stronger relationship with course test scores than did total study time. Reviewing and total study time were significantly correlated, but the correlation coefficients were of negligible magnitude.

Dickinson and O'Connell (1990) also found that organizing time may be related to test scores because of the nature of the test items. Organization, as measured by this study, involved writing answers to course objectives, summarizing, networking the material, integrating lecture and reading notes, and associating. Test questions used to measure achievement measured conceptual learning instead of factual learning. The study suggested further research to determine which study behaviors are used most often and which are more effective.

In the Dickinson and O'Connell (1990) study the self-report logs used to monitor the amount of time spent on study were limited to recording only time spent on reading, organizing, and reviewing. The study was further delimited to juniors because participants were required to meet a 25 credit-hour general education prerequisite. The study only monitored study behaviors associated with reading, reviewing, and organizing which suggests other study behaviors may need to be studied.

The review identified other studies addressing the relationship between time spent on study and student achievement. Allen, Lerner, and Hinrichsen (1972) found the number of days per week students study provides a stronger basis for predicting grades than does total study time. Thomas and Rohwer, Jr. (1987), cast doubt on the popular notion that academic achievement can be elevated simply by expending more time in study and doing more homework. They found academic achievement depends more on the types of study activities engaged by the student rather than the quantity of time spent in study. They also suggested that student motives about the courses students are taking influence the quantity of study.

In a study by Eikeland and Manger (1992), study time was found to have a positive effect on self confidence but increasing study hours did not improve grades. Their study did not examine how course content or delivery affected quantity of study.

The review supports interest by researchers about the quantity of time spent on study. Yet, very little work has been put forth which conclusively defines the effort-reward relationship. Further, studies on quantity of study time do not demonstrate much interest in the 45 percent of students enrolled in community colleges. Indeed, no studies could be found which examined study characteristics of community college students. The demographic and lifestyle characteristics of this population in higher education warrants academic inquiry.

Absent also in those studies which examined the quantity of study time were considerations as to how delivery methods could impact study behaviors. No studies could be found which controlled for the planning and evaluation of course content as an influence on the quantity of time spent in study.

Measurement Techniques to Determine Student Achievement

Measurement techniques and strategies used to determine academic achievement when examining the effort-reward relationship received attention by researchers. Controversy about the effort-reward relationship involves measurement techniques and strategies used in research studies. Concerns exist about measurement techniques to record the amount of study. For example, self-reported logs were generally used to record the amount of time students engaged in study (Schuman et al., 1985; Loftman, 1975; and Thomas and Rohwer, Jr., 1987). This technique creates questions of rater bias. Methods used to monitor and measure what students do with their study time are also of concern. For example,

observation of students studying in the library proved difficult because it was impossible to ascertain study from day-dreaming, note-taking from doodling, or what the students were actually reading--class materials or romance novels (Schuman et al., 1985). Additionally, there is concern that the reward construct is rather narrow. Much of the research on the relationship between study and academic achievement only considers the student's grade-point average.

In an examination of the development of study processes in distance-learning students, Eikens (1992) measured academic achievement by grades achieved, credits earned, and persistence in studying. She hypothesized that three dimensions for both students' motives for study and their study strategies impact the amount of effort and subsequent achievement. The motives and study strategies included surface, deep, and achieving. Surface motives and strategies are extrinsic. This student is motivated by results and aims to avoid failure but not do anything more than necessary to accomplish results. Deep motives and strategies are intrinsic. This student is driven more from deep personal satisfaction rather than personal development and aims for good overall understanding and relating to one's own experience. Achieving motives and strategies are intrinsic. This student desires to do well and achieve in life by working hard and achieving good grades.

Eikens (1992) concluded that measures of achievement and reward from study efforts are dynamic and must go beyond grade-point averages and include persistence, credits gained, and individual course grades. Eikens concluded deep motivation was a key to academic achievement, but to succeed in gaining credits and good grades, deep strategy, achieving motive, and achieving strategy were also needed.

Another research study which went beyond self-reporting logs and grade-point-averages (GPA) to examine the effort-reward relationship was a study by Hughes and Graham (1992). This study examined academic performance among community college transfer students. Hughes and Graham were interested in studying transfer shock. Transfer shock was defined as a decrease in grade-point averages for community college students during the first and second semesters after transferring to a senior institution. While most studies of this genre looked at grade-point averages to measure academic performance, their study took into account other demographic variables and academic experiences related to successful performance at senior institutions. Hughes and Graham (1992) were concerned that earlier studies of academic performance and transfer students didn't take into consideration a disproportionate number of poorer students who withdraw or drop-out during these first semesters. This attrition would leave a more able group of students with a higher overall grade average. Hughes and Graham concluded that demographic variables and other academic experiences had more to do with satisfactory academic achievement and are therefore better measures than grade averages.

Studies by Loftman (1975); Dallam and Hoyt (1981); Hawley, Rosenholtz, Goodstein, and Hasselbring (1984); and Eikeland and Manger, (1992) used self-reporting logs, study habit inventories, and/or grade-point-averages to determine academic achievement. Of greater concern, and not addressed by the literature, is how course content planning and evaluation was controlled for in all these studies. One cannot assume the planned course content was delivered, nor can one assume that what was delivered was evaluated. Without answers to those concerns, how can one be assured that the grade-point

average reflects academic achievement and study effort? Further, which instructional delivery methods were employed to teach course content in these studies? Does this play a role in the effort-reward paradox? Do alternative delivery methods, such as group-directed lecture methods of instruction, yield differing achievement levels than those demonstrated by individualized distance-learning methods?

The only study found that examines community college students narrowed its focus to only those who transfer to senior institutions. No studies could be found which broaden the research into other student populations within the community college. It is also apparent that the research literature on measurement techniques ignores the role delivery methods could play in influencing study behaviors. A case can be built for expanding the research focus beyond the narrow parameters evidenced by the current extant literature.

Student Study Characteristics

Research related to the effort-reward relationship has also focused attention on what students are doing when they are spending time engaged in study. Much of the literature addresses study behaviors and characteristics. Numerous instruments were used to monitor and catalogue study behaviors. Yet, much remains to be learned from this inventorying and cataloguing effort. Is it enough to just know what students are doing when they study? Shouldn't we explore how study behaviors and characteristics impact the effort-reward relationship?

Mueller and Gibson (1983) classified study characteristics into two constructs. Study skills are cognitive domain practices that can be learned and mastered. Specific activities such as note-taking, organizing assignments, and textbook highlighting are examples. Study

habits are more associated with the affective domain and involve such activities as how one studies, and where and with whom one studies. Hunter (1975) stated that measures from the affective domain, including study habits and skills, will account for more variance in academic achievement than traditional measures such as high school grades/or class rank and scores on the SAT and/or ACT. Using a Study Behavior Inventory, distilled from research on study skills and attitudes and Wrenn's original Study Habits Inventory (1941), the study examined the relationship between student characteristics and scores on a study skills questionnaire.

In their study, Mueller and Gibson (1983) wanted to understand how and when to apply study strategies. Their professional involvement with providing support services to community college students contributed to this interest. Their analysis was designed to provide information regarding the needs of the student body. This information can be used by community college administrators to plan for program development for student support services in the areas of tutoring, study strategies, and other related academic support services. They observed three trends which make study habits and skills an increasingly significant requirement for academic success and, therefore, an institutional responsibility:

a. The virtual disappearance of the 'in loco parentis' role of the college. Independent lifestyles of young college men and women today often place them outside the pale of responsibility by the institution for their personal guidance and support. In the past, deans of women and men as well as the system of sororities and fraternities served as a support network for students with academic difficulties. Today students are expected to be self-directed.

If not, they themselves must seek help at learning skills centers that are often underfunded and inadequately staffed.

b. Growth of the community college. Increasing numbers of community college and evening school students, not living on a college campus, have limited contacts with other students like themselves within a definable 'student body'. There are few opportunities for shared study experience.

c. Growing emphasis on competency-based, objectively measurable skills and information related to vocational and technical education. Students are confronted with new skills and knowledge which is structured and specific, requiring mastery. Students have limited opportunity or incentive to pursue individual interests and inquiries; they must adhere to an organized body of course content articulated to job requirements, as measured by competency examinations. Study efforts must be efficient, and performance on examinations often functions as evidence of mastery. (pp. 1-2)

The Mueller and Gibson (1983) study investigated the study habits and attitudes of subjects randomly selected from a population of students enrolled at a large community college in a Chicago suburb. Study habits and attitudes were measured by the Study Behavior Inventory (SBI). Other measures included general study attitudes and behaviors, reading and note-taking techniques, and coping with examinations. Scores were statistically analyzed by demographic variables including gender, age, level of educational attainment, and current college grade-point-average. They found all measures of academic performance show a relationship with study habits performance. Students who expressed a need for study

skills assistance had consistently lower SBI scores than students who felt no need for assistance. They found rates of self-reported need for assistance ranged from 23 percent for help in preparing for objective examinations to a high of 56 percent for assistance in study skills. As the age of the students increased, their SBI scores increased and females had higher SBI scores than males. Mueller and Gibson offered prescriptions for addressing the study needs of students.

A study by Estes and Richards (1985) investigated the relationship between test performance and three constraints of study practices: (a) distractibility; (b) compulsiveness; and (c) inquisitiveness. In this study, a Study Habits Inventory was administered to 9th and 10th graders and data were factor analyzed to create the constraints.

Distractibility is akin to Anderson and Armbruster's (1980) "state" variables and to Dansereau's (1978) "support" strategies associated with concentration. Examples include respondents needing to take time to warm up to the job of studying, or exhibiting a tendency to daydream or not knowing what they've been reading when they get through. Compulsivity/Industry involve rereading assignments, memorizing details as primary study strategies. Initiative was the weakest point in relation to other study skills taxonomies. This primary process variable to do something with information which might help to insure understanding.

Tests of hypothesized relationships between study habits and test performance suggested that test performance is monotonically related to study behaviors associated with inquisitiveness particularly for study as a part of homework preparation. Compulsivity is also related to performance but not only in the distinction between "A" students and those

receiving other test scores. Distractibility, though it was the most reliable study habits scale, bears virtually no relationship to test performance.

This area of the literature review indicated the deepest chronological perspective relating to student study characteristics from all the themes which emerged. Gates (1923) suggested organizing and reviewing of study materials and resources are important study characteristics. Organizing study materials by placing information in a conceptual pedagogical format was found to facilitate learning in a study by Bower, Clark, Lesgold, and Winzens (1969). Ryan (1984) found students who use comprehension learning strategies, those which determine the meaning of individual sentences, earn higher grades than those students who use factual learning strategies. Annis (1985) reported those students who paraphrase what they read do better than those who simply read course materials. Fontana (1986) identified twelve categories of factors relating to study characteristics and habits which contribute to student success, among them course content, social factors, interests, motivations, ability, domestic security, peers, luck, financial security, and health. Studies by Shaughnessy (1990) and Hodges (1988) offered study tips which result in learning more in less time and were quite prescriptive in scope and nature.

It is apparent that much is known about study skills, habits and strategies. Yet, the literature is scant, at best, with definitive work on study skills, habits, and strategies for those enrolled in community colleges. Little is known about study characteristics associated with alternative delivery methods. No studies could be found which attempted to see how course planning and evaluation influences study characteristics.

Student Characteristics

For the most part, the literature on student study characteristics has dutifully reported the demographic characteristics of the subjects included in these research studies. What is often lacking is a thorough investigation of how these variables impact study. Only one study could be found (Michels and Miethe, 1989) which looked at certain student characteristics and study behaviors with regard to their impact on achievement.

In that study correlation coefficients and standardized partial regression coefficients were derived on three independent variables. One of those variables, Amount of Study Time, was further delimited to study time and class attendance. Another variable, Study Habits, was delimited to consider rewrite, no noise, non-cram, routine, and library. The third variable, Background/Controls, considered needs grades for activity, graduate education aspirations, employment value of grades, high school rank, female, year in college, and social science major. These variables were regressed on college grades. The regression model revealed several trends. Their findings found study time does have a significant effect on grades, whereas attendance did not. Only studying without background noise was significantly correlated with grades. They also found, with the exception of gender and major, that background measures were significantly correlated with grades in equal magnitude.

Beyond the additive models on college grades, their study also examined whether the impact of study time and class attendance on grades was conditioned by other factors. Separate regression models were run to examine context-specific influence on grades. In this area of the study they found non-crammers, students who study throughout the week, would

exhibit positive effects on grades because of study time and class attendance. They also found that for crammers, the amount of study time and class attendance had no appreciable effect on grades. This type of detail in student study characteristics goes beyond the descriptive statistics generally evidenced in most research studies. If research on student study characteristics is to provide real utility, it must do more than merely profile these characteristics. We need to know how and why student study behaviors influence the effort-reward relationship associated with student achievement. Further, we need to know this about other populations within higher education, more specifically community college students.

Peruniak (1983) focused on the student learning realm of distance education. The study investigated how well students did according to institutional criteria for success. Answers were sought for the ways in which distance-learners experienced the university. He examined how course completers differed from withdrawers and how students organized their study time. He found very little difference in all areas of investigation between traditional learners and learners at a distance.

A study by Christopoulos, Rohwer, Jr., and Thomas (1987) also went beyond descriptive statistics. They attempted to understand how outcomes of education depend to a substantial extent, on how students process information. They found that academic achievement depends on the way students study. They also examined how age and course characteristics influenced outcomes and included junior high school, senior high school, and college students in their study.

The study by Eikens (1992) was quite revealing with regard to the dimensions for students' motives for study and their study strategies: surface, deep, and achieving. Her inquiry as to why and how student characteristics correlate to study motives and strategies could be helpful in predicting achievement potential.

While much has been written about study habits, skills, and behaviors of those students included in these research studies, no studies could be found which addressed the increasing utilization of emerging technology, the increasing diversity of the student population, and the demographic variability of a graying and mobile society as it relates to student characteristics and study behaviors. Life-long learning is necessary for survival in today's complex global village. Yet, no studies could be found which examined study patterns of a changing student population. No studies could be found that examined study patterns associated with technology-based instructional delivery. No studies could be found which targeted an examination of study patterns associated with the demographic variability of a culturally diverse and graying society. It is necessary to expand on the work found through the literature review to address these issues.

SUMMARY OF SUMMARIES

The effort-reward relationship was a central theme through the review of the literature. Most measures of the success associated with the amount of time spent on study focused on cumulative grade-point-averages. How students spend their study time has been of interest to researchers. Inventory models and self-reporting logs have been used to catalogue those activities congruent with study skills, habits, and behaviors. Attention has

also been focused on student characteristics to better understand the relationship between these characteristics and successful study patterns.

Most studies only looked at students enrolled in K-12 or senior institutions of higher education. Community college students contrast significantly to these populations. They work while attending school, are older, are generally first-generation college students, and come from the bottom 75 percent of their high school class (Statistical Abstracts of the United States, 1993). Community college students make up over 45 percent of the student population in higher education.

The literature was limited to measures of the quantity construct of study time. The effort-reward relationship focused on grade-point-averages. None of the studies controlled for or held constant the course content and evaluation. How can one be sure of the effort-reward relationship when the content-evaluation element of course design and implementation has such a significant influence on achievement? No studies could be found which looked at the impact delivery methods might play on student study behavior and academic achievement. Do distance-learners study in the same way as traditional, group-directed lecture method learners? No study which used principles of performance instruction in course design was identified. As a result, the inventories and self-recording logs used to monitor the quantity and quality of study were reflective rather than prescriptive. It is generally accepted that a three semester hour credit course should encumber 540 instructional minutes per week (three hours in-class and six hours out-of-class). No studies were identified which even suggested taking a prescriptive approach to documenting the quantity and/or quality constructs of study time.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

This chapter describes the study design. The independent and dependent variables are identified. The population and sample engaged by the study is identified. The methods of data collection are defined. The treatment and instrumentation strategies are described. The methods employed in analysis of the data are discussed.

DESIGN OF THE STUDY

The study design was quasi-experimental. According to Isaac and Michael (1990), a quasi-experimental design exists when research attempts to approximate the conditions of the true experiment in a setting which does not allow the control and/or manipulation of all relevant variables. Such was the case in this study.

To accomplish the study design, two treatment groups were identified. One treatment group received performance instruction via group-directed lecture methods. The other treatment group received performance instruction via distance-learning methods. The Principles of Marketing course at NRCC was chosen for this study. The treatment groups were nonprobability convenience samples resulting from the natural selection by those students who voluntarily enrolled in the Principles of Marketing course during the 1993 Fall semester.

Course content and evaluation were controlled using principles of performance instruction based on the Vogler Curriculum-Pedagogy-Assessment (CPA) model (Vogler, 1993). Principles of performance instruction, embedded in an expert system artificial intelligence application software suite, were used to design and implement the course content

and evaluation. The software provided further control for this study as it facilitated alignment of the instruction. It ensured that the content planned was also the content delivered and the content on which evaluations were constructed.

Delivery of these performance instruction materials was controlled by this study. The same instructor was used to deliver content in both treatment groups. The study tested the null hypothesis that there is no significant difference ($p < .05$) between student achievement in performance instruction delivered, via group-directed methods, versus distance learning methods. This study was enhanced by the collection and analysis of qualitative student data. The data provided the basis to profile the student groups and accent study habits.

VARIABLES

The independent variables were the delivery methods used to teach the course. The dependent variable was student achievement as measured by the scores on mid-term and final examinations in the Principles of Marketing course.

POPULATION AND SAMPLE

The population for this study was community college occupational/technical students from the geographic region served by New River Community College. Given that the distance-learning course was broadcast over the Public Broadcast Station serving Southwestern Virginia and Southeastern West Virginia, the population for this study, geographically, moved beyond the service region of the college. The students came from a variety of backgrounds. Some had been displaced from their defense-related jobs due to cutbacks in government programs and were attending college under job programs funded through the Trade Readjustment Act. Some were "reverse transfer" students working in

adult degree programs offered through several senior institutions in our service region. Several of the students were local entrepreneurs seeking to enhance their business skills.

The sample for this study was 65 students enrolled in the Principles of Marketing course during the 1993 fall semester at New River Community College. The Principles of Marketing course was selected for use in this study as it was taught using group-directed and distance learning methods of instructional delivery. The purposeful selection of the Principles of Marketing course, creates a nonprobabilty sample as defined by Pedhazur and Schmelkin (1991). One group consisted of 43 students who voluntarily enrolled in MKT 100-01. They received performance instruction via group-directed delivery methods. The other group included 22 students who voluntarily enrolled in MKT 100-30. They received treatment via distance learning administered through the Independent and Distance Learning Program.

The Principles of Marketing course engaged by this study is a first-semester requirement for an Associate in Applied Science degree for Marketing and Business Management majors. Admission to the A.A.S. Business Management and Marketing degree programs is open to any person who has a high school diploma, a General Education Development (GED) Certificate, or who is 18 years old and can benefit from a program.

Principles of Marketing is a three-credit-hour course consisting of three hours of lecture for each week of a fifteen-week semester. The course also encumbers six hours of out-of-class assignments each week of the semester. As a foundation course, it presents methods and problems involved in the distribution and marketing of goods and services to industrial and ultimate consumers.

The group-directed sample and the distance-learning sample were the result of a natural selection process. Voluntary selection allowed the individual student to make their choice of preferred instructional delivery method. Although there was natural selection and assignment, demographic information and a profile of student study habits were obtained. The means of the variables in the demographic and study habit profile section of the Student Profile Data were compared. See Appendix G for the Student Profile Data Survey used to collect the demographic and study habit profile of the subjects.

TREATMENT AND TREATMENT PROCEDURES

The treatment in this study was the use of alternative delivery methods. The treatment involved the use of performance instruction as defined by Vogler (1991). An expert system, computer assisted artificial intelligence approach to course design and implementation, was used to create the course syllabus, lesson plans/modules, and evaluation instruments. This system provided the ability to hold the content of the Principles of Marketing constant for both groups.

Student achievement was measured by teacher-developed, criterion-referenced mid-term and final examinations. The same instructor taught and administered the course planning, delivery, and evaluation. The researcher and the course instructor used the *PEAKSolution* software suite and collaborated in the development of the planned, delivered, and evaluated course content used in the study. Materials were reviewed by Daniel E. Vogler, the research advisor and the software system expert.

The mid-term and final examination were graded by the researcher after the exams were submitted to the Learning Lab supervisor of the Independent and Distance Learning

program. The exams were randomized by removing the name and pledge cover page. The only subject identification was the last four digits of the social security number. Further, the exams were mixed together prior to being graded by the researcher to minimize grading bias.

The instructor for the treatment groups was selected following normal departmental protocol. The same instructor for both sections of the Principles of Marketing course was used in this study. This was done to control the delivery method variable in this study. The instructor, a member of the adjunct faculty at New River Community College, holds a Baccalaureate in Marketing Education and has over seven years of teaching experience at the collegiate level. Her teaching concentration has been in the Marketing program drawing on an extensive professional background with a major regional marketing and public relations agency. The researcher holds the rank of professor and is a member of the faculty at New River Community College. With Baccalaureate and Master Degrees in Business Administration, he contributed public and private sector subject matter expertise to the planning, delivery, and evaluation of the designed course materials.

INSTRUMENTATION

The mid-term and final examination were used in the study to measure student achievement. The mid-term examination covered the material covered during the first eight weeks of the semester. The final examination covered the materials addressed by the course in the second half of the semester. The same examinations were given to both treatment groups in this study. The examinations were developed by the researcher and the instructor. Appendix H contains the mid-term and final exams used to measure student achievement.

Examinations were based on the content goals developed for the Principles of Marketing course; thus, the tests were criterion-referenced. As suggested by Issac and Michael (1990), Cronbach's coefficient alpha was obtained to determine the reliability of the examinations used to measure student achievement. The results of these calculations are reported in Chapter 4.

An instrument was used to profile and assess demographic and study habits of the treatment groups. The Student Data Profile Survey was developed from an existing survey instrument used by the institutional researcher at New River Community College to monitor student feedback about courses delivered through the Independent and Distance Learning Program. The instrument was modified and pilot-tested to provide demographic characteristics of the subjects in the two treatment groups. The instrument also inquired as to the quantity and quality of study habits of the subjects in the treatment groups. The Student Profile Data Survey is included in Appendix G.

DATA COLLECTION PROCEDURES

This study was conducted during the fall semester of 1993 at New River Community College. Prior to beginning the study, permission was obtained from the Director of Libraries and Instructional Technology who administers the Independent and Distance Learning Program and the Academic Dean to conduct the study. Endorsement of the study was also obtained from the division chair and the college president. See Appendix F for these endorsements.

A purposeful sample, derived by natural selection based on student enrollments, led to the development of the treatment groups used in the study. The course syllabus was

developed using the expert system *CourseBuilding* component of the *PEAKSolution* software suite. The syllabus was given to each student in the treatment groups to communicate and document content goals and expectations associated with the Principles of Marketing course.

Lesson plans were developed for the group-directed group. Modules were developed for the distance-learning group. The course content addressed in the lesson plan/modules was developed using the *LessonBuilding* component of the software. The content covered and the activities required were the same in the lesson plans and modules. The mid-term and final examinations used to measure student achievement were criterion-referenced instruments and were developed using the *ExamBuilding* component of the software.

By using the expert system artificial intelligence approach to course design and implementation, data collection was based on alignment among the planned, delivered, and evaluated course content. The syllabus, lesson plans/modules, and evaluation instruments developed using the software suite are included in Appendix A, B, C, D, and E.

METHOD OF ANALYSIS

Measures of achievement on the mid-term and final examinations were analyzed by statistical comparisons using unpaired t-tests ($p < .05$).

Comparisons were also made on the data collected from the Student Profile Data Survey using descriptive statistics and unpaired t-tests ($p < .05$). The Student Profile Data Survey afforded the opportunity for qualitative analysis of subject responses on non-quantifiable perceptions shared by the subjects in the treatment groups.

SUMMARY

The design of the study was quasi-experimental involving the natural selection of students enrolled in the Principles of Marketing course during the fall semester of 1993 at New River Community College. The sample consisted of 65 students. The treatment involved the use of principles of performance instruction as defined by Vogler (1991). An expert system computer-assisted course development and delivery software suite was utilized in the design of course content engaged by the study. The treatment involved the use of alternative delivery methods. One group received treatment via group-directed performance instruction. The other group received treatment via distance-learning methods of performance instruction.

Achievement was measured using test scores obtained by the subjects in the study from criterion-referenced mid-term and final examinations. A Student Profile Data Survey was administered to both treatment groups. The survey data were used to profile treatment group characteristics and accent study habits. Data analysis included descriptive statistics, unpaired t-tests, and analysis of reliability using Cronbach's Coefficient Alpha.

CHAPTER 4

FINDINGS

The purpose of this study was to determine the efficacy of alternative performance instruction delivery methods on student achievement in a Principles of Marketing course. This chapter presents the findings from this study. A demographic profile and analysis of the treatment groups are provided. Student achievement in the group-directed and distance-learning treatment groups is reported. Validity of the instruments used to measure achievement is addressed. Reliability estimates for the instruments used to measure achievement are presented. Comparisons of study habits of the subjects in the study are presented to profile study behaviors. The mid-term and final examinations used to measure student achievement are included in Appendix H.

The first research question presented in Chapter 1 was addressed by the review of the literature. The second research question presented in Chapter 1 was addressed and the findings are presented in the **Achievement section** in this chapter. The third research question presented in Chapter 1 was addressed and the findings are presented in the **Demographic Profile and Analysis and Profile of Study Behaviors sections** in this chapter.

DEMOGRAPHIC PROFILE AND ANALYSIS

This study had an inherent limitation in that the subjects were not randomly selected nor were they randomly assigned to treatment groups. Students who enrolled in the course did so voluntarily, producing a nonprobability, convenience sample. Data were collected to determine any differences between the samples. Data were also collected to profile study behaviors of the subjects in the study. The following section is organized to present (a) a

summary of enrollment activity in the Principles of Marketing course and (b) a demographic profile of student groups in the study.

Statistical procedures were used to determine the similarities and differences in the treatment groups. However, cursory review of the data indicated that only selected data elements needed to be tested. The consumer of this study should not infer that these characteristics have a statistically significant impact on achievement.

Summary of Enrollment Activity

The Principles of Marketing course chosen for this study was a purposeful selection from those courses offered at NRCC which are delivered through group-directed lecture and/or distance learning methods. At the beginning of the fall term, 43 students were enrolled in MKT 100-01 Principles of Marketing delivered using group-directed performance instruction methods. There were 22 students enrolled in the MKT 100-30 Principles of Marketing delivered through distance learning performance instruction methods at the beginning of the fall term.

Of the 65 students who elected to take the Principles of Marketing course during the 1993 Fall semester, 38 completed the Principles of Marketing course delivered using group-directed performance instruction methods and 13 completed the Principles of Marketing course delivered through distance-learning methods. Forty-one percent of the distance-learners did not complete the course. Twelve percent of the group-directed learners did not complete the course.

There were nine non-completers from the Principles of Marketing course delivered using distance learning performance instruction methods. Four students officially withdrew

from the course. Three quit working on course assignments and received a failing grade for the course. Two did not complete the course due to family emergencies and received an incomplete for the semester. These two individuals completed eighty percent of the course assignments and, based on college policy, were eligible to receive an incomplete for the semester.

Interestingly, the two students who received incompletes for their semester grades considered taking a D in the course. They had scored enough points on class assignments to warrant that grade. They only lacked turning in an interview assignment and taking the final exam and were advised by the course instructor to request an incomplete by stating the extenuating circumstances which precluded them from completing all the course requirements. They have since completed the course but data on their final exams were not included in the calculation of t-tests for the measures of significance.

Telephone follow-up indicated that five non-completers left the course because of time constraints associated with their work and/or family. Four non-completers relocated outside from the college's service region. These students chose not to complete the course from a distance even though this option was available due to the nature of the delivery method. These withdrawal and non-completion rates are consistent with past experiences in distance learning at NRCC. On average, 33 percent of those students who initially enroll in a Principles of Marketing delivered using distance-learning methods do not complete the course.

Five students did not complete the Principles of Marketing course delivered through group-directed methods. One student, who officially withdrew from the course, did so

because of health-related reasons related to a car accident. Four students quit working on class assignments due to employment and/or family demands conflicting with school responsibilities and received a failing grade.

Telephone follow-up with these non-completers determined the reasons for not completing the course. These withdrawal and noncompletion rates are consistent with past experience at NRCC as, on average, 10-15 percent of those students who initially enroll in a Principles of Marketing course delivered using group-directed methods do not complete the course.

Demographic Profile of Student Groups

Enrollments and other productivity guidelines precluded the opportunity of developing a random sample for this study. The Principles of Marketing course was purposely selected for this study from among those courses offered through group-directed and distance-learning delivery methods. As a result of these limitations to the study, demographic data were collected to profile the student groups in this study.

The Student Profile Data Survey, included in Appendix G, was developed and piloted to profile student groups and study habits. The survey was administered to the treatment groups as part of a marketing research assignment associated with Lesson Plan and Module # 3. Responses were obtained from 38 of the subjects enrolled in the group-directed performance delivery sample and 14 of the subjects enrolled in the distance-learning performance instruction sample.

Overview of Demographic Profile Data

The data collected are presented to clarify the differences and similarities of the treatment groups. Statistical techniques to ascertain statistical differences are not provided. A cursory review of the data support that there were differences in five, and similarities in ten, data elements.

The data elements, of those demographic characteristics from the Student Profile Survey, which indicate differences include (a) age; (b) number of hours worked; (c) primary hours of work; (d) enrollment status; and (e) current GPA.

Age. The age of the group-directed learners ranged from 18 to 48 with a mean age of 24. The ages of the distance-learners ranged from 19 to 50 with a mean age of 33. Age clusters revealed that 82 percent of the group-directed learners were younger than 30 years old, whereas, 57 percent of the distance-learners were older than 30 years of age.

Work Status and Work Schedule. Two other areas of difference between the treatment groups involved the number or work hours and when the subjects worked. Only 30 percent of the group-directed learners worked more then 20 hours per week. Sixty-one percent of the distance-learners worked 30 or more hours per week. In reference to when the subjects worked, the treatment groups also differed. Eighty percent of the distance-learners worked 8:00 a.m. to 5:00 a.m. at their jobs. The group-directed learners indicated 78 percent of them worked evenings and weekends.

Enrollment Status. Fifty-four percent of the distance-learners were enrolled part-time with less then 12 semester credit hours attempted during the term this study was completed. Ninety-two percent of the group-directed learners indicated they were enrolled in more than

12 semester hour credits during the term this study was completed. Obviously, the group-directed students were enrolled for more credits than the distance-learners.

Grade-Point-Average. The grade-point-average of the distance-learners was higher. Fifty-four percent of the distance-learners reported a GPA in excess of 2.5. Conversely, 54 percent of the group-directed learners reported an overall GPA lower then 2.5. Interestingly, the grade-point-average centered on a 2.5 GPA were higher for the distance-learner.

The data elements, of those demographic characteristics from the Student Profile Survey, which indicate similarities include (a) gender; (b) race; (c) marital status; (d) credit hours taken this semester; (e) amount of miles traveled to school one-way; (f) declared major; (g) county or city of residence within college service region; (h) main reason for taking this class; (i) how their education was funded; and (j) highest level of education attained.

Gender and Race. Fifty-nine percent of those students enrolled in the group-directed delivery method of performance instruction were female while forty-one percent were male. Sixty-nine percent of the distance-learners were female and thirty-one percent were male. Ninety percent of the distance-learners were white and ten percent were Asian. The racial mixture for the group-directed learners included 5 percent Asian, 10 percent African American, and 85 percent of the group-directed learners were white.

Marital Status and Credit Hours. Similarities between the treatment groups existed as to their marital status and credit hours attempted during the semester this study was done. For example, the group-directed learners were equally divided among married and singles as were

the distance learners. Both treatment groups averaged taking 12 credits during the semester this study was done.

Travel Distance and County/City of Residence. Distance traveled to school and county or city of residence were also similar between the treatment groups in this study. Both groups averaged traveling 20 miles to school one way. The majority of the subjects in the treatment groups resided in Giles or Montgomery counties.

Declared Major and Education Funding. In the area of declared major for those in the treatment groups, 92 percent of the subjects in both treatment groups indicated they were either a marketing or business management major. In both treatment groups, some form of financial aid helped fund the respondents college tuition as they pursued their declared major.

Main Reason for Taking Class. The reasons for taking the class proved to be quite similar as well. Sixty-seven of the group-directed learners responded they were taking the class as a degree requirement, whereby 69 percent of the distance learners responded in kind. Eight percent in both treatment groups responded they were taking the class to establish work related skills.

Highest Level of Education Attained. The treatment groups differed as to the highest level of education attained by the subjects in the study. Twenty-one percent of the distance-learners indicated they had obtained an associates or bachelors degree/certificate as their highest level of educational attainment. Conversely, only 10 percent of the group-directed learners indicated they had received an associates or bachelors degree/certificate.

Given the nature of group-directed lecture students and those pursuing educational goals through distance learning methods, these differences and similarities are not surprising.

Studies of these two constituencies at New River Community College have consistently indicated that distance learners are older and work full-time while attending classes part-time. They tend to have attained higher levels of education than those enrolled in group-directed courses and have a higher GPA.

Surveys of these two constituencies have also indicated the gender and race are generally quite similar between groups. Similarities also exist among these groups in terms of the number of credits attempted in a semester, with on average 9 credits attempted during a particular semester. Similarities generally exist as to the distance traveled to school from their homes, on average, twenty miles.

Surveys have generally reported similarities in how their education was funded; principally through financial aid. Additionally, the reason for taking the class was similar, to upgrade job skills and receive a degree.

Summary of the Overview of Demographic Profile Data

The data indicate, of the 15 variables surveyed, the treatment groups were similar in ten demographic areas. Differences between treatment groups were observed in five areas within the demographic profile.

ACHIEVEMENT

The purpose of this study was to determine the efficacy of alternative performance instruction delivery methods on student achievement in a Principles of Marketing course. To determine such effects, teacher-developed, criterion-referenced mid-term and final examinations were used to measure achievement. Means of the tests were compared using unpaired t-test adjusted for unequal cell size. Achievement data presented in this section is

organized by the instruments used to measure student achievement. See Appendix H for the mid-term and final examinations used to measure student achievement.

Mid-Term Examination

The mid-term examination was administered in the eighth week of a 15-week semester. Both treatment groups received the same mid-term examination which was based on the same criterion-referenced assignments required of both groups and identified in the course syllabus.

The criterion-referenced mid-term exam items considered the assignments and activities required in the first four lesson plans/modules covered in the course. Thus, reading eight chapters from the textbook, completing nine review lessons in the Telecourse Study Guide, and viewing nine marketing programs from the video series formed the basis for the mid-term examination. The mid-term exam addressed the first 20 of the 45 course content goals identified in the syllabus.

The protocol followed in the administration of the mid-term provided for consistency in this critical process of determining student achievement. The mid-term exam was developed by the researcher and the course instructor. The maximum score on the exam was 100 points.

The distance learners took the exam on campus and in a class setting to control the testing environment. The group-directed learners took their exam during a regular class period. Efforts were unsuccessful to have both groups take the exam together due to scheduling conflicts. Each group had 60 minutes to complete the mid-term examination.

However, time was not a factor as all students were able to complete the exam within the alloted time period.

Forty-one students in the group-directed performance instruction sample and sixteen students in the distance learning performance instruction sample took the mid-term exam. By the time of the mid-term examination, two students in the group-directed sample, and six students in the distance learning sample, had withdrawn and/or dropped the course. See the first section of this chapter for a description of non-completers.

On the mid-term, the mean score of those students in the group-directed sample was 62.1951; the mean score of those students in the distance learning sample was 67.7500. The differences in the mean scores on the mid-term examination were not statistically significant ($t = 1.5258$, $p > .05$). Table 1 presents the comparisons of mean scores on the mid-term examination for the group-directed and distance learners.

Final Examination

The final examination was administered during the designated exam week at the close of a 15-week semester. Both treatment groups received the same final exam based on the same criterion-referenced assignments reguired of both groups and identified in the course syllabus.

The criterion-referenced final exam items considered the assignments and activities required in the last five lesson plans/modules covered in the course. Thus, reading the last 12 chapters from the textbook, completing the last 17 review lessons in the Telecourse study guide, and viewing 17 remaining marketing programs from the video series formed the basis

for the final examination. The final exam addressed the last 25 of the 45 course content goals identified in the syllabus.

The administrative protocol for the final was the same as that developed and used for the mid-term. The final examination was developed by the researcher and course instructor. The exam included criterion-referenced test items which mirrored the content goals covered during this period of the course. The maximum score which could be achieved on the final exam was 100 points.

The distance learners returned to campus to take the final exam in a class setting to mirror the protocol followed by the group-directed sample. Each treatment group had 150 minutes to complete the final examination.

Thirty-eight students in the group-directed performance instruction sample and thirteen students in the distance learning performance instruction sample took the final exam. By the time of the final exam, another three students in the group-directed sample, and three students in the distance learning sample had either withdrawn or dropped the course. See the first section of this chapter for a description of non-completers.

On the final exam, the mean score of those students in the group-directed sample was 48.5263; the mean score of those students in the distance learning sample was 53.5385. The differences in the mean scores of the treatment groups on the final exam were not statistically significant ($t = 1.03$, $p > .05$). Table 1 presents the comparisons of mean scores on the final examination for the group-directed and distance learners.

TABLE 1

Comparison of Mean Scores on Mid-Term, Final and Aggregated Exams

Exam Mid-Term Exam Final Exam	Treatment Groups						t	p**
	Group-Directed MKT 100-01			Distance Learners MKT 10-30				
	N	Mean	S.D.	N	Mean	S.D.		
Mid-Term Exam	41	62.1951	12.9619	16	67.7500	10.5483	-1.5258	0.1328
Final Exam	38	48.5263	21.9258	13	53.5384	11.9625	-1.0304	0.3087

*Significant at alpha = 0.05

**Homogeneity of variance was satisfied in test of significance.

Aggregated Mid-Term and Final Examination Scores

An analysis of aggregated mean score variance to test for significance on the mid-term and final examinations was calculated. Of the 79 exams taken by the group-directed sample, the mean score was 55.6202. The mean score was 61.3793 from the 29 exams taken by the distance learning sample. The differences in the total aggregated mean scores from both the mid-term and final examinations of the treatment groups was not statistically significant ($t = 1.77$, $p > .05$). Table 1 presents the comparisons of mean scores on the aggregated mid-term and final examinations.

Summary of Achievement

The mean score on the mid-term, the final exams, and the aggregated exam scores for those enrolled in the distance learning course were higher than those enrolled in the group-directed delivery method. The difference in mean scores, however, were not significantly different at a 0.05 level. Thus, the null hypothesis that delivery methods have no significant effect on student achievement is supported by this study.

VALIDITY

Pedhazur and Schemelkin (1991) reported "...because reliability lends itself more easily to mathematical formulations than does validity, and because high reliability coefficients are attainable with relative ease, many researchers and consumers of research appear to overlook the fact that reliability is a necessary but not sufficient condition for validity" (p. 81). If inferences are to be made, it is important to address the validity of the instrument used to measure achievement. This section of the chapter describes the validity issues surrounding the instrument used to measure achievement.

Validity refers not to a measure but to the inferences made on the basis of the scores obtained from the measure. In this study, student achievement was measured to address whether performance instruction delivery methods have significant effect on achievement. The focus of the validation was on criterion-referenced content validity.

Both treatment groups had the same amount of time to complete the same criterion-referenced mid-term and final examinations. A review of both the mid-term and final exams revealed that those questions which where left blank were due to lack of knowledge or reading level difficulty. The unanswered questions were not clustered at the end of the exams.

The criterion-referenced validity of the measurement instruments is reinforced by the use of test item pool provided by the author with the textbook. Every test item in the pool is tied to specific content in the course as the author wrote the content goals and performance objectives consistent with the content in the textbook. Every test item, and its answer, can be traced back to a specific page in the textbook and to specific content goals and performance objectives.

The validity was improved by using a software program that guided and monitored the test makers. The artificial intelligence application embedded in the software aligns the course syllabus, lesson plans/ modules, and the exams. The content goals identified in the syllabus form the foundation for the development of lesson plans/modules upon which delivery strategies are based. The exams were constructed based on those content goals and lesson plans/modules. Each content goal was addressed by test items included on the exams.

Finally, the exams were reviewed by the research adviser. He is also the expert in the software. Thus, an expert in process was used to check the testing pool and resulting exams.

RELIABILITY ESTIMATES

Reliability estimates for the instruments used to measure achievement were calculated. Reliability was not an explicit concern in this study. However, any replication attempts could be enhanced with the reliability data. Reliability estimates are useful in estimating the amount of variance in the obtained mean scores attributable to the treatment and, consequently, the amount of variance contributed by events beyond the control of the study.

Protocol Used to Determine Reliability Estimates

Reliability is the degree to which a test consistently measures what it is designed to measure. The reliability of a measure is the ratio of the true-score variance to observed-score variance (Pedhazur and Schmelkin, 1991).

To determine reliability estimates for the mid-term and final examinations used to measure achievement, reliability coefficients were determined. Reliability estimates were calculated using Number Cruncher Statistical Software (NCSS). Since both the mid-term and final examinations included question which were dichotomous, meaning they were either correct or incorrect, the first step was to create a spreadsheet matrix. The matrix indicated, for each question on the exam, whether the student answered it correctly or incorrectly. Correct responses were indicated as 1 in the matrix with incorrect responses designated as 0.

Reliability is often characterized as a theory of error, or more appropriately, theories of errors. According to Pedhazur and Schmelkin (1991), "...it is imperative that reports of

reliability include sufficient information about the procedure being used in its estimation so that readers can ascertain the sources of error that have been addressed" (p. 88). There are three commonly used approaches to the estimation of reliability including test-retest method, equivalent forms method, and internal-consistency method.

Cronbach's Coefficient Alpha

The internal-consistency approach to the estimation of reliability is based on the notion that items, or subparts, of the instrument measure the same phenomenon or that the items are homogeneous. Cronbach's alpha is the most often used estimate of internal-consistency reliability. To determine the reliability estimate for the mid-term and final examination instruments used to measure student achievement, an item analysis using NCSS was run. Cronbach's coefficient alpha was calculated from this procedure.

Cronbach's coefficient alpha for the mid-term exam was 0.7558. This suggests 57 percent of the variance in observed scores was systematically due to the treatment and 43 percent of the variance was due to random errors. Cronbach's coefficient alpha for the final exam was 0.8984. This suggests 81 percent of the variance in the observed scores was systematically due to the treatment and 19 percent was due to random errors. These reliability coefficients are respectable for criterion-referenced exams. Table 2 presents the calculations of Cronbach's coefficient alpha for the mid-term and final examination.

TABLE 2

MID-TERM AND FINAL EXAMINATION
RELIABILITY ESTIMATES
BASED ON
CRONBACH'S COEFFICIENT ALPHA

Exam	r_{∞}
Mid-Term	0.7558
Final	0.8985

Student Follow-up

In addition to the statistical analysis, the researcher contacted a random sample of students in both treatment groups to determine if they provide insight into the context in which they responded to the exam. The 15 students contacted, all indicated less attention on the later parts of the mid-term and final exams. The reasons cited most often by the students for working less diligently on the later parts of the exam was "fatigue" and the unanimous observation that the "exams were too hard". The students contacted also observed that since they didn't think they were doing very well anyway they lost their concentration and quit trying.

One student didn't take the final exam because the grade swing from getting a zero was only one letter grade. The student indicated she was comfortable with the grade she was to receive without taking the final. She had projects due in other classes which had a greater influence on her grade their then the final exam had on her grade in the Principles of

Marketing course. It can be conjectured that other students may have been less serious about the exam for similar reasons.

Summary of Validity and Reliability

Validity, or validation, refers not to a measure but to the inferences made on the basis of the scores obtained from the measure. In this study, student achievement was measured to address whether performance instruction delivery methods have significant effect on achievement. The focus of the validation was on criterion-referenced content validity. The steps taken, as described earlier in this section, indicates valid measures were used to assess student achievement.

It is important, when measuring student achievement, that test scores are free from measurement error. According the Pedhauzer and Schmelkin (1991), reliability measures associated with classical test theory have undergone both change and expansion. In this study we are interested in internal-consistency reliability estimates. Cronbach's Coefficient Alpha is considered the best estimate of reliability and the one we use to base decisions about inferences made form the comparisons of variance.

PROFILE OF STUDY BEHAVIORS

Beyond the demographic profile of the subjects in this study, the Student Profile Data Survey provided data to describe differences and similarities in study behavior. The Student Profile Data Survey collected information designed to profile the quantity of time spent on study, as well as, how that study time was spent. This section addresses the research question--are their differences in the study behaviors of those subjects engaged by this study?

The review of the literature revealed very little interest has been given to the effort-reward relationship associated with the quantity and quality issues associated with study behaviors. This study was enhanced by the collection of this data.

These comparisons are intended only for descriptive purposes to profile the study behaviors of those students in this study. The consumer of this study should not infer that these characteristics have a statistically significant impact upon achievement.

Overview of the Study Behaviors Profile

The data from the Student Profile Data Survey indicates there were differences in some study behaviors exhibited by those subjects enrolled in the alternative delivery methods engaged by this study. Not surprisingly, differences existed between group-directed and distance-learners in time spent attending class, reading over class notes, watching videotapes from the Telecourse series, and time spent reading study guides required by the course. This was not surprising as these are the techniques of deliverance that are inextricable with the method.

What was interesting from the data collected is that differences existed among the treatment groups relative to their individual study protocol, time spent contemplating course materials, and answering the study questions at the end of the chapter. This is consistent with the literature that suggest that quantity and quality dynamics associated with study behaviors have less of an effect on achievement than does study techniques (Dickinson and O'Connell, 1990; Schuman, Walsh, Olsen and Etheridge, 1985).

While the amounts and types of distractions reported by those subjects enrolled in the alternative delivery treatment groups were similar, they did align with those categories

suggested by Estes and Richards (1985). Distractibility in terms of daydreaming, compulsivity in terms of rereading assignments, and inquisitiveness in terms of contemplating course materials were supported by the data obtained from the Student Profile Data Survey.

The data collected are presented to clarify the differences and similarities of the treatment groups. Statistical techniques to ascertain statistical differences are not provided. A cursory review of the data support that there were differences in seven, and similarities in fifteen, data elements.

The data elements, of those study behavior characteristics from the Student Profile Survey, which indicate differences include (a) time spent attending class each week; (b) study protocol and strategy followed; (c) time spent reading class notes each week; (d) time spent watching videos each week; (e) time spent weekly in contemplation on course materials; (f) student answers the end-of-chapter questions; and (g) student watches videos.

Time Spent Attending Class. It was interesting that eighteen percent of the group-directed learners acknowledged spending less than 100 minutes in class each week. Eighty-two percent of the group-directed learners indicated they attended class each day. The distance-learners indicated they spent no time in-class, which was to be expected.

Study Protocol. Ninety percent of the group-directed learners and ninety-two percent of the distance learners reported that they studied alone rather than in study teams.

Time Spent Reading Class Notes. Fifty-four percent of the distance-learners reported spending no time reading class notes, which was to be expected, as they do not attend class. It was intriguing that forty-six percent reported taking notes on their readings and assigned

videotapes. The group-directed learners indicated that seventy-two percent of them read over class notes.

Time Spent Watching Videos. Sixty-six percent of the group-directed learners reported they did not watch any of the videos which accompanied the textbook. The videos were held on reserve in the library and were made available for their individual edification. It was encouraging that thirty-four percent reported they did spend at least 30 minutes each week watching the videos. Ninety-two percent of the distance-learners reported spending in excess of 60 minutes per week watching the videos.

Time Spent in Weekly Contemplation. Fifty percent of the group-directed learners reported spending less than 30 minutes contemplating course materials. Seventy-five percent of the distance-learners indicated they spent at least 30 minutes or more in weekly contemplation about course materials.

Answering Questions at the End of Each Chapter. Ninety-three percent of the distance-learners indicated they answered the questions at the end of each chapter as part of their study routine. Fifty-two percent of the group-directed learners indicated they answered questions at the end of each chapter as part of their study routine.

Watched Assigned Videotapes. Less than forty percent of the group-directed learners indicated they watched the assigned videotapes. Ninety-three percent of the distance-learners indicated they did watch the assigned videotapes as part of their study routine.

The data elements, of those study behavior characteristics from the Student Profile Survey, which indicate similarities include (a) time spent listening to audio tapes; (b) time devoted to course activities each week; (c) time of day study is done; (d) time spent reading

textbook each week; (e) takes notes on readings; (f) tapes lectures; (g) networks with other students; (h) relates course materials to real life; (i) encounters distractions; (j) types of distractions encountered; (k) special study area; (l) special study strategy; (m) special study chronology; (n) exam preparation habits; (o) overall study habits.

Listening to Audio Tapes. Seventy-six percent of the group-directed learners and seventy-five percent of the distance-learners indicated they did not listen to audio tapes available as supplemental course resources.

Time Devoted Weekly to Course. Fifty-four percent of the distance-learners reported they spend three to six to hours per week on course activities. Fifty-seven percent of the group-directed learners reported they spend three to six hours per week on course activities. Sixteen percent of the distance-learners and eighteen percent of the group-directed learners indicated the spend six to nine hours per week on course activities.

Time of Day Study Done. Sixty-two percent of the distance-learners and sixty-five percent of the group-directed learners indicated they studied during the evenings on weekdays. It was interesting that only four percent of the group-directed learners and seven percent of the distance-learners indicated the spent time during the weekends studying.

Time Spent Reading Textbook. Eighty-four percent of the distance-learners reported they spent in excess of 60 minutes each week reading their textbook. Forty-six percent of the group-directed learners indicated they spend less than 60 minutes reading their textbook each week.

Taking Notes on Readings. Sixty-nine percent of the group-directed learners and seventy-five percent of the distance-learners indicated they took notes on their reading assignments.

Tapes Lectures. Eighty percent of the group-directed learners and eighty-three percent of the distance-learners reported they did not tape lectures for review as part of their study strategy.

Networks with Other Students. Seventy-two percent of the group-directed learners and seventy-six percent of the distance-learners indicated they networked with other students in their class.

Relates Course to Real Life. Because applied learning is emphasized in the course, it was important to ascertain whether students read newspapers, journals, magazines, and watched television in an attempt to bridge classroom theory with current affairs. Sixty-nine percent of the distance-learners and sixty-two percent of the group-directed learners indicated that they did relate course materials to real life situations.

Encountered Distractions. Eighty-five percent of the distance learners and eighty-seven percent of the group-directed learners reported encountering distractions as they worked on course requirements. Family and phone interruptions were reported as the most frequent types of distractions encountered by both groups.

Special Study Area, Strategy, and Chronology. Fifty-one percent of the group-directed learners and forty-seven percent of the distance-learners reported that they had no special study area, strategy, or chronology when reviewing course materials.

Exam Preparation Habits. Fifty-eight percent of the group-directed learners and sixty-three percent of the distance-learners reported that they engaged in daily review as their strategy for preparing for course examinations.

Overall Study Habits. Eighty-seven percent of the group-directed learners and seventy-seven percent of the distance-learners rated their overall study habits as average when asked to scale their study habits as above average to below average.

Summary of the Overview of Study Behaviors Profile Data

The data indicates, of the 22 variables surveyed, the treatment groups were similar in fifteen study behavior areas. Differences between treatment groups were observed in seven areas within the study behaviors profile.

SUMMARY OF SUMMARIES

Student data were presented to profile the enrollment activity in the Principles of Marketing courese chosen for this study. A demographic profile and analysis of the treatment groups was reported. Statistical analysis of the scores on the mid-term and final examinations as measures of student achievement were presented. No significance in the mean score variance when tested at a 0.05 probability level was found.

Validation and reliability of the instruments used to measure student achievement were addressed. Calculation of Cronbach's coefficient alpha yielded respectable reliability estimates. Data collected to profile student study behaviors were presented and analyzed.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the efficacy of alternative performance instruction delivery methods on student achievement in Principles of Marketing. To this end, a quasi-experimental study was conducted. Performance instruction in the study involved the use of an artificial intelligence application software suite to plan, deliver, and evaluate teaching and learning (Vogler, 1991). The desired outcome for performance instruction is effective instruction and learning.

This chapter presents: (a) findings to conclusions for the student profile data, achievement, instrument validity and reliability, and study behaviors; (b) recommendations by the researcher; and (c) researcher's commentary.

The first research question presented in Chapter 1 was addressed by the review of the literature. The second research question presented in Chapter 1 was addressed and the conclusions are presented in the **Achievement section** in this chapter. The third research question presented in Chapter 1 was addressed and the conclusions are presented in the **Demographic Profile and Analysis and Profile of Study Behaviors sections** in this chapter.

STUDENT PROFILE DATA

Findings to Conclusions

Student profile data were collected so that the context of the purposeful sample could be established. Complete descriptions of collected student profile data were presented in Chapter 4. Comparisons of participants' age, number of hours worked per week, when hours were worked per week, enrollment status, and grade-point average indicated

differences. Comparisons of the demographic data on gender, race, marital status, credit hours taken this semester, miles traveled to school, their declared major, county or city of residence, reasons for taking the class, how their education was funded, and highest level of formal education attained, indicated similarities.

There was no conclusion from these findings. The groups appear different with regard to five attributes and similar for ten attributes. The voluntary aspect of selecting the approach may have contributed to the differences observed.

ACHIEVEMENT

Findings to Conclusions

Achievement was measured by teacher developed criterion-referenced mid-term and final examinations. Results of the mid-term, final, and an aggregate mid-term and final were analyzed. The course planning, delivery, and evaluation tools were developed using Instructional Performance Systems, Inc.'s expert system software (Herrmann, Pointer and Vogler, 1991). Comparisons of group means on the mid-term examination resulted in no significant difference between the treatment groups in this study. Analysis of group means on the final examination resulted in no significant difference between treatment groups in this study. Comparisons of group means on the aggregated scores from the mid-term and final examinations resulted in no significant difference between treatment groups in this study.

Therefore, it was concluded that performance instruction delivery method does not significantly affect student achievement when planning, delivery, and evaluation decisions are made with the assistance of Instructional Performance Systems, Inc.'s expert system software.

In a more prescriptive sense, one can reasonably expect achievement to be the same for students with the noted profiles provided introductory marketing by either group-directed or distance learning performance instruction.

INSTRUMENT VALIDITY AND RELIABILITY

Findings to Conclusions

The instruments used to measure student achievement were teacher developed criterion-referenced mid-term and final exams. The test item pool used to create the mid-term and final examinations was derived from test bank materials provided by the text author and were linked to the textbook. Further, each test item in the pool can be attributed to specific content in the course as listed in the syllabus.

The test item pool and constructed exams were reviewed by a panel of experts. These experts included the course instructor, the researcher, and the research advisor. The same mid-term version and final examination version were given to both treatment groups. Each treatment group had the same amount of time to complete the mid-term and final examination without time being a limiting factor. An item analysis of the mid-term and final examinations indicated that the questions that were not answered were not clustered at the end of the exams.

Reliability for the mid-term and final examinations were calculated using Cronbach's coefficient alpha. The reliability estimate was presented for use if this study were to be replicated. Of primary concern in this type of study is test validity, not reliability.

The calculation of Cronbach's coefficient alpha produced a reliability estimate of 0.7558 for the mid-term exam. The calculation of Cronbach's coefficient alpha was 0.8985 for the final exam.

No conclusions were drawn from these findings. The reliability, while not over 0.90 as desired for norm based achievement, was reasonable for a criterion-referenced exam.

STUDENT STUDY BEHAVIORS

Beyond the demographic profile of the subjects in this study, the Student Profile Data Survey provided data which were used to describe the study behaviors of the treatment groups as presented in Chapter 4. Comparisons of students' study behaviors in terms of: (a) time spent in class; (b) study protocol; (c) time spent reading class notes; (d) time spent watching videos; (e) time spent contemplating course materials; (f) time spent answering end-of-chapter questions; and (g) time spent answering questions on videos were different.

Comparisons of students' study behaviors with regard to: (a) time spent listening to audio tapes of class lectures; (b) time devoted to weekly course activities; (c) time of day study was done; (d) time spent reading the textbook; (e) taking notes on readings; (f) whether student tapes lectures; (g) networking with other students; (h) relating course materials to real life; (i) encountered distractions; (j) types of distractions encountered; (k) special study area; (l) special study strategy; (m) special study chronology; (n) exam preparation habits; and (o) overall study habits were similar.

No conclusions were drawn from these findings. The groups were different with regard to seven attributes and similar for 15 attributes. The voluntary aspect of

selecting the approach may have contributed to the differences in study behaviors observed.

RECOMMENDATIONS

This study determined the efficacy of performance instruction delivery methods on student achievement in a Principles of Marketing course. The study used artificial intelligence application software packages to create performance instruction materials. This study concluded that the use of group-directed and distance learning performance instruction in a Principles of Marketing course resulted in no significant difference (0.05) in student achievement.

This study is the first to use artificial intelligence software to control planning, delivering, and evaluation in the design and implementation of instructional materials. As a result of this study, the following recommendations emerged.

1. Because it is desirable that student achievement in group-directed and distance learning environments not be significantly different, **the major recommendation arising from this study is that performance instruction should be considered when alternative delivery methods are used to teach the same course.** When the same course is delivered using group-directed classroom instruction and independent and distance-learning programs, principles of performance instruction should be considered.
2. This study had a natural inherent limitation in that the treatment groups were not randomly selected nor assigned. **It is recommended that future**

research attempt to randomize selection and assignment of treatment groups.

3. This study used the mid-term and final exams as measures of student achievement. **It is recommended that future research consider other measures of student achievement which would add to the research done by Michels and Miethe (1989).** For example, the use of case studies, research assignments, and/or other non-formative assignments might provide an applied method to assess student achievement beyond the use of traditional exams.

4. This study only examined the group-directed and distance learning methods of performance instruction delivery. **It is recommended that future research consider other delivery methods be examined to support the analysis of instructional strategies studied by Weston and Cranton (1986).** It would be interesting to test the use of performance instruction using interactive and experimental learning methods of instruction surveyed by Weston and Cranton (1986).

5. This study used a researcher developed survey instrument to profile student groups and accent study behaviors. **It is recommended that future research consider the use of the Study Behavior Inventory suggested by Mueller and Gibson (1986) in their study to analyze the impact quantity and quality of study has on student achievement.** Discovery of the Study Behavior Inventory by the researcher occured while the study was in

progress. The researcher would recommend that it be considered if this study was replicated. This research would also add to the work of Dickinson and O'Connell (1990).

6. This study did not consider learning styles or their impact on student achievement. **It is recommended that future research use a learning style inventory when determining the efficacy of performance instruction delivery methods on student achievement.** This would contribute to the effectiveness-efficiency debate studied by Richie and Newby (1989).

7. This study used a mid-term and final exam to measure student achievement. **It is recommended that future research examine the validity and reliability of student achievement measures for criterion referenced based courses.** Such research would complement the study by Hughes and Douzenis (1985) which examined predictor and performance variables in performance-based education.

8. This study was limited to the use of performance instruction in a Principles of Marketing course in a community college. **It is recommended that future research establish the efficacy of performance instruction in other courses, other community colleges, and four-year institutions of higher education.** This would support the research of Dille and Mezack (1991) and Martin and Rainey (1993) and contribute to the debate about the effect technology has on effectiveness-efficiency of instruction. Such research may

provide opportunities to generalize the results to other courses, other community colleges, and to senior institutions.

9. Finally, studies by O'Neil (1993) and Evans and King (1993) examined the role of outcome-based education philosophy in instructional design and implementation. The use of the expert system in establishing connections between outcomes and delivery methods could contribute significantly to the debate about outcome-based education. With the growing movement towards assessment, accountability, and effectiveness by accrediting agencies and legislative bodies, **it is recommended future research, beyond the foundations established with this study, are needed.**

RESEARCHER'S COMMENTARY

There are exciting developments on the horizon. The use of technology provides opportunities and creates challenges in the delivery of instruction. This study has implications to support the use of alternative delivery methods. This study has implications as to the use of technology in delivery methods. The researcher is more equipped to ask questions rather then provide answers.

In an effort to embrace the use of technology to deliver product, are we certain of the hoped for efficiencies? What is the cost to effective teaching and learning? Will we look back later at the tremendous investment made to upgrade technological developments and shake our heads at the cost relative to the return received? Should scare resources be expended for upgrading computers or people?

External pressures are requiring educators to assess planning, delivering, and evaluating of teaching and learning. The new Carl D. Perkins Vocational and Applied Technology Act of 1990 mandates the development of program competencies to assess effectiveness. Additionally, state regulatory agencies (SCHEV, 1992) and regional accrediting agencies (Southern Association of Colleges and Schools, 1989-1990 Edition), are requiring the development of program competencies to document instructional accountability.

Economic and political realities are forcing educators to consider ways to deliver instruction more efficiently while maintaining effectiveness. Technology can be a powerful tool. Efforts to link efficiency strategies with effective outcomes and accountability, have not created a research base which suggest the best strategies to engage in this effort. Without a sound research base, educators will be unable to make prudent judgements about the impact the use of technology; to deliver instruction, has on effectiveness of the teaching and learning paradigm.

While non-random assignment of the treatment groups in this study limits generalizations, this should not minimize or downplay the significance this study may have in contributing to the research base. As technology is increasingly utilized to deliver instruction, principles of performance instruction, used to hold constant the content and evaluation of a delivered course, offers great promise to enhance effective and efficient instruction--and learning. Additional research in other courses, at other community colleges, and at senior institutions would contribute to the research base for those who engage technology in the delivery of instruction.

The growing diversity of the student population presents new opportunities and challenges for educators. Performance instruction provides a powerful tool to enhance access to education in an increasingly diverse society. Principles of performance instruction linked to technology may enhance access without jeopardizing instructional effectiveness.

Steps are in motion now at New River Community College to take the electronic curriculum created for the Principles of Marketing course and deliver it electronically through personal computers. Already, plans for the test item bank to be placed on the college's local area network are being developed. Students can access the items and activities in the test item pool to enhance their learning. New River Community College currently broadcasts distance learning courses, such as principles of Marketing, using the local dedicated public access and public broadcasting stations. Plans are underway, through a Title III grant, to pilot the use of the electronic materials produced for this study for delivery using fiber optic and satellite transmission technology. Where will it end?

Performance instruction is an answer. Performance instruction as manifest in a computer-assisted mode, may indeed be the answer.

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APPENDICES

The Appendices in this dissertation are:

Appendix A and B: Includes syllabi for the group-directed and distance learning performance instruction delivered by this study.

Appendix C and D: Includes one example of the Lesson Plans and Modules produced for delivery of performance instruction to the group-directed and distance learners in this study.

Appendix F: Includes letters of institutional support from the sponsoring college for this study.

Appendix G: Includes the Student Profile Data Surveys used to profile student groups and accents study behaviors.

Appendix H: Includes the mid-term and final examinations used in this study to measure student achievement.

SPECIAL NOTE: All other Appendices referred to in the dissertation and the Lesson Plans, Modules, and Topical Review Quizzes produced by the *PEAKSolution*© Software Suite engaged by this study will be reproduced, along with the above mentioned Appendices, on a 3.5" disk and jacketed for inclusion in the binded dissertation. It was decided not to include all the materials produced for this study in the Appendices as the inclusion would have been prohibitive to bind.

APPENDIX A

Course Plan/Syllabus

for

Principles of Marketing
MKT 100-01

Group-Directed Delivery Method

Generated using:
PEAKSolution© CourseBuilding
Expert System Software Suite

New River Community College
P. O. Box 1127
Dublin, VA 24073

Barbara Mitchell
170 Godbey Hall
674-3600, ext. 298

MKT 100-01
PRINCIPLES OF MARKETING

Course Description

This course covers and presents principles, methods and problems involved in the distribution and marketing of goods and services to industrial and ultimate consumers. Introduces various marketing middleman: wholesaler, retailer, broker, agent including cooperative and trade associations, shippers, stores and facilitators. Discusses present-day problems and policies connected with distribution and sale of products, pricing, promotion and buyer motivation. Examines variations of the marketing mix and marketing research, plus legal, social and ethical considerations in marketing. (3 credit hours)

Course Focus

The focus of this course is to provide a solid foundation to facilitate the study of marketing principles. Further, this course is intended to provide the student with foundation skills for academic inquiry into other marketing and business management courses required in the AAS degree programs at New River Community College. Emphasis will be on the applied aspects of the marketing principles discussed in this course. It is expected the student who successfully completes the Principles of Marketing course will exhibit greater consumer awareness of the role marketing plays in our socio-economic system. It is further expected the student will exit the course with the knowledge and skills to develop marketing strategies within a professional work setting.

Text and References

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Stone, D., & Lee, V. (1992). Study Guide for the Telecourse Marketing. Orlando, FL: Dryden Press.

Marketing, a telecourse, produced by Coast Community College District and KOCE-TV, in cooperation with Holt, Rinehart and Winston/The Dryden Press.

Course Goals

The following list of course goals will be addressed in the course. These goals are directly related to the performance objectives (Addendum A). (* designates a CRUCIAL goal.)

1. Examine marketing history.
2. Contrast marketing concepts.
3. Identify marketing strategy elements.
4. Classify marketing functions.
5. Analyze marketing strategy.
6. Compare marketing environments.
7. Describe global dimensions of marketing.
8. Analyze environmental marketing management.
9. Categorize marketing planning process steps.
10. Critique marketing planning tools.
11. List market forecasting techniques.
12. Diagram marketing research process.
13. Analyze market research/information systems.
14. Breakdown consumer behavior influences.
15. Sequence consumer decision process.
16. Examine organizational buying behavior.
17. Identify consumer/business market segments.
18. Contrast target market strategies.
19. Outline market segmentation decision process.
20. Analyze market segmentation process.
21. Classify consumer/industrial products.
22. Illustrate product life cycle.
23. Explain consumer adoption process.
24. Differentiate product mix decisions.
25. Examine new-product planning.
26. Analyze product strategy.
27. Define customer/service marketing.
28. Identify service marketing characteristics.
29. Determine service firms marketing mix.
30. Analyze service marketing.
31. Compare alternative distribution channel strategies.
32. Contrast wholesale distribution channel functions.
33. Classify retail distribution channel strategy elements.
34. Identify physical distribution decisions.
35. Analyze distribution channel strategy.
36. List promotional mix objectives.
37. Compare promotional mix alternatives.
38. Develop optimal promotional mix determinants.

39. Contrast non-personal and personal promotional methods/techniques.
40. Analyze promotional strategy.
41. Identify pricing objectives.
42. Contrast price determination practices.
43. Manage the pricing function.
44. Investigate marketing careers.
45. Formulate marketing strategies.

Student Contributions

Each student will spend at least 9 hours per week in class or preparing for class. The student has made a monetary investment in this class and should, therefore, intend to maximize their return on investment. It is important, if you are to maximize the potential for this return on investment, that the student stay current in the assigned readings, required exercises, and follow the suggested sequence of study included in the instructional materials provided with this course. The instructor's role is one of facilitator and guide on this academic voyage you have elected to undertake. While I stand ready to offer all the help and support you will need to successfully complete this course, I am not intrusive with my assistance. The student will need to initiate and contribute to the success of this class.

Course Evaluation

Your performance objectives and exams will be translated to points and the points to grades. There are 800 points possible and grades will be earned as follows: A = 728-800, B = 648-727, C = 568-647, D = 488-567. If you have less than 488 points, you should schedule an appointment with your instructor. The mid-term and final examination are each worth 100 points each. See the performance objectives for the allocation of point totals associated with assignments and exercises. Examinations will be administered at designated testing sites during the prescribed days and times. The Honor Code of New River Community College is embraced in this course.

Course Schedule

Refer to the suggested sequence of study included with the instructional materials for delivery of course content, due dates on module assignments, and testing information.

ADDENDUM A
PERFORMANCE OBJECTIVES

5. The student will be allowed references. The student will analyze marketing strategy. Content goals 1-4 should be used as prerequisite study. The student will answer the topical review questions provided with lesson plan #1. Performance will be satisfactory if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. **(50 points)**

8. The student will be allowed references. The student will analyze environmental marketing management. Content goals 6-7 should be used as prerequisite study. The student will answer the topical review questions included in lesson plan #2. Performance will be satisfactory if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. **(30 points)**

13. The student will be allowed references. The student will analyze market research/information systems. Content goals 9-12 should be used as prerequisite study. The student will answer the topical review questions included in lesson plan #3. Performance will be satisfactory if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. **(40 points)**

20. The student will be allowed references. The student will analyze market segmentation process. Content goals 14-19 should be used as prerequisite study. The student will answer the topical review questions included in lesson plan #4. Performance will be satisfactory if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. **(70 points)**

26. The student will be allowed references. The student will analyze product strategy. Content goals 21-25 should be used as prerequisite study. The student will answer the topical review questions included in lesson plan #5. Performance will be satisfactory if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. **(60 points)**

30. The student will be allowed references. The student will analyze service marketing. Content goals 27-29 should be used as prerequisite study. The student will answer the topical review questions included in lesson plan #6. Performance will be satisfactory if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. **(40 points)**

35. The student will be allowed references. The student will analyze distribution channel strategy. Content goals 31-34 should be used as prerequisite study. The student will answer the topical review questions included in lesson plan #7. Performance will be satisfactory if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. **(50 points)**

40. The student will be allowed references. The student will analyze promotional strategy. Content goals 36-39 should be used as prerequisite study. The student will answer the topical review questions included in lesson plan #8. Performance will be satisfactory if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. **(50 points)**

43. The student will be allowed references. The student will manage the pricing function. Content goals 41-43 should be used as prerequisite study. The student will answer the topical review questions included in lesson plan #9. Performance will be satisfactory if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. **(30 points)**

44. The student will investigate marketing careers. The student will identify an area (or areas) of interest relative to the marketing functions studied. Based on these identified areas, the student will adopt a marketing professional within the college's service region and profile the marketing career of this person. Performance will be satisfactory if a word processed narrative of this profile is presented to the instructor. This narrative is indicative of your ability to identify the appropriate marketing functions and concepts you have studied that are discussed in the development of this marketing profile. The document of record will be the submission of a word processed narrative that summarizes the dialogue between the student and the marketing professional you have chosen to profile. If possible, a taped transcript or videotape of the conversation(s) you undertake in the execution of this performance objective is encouraged. Students are encouraged to work in teams on this activity. **(70 points)**

45. The student will formulate marketing strategies. The student will research and select a national/international firm utilizing appropriate references. A copy of this firm's annual report and other reference literature (journal articles, broadcast profiles, etc.) will form the foundation of a bibliography that must include a minimum of 10 reference citations. Based upon your research, knowledge gained from your studies and other personal/professional experience, the student will critique their selected firms' marketing strategy. Performance will be satisfactory if the student schedules an oral presentation of their findings and this oral presentation demonstrates command of salient marketing concepts and practices. In addition to any references the student finds appropriate, the students are encouraged to work in teams to execute this performance objective. The document of record will be a word processed summary of the oral presentation to include the bibliography statement. **(100 points)**

Developed/Revised: 8/17/93

SUGGESTED STUDY SEQUENCE

PRINCIPLES OF MARKETING

Fall 1993 **MKT 100**

Week of	Recommended Study Strategy
August 23	Course orientation week. Class content, format, and student evaluation criteria are discussed. Obtain textbook, course packet and other course materials. **Complete Assignment #1:** The Biographical profile/picture/ contract activity. Complete the Student Profile Data Survey.
August 30	Read Chapter 1 in the textbook Review Lesson 1 in the Telecourse Study Guide View Marketing Program 1 in the video series
September 6	Complete the assignments in Lesson Plan #1. Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #1. Read Chapters 2 & 3 in the textbook.
September 13	Review Lessons 2 & 3 in the Telecourse Study Guide. View Marketing Programs 2 & 3 in the video series. Complete the assignments in Lesson Plan #2. Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #2.
September 20	Read Chapters 4 & 5 in the textbook. Review Lessons 4 & 5 in the Telecourse Study Guide. View Marketing Programs 4 & 5 in the video series.
September 27	Complete the assignments in Lesson Plan #3. Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #3.
October 4	Read Chapter 6 in the textbook. Review Lessons 6 & 7 in the Telecourse Study Guide. View Marketing Programs 6 & 7 in the video series.
October 11	Read Chapters 7 & 8 in the textbook Review Lessons 8 & 9 in the Telecourse Study Guide. View Marketing Programs 8 7 9 in the video series.

Week of	Recommended Study Strategy
October 18	Complete the assignments in Lesson Plan #4. Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #4. **MID-TERM EXAMINATION ON CHAPTERS 1-8 WILL BE ADMINISTERED AT DESIGNATED TESTING CENTERS.**
October 25	Review of the Mid-Term Examination through scheduled faculty/student meetings via phone or office visit. Read Chapters 9 & 10 in the Textbook. Review Lessons 10 & 11 in the Telecourse Study Guide. View Marketing Programs 10 & 11 in the video series.
November 1	Complete the assignments in Lesson Plan #5. Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #5. Read Chapter 11 in the textbook. Review Lesson 12 in the Telecourse Study Guide. View Marketing Program 12 in the video series.
November 8	Complete the assignments in Lesson Plan #6. Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #6. Read Chapters 12 & 13 in the textbook. Review Lessons 13 & 14 in the Telecourse Study Guide. View Marketing Programs 13 & 14 in the video series.
November 15	Read Chapters 14 & 15 in the textbook. Review Lessons 15, 16 & 17 in the Telecourse Study Guide. View Marketing Programs 15, 16 & 17 in the video series. Complete the assignments in Lesson Plan #7. Submit the Scantron answer sheet and the Topical Review Exercises from Lesson Plan #7.
November 22	Read Chapters 16, 17 & 18 in the textbook. Review Lessons 18, 19, 20, 21 & 22 in the Telecourse Study Guide. View Marketing Programs 18, 19, 20, 21 & 22 in the video series.

Week of	Recommended Study Strategy
November 29	Complete the assignments in Lesson Plan #8. Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #8. Read Chapters 19 & 20 in the textbook. Review Lessons 23 & 24 in the Telecourse Study Guide. View Marketing Programs 23 & 24 in the video series.
December 6	Complete the assignments in Lesson Plan #9. Submit Scantron answer sheet and the Topical Review Exercises from Lesson #9. Review Lessons 25 & 26 in the Telecourse Study Guide. View Marketing Programs 25 & 26 in the video series.
December 13	Performance objectives #44 & #45 described in the course plan must be submitted by **5 p.m. on Monday, December 13, 1993** if they are to be considered for grade determination. **FINAL EXAMINATION ON CHAPTERS 9-20 WILL BE ADMINISTERED AT THE DESIGNATED TESTING CENTERS.**

SEQUENCE OF STUDY

Outlined below is a suggested outline for completing this course along with the expected grade distribution of the assignments. Use the right hand column to record your grades throughout the course.

WEEK	ASSIGNMENT	GRADES
Aug 23	*Course Orientation Week* Class content, format, and student evaluation criteria are discussed. Obtain Textbook, course packet, and other course materials. **Complete Assignment # 1:** The *Introductory Letter*/picture/contract activity. Complete the Student Profile Data survey.	
Aug 30	Read Chapter 1 in the Textbook Review Lesson 1 in the Telecourse Study Guide View Marketing Program 1 in the video series	
Sept 6	Complete the assignments in Lesson Plan #1 Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #1 *(50 points)* Read Chapters 2 & 3 in the Textbook	
Sept 13	Review Lessons 2 & 3 in the Telecourse Study Guide View Marketing Programs 2 & 3 in the video series Complete the assignments in Lesson Plan #2 Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #2 *(30 points)*	

WEEK	ASSIGNMENT	GRADES
Sept 20	Read Chapters 4 & 5 in the Textbook Review Lessons 4 & 5 in the Telecourse Study Guide View Marketing Programs 4 & 5 in the video series	
Sept 27	Complete the assignments in Lesson Plan #3 Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #3 *(40 points)*	
Oct 4	Read Chapter 6 in the Textbook Review Lessons 6 & 7 in the Telecourse Study Guide View Marketing Programs 6 & 7 in the video series	
Oct 11	Read Chapter 7 & 8 in the Textbook Review Lessons 8 & 9 in the Telecourse Study Guide View Marketing Programs 8 & 9 in the video series	
Oct 18	Complete the assignments in Lesson Plan #4 Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #4 *(70 points)* **MID-TERM EXAMINATION ON CHAPTERS 1 - 8 WILL BE ADMINISTERED AT DESIGNATED TESTING CENTERS** ***(100 points)***	
Oct 25	Review of the Mid-Term Examination through scheduled faculty/student meetings via phone or office visit. Read Chapters 9 & 10 in the Textbook Review Lessons 10 & 11 in the Telecourse Study Guide View Marketing Programs 10 & 11 in the video series	

WEEK	ASSIGNMENT	GRADES
Nov 1	Complete the assignments in Lesson Plan #5 Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #5 *(60 points)* Read Chapter 11 in the Textbook Review lesson 12 in the Telecourse Study Guide View Marketing Program 12 in the video series	
Nov 8	Complete the assignments in Lesson Plan #6 Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #6 *(40 points)* Read Chapter 12 & 13 in the Textbook Review Lessons 13 & 14 in the Telecourse Study Guide View Marketing Programs 13 & 14 in the video series	
Nov 15	Read Chapters 14 & 15 in the Textbook Review Lessons 15 - 17 in the Telecourse Study Guide View Marketing Programs 15 - 17 in the video series Complete the assignments in Lesson Plan #7 Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #7 *(50 points)*	
Nov 22	Read Chapters 16 - 18 in the Textbook Review Lessons 18 - 22 in the Telecourse Study Guide View Marketing Programs 18 - 22 in the video series	

WEEK	ASSIGNMENT	GRADES
Nov 29	Complete the assignments in Lesson Plan #8 Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #8 *(50 points)* Read Chapters 19 & 20 in the Textbook Review Lessons 23 & 24 in the Telecourse Study Guide View Marketing Programs 23 & 24 in the video series	
Dec 6	Complete the assignments in Lesson Plan #9 Submit Scantron answer sheet and the Topical Review Exercises from Lesson Plan #9 *(30 points)* Review Lessons 25 & 26 in the Telecourse Study Guide View Marketing Programs 25 & 26 in the video series	
Dec 13	Performance Objectives #44 *(70 points)* & #45 *(100 points)* described in the course plan must be submitted by 5:00 p.m. on Monday, December 13, 1993 if they are to be considered for grade determination. **FINAL EXAMINATION ON CHAPTERS 9 - 20 WILL BE ADMINISTERED AT THE DESIGNATED TESTING CENTERS *(100 points)***	

APPENDIX B

Course Plan/Syllabus

for

Principles of Marketing
MKT 100-30

Distance-Learning Delivery Method

Generated using:
PEAKSolution© CourseBuilding
Expert System Software Suite

INDEPENDENT LEARNING PACKET CONTENTS

INTRODUCTORY INFORMATION

- *Checklist for Starting Your Course*
- *"How the Independent & Distance Learning Program Works"*
- *"Independent & Distance Learning Services Users' Guide"*
- *WBRA Broadcast Schedule, Fall 1993*
- *Letter from Director of Learning Resources & Instructional Technology*
- *Letter from your Instructor, Barbara Mitchell*

COURSE INFORMATION

I. Course Syllabus

Important Dates
Course Details

II. Sequence of Study

Weekly Assignments
Grade Distribution

III. Course Assignments

Descriptions
Instructions for Completion

IV. Contract

Addendum A: Performance Objectives

CHECKLIST FOR STARTING YOUR COURSE

[ ] 1. Review the following brochures found in your packet:

"How the Independent & Distance Learning Program Works"
"Independent & Distance Learning Services Users' Guide"

[ ] 2. Read the introductory letters from the Director of Learning Resources & Instructional Technology and your Instructor found in your packet.

[ ] 3. Review the following course information found in your packet: *I. Course Syllabus, II. Sequence of Study, III. Course Assignments,* and *IV. Contract.*

[ ] 4. Buy the following course materials:

Contemporary Marketing, Seventh Edition by Louise Boone & David Kurtz

Study Guide for The Telecourse Marketing, Fourth Edition by David Stone

10 scantron forms #882

You can buy the above materials at the campus bookstore or order them by mail. Contact the bookstore for ordering procedures and pricing information (674-3638).

[ ] 5. Check the deadlines listed under IMPORTANT DATES on the *Course Syllabus* in this packet. **Make sure you know the last date for withdrawal, refunds and when the semester ends.**

[ ] 6. Review the *Sequence of Study* information so you understand the workload and grade distribution for this course.

[ ] 7. Review the *Course Assignments* information so you understand the types of assignments you are expected to complete and instructions for completion.

[ ] 8. Plan your personal schedule for completing the course. All work must be completed by **Monday, December 13, 1993**.

[ ] 9. Refer to the *Testing Information* in this packet if you are unable to take tests on campus or at the University Mall site. Submit the necessary paperwork for proctor approval.

[ ] 10. Read Section X, WITHDRAWAL POLICY in the *Course Syllabus*.

I. COURSE SYLLABUS

Instructor: Barbara Mitchell

Fall Semester 1993

IMPORTANT DATES

Classes Begin . . . . . Monday, August 23

Last day to drop/add without approval . . . . . Friday, August 27

Orientation . . . . . Saturday, August 28

Last day to drop with a full refund . . . . . Friday, September 3

Labor Day Holiday . . . . . Monday, September 6

Last day to withdraw and receive a "W" . . . . . Tuesday, October 26

Faculty Inservice . . . . . Wednesday, November 24

Thanksgiving Holiday . . . . . Thursday & Friday, November 25 & 26

Classes End . . . . . Friday, December 10

All work for this course must be completed by: **Monday, December 13, 1993.**

PRINCIPLES OF MARKETING **MKT 100-30**

NRCC Independent & Distance Learning Program **3 Credits**

Prepared By: Barbara Mitchell Date: August 23, 1993

Approved By: Date:

I. COURSE DESCRIPTION

The *Principles of Marketing* course:

- covers and presents principles, methods and problems involved in the distribution and marketing of goods and services to industrial and ultimate consumers
- introduces various marketing middleman: wholesaler, retailer, broker, agent including cooperative and trade associations, shippers, stores and facilitators
- discusses present-day problems and policies connected with distribution and sale of products, pricing, promotion and buyer motivation
- examines variations of the marketing mix and marketing research, plus legal, social and ethical considerations in marketing.

II. COURSE FOCUS

The focus of this course is to provide a solid foundation to facilitate the study of marketing principles. Further, this course is intended to provide the student with foundation skills for academic inquiry into other marketing and business management courses required in the AAS degree programs at New River Community College. Emphasis will be on the applied aspects of the marketing principles discussed in this course.

It is expected the student who successfully completes the Principles of Marketing course will exhibit greater consumer awareness of the role marketing plays in our socio-economic system. It is further expected the student will exit the course with the knowledge and skills to develop marketing strategies within a professional work setting.

III. INSTRUCTIONAL MATERIALS

Boone, D., & Kurtz, L. (1992). Contemporary Marketing. Orlando, FL: Dryden Press.

Stone, D., & Lee, V. (1992). Study Guide for the Telecourse Marketing. Orlando, FL: Dryden Press.

Marketing, a telecourse, produced by Coast Community College District and KOCE-TV, in cooperation with Holt, Rinehart and Winston/The Dryden Press.

IV. COURSE GOALS

The following list of course goals will be addressed in the course. These goals are directly related to the performance objectives (see Addendum A).

1. Examine marketing history
2. Contrast marketing concepts
3. Identify marketing strategy elements
4. Classify marketing functions
5. Analyze marketing strategy
6. Compare marketing environments
7. Describe global dimensions of marketing
8. Analyze environmental marketing management
9. Categorize marketing planning process steps
10. Critique marketing planning tools
11. List market forecasting techniques
12. Diagram marketing research process
13. Analyze market research/information systems
14. Breakdown consumer behavior influences
15. Sequence consumer decision process
16. Examine organizational buying behavior
17. Identify consumer/business market segments
18. Contrast target market strategies
19. Outline market segmentation decision process
20. Analyze market segmentation process
21. Classify consumer/industrial products
22. Illustrate product life cycle

23. Explain consumer adoption process
24. Differentiate product mix decisions
25. Examine new-product planning
26. Analyze product strategy
27. Define customer/service marketing
28. Identify service marketing characteristics
29. Determine service firms marketing mix
30. Analyze service marketing
31. Compare alternative distribution channel strategies
32. Contrast wholesale distribution channel functions
33. Classify retail distribution channel strategy elements
34. Identify physical distribution decisions
35. Analyze distribution channel strategy
36. List promotional mix objectives
37. Compare promotional mix alternatives
38. Develop optimal promotional mix determinants
39. Contrast non-personal and personal promotional methods/ techniques
40. Analyze promotional strategy
41. Identify pricing objectives
42. Contrast price determination practices
43. Manage the pricing function
44. Investigate marketing careers
45. Formulate marketing strategies

V. STUDENT CONTRIBUTIONS

This course utilizes individualized, performance-based, methodology in the delivery of course content. The conventional 3 hours of classroom lecture and 6 hours of outside work on class materials is not applicable. Students who exercise this independent, individualized, performance-based, method of learning must discipline themselves to devote the 9 hours per week necessary to complete the course objectives and content goals. The instructor is a facilitator and resource person and is available for individualized instruction should the student so desire. It is the students responsibility to initiate this individualized instruction.

VI. COURSE EVALUATION

Your performance objectives and exams will be translated to points and the points to grades. There are 800 points possible and grades will be earned as follows:

A = 800 - 728
B = 727 - 648
C = 647 - 568
D = 567 - 488

If you have less than 568 points, you should schedule an appointment with your instructor.

The mid-term and final examination are each worth 100 points. See the PERFORMANCE OBJECTIVES within Addendum A or the *Sequence of Study* for the allocation of point totals associated with assignments and exercises. Examinations will be administered at designated testing sites during the prescribed days and times to be announced. The Honor Code of New River Community College is embraced in this course.

1. Modules will be obtained from the staff of the LRC Learning Lab or the University Mall site and must be signed out for on the appropriate forms.

2. All modules use the scantron testing form #882 available from the bookstore.

3. Only one module will be distributed at a time and that module must be turned in before another module will be given out by the Learning Lab staff.

4. Once you have received the module, it must be returned within 10 calendar days. We have had a real problem with students signing out all modules at the beginning of the semester and then not resubmitting them until the last day of the semester - thus, the reason for these guidelines.

5. If you return the module by mail, **be sure to address the envelope to the attention of the LRC - Learning Lab, Martin Hall.** Please do not fold the Scantron Scoring form as it will not process through the scoring machine.

6. Follow instructions on the module package and pledge your work.

7. The scantron answer sheets, modules, midterms and final exams will be kept in the students' file in the Learning Lab. I will forward to you a grade report. No grades will be given out over the telephone. If you would like to review any of the modules or exams, please schedule an appointment with me.

8. The midterm and final examinations are scheduled according to the *Sequence of Study* included in this course packet.

VII. COURSE SCHEDULE

Refer to the suggested *Sequence of Study* included with the instructional materials for delivery of course content, due dates on module assignments, and testing information.

VIII. INSTRUCTOR

Barbara Mitchell, Instructor: Business Management/Marketing
Office: 170 Godbey Hall
Phone: 674-3600, Ext. 298
Hours: Posted and by appointment

IX. INSTRUCTIONAL PROCEDURES

This is an individualized, performance-based course designed specifically for those students whose learning styles are best served by providing instructional opportunities beyond the traditional classroom setting. It is a joint effort between the Division of Technologies, the Business Management & Marketing departments and the Learning Resources & Instructional Technology to better serve the student needs within our service region.

Textbook and telecourse study guide should be purchased by the student. The video series, Marketing, will be available in the Learning Lab of the LRC and will be broadcast by WBRA (see *WBRA Broadcast Schedule, Fall 1993).* **Examinations will be administered at designated testing sites during the prescribed days and times -to be announced.**

X. WITHDRAWAL POLICY

Student Initiated Withdrawal

A student may withdraw from a course without academic penalty during the first 60 percent of a session. For purposes of enrollment reporting, the following procedures will apply:

a. If a student withdraws from a class prior to the termination of the add/drop period for the session, the student will be removed from the class roll and no grade will be awarded.
b. After the add/drop period, but prior to completion of 60 percent of a session, a student who withdraws from a course will be assigned a grade of "W."
c. After that time, if a student withdraws from a course, a grade of "F" will be assigned. Exceptions to this policy may be made under mitigating circumstances; such circumstances must be documented and a copy of the documentation placed in the student's academic file.

A grade of withdrawal implies that the student was making satisfactory progress in the course at the time of withdrawal, that the withdrawal was officially made before the deadline date published in the college calendar, or that the student was administratively transferred to a different program.

Instructor Initiated Withdrawal

You must begin and remain active in the course to stay enrolled. At the very least, you must complete your first assignment by your last day to withdraw (see schedule of important dates). If you do not complete this, you may be dropped with a "W" grade, unless you have contacted your instructor and made other arrangements. In addition, if you do not show any activity on your course work for a period of three weeks during the semester, you may be dropped with a "W" grade. You will be notified of your withdrawal from the course. If you wish to re-enter the course, you must obtain the approval of your instructor.

II. SEQUENCE OF STUDY

Outlined below is a suggested outline for completing this course along with the expected grade distribution of the assignments. This course is designed for you to adapt course requirements to your individual schedule. You may complete the course in any time frame. All work must be completed and turned in by the end of the semester. Use the right hand column to record your grades throughout the course.

Note: The due date for all work to be turned in is Monday, December 13, 1993.

WEEK	ASSIGNMENTS/POINT DISTRIBUTION	GRADES
Aug 23	Attend orientation session on Saturday August 28, 1993 *(Richardson Auditorium 9:00 - 11:00 a.m.)* Obtain Textbook, course packet, & other course materials Complete assignment #1: The *Introductory Letter*/picture/contract activity Complete the *Student Profile Data* survey	
Aug 30	Read Chapter 1 in Textbook Review Lesson 1 in the Telecourse Study Guide View Marketing Program 1 in the video series	
Sept 6	Complete the assignments in Module #1 Submit Scantron answer sheet and the Topical Review Exercises from Module #1 ***(50 possible points)*** Read Chapters 2 & 3 in Textbook	

WEEK	ASSIGNMENTS/POINT DISTRIBUTION	GRADES
Sept 13	Review Lessons 2 & 3 in the Telecourse Study Guide View Marketing Programs 2 & 3 in the video series Complete the assignments in Module #2 Submit Scantron answer sheet and the Topical Review Exercises from Module #2 ***(30 possible points)***	
Sept 20	Read Chapters 4 & 5 in the Textbook Review Lessons 4 & 5 in the Telecourse Study Guide View Marketing Programs 4 & 5 in the video series	
Sept 27	Complete the assignments in Module #3 Submit Scantron answer sheet and the Topical Review Exercises from Module #3 ***(40 possible points)***	
Oct 4	Read Chapter 6 in the Textbook Review Lessons 6 & 7 in the Telecourse Study Guide View Marketing Programs 6 & 7 in the video series	
Oct 11	Read Chapter 7 & 8 in the Textbook Review Lessons 8 & 9 in the Telecourse Study Guide View Marketing Programs 8 & 9 in the video series	
Oct 18	Complete the assignments in Module #4 Submit Scantron answer sheet and the Topical Review Exercises from Module #4 ***(70 possible points)*** **MID-TERM EXAMINATION ON CHAPTERS 1 - 8 WILL BE ADMINISTERED AT DESIGNATED TESTING CENTERS *(100 possible points)***	

WEEK	ASSIGNMENTS/POINT DISTRIBUTION	GRADES
Oct 25	Review of the Mid-Term Examination through scheduled faculty/student meetings via phone or office visit. Read Chapters 9 & 10 in the Textbook Review Lessons 10 & 11 in the Telecourse Study Guide View Marketing Programs 10 & 11 in the video series	
Nov 1	Complete the assignments in Module #5 Submit Scantron answer sheet and the Topical Review Exercises from Module #5 ***(60 possible points)*** Read Chapter 11 in the Textbook Review lesson 12 in the Telecourse Study Guide View Marketing Program 12 in the video series	
Nov 8	Complete the assignments in Module #6 Submit Scantron answer sheet and the Topical Review Exercises from Module #6 ***(40 possible points)*** Read Chapter 12 & 13 in the Textbook Review Lessons 13 & 14 in the Telecourse Study Guide View Marketing Programs 13 & 14 in the video series	
Nov 15	Read Chapters 14 & 15 in the Textbook Review Lessons 15 - 17 in the Telecourse Study Guide View Marketing Programs 15 - 17 in the video series Complete the assignments in Module #7 Submit Scantron answer sheet and the Topical Review Exercises from Module #7 ***(50 possible points)***	

WEEK	ASSIGNMENTS/POINT DISTRIBUTION	GRADES
Nov 22	Read Chapters 16 - 18 in the Textbook Review Lessons 18 - 22 in the Telecourse Study Guide View Marketing Programs 18 - 22 in the video series	
Nov 29	Complete the assignments in Module #8 Submit Scantron answer sheet and the Topical Review Exercises from Module #8 ***(50 possible points)*** Read Chapters 19 & 20 in the Textbook Review Lessons 23 & 24 in the Telecourse Study Guide View Marketing Programs 23 & 24 in the video series	
Dec 6	Complete the assignments in Module #9 Submit the Scantron answer sheet and the Topical Review Exercises from Module #9 ***(30 possible points)*** Review Lessons 25 & 26 in the Telecourse Study Guide View Marketing Programs 25 & 26 in the video series	
Dec 13	Performance Objectives #44 ***(70 possible points)*** and #45 ***(100 possible points)*** described in the course plan must be submitted by 5:00 p.m. on Monday, December 13, 1993 if they are to be considered for grade determination. **FINAL EXAMINATION ON CHAPTERS 9 - 20 WILL BE ADMINISTERED AT THE DESIGNATED TESTING CENTERS** ***(100 possible points)***	

III. COURSE ASSIGNMENTS

DESCRIPTION

I. Introduction to course assignment is for you to type and submit an introductory letter as explained below.

Purpose

The purpose of the letter is to introduce yourself to the instructor so that he will know you individually.

Directions

The letter should include the following:

A. Your background (if you are a full-time student, your program year; if you work, the kind of work you do).

B. Career plans or goals that relate to this course, if any.

C. Why you enrolled in this course, and what you hope to accomplish with it.

D. A statement about yourself that will help your instructor remember you from among the many other students in the course. (The statement should focus on what is unique about you.)

E. Include a picture of yourself, so I can put a face with your name.

F. A signed contract (see section *IV. Contract* of this packet). Complete the contract and submit it with the introductory letter. A second copy of the contract is included for your records.

Attach a cover sheet to the letter and contract with the following information:

Name
Social Security Number
Attn: MKT 100-30
Introductory Letter

Mail this letter **and your signed contract** to NRCC. Use this address:

Barbara Mitchell
New River Community College
Drawer 1127
Dublin, VA 24084

II. Begin work on the course assignments as outlined in the *Sequence of Study*. For each unit you must read the text and view the video lessons using the telecourse study guide. Choose a study method that best fits you. Some students prefer to read the text before viewing the video lesson. After completing these assignments and studying, you will be ready to take a test.

III. Complete the *Student Profile Data* survey.

A *Student Profile Data* survey will be provided to you at the beginning of this course. Please complete the survey for use in our efforts at Continuous Improvement (CI). Your input will empower the Business Management/Marketing departments to deliver quality service responsive to our customer/client needs.

IV. CONTRACT

I, _____ agree to and understand the following course administration and evaluation guidelines.

1. Modules will be obtained from the staff of the Learning Lab and must be signed out for on the appropriate forms.

2. Scantron answer sheet #882 must be used for all tests.

3. Only one module will be obtained at a time and that module must be turned in before another module will be given out by the Learning Lab staff.

4. Once you have received the module, it must be returned within 10 calendar days. We have had a real problem with students signing out all nine modules at the beginning of the semester and then not resubmitting them until the last day of the semester - thus, the reason for these guidelines.

5. If you return the module by mail, be sure to address the envelope to the attention of the LRC Learning Lab - Rooker Hall. Please do not fold the Scantron Scoring form as it won't process through the scoring machine.

6. Follow instructions on the module package and pledge your work. Be sure to include your name, module number and course number.

7. Take midterm and final examinations at designated sites, dates and times to be announced.

8. The Scantron Answer Sheet and Module Exercises will be kept in the students' file in the Testing Center. I will forward to you a grade report. No grades will be given out over the telephone. Please allow 10 days from the receipt of your module for it to be graded and returned to you. If you would like to review the module, please schedule an appointment with me.

9. Please feel free, in fact I encourage you, to contact me periodically throughout the semester (either in person or by phone) to discuss your progress or problems. I will mail you a copy of my schedule to assist you in contacting me.

10. You must complete all class assignments by **Monday, December 13, 1993.** Please sign this contract and return it with Assignment #1: *Introductory Letter*.

_____ _____

Signature Date

COPY OF CONTRACT FOR YOUR FILES:

I, _____ agree to and understand the following course administration and evaluation guidelines.

1. Modules will be obtained from the staff of the Learning Lab and must be signed out for on the appropriate forms.

2. Scantron answer sheet #882 must be used for all tests.

3. Only one module will be obtained at a time and that module must be turned in before another module will be given out by the Learning Lab staff.

4. Once you have received the module, it must be returned within 10 calendar days. We have had a real problem with students signing out all nine modules at the beginning of the semester and then not resubmitting them until the last day of the semester - thus, the reason for these guidelines.

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6. Follow instructions on the module package and pledge your work. Be sure to include your name, module number and course number.

7. Take midterm and final examinations at designated sites, dates and times to be announced.

8. The Scantron Answer Sheet and Module Exercises will be kept in the students' file in the Testing Center. I will forward to you a grade report. No grades will be given out over the telephone. Please allow 10 days from the receipt of your module for it to be graded and returned to you. If you would like to review the module, please schedule an appointment with me.

9. Please feel free, in fact I encourage you, to contact me periodically throughout the semester (either in person or by phone) to discuss your progress or problems. I will mail you a copy of my schedule to assist you in contacting me.

10. You must complete all class assignments by **Monday, December 13, 1993.** Please sign this contract and return it with Assignment #1: *Introductory Letter.*

_____ _____

Signature Date

ADDENDUM A

PERFORMANCE OBJECTIVES

NOTE: The numbers prior to each paragraph represent the COURSE GOAL from section IV of the *Course Syllabus*. These performance objectives are tied to student assignments which show that the students are achieving the course goals.

5. The student will be allowed references. *The student will analyze marketing strategy.* Content goals 1-4 should be used as prerequisite study. The student will answer the topical review questions provided with module #1. Performance will be satisfactory to move to the next performance objective if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. (50 possible points)

8. The student will be allowed references. *The student will analyze environmental marketing management.* Content goals 6-7 should be used as prerequisite study. The student will answer the topical review questions included in module #2. Performance will be satisfactory to move to the next performance objective if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. (30 possible points)

13. The student will be allowed references. *The student will analyze market research/information systems.* Content goals 9-12 should be used as prerequisite study. The student will answer the topical review questions included with module #3. Performance will be satisfactory to move to the next performance objective if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercise. (40 possible points).

20. The student will be allowed references. *The student will analyze market segmentation process.* Content goals 14-19 should be used as prerequisite study. The student will answer the topical review questions included with module #4. Performance will be satisfactory to move to the next performance objective if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. (70 possible points).

26. The student will be allowed references. *The student will analyze product strategy.* Content goals 21-25 should be used as prerequisite study. The student will answer the topical review questions included with module #5. Performance will be satisfactory to move to the next performance objective if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. (60 possible points).

30. The student will be allowed references. *The student will analyze service marketing.* Content goals 27-29 should be used as prerequisite study. The student will answer the topical review questions included with module #6. Performance will be satisfactory to move to the next performance objective if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. (40 possible points).

35. The student will be allowed references. *The student will analyze distribution channel strategy.* Content goals 31-34 should be used as prerequisite study. The student will answer the topical review questions included with module #7. Performance will be satisfactory to move to the next performance objective if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. (50 possible points).

40. The student will be allowed references. *The student will analyze promotional strategy.* Content goals 36-39 should be used as prerequisite study. The student will answer the topical review questions included with module #8. Performance will be satisfactory to move to the next performance objective if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. (50 possible points).

43. The student will be allowed references. *The student will manage the pricing function.* Content goals 41-42 should be used as prerequisite study. The student will answer the topical review questions included with module #9. Performance will be satisfactory to move to the next performance objective if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. (30 possible points).

44. The student will be allowed references. *The student will investigate marketing careers.* The student will identify an area (or areas) of interest relative to the marketing functions studied. Based on these identified areas, the student will adopt a marketing professional within the colleges' service region and profile the marketing career of this person. Performance will be satisfactory if a word processed narrative of this profile is presented to the instructor. This narrative is indicative of your ability to identify the appropriate marketing functions and concepts you have studied that are discussed in the development of this marketing profile.

    The document of record will be the submission of a word processed narrative that summarizes the dialogue between the student and the marketing professional you have chosen to profile. If possible, a taped transcript or videotape of the conversation(s) you undertake in the execution of this performance objective is encouraged. Students are encouraged to work in teams on this performance objective. (70 possible points)

45. The student will be allowed references. *The student will formulate marketing strategies.* The student will research and select a national/international firm utilizing appropriate references. A copy of this firm's annual report and other reference literature (journal articles, broadcast profiles etc.) will form the foundation of a bibliography that must include a minimum of 10 reference citations. Based upon your research, knowledge gained from your studies and other personal/professional experience, the student will critique their selected firms' marketing strategy.

    Performance will be satisfactory when the student schedules an oral presentation of their findings and this oral presentation demonstrates command of salient marketing concepts and practices. In addition to any references the student finds appropriate, students are encouraged to work in teams to execute this performance objective. The document of record will be a word processed summary of the oral presentation to include the bibliography statement. (100 possible points)

APPENDIX C

Lesson Plans

for

Principles of Marketing
MKT 100-01

Group-Directed Delivery Method

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PRINCIPLES OF MARKETING

MKT 100-01

LESSON PLAN #1

New River Community College
P. O. Drawer 1127
Dublin, VA 24073

Barbara Mitchell
170 Godbey Hall
674-3600 X298

MKT 100-01
Principles of Marketing

LESSON PLAN FOR CONTENT GOAL:
Analyze marketing strategy

INSTRUCTIONAL TOPIC

Analyzing marketing strategy

PREREQUISITE(S)

There are no prerequisites.

INTEREST APPROACH (time: 180 minutes)

Interview three to five people and find out how they define marketing. These people can be owners of small businesses in your area whom you patronize such as your barber/hairstylist, grocer, banker, insurance company, college bookstore, non-profit institutions, manufacturing companies, or any other organization. Ask them to define marketing. Ask them to discuss the marketing functions and utility they provide with their marketing mix strategy. You should also ask them about their organizations, the markets they serve, and about their products/services, so that you can better understand their concept of marketing.

PERFORMANCE OBJECTIVE

The student will be allowed references. The student will analyze marketing strategy. Content goals 1-4 should be used as prerequisite study. The student will answer the topical review questions provided with lesson plan #1. Performance will be satisfactory if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. **(50 points)**

PREASSESSMENT

STARTING POINT PRE-TEST (TIME: 60 MINUTES)

An informal, written starting point test will be administered. Complete the Self Test and the Applying Marketing Concepts on pages 11-15 in the Telecourse study guide. Check your answers against those in the answer key on page 17. If you answered 70% of those questions correctly you are prepared to move forward. If you did not do so well, review those areas that caused problems and then move forward.

EXEMPTION TEST

No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: Read course plan/syllabus.

DOMAIN: Cognitive

LEVEL: Fact

THEORY OF LEARNING: Association

METHOD OF DELIVERY: Lecture/Presentation (time 50 minutes)

INSTRUCTOR PRACTICES:

1. I will draw the analogy that the course plan/syllabus is a road map for the successful completion of our academic journey together. My roll, as instructor, is facilitator or navigator. The student responsibility and role, as passengers and participants, is defined and described. Emphasis is made that the course plan is changeable during this stage of our journey. During the first week together, we will engage in exercises that help us get to know the other passengers on this journey. Input will be sought and encouraged as to the content the passengers would like to see included in our itinerary. By Friday of this week, all input will be brought forth and decisions made as to the scope and content. The instructor will communicate to the class the format and logic associated with the prescribed elements included in the course design. This lecture presentation will provide the overview with particular emphasis on **course description, course focus, content goals, text and references, student contributions, course evaluation, and course schedule.**

ASSIGNMENTS: (time: 120 minutes)

1. Read the entire course plan/syllabus. While reading the course plan, identify questions you have about each section included in the course plan/syllabus. List at least 20 questions you have about the course plan/syllabus. Take the

text and references identified in the course plan/syllabus and go through the **suggested study sequence**. Browse through the text and reference materials to orient you to the relationship between the study sequence and these reference materials. Complete the **biographical profile** giving considerable thought to those questions included.

SUBGOAL TOPIC: Examine performance objectives

DOMAIN: Cognitive

LEVEL: Fact

THEORY OF LEARNING: Association

METHOD OF DELIVERY: Lecture/Presentation (time: 100 minutes)

INSTRUCTOR PRACTICES:

1. I will go over each of the performance objectives described in the course plan/syllabus. I will use overhead transparencies to illustrate what a **Lesson Plan/Module** is in the context of this course and their responsibilities in completing these assignments.

ASSIGNMENTS: (time: 150 minutes)

1. Form study/project teams. Teams should be no larger than 5 students per team. Take those question that were developed individually and put them on the team table. See if consensus can be reached for answers to those individual questions. Those questions where consensus can't be reached should be taken by the team to the instructor during office hours for clarification.

2. Choose a partner on the study team, and using the biographical profile you have completed, prepare an introduction of your partner to the other students in your class. This introduction will take place during part of the lecture/presentation period during the first week of class.

3. Use the **sequence of study** section of the course plan and develop a weekly study plan to complete the readings and assignments associated with the **Lesson Plan/Module**. Submit this study schedule to the instructor for her review and feedback.

SUBGOAL TOPIC: Read Chapter 1 in the textbook. Review Lesson 1 in the Telecourse Study Guide. View Marketing Program 1 in the video series.

DOMAIN: Cognitive

LEVEL: Fact

THEORY OF LEARNING: Association

METHOD OF DELIVERY: Lecture/Presentation (time: 50 minutes)

INSTRUCTOR PRACTICES:

1. Instructor will summarize the main points.

ASSIGNMENTS: (time: 180 minutes)

1. The student will complete the preassessment starting point test prescribed earlier in the Lesson Plan after reading Chapter 1, reviewing Lesson 1 in the Telecourse Study Guide, and viewing Marketing Program 1 in the video series.

SUBGOAL TOPIC: Examine marketing history.

DOMAIN: Cognitive

LEVEL: Fact

THEORY OF LEARNING: Association

METHOD OF DELIVERY: Lecture/Presentation (time: 50 minutes)

INSTRUCTOR PRACTICES

1. I will demonstrate the concept of utility as it relates to the history and evolution of the marketing concept. My focus will be on the local manufacturer of loft beds and other dormitory furniture by Collegiate Designs owned by Locke White and Rob Dameron. These two local entrepreneurs have turned a graduate school marketing class project into a prosperous business, utilizing the very concepts we will be discussing throughout the semester. It is the instructor's hope, some of my students will be so inspired by their new found knowledge, they might develop and market their own good or service. It is also intended to create an association between the instructional practice and performance objectives # 44 and # 45, which require student teams to profile a marketing career and the marketing strategy of a national/international firm.

ASSIGNMENTS (time: 165 minutes)

1. Tour the college library.

2. Spend time accessing business/marketing reference databases.

3. Examine five annual reports from Fortune 500 companies.

SUBGOAL TOPIC: Contrast marketing concepts.

DOMAIN: Cognitive

LEVEL: Fact

THEORY OF LEARNING: Association

METHOD OF DELIVERY: Lecture/Presentation (time: 50 minutes)

INSTRUCTOR PRACTICES

1. I will discuss the Joel Barker works on paradigms and profile some of the companies who took a very myopic few of their marketing strategy and the costs to their companies. I will them have the students in the class examine some of their own experiences relative to the broadening concepts associated with marketing strategies. Pizza delivery service should start the discussion moving forward.

ASSIGNMENTS (time: 45 minutes)

1. The student will have completed the content goal pre-requisite by reading Chapter 1 in the Textbook and viewed Marketing program # 1 in the video series. The student will think back over his/her recent buying experiences to ascertain whether the marketer embraced a myopic view or a broadened view of the marketing concept. For example, when I recently purchased a birthday gift for my wife from a local retail establishment I had to go through three major fashion department stores before I could find one that offered a personal shopping service. This is where the store employs someone to take customer information about what they wish to purchase and the amount they are willing to spend and does their shopping for them. In my case, the personal shopper also had the gifts wrapped and delivered to my office. All I had to do was give her my credit card number. The personal shopper created a data base for me in the store computer that profiled my wife's sizes, color preferences etc. so that in the future the personal shopper will only need my authorization to make gift purchases for me. How often do you find any marketer providing this type of customer service?

SUBGOAL TOPIC: Identify marketing strategy elements.

DOMAIN: Cognitive

LEVEL: Fact

THEORY OF LEARNING: Association

METHOD OF DELIVERY: Lecture/Presentation (time: 100 minutes)

INSTRUCTOR PRACTICES

1. Using the video program, "The Mouse That Roared", I will ask the students which elements of the marketing strategy where demonstrated by the video program and have them defend their observations. We will them examine the environmental influences which have influenced Disney's marketing strategy past, present and future.

ASSIGNMENTS (time: 45 minutes)

1. The student will have read Chapter 1, viewed Marketing Program # 1 and addressed the pre-requisite subgoals. In your efforts to comprehend the constructs associated with the marketing strategy elements, I want you to recall a radio broadcast ad, a television broadcast ad, and a print ad from a magazine/newspaper. Consider the product, distribution, promotion and price aspects associated with the ad and how they relate to the firm's marketing strategy elements. Next consider how environmental factors such as competition, legislation, the economy, social/cultural influences, and technology have or can impact on this marketing strategy. For example, the tragic events recently experienced by the family of Michael Jordan due to the death of his father, have led several companies which use Michael Jordan as a spokesperson to pull their ads because they didn't want to show disrespect to his family during this time. Ironically, these same advertisers also considered dropping Michael Jordan as a spokesperson when reports of a gambling problem surfaced during the NBA playoffs. These are the type of associations the student should be making as they read the textbook, view the marketing programs and address the topical review exercise included in Lesson Plan #1.

SUBGOAL TOPIC: Classify marketing functions

DOMAIN: Cognitive

LEVEL: Fact

THEORY OF LEARNING: Association

METHOD OF DELIVERY: Lecture/Presentation (time: 50 minutes)

INSTRUCTOR PRACTICES

1. I will engage students in a chalk talk exercise whereby the students will develop the universal marketing functions model and examples of businesses they are familiar with who use the universal functions.

ASSIGNMENTS (time: 45 minutes)

1. The student will diagram a model of the marketing functions which conforms to the table developed in the textbook. Once that table is developed, contact a restauranteur/produce manager at a local grocery store and inquire about their experiences with vendor/supplier of vegetables relative to the eight universal marketing functions discussed in the text.

POST-TEST (time: 180 minutes)

Reference the recommended sequence of study section in the course plan for the specified due dates for the Topical Review Exercises in Lesson Plan #1. Answer the objective questions in the topical review exercises and record your answers of a Scantron scoring sheet #882 available through the college bookstore. Any discussion, short answer, and fill-in-the-blank questions will be answered on the topical review exercise worksheet. Submit the document of record specified in the performance objective section of the course plan at the appropriate Learning Resource site nearest you by the recommended due date. Your answers will be checked by the instructor and a grade report will be mailed to you by the Learning Lab staff. Should you have questions about any of the Topical Review Exercises prior to, during, or after completing them, please contact the instructor. Once Lesson Plan #1 is completed, follow the recommended study sequence and move on to Lesson Plan #2. Good luck.

REFERENCES AND RESOURCES

Boone, D., & Kurtz, L. (1992). Contemporary Marketing. Orlando, FL: Dryden Press.

Stone, D., & Lee, V. (1992). Study Guide for the Telecourse Marketing. Orlando, FL: Dryden Press.

Marketing, a telecourse, produced by Coast Community College District and KOCE-TV, in cooperation with Holt, Rinehart and Winston/The Dryden Press.

Developed/Revised: 08/19/93

PRINCIPLES OF MARKETING
MKT 100-01

LESSON PLAN #1

TOPICAL REVIEW EXERCISE

Name _____ Instructor _____

Section _____ Date _____

You will not need a Scantron Answer Sheet to record your responses to the questions on this Topical Review Exercise. Indicate your response on the Topical Review Exercise Worksheet. Once you have completed all of the activities on the Topical Review Exercise Worksheet, turn in the stapled worksheet to the LRC Learning Lab by the specified due date.

KEY CONCEPTS

The purpose of this section is to allow you to determine if you can match key concepts with the definitions of the concepts. It is essential that you know the definitions of the concepts prior to applying the concepts in later exercises in this chapter.

From the list of lettered terms, select the one that best fits each of the numbered statements below. Write the letter of that choice in the space provided.

a. utility
b. marketing
c. exchange process
d. production orientation
e. sales orientation
f. seller's market
g. buyer's market
h. consumer orientation
i. marketing concept
j. marketing myopia
k. broadening concept
l. person marketing
m. place marketing
n. idea marketing
o. organization marketing
p. target market
q. marketing mix
r. product
s. pricing strategy
t. distribution strategy
u. promotional strategy

_____ 1. What it's called when states, cities, and countries publicize their tourist attractions to lure vacation travelers.

_____ 2. A blending together of the elements of promotion by marketers to communicate most effectively with their target market.

_____ 3. Occurs when management fails to recognize the scope of its business.

_____ 4. The element of marketing decision making that deals with the methods of setting profitable and justifiable exchange values for goods and services.

_____ 5. Expanded view of marketing as a generic function to be performed by both profit-seeking and nonprofit organizations.

_____ 6. The blending of marketing strategy elements to fit the needs and preferences of a specific target market.

_____ 7. "The want-satisfying power of a good or service" describes this characteristic.

_____ 8. A market characterized by a shortage of goods and services.

_____ 9. Choosing name brands and trademarks, deciding on package design, and creating the terms of warranties are part of this.

_____ 10. Marketing by mutual-benefit organizations, service organizations, and governments that seek to influence others to accept their goals, receive their services, or contribute to them in some way.

_____ 11. Your local public library sponsors a radio commercial telling listeners about its extended hours and special research services. How would you characterize this activity?

_____ 12. This afternoon's mail brings an envelope containing a pamphlet praising a candidate for a local political office. The pamphlet, and the accompanying request for a financial contribution, is typical of this activity.

_____ 13. "The strong buyer's market that appeared in this country after World War II made it necessary for business to realize that it must first market, then sell goods." What new point of view does this statement describe?

_____ 14. A marketplace characterized by an abundance of goods and services.

_____ 15. The philosophy that if you "build a better mousetrap the world will beat a path to your door."

_____ 16. Assuring that products are shipped to the right destinations is part of this strategy.

_____ 17. The objective of this company-wide consumer orientation is the achievement of long-term success.

_____ 18. The process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that will satisfy individual and organizational objectives.

_____ 19. The process of trading things of value between two or more parties to satisfy perceived needs.

_____ 20. When a business assumes that consumers do not wish to buy nonessential products and services and relies on creative advertising and personal selling to "push" its offering, it is expressing this philosophy.

_____ 21. A group of people toward whom a firm markets its goods, services, or ideas with a strategy designed to satisfy their specific needs and preferences.

APPLYING MARKETING CONCEPTS

Dan Hammer, a former professional road racer, has opened a bicycle shop near the campus of North State University. The store sells street, mountain and racing bikes, accessories, and apparel. The brands he sells include Schwinn, Peugeot, Bianchi, and Raleigh. In addition to sales of new bikes, Hammer provides an extensive repair facility capable of handling even the most sophisticated racing machine.

Recently interviewed, Hammer explained his business strategy: "I believe there is tremendous interest in biking among the faculty, staff, and students at North State. I want to satisfy their need for biking-related products and services. Generally, I stock the products and brands they ask for as long as I can get them and make a profit on their sales. Some manufacturers, like Nishiki, make this a problem. I have had to stop dealing with them because they acted very independently, sometimes not filling orders for up to six months."

"Some of the products I stock are bought from wholesalers, because we order them in small quantities. Most of our orders are shipped to us using United Parcel Service (UPS), because this ensures we get the product less than a week after placing the order without running up a big freight bill. I do most of my advertising in the *North State News*, the university's daily newspaper, where I usually offer students a discount or some free product, like a water bottle if they buy more than a certain minimum. My sales force includes myself and two college students. In general, we charge everyone the same price; our prices are comparable to those of our competitors. It's necessary that we be competitive because there are several stores nearby that offer similar products."

"Overall, I am making enough to pay the bills and make a 10 percent return on my investment. My major concern is that I feel my marketing costs are too high; they are almost 30 percent of the selling price of my merchandise."

_____ 22. Hammer appears to have adopted the marketing concept.

_____ 23. The Nishiki Company may be production-oriented.

_____ 24. Hammer's Bicycle Shop faces a seller's market.

_____ 25. Hammer's marketing costs are higher than the national average.

_____ 26. Hammer's decision to locate his store near his market created time utility for his customers.

_____ 27. Repairing bicycles creates
a. form utility.
b. place utility.
c. ownership utility.
d. time utility.
e. none of the above.

_____ 28. Newspaper advertising and the three-person sales force are part of Hammer's
a. promotional strategy.
b. pricing strategy.
c. product strategy.
d. distribution strategy.
e. target market strategy.

_____ 29. Hammer's distribution strategy includes
a. UPS.
b. wholesalers.
c. student discounts.
d. free delivery to customers.
e. UPS and wholesalers.

_____ 30. Hammer's pricing strategy includes
a. charging all customers the same price.
b. prices comparable to competitors' prices.
c. student discounts.
d. free products in conjunction with minimum purchases.
e. all of the above.

_____ 31. Hammer's product strategy is best described as
a. stock the lowest-cost products available.
b. sell the highest-quality products.
c. offer customers the products they want.
d. sell only nationally known brands.
e. none of the above.

M. J. Emerson, who recently graduated from college with a degree in business administration, has returned home to help his father run the company business, Emerson Foundry Company. Founded in 1903, the Emerson Company has long had a reputation for casting the very finest in American architectural brasses. These brasses, usually used for door knockers and accent details, typically represent eagles with spread wings, crowing roosters, and other subjects with a traditional motif.

The first thing that M. J. did upon reporting for work was to apply his business training to an analysis of the foundry's financial records. He was surprised to learn that, during the last 10 years, there had been a dramatic decline in sales of the company's architectural line. When he asked his father about this, the elder Emerson replied, "Gee, son, I don't really know why that's happening Our brasses are the very best that can be bought. We are still making them exactly the same way we have for the last 85 years, in the same molds and with the same materials. I can't really understand why sales are off so badly. But, I have taken steps to do something about it. Just last month, I hired a young man to go out and try and find us some new customers. We really do have to do something to try and increase sales volume."

M. J. was now disturbed. He knew that his father had done what he thought was the right thing, but M. J. thought that more was needed. His thinking was that the company needed to look more carefully at the marketplace. He felt that Emerson Foundry had lost touch with its customers and with architectural fashions. Though he hesitated to do it he felt that he had to suggest to his father that they invest in some research to find out what was happening in architectural design and to adapt their products to what was currently popular. He thought it might even be possible that the firm would find it desirable to expand or even change the nature of its product line.

_____ 32. M. J.'s father, judging from his distress at the decline in his company's fortunes and the fact that he can't understand why the company's brasses aren't selling, is probably a victim of
a. his inability to produce a product of the required quality.
b. the "better mousetrap" fallacy.
c. a general decline in the economy about which nothing can be done.
d. too much of a commitment to a marketing orientation.

_____ 33. The elder Mr. Emerson's retention of a salesman may well be evidence that he has been converted to
a. a philosophy of company-wide consumer orientation.
b. an attitude typical of the sales era of marketing history.
c. a mere figurehead in his son's presence.
d. a belief that he is in a seller's market.

_____ 34. M. J.'s idea of investigating the nature of the market reveals that
a. he is at least aware of the marketing concept.
b. he shares his father's attitude toward the changes in the company's sales performance.
c. his college education has been largely wasted; he should be able to analyze the problem from internal company records.
d. he, too, is a victim of marketing myopia.

_____ 35. Marketing myopia refers to
a. defining the scope of your business too broadly.
b. failing to define the scope of your business.
c. defining the scope of your business too narrowly.
d. making comparisons between your business and businesses not at all like it.

EXPERIENTIAL EXERCISES: VALUE - 10 POINTS

1. The purpose of this exercise is to broaden your understanding by comparing the definitions of marketing provided by managers of organizations that operate near your school or home.

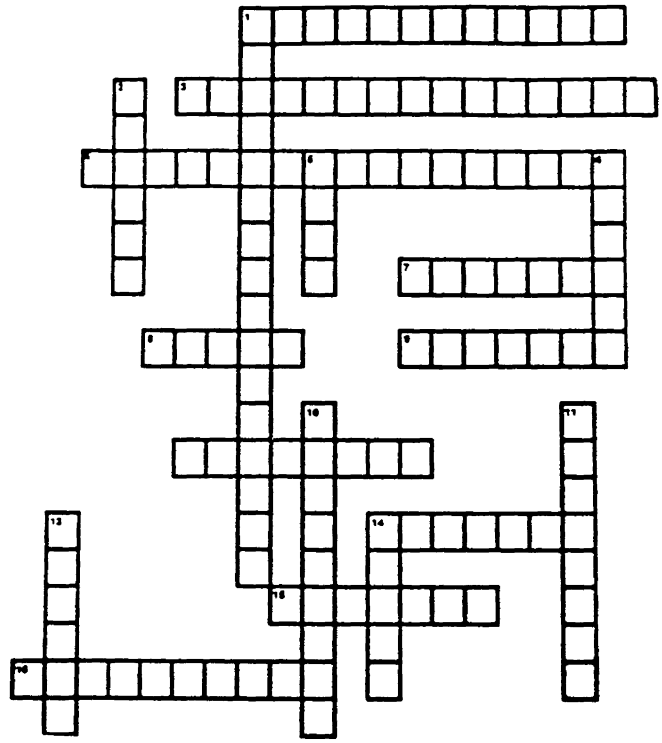
   a. Interview several people to find out how they define marketing. Candidates for interviews include managers of, for example, restaurants, insurance companies, department stores, charitable organizations, manufacturers, financial institutions, and university bookstores. Ask these people how they define marketing. You should also include questions about their organizations, the markets their organizations serve, and their products or services, so you can better understand their concepts of marketing.

   b. Use the results of your interviews to complete the table below.

Name of Person Interviewed	Title	Name of Organization	Definition of Marketing

c. What are the major differences between the definitions you collected and the text definition? Some hints for finding differences in the definitions include examining which marketing mix activities are omitted, the role of the consumer in the marketing process, and the role of production.

CROSSWORD PUZZLE FOR CHAPTER 1: VALUE - 5 POINTS



ACROSS CLUES

1. Blending product, pricing, distribution, and promotion to satisfy chosen consumer segments.
3. Term coined by Theodore Levitt to explain why future industry growth is limited by executives.
4. Expanded view of marketing as a generic function for profit and nonprofit organizations.
7. Element of marketing strategy that deals with setting profitable exchange values.
8. Marketing efforts to attract people to a particular geographical area.
9. Element of marketing strategy involved in developing the right good or service for customers.
12. Process by which people give something of value to each other to satisfy perceived needs.
14. Marketplace in which there is a shortage of goods or services.
15. The want-satisfying power of a good or service.
16. Orientation stressing efficiency in making a good product that it is believed will sell itself.

DOWN CLUES

1. Companywide consumer orientation with objective of achieving long-term success.
2. Marketing designed to cultivate preference for a particular person–like a politician.
5. Marketing of a cause to chosen consumer segments.
6. Market toward whom a firm directs its marketing mix with strategy to satisfy their needs.
10. Conceiving, pricing, promoting, and distributing ideas, goods, and services.
11. Business orientation incorporating the marketing concept.
13. A market in which there is an abundance of goods and services.
14. An orientation that assumes consumers will resist purchasing nonessential goods and services.

APPENDIX D

Modules

for

Principles of Marketing
MKT 100-30

Distance-Learning Delivery Method

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PRINCIPLES OF MARKETING

MKT 100-30

MODULE #1

New River Community College
P. O. Drawer 1127
Dublin, VA 24073

Barbara Mitchell
170 Godbey Hall
674-3600 X298

MKT 100-30
Principles of Marketing

MODULE FOR CONTENT GOAL:
Analyze marketing strategy

INSTRUCTIONAL TOPIC

Analyzing marketing strategy

PREREQUISITE(S)

There are no prerequisites.

DIRECTIONS FOR MODULE

Read the contents of this module carefully. It is intented to guide your study as you familiarize yourself with the Marketing concepts described in your readings and discussed in the video programs. Follow the directions at the end of each section and page. Complete the activities included in the Topical Review exercises and turn them in by the specified due date. Call me or stop by my office if you have questions about the module or course content. Good luck and have fun!

INTEREST APPROACH (time: 180 minutes)

Interview three to five people and find out how they define marketing. These people can be owners of small businesses in your area whom you patronize such as your barber/hairstylist, grocer, banker, insurance company, college bookstore, non-profit institutions, manufacturing companies, or any other organization. Ask them to define marketing. Ask them to discuss the marketing functions and utility they provide with their marketing mix strategy. You should also ask them about their organizations, the markets they serve, and about their products/services, so that you can better understand their concept of marketing.

PERFORMANCE OBJECTIVE

The student will be allowed references. The student will analyze marketing strategy. Content goals 1-4 should be used as prerequisite study. The student will answer the topical review questions provided with module #1. Performance will be satisfactory if 70% of the topical review questions are answered correctly. The document of record will be the completed topical review exercises. **(50 points)**

PREASSESSMENT

STARTING POINT PRE-TEST (TIME: 60 MINUTES)

An informal, written starting point test will be administered. Complete the Self Test and the Applying Marketing Concepts on pages 11-15 in the Telecourse study guide. Check your answers against those in the answer key on page 17. If you answered 70% of those questions correctly you are prepared to move forward. If you did not do so well, review those areas that caused problems and then move forward.

EXEMPTION TEST

No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: Attend Independent and Distance Learning Orientation Session (time: 470 minutes)

1. Draw the analogy that the course plan/syllabus is a road map for the successful completion of our academic journey together. My roll, as instructor, is facilitator or navigator. The student responsibility and role, as passengers and participants, is defined and described. Emphasis is made that the course plan is changeable during this stage of our journey. During the first week together, we will engage in exercises that help us get to know the other passengers on this journey. Input will be sought and encouraged as to the content the passengers would like to see included in our itinerary. By Friday of this week, all input will be brought forth and decisions made as to the scope and content. The instructor will communicate to the class the format and logic associated with the prescribed elements included in the course design. This lecture presentation will provide the overview with particular emphasis on **course description, course focus, content goals, text and references, student contributions, course evaluation, and course schedule.**

2. Read the entire course plan/syllabus. While reading the course plan, identify questions you have about each section included in the course plan/syllabus. List at least 20 questions you have about the course plan/syllabus. Take the text and references identified in the course plan/syllabus and go through the **suggested study sequence**. Browse through the text and reference materials to orient you to the relationship between the study sequence and these reference materials. Complete the **biographical profile** giving considerable thought to those questions included.

3. I will go over each of the performance objectives described in the course plan/syllabus. I will use overhead transparencies to illustrate what a **Lesson Plan/Module** is in the context of this course and their responsibilities in completing these assignments.

4. Form study /project teams. Teams should be no larger than 5 students per team. Take those question that were developed individually and put them on the team table. See if consensus can be reached for answers to those individual questions. Those questions where consensus can't be reached should be taken by the team to the instructor during office hours for clarification.

5. Chose a partner on the study team, and using the biographical profile you have completed, prepare an introduction of your partner to the other students in your class. This introduction will take place during part of the lecture/presentation period during the first week of class.

6. Use the **sequence of study** section of the course plan and develop a weekly study plan to complete the readings and assignments associated with the **Lesson Plan/Module**. Submit this study schedule to the instructor for her review and feedback.

SUBGOAL TOPIC: Read Chapter 1 in the textbook. Review Lesson 1 in the Telecourse Study Guide. View Marketing Program 1 in the video series. (time: 180 minutes)

1. The student will complete the preassessment starting point test prescribed earlier in the Module after reading Chapter 1, reviewing Lesson 1 in the Telecourse Study Guide, and viewing Marketing Program 1 in the video series.

SUBGOAL TOPIC: Examine marketing history (time: 215 minutes)

1. Consider the concept of utility as it relates to the history of marketing and evolution of the marketing concept. In Dublin, a local manufacturer of loft beds and dorm and apartment furniture known as Collegiate Designs, was born from a marketing assignment undertaken by the principals of the firm. These two entrepreneurs turned a graduate school marketing class project into a multi-million dollar enterprise. It is the instructors hope, some of you will be so inspired by the new found knowledge resulting from the study in this course, they might develop and market their own good or service. Contact some local manufacturing or service firms in your area to inquire as to how they got started and have maintained their momentum. Use this to create an association between instructional practice and performance objectives #44 and #45, which require students to profile marketing careers and the marketing strategy of a national'/international firm.

2. Tour the college library. Spend time accessing the business and marketing data bases and electronic reference materials. Examine at least five annual reports to form the foundation for your work on performance objectives #44 and #45.

SUBGOAL TOPIC: Contrast marketing concepts. (time: 95 minutes)

1. The student will have completed the content goal pre-requisite by reading Chapter 1 in the Textbook and viewed Marketing program # 1 in the video series. The student will think back over his/her recent buying experiences to ascertain whether the marketer embraced a myopic view or a broadened view of the marketing concept. For example, when I recently purchased a birthday gift for my wife from a local retail establishment I had to go through three major fashion department stores before I could find one that offered a personal shopping service. This is where the store employs someone to take customer information about what they wish to purchase and the amount they are willing to spend and does their shopping for them. In my case the personal shopper also had the gifts wrapped and delivered to my office and all I had to do was give her my credit card number. The personal shopper created a data base for me in the store computer that profiled my wife's sizes, color preferences etc. so that in the future the personal shopper will only need my authorization to make gift purchases for me. How often do you find any marketer providing this type of customer service?

SUBGOAL TOPIC: Identify marketing strategy elements. (time: 145 minutes)

1. The student will have read Chapter 1, viewed Marketing Program # 1 and addressed the pre-requisite subgoals. In your efforts to comprehend the constructs associated with the marketing strategy elements, I want you to recall a radio broadcast ad, a television broadcast ad, and a print ad from a magazine/newspaper. Consider the product, distribution, promotion and price aspects associated with the ad and how they relate to the firm's marketing strategy elements. Next consider how environmental factors such as competition, legislation, the economy, social/cultural influences, and technology have or can impact on this marketing strategy. For example, the tragic events recently experienced by the family of Michael Jordan due to the death of his father, have led several companies which use Michael Jordan as a spokesperson to pull their ads because they didn't want to show disrespect to his family during this time. Ironically, these same advertisers also considered dropping Michael Jordan as a spokesperson when reports of a gambling problem surfaced during the NBA playoffs. These are the type of associations the student should be making as they read the textbook, view the marketing programs and address the topical review exercise included in Module #1.

SUBGOAL TOPIC: classify marketing functions (time: 95 minutes)

1. The student will diagram a model of the marketing functions which conforms to the table developed in the textbook. Once that table is developed, contact a restauranteur/produce manager at a local grocery store and inquire about their experiences with vendor/supplier of vegetables relative to the eight universal marketing functions discussed in the text.

POST-TEST (time: 180 minutes)

Reference the recommended sequence of study section in the course plan for the specified due dates for the Topical Review Exercises in Module #1. Answer the objective questions in the topical review exercises and record your answers on a Scantron scoring sheet #882 available through the college bookstore. Any discussion, short answer, and fill-in-the-blank questions will be answered on the topical review exercise worksheet. Submit the document of record specified in the performance objective section of the course plan at the appropriate Learning Resource site nearest you by the recommended due date. Your answers will be checked by the instructor and a grade report will be mailed to you by the Learning Lab staff. Should you have questions about any of the Topical Review Exercises prior to, during, or after completing them, please contact the instructor. Once Module #1 is completed, follow the recommended study sequence and move on to Module #2. Good luck.

REFERENCES AND RESOURCES

Boone, D., & Kurtz, L. (1992). Contemporary Marketing. Orlando, FL: Dryden Press.

Stone, D., & Lee, V. (1992). Study Guide for the Telecourse Marketing. Orlando, FL: Dryden Press.

Marketing, a telecourse, produced by Coast Community College District and KOCE-TV, in cooperation with Holt, Rinehart and Winston/The Dryden Press.

Developed/Revised: 08/19/93

PRINCIPLES OF MARKETING
MKT 100-30

MODULE #1

TOPICAL REVIEW EXERCISE

Name _____ Instructor _____

Section _____ Date _____

You will not need a Scantron Answer Sheet to record your responses to the questions on this Topical Review Exercise. Indicate your response on the Topical Review Exercise Worksheet. Once you have completed all of the activities on the Topical Review Exercise Worksheet, turn in the stapled worksheet to the LRC Learning Lab by the specified due date.

KEY CONCEPTS

The purpose of this section is to allow you to determine if you can match key concepts with the definitions of the concepts. It is essential that you know the definitions of the concepts prior to applying the concepts in later exercises in this chapter.

From the list of lettered terms, select the one that best fits each of the numbered statements below. Write the letter of that choice in the space provided.

a. utility
b. marketing
c. exchange process
d. production orientation
e. sales orientation
f. seller's market
g. buyer's market
h. consumer orientation
i. marketing concept
j. marketing myopia
k. broadening concept
l. person marketing
m. place marketing
n. idea marketing
o. organization marketing
p. target market
q. marketing mix
r. product
s. pricing strategy
t. distribution strategy
u. promotional strategy

_____ 1. What it's called when states, cities, and countries publicize their tourist attractions to lure vacation travelers.

_____ 2. A blending together of the elements of promotion by marketers to communicate most effectively with their target market.

_____ 3. Occurs when management fails to recognize the scope of its business.

_____ 4. The element of marketing decision making that deals with the methods of setting profitable and justifiable exchange values for goods and services.

_____ 5. Expanded view of marketing as a generic function to be performed by both profit-seeking and nonprofit organizations.

_____ 6. The blending of marketing strategy elements to fit the needs and preferences of a specific target market.

_____ 7. "The want-satisfying power of a good or service" describes this characteristic.

_____ 8. A market characterized by a shortage of goods and services.

_____ 9. Choosing name brands and trademarks, deciding on package design, and creating the terms of warranties are part of this.

_____ 10. Marketing by mutual-benefit organizations, service organizations, and governments that seek to influence others to accept their goals, receive their services, or contribute to them in some way.

_____ 11. Your local public library sponsors a radio commercial telling listeners about its extended hours and special research services. How would you characterize this activity?

_____ 12. This afternoon's mail brings an envelope containing a pamphlet praising a candidate for a local political office. The pamphlet, and the accompanying request for a financial contribution, is typical of this activity.

_____ 13. "The strong buyer's market that appeared in this country after World War II made it necessary for business to realize that it must first market, then sell goods." What new point of view does this statement describe?

_____ 14. A marketplace characterized by an abundance of goods and services.

_____ 15. The philosophy that if you "build a better mousetrap the world will beat a path to your door."

_____ 16. Assuring that products are shipped to the right destinations is part of this strategy.

_____ 17. The objective of this company-wide consumer orientation is the achievement of long-term success.

_____ 18. The process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that will satisfy individual and organizational objectives.

_____ 19. The process of trading things of value between two or more parties to satisfy perceived needs.

_____ 20. When a business assumes that consumers do not wish to buy nonessential products and services and relies on creative advertising and personal selling to "push" its offering, it is expressing this philosophy.

_____ 21. A group of people toward whom a firm markets its goods, services, or ideas with a strategy designed to satisfy their specific needs and preferences.

APPLYING MARKETING CONCEPTS

Dan Hammer, a former professional road racer, has opened a bicycle shop near the campus of North State University. The store sells street, mountain and racing bikes, accessories, and apparel. The brands he sells include Schwinn, Peugeot, Bianchi, and Raleigh. In addition to sales of new bikes, Hammer provides an extensive repair facility capable of handling even the most sophisticated racing machine.

Recently interviewed, Hammer explained his business strategy: "I believe there is tremendous interest in biking among the faculty, staff, and students at North State. I want to satisfy their need for biking-related products and services. Generally, I stock the products and brands they ask for as long as I can get them and make a profit on their sales. Some manufacturers, like Nishiki, make this a problem. I have had to stop dealing with them because they acted very independently, sometimes not filling orders for up to six months."

"Some of the products I stock are bought from wholesalers, because we order them in small quantities. Most of our orders are shipped to us using United Parcel Service (UPS), because this ensures we get the product less than a week after placing the order without running up a big freight bill. I do most of my advertising in the *North State News*, the university's daily newspaper, where I usually offer students a discount or some free product, like a water bottle if they buy more than a certain minimum. My sales force includes myself and two college students. In general, we charge everyone the same price; our prices are comparable to those of our competitors. It's necessary that we be competitive because there are several stores nearby that offer similar products."

"Overall, I am making enough to pay the bills and make a 10 percent return on my investment. My major concern is that I feel my marketing costs are too high; they are almost 30 percent of the selling price of my merchandise."

_____ 22. Hammer appears to have adopted the marketing concept.

_____ 23. The Nishiki Company may be production-oriented.

_____ 24. Hammer's Bicycle Shop faces a seller's market.

_____ 25. Hammer's marketing costs are higher than the national average.

_____ 26. Hammer's decision to locate his store near his market created time utility for his customers.

_____ 27. Repairing bicycles creates
a. form utility.
b. place utility.
c. ownership utility.
d. time utility.
e. none of the above.

_____ 28. Newspaper advertising and the three-person sales force are part of Hammer's
a. promotional strategy.
b. pricing strategy.
c. product strategy.
d. distribution strategy.
e. target market strategy.

_____ 29. Hammer's distribution strategy includes
a. UPS.
b. wholesalers.
c. student discounts.
d. free delivery to customers.
e. UPS and wholesalers.

_____ 30. Hammer's pricing strategy includes
a. charging all customers the same price.
b. prices comparable to competitors' prices.
c. student discounts.
d. free products in conjunction with minimum purchases.
e. all of the above.

_____ 31. Hammer's product strategy is best described as
a. stock the lowest-cost products available.
b. sell the highest-quality products.
c. offer customers the products they want.
d. sell only nationally known brands.
e. none of the above.

M. J. Emerson, who recently graduated from college with a degree in business administration, has returned home to help his father run the company business, Emerson Foundry Company. Founded in 1903, the Emerson Company has long had a reputation for casting the very finest in American architectural brasses. These brasses, usually used for door knockers and accent details, typically represent eagles with spread wings, crowing roosters, and other subjects with a traditional motif.

The first thing that M. J. did upon reporting for work was to apply his business training to an analysis of the foundry's financial records. He was surprised to learn that, during the last 10 years, there had been a dramatic decline in sales of the company's architectural line. When he asked his father about this, the elder Emerson replied, "Gee, son, I don't really know why that's happening Our brasses are the very best that can be bought. We are still making them exactly the same way we have for the last 85 years, in the same molds and with the same materials. I can't really understand why sales are off so badly. But, I have taken steps to do something about it. Just last month, I hired a young man to go out and try and find us some new customers. We really do have to do something to try and increase sales volume."

M. J. was now disturbed. He knew that his father had done what he thought was the right thing, but M. J. thought that more was needed. His thinking was that the company needed to look more carefully at the marketplace. He felt that Emerson Foundry had lost touch with its customers and with architectural fashions. Though he hesitated to do it he felt that he had to suggest to his father that they invest in some research to find out what was happening in architectural design and to adapt their products to what was currently popular. He thought it might even be possible that the firm would find it desirable to expand or even change the nature of its product line.

_____ 32. M. J.'s father, judging from his distress at the decline in his company's fortunes and the fact that he can't understand why the company's brasses aren't selling, is probably a victim of
a. his inability to produce a product of the required quality.
b. the "better mousetrap" fallacy.
c. a general decline in the economy about which nothing can be done.
d. too much of a commitment to a marketing orientation.

_____ 33. The elder Mr. Emerson's retention of a salesman may well be evidence that he has been converted to
   a. a philosophy of company-wide consumer orientation.
   b. an attitude typical of the sales era of marketing history.
   c. a mere figurehead in his son's presence.
   d. a belief that he is in a seller's market.

_____ 34. M. J.'s idea of investigating the nature of the market reveals that
   a. he is at least aware of the marketing concept.
   b. he shares his father's attitude toward the changes in the company's sales performance.
   c. his college education has been largely wasted; he should be able to analyze the problem from internal company records.
   d. he, too, is a victim of marketing myopia.

_____ 35. Marketing myopia refers to
   a. defining the scope of your business too broadly.
   b. failing to define the scope of your business.
   c. defining the scope of your business too narrowly.
   d. making comparisons between your business and businesses not at all like it.

EXPERIENTIAL EXERCISES: VALUE - 10 POINTS

1. The purpose of this exercise is to broaden your understanding by comparing the definitions of marketing provided by managers of organizations that operate near your school or home.

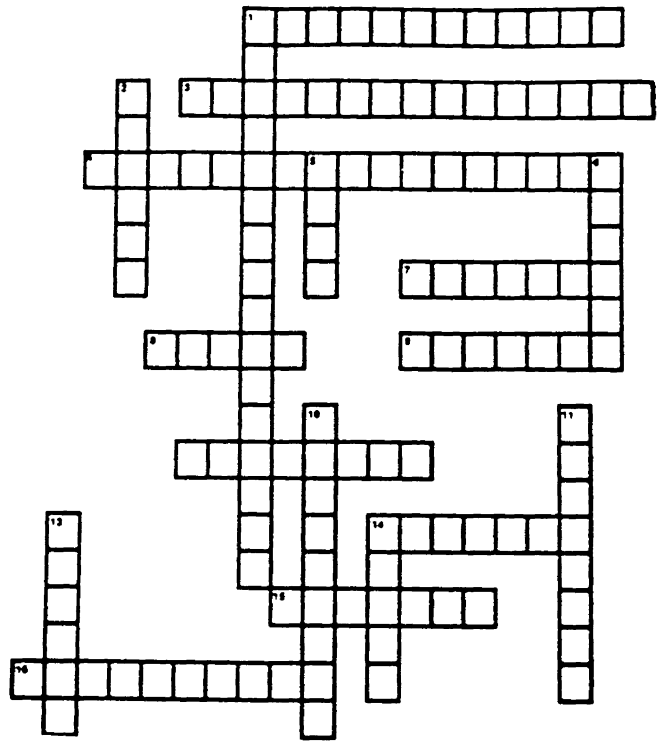
   a. Interview several people to find out how they define marketing. Candidates for interviews include managers of, for example, restaurants, insurance companies, department stores, charitable organizations, manufacturers, financial institutions, and university bookstores. Ask these people how they define marketing. You should also include questions about their organizations, the markets their organizations serve, and their products or services, so you can better understand their concepts of marketing.

   b. Use the results of your interviews to complete the table below.

Name of Person Interviewed	Title	Name of Organization	Definition of Marketing

c. What are the major differences between the definitions you collected and the text definition? Some hints for finding differences in the definitions include examining which marketing mix activities are omitted, the role of the consumer in the marketing process, and the role of production.

CROSSWORD PUZZLE FOR CHAPTER 1: VALUE - 5 POINTS



ACROSS CLUES

1. Blending product, pricing, distribution, and promotion to satisfy chosen consumer segments.
3. Term coined by Theodore Levitt to explain why future industry growth is limited by executives.
4. Expanded view of marketing as a generic function for profit and nonprofit organizations.
7. Element of marketing strategy that deals with setting profitable exchange values.
8. Marketing efforts to attract people to a particular geographical area.
9. Element of marketing strategy involved in developing the right good or service for customers.
12. Process by which people give something of value to each other to satisfy perceived needs.
14. Marketplace in which there is a shortage of goods or services.
15. The want-satisfying power of a good or service.
16. Orientation stressing efficiency in making a good product that it is believed will sell itself.

DOWN CLUES

1. Companywide consumer orientation with objective of achieving long-term success.
2. Marketing designed to cultivate preference for a particular person–like a politician.
5. Marketing of a cause to chosen consumer segments.
6. Market toward whom a firm directs its marketing mix with strategy to satisfy their needs.
10. Conceiving, pricing, promoting, and distributing ideas, goods, and services.
11. Business orientation incorporating the marketing concept.
13. A market in which there is an abundance of goods and services.
14. An orientation that assumes consumers will resist purchasing nonessential goods and services.

APPENDIX F

Letters of Institutional Support

for

Dissertation Study In Principles of Marketing

at

New River Community College

New River
COMMUNITY COLLEGE

P.O. Box 1127 Dublin, Virginia 24084

Phone (703) 674-3600
or (703) 674-3619 (TDD)

FAX (703) 674-3642

MEMORANDUM

TO: Bruce Brown

FROM: Ed Barnes

DATE: August 4, 1993

SUBJECT: Request for Research Project

I am in support of your research on the effect instructional delivery methodology has on student achievement in Principles of Marketing. As we employ alternative delivery methods, through the use of new and existing technology, it appears to me your efforts are timely and needed. You are fortunate to have Dan Vogler working with and supporting your research efforts. I look forward to seeing you bring closure to this personal and professional career goal.

New River
COMMUNITY COLLEGE

P.O. Box 1127 Dublin, Virginia 24084

Phone (703) 674-3600
or (703) 674-3619 (TDD)

FAX (703) 674-3642

July 15, 1993

Bruce E. Brown
504 Denby Street
Radford, VA 24141

Dear Bruce:

I am excited by the potential of your study of the effects of instructional delivery methods on student achievement, particularly as it relates to independent and distance learning. As the initiator and administrator of New River's nationally recognized independent and distance learning program, I am always interested in efforts that have the potential to improve the teaching and learning process for independent and distance learners. I find it very appropriate that you have chosen this topic for your dissertation, since you are one of New River's pioneer faculty in developing and delivering alternative methods of instruction.

As I understand it from our discussion, you plan to use an expert system software suite in an artificial intelligence approach to course design and implementation to enhance your Principles of Marketing course. The development of an electronic curricula based on principles of performance instruction holds great promise for course improvement. I can envision your being able to deliver the Principles of Marketing course electronically to students both on campus and at a distance, as a result of your efforts.

If I can be of any further assistance in any way as you proceed, please let me know.

Sincerely,

Dr. Tom Wilkinson
Director, Learning Resources
& Instructional Technology

cc

New River
COMMUNITY COLLEGE

P.O. Box 1127 Dublin, Virginia 24084

Phone (703) 674-3600
or (703) 674-3619 (TDD)

FAX (703) 674-3642

MEMORANDUM

TO: Mr. Bruce E. Brown

FROM: Helen M. Harvey, Division Chair
Division of Technologies

DATE: July 21, 1993

SUBJECT: Chancellor's Fellowship Program

I want to extend my congratulations to you for being selected to participate in the Chancellor's Fellowship Program for 1993-94. It is truly an honor to receive such an outstanding appointment.

It was great to listen to you as you discussed your research plans and talked about how you contemplate possible instructional style changes as a result of your graduate pursuits. Your topic, "Analysis of Instructional Delivery Methods on Student Achievement," certainly offers the potential for you to do some ground-breaking research, not only in the area of traditional delivery systems, but also in the area of distance learning. It is timely to review and analyze distance learning instrutional outcomes, since it is one of the newest delivery methods to arrive on the teaching scene.

I think your idea to test your hypothesis, which we discussed, using New River's marketing course as a pilot group is a good strategy. The students can offer valuable data for your study, and the college stands to gain from the benefits of your research.

I wish you much success with your academic studies and extend my offer of assistance in any way which can support your efforts. May your fellowship year be both swift and painless!

New River
COMMUNITY COLLEGE

P.O. Box 1127 Dublin, Virginia 24084

Phone (703) 674-3600
or (703) 674-3619 (TDD)

FAX (703) 674-3642

MEMORANDUM

TO: Bruce Brown

FROM: Doug Warren, Dean of Instruction and Student Services

DATE: July 30, 1993

RE: Analysis of Instructional Delivery Approaches

I appreciate sharing with me the dissertation project you will be pursuing in your doctoral program. As we increasingly turn to technology to maintain access and increase efficiency, your study to analyze the effect instructional delivery methodology has on student achievement in Principles of Marketing will lead to an enhanced learning environment. I endorse your project and look forward to what I expect will be positive outcomes.

APPENDIX G

Student Profile Data Survey

PRINCIPLES OF MARKETING

STUDENT PROFILE DATA SURVEY

Fall 1993 **MKT 100-01**

In our continuous improvement efforts associated with the Total Quality Management initiative of the Business Management and Marketing departments, we ask your help in providing constructive feedback about our programs, services and instruction. The departments have targeted the Principles of Marketing course taught using the independent/extended learning method and the conventional lecture method to determine the impact of instructional methodology on student achievement. Please consider each of the questions included in the survey seriously and provide us with your honest feedback as we attempt to meet the educational needs within our service region. **Your comments will be held strictly confidential.**

I. DEMOGRAPHIC PROFILE

Please answer the following questions to provide a profile of the individualized performance based and the conventional group directed lecture method of instruction student.

[1-9] 1. What is your Social Security Number? _____ - ___ - _____

[10-11] 2. What is your age? _____

[12] 3. What is your gender?
1. _____ Female
2. _____ Male

[13] 4. What is your race?
1. _____ White
2. _____ Black/Afro American
3. _____ Hispanic
4. _____ Asian
5. _____ Native American
6. _____ Other (Please Specify) _____

[14] 5. Which section of Principles of Marketing are you enrolled in?
1. _____ MKT 100-01 (In-Class Lecture)
2. _____ MKT 100-30 (Independent Study)

[15] 6. Please indicate the highest level of formal education that you have attained.

1. _____ Did not finish high school
2. _____ High school graduate or equivalent
3. _____ Some college
4. _____ Certificate or diploma
5. _____ Associate's degree
6. _____ Bachelor's degree
7. _____ Graduate degree

[16] 7. What is your Marital status:

1. _____ Single (never married)
2. _____ Married
3. _____ Widowed
4. _____ Separated/divorced

[17-18] 8. How many credit hours are you enrolled in this semester? _____

[19-20] 9. How many miles do you commute to school (one way) from your home? _____

[21] 10. What is your work status?

1. _____ 40 hours or more per week
2. _____ 30-39 hours per week
3. _____ 20-29 hours per week
4. _____ 10-19 hours per week
5. _____ 1-9 hours per week
6. _____ Do not work or retired

[22] 11. What are your primary work hours?

1. _____ Rotating swing shift.
2. _____ Start work before 8:00 a.m.
3. _____ Between 8:00 a.m. - 5:00 p.m.
4. _____ After 5:00 p.m.
5. _____ Combination of day and evening

[23] 12. What is your enrollment status?

1. _____ Full-time (12 or more credit hours)
2. _____ Part-time (less than 12 credits)

[24] 13. What is your declared major?

1. _____ Business Management
2. _____ Marketing
3. _____ Fashion Merchandising/Retailing
4. _____ Other (Please specify)_____

[25] 14. What is your current Grade Point Average (GPA)?

1. _____ 3.5 or above
2. _____ 3.0 to 3.499
3. _____ 2.5 to 2.999
4. _____ 2.0 to 2.499
5. _____ 1.5 to 1.999
6. _____ 1.0 to 1.499
7. _____ Below 1.0
8. _____ First semester at NRCC, have not established a GPA yet

[26] 15. Where do you live?

1. _____ Floyd County
2. _____ Giles County
3. _____ Montgomery County
4. _____ City of Radford
5. _____ Pulaski County
6. _____ Roanoke Valley Area
7. _____ Wythe County Area
8. _____ Other (Please specify)_____

[27] 16. What is the main reason you are taking this class?

1. _____ Degree requirement
2. _____ Upgrade job skills
3. _____ Establish job skills
4. _____ Transfer to 4-year school
5. _____ To improve GPA
6. _____ Taking advantage of funded grant program (TRA, JTPA, LEAP, etc.)
7. _____ Class I wanted to take was cancelled
8. _____ Other (Please specify)_____

[28] 17. How is the cost of your education funded?

1. _____ Parents pay tuition
2. _____ I work to pay tuition
3. _____ Financial Aid programs
4. _____ Employer tuition reimbursement
5. _____ Other sources (Please specify) _____
6. _____ Combination of some of the above

II. STUDY PRACTICES PROFILE DATA

The following questions ask that you consider your typical study practices utilized in the completion of course assignments and activities.

[29] 18. How much time do you spend weekly in the following class related activities:

a. Attending class?

1. _____ None
2. _____ Less than 50 minutes
3. _____ 50 minutes to 99 minutes
4. _____ 100 minutes to 150 minutes

b. Outside class activities:

[30] 1. Reading textbook assignments?

1. _____ None
2. _____ Less than 30 minutes
3. _____ 31 minutes to 60 minutes
4. _____ More than 60 minutes

[31] 2. Reading over classnotes?

1. _____ None
2. _____ Less than 30 minutes
3. _____ 30 minutes to 60 minutes
4. _____ More than 60 minutes

[32] 3. Watching assigned videotapes?

1. _____ None
2. _____ Less than 30 minutes
3. _____ 30 minutes to 60 minutes
4. _____ More than 60 minutes

[33] 4. Listening to tape recordings of class lectures?
1. _____ None
2. _____ Less than 30 minutes
3. _____ 30 minutes to 60 minutes
4. _____ More than 60 minutes
5. _____ Do not tape lectures so therefore do not listen to them

[34] 5. Time spent contemplating/thinking about course materials covered during the week but not related to any of the above activities?
1. _____ Never give any thought to course materials other than when attending class and doing assignments
2. _____ Less than 30 minutes
3. _____ 30 minutes to 60 minutes
4. _____ More than 60 minutes

[35] 19. Generally, how much time to you devote to a three credit hour course each week?
1. _____ Less than 3 hours
2. _____ 3 to 6 hours per week
3. _____ 6 to 9 hours per week
4. _____ 9 to 12 hours per week
5. _____ More than 12 hours per week

[36] 20. Time of the day when most of your studying is done?
1. _____ Early morning (prior to work/school)
2. _____ Evenings (after work/school)
3. _____ During work/school
4. _____ Primarily on weekdays
5. _____ Primarily on weekends
6. _____ Other (please specify)_____

[37] 21. How do you study most of the time?
1. _____ Individually/alone
2. _____ With a study partner
3. _____ With a study team
4. _____ Combination of the above
5. _____ Other (please specify)_____

22. In preparation for the class, do you:

[38] a. Take notes on the assigned readings?
1. _____ Yes
2. _____ No

[39] b. Tape record class lectures?
1. _____ Yes
2. _____ No

[40] c. Read assignments more than once?
1. _____ Yes
2. _____ No (SKIP TO E.)

[41] d. If you answered yes to (c), how often do you read the assigned materials?
1. _____ Twice
2. _____ Three times
3. _____ More than three times

[42] e. Talk with other students about class materials?
1. _____ Yes
2. _____ No

[43] f. Review the notes you take in class weekly?
1. _____ Yes
2. _____ No

[44] g. Answer the questions at the end of the chapters in the textbook and/or telecourse study guide?
1. _____ Yes
2. _____ No

[45] h. Watch the assigned videotapes?
1. _____ Yes
2. _____ No

[46] i. Read newspapers/magazines or watch TV in an attempt to bridge classroom theory with current affairs?
1. _____ Yes
2. _____ No

[47] 23. Do you encounter distractions when you study?
1. _____ Yes
2. _____ No (skip to question 25)

[48] 24. What type of distractions do you encounter?
1. _____ Telephone interruptions
2. _____ Listen to the radio/stereo
3. _____ Watch TV while I study
4. _____ Family interruptions
5. _____ Daydream while studying
6. _____ Other (please specify) _____
_____
_____

[49] 25. Do you have a special study area?
1. _____ Yes
2. _____ No
If yes, describe where it is:

[50] 26. Do you have a special study strategy?
1. _____ Yes
2. _____ No
If yes, describe your study strategy:

[51] 27. Do you have a special study chronology (order of study routine) that you follow?
1. _____ Yes
2. _____ No
If yes, describe your study routine:

[52] 28. How would you describe your preparation for a class examination?

1. _____ Intense last minute cramming
2. _____ Measured daily keeping up with material followed by orderly review for the examination.

29. Identify five things you consider which significantly influences successful study practices.

1. _____
2. _____
3. _____
4. _____
5. _____

30. Identify five things you consider that significantly distract from successful study practices.

1. _____
2. _____
3. _____
4. _____
5. _____

[53] 31. How would you characterize your study practices in terms of quantity and quality of academic work?

1. _____ Below average
2. _____ Average
3. _____ Above average

32. Why do you feel this way? Please be specific.

33. Please offer any other opinions relative to the quality and quantity of study practices you feel might empower the researcher to better understand the relationship between student study practices and student achievement. What do you consider the keys to successful study practices?

III. DELIVERY METHODOLOGY PROFILE

Independent/Extended Learning courses are designed to provide students with flexible alternatives to in-class courses. Independent/Extended Learning courses are commonly referred to as independent learning, extended learning and distance education courses. For the purpose of this survey, we are using the term **Independent/Extended Learning** to describe those courses delivered without traditional classroom lecture methods of delivery.

Conventional group directed lecture methods of instructional delivery involve the traditional classroom setting where the student and instructor meet, generally three times a week to cover course materials, engage class assignments and answer questions. For the purpose of this survey, we are using **classroom instruction** to describes those courses delivered via the conventional lecture method of delivery.

B. CONVENTIONAL CLASSROOM INSTRUCTION

[51] 56. What was your main reason for taking this course in the conventional lecture method instead of the independent/extended learning format? (Check only one).

1. _____ Did not know it was offered as an independent/extended learning class.
2. _____ Learn better in an environment where an instructor teaches the subject.
3. _____ Am not disciplined enough to keep up with the course work in an independent format.
4. _____ Heard through other students the in-class course was easier that the independent/extended learning course.
5. _____ Course fit well into my schedule
6. _____ Other (please specify)_____

[52] 57. How often did you initiate communication with your instructor?

1. _____ Never (Skip to Question 59)
2. _____ Only communicated in-class when called on.
3. _____ Went by the instructors office to ask questions.

58. Which methods did you use to communicate with your instructor? (Check all that apply)

[53] 1. _____ Person-to-Person
[54] 2. _____ Telephone
[55] 3. _____ Questions in class
[56] 4. _____ FAX messages
[57] 5. _____ Mail
[58] 6. _____ Other (please specify)_____

59. Which methods did your instructor use to communicate with you? (Check all that apply)

[59] 1. _____ Required that I meet with him/her
[60] 2. _____ Notes on returned assignments/exams
[61] 3. _____ Knew my name and use it in and out of class
[62] 4. _____ Called on students in-class to answer questions and participate
[63] 5. _____ Telephone
[64] 6. _____ Class Newsletter
[65] 7. _____ Electronic mail/FAX messages
[66] 8. _____ Other (please specify)_____

[67] 60. How often did you initiate communication with other students enrolled in the conventional group directed lecture method Principles of Marketing?

1. _____ Never (Skip to Question 62)
2. _____ Infrequently
3. _____ Occasionally
4. _____ Frequently

61. Which methods did you use to communicate with other students enrolled in the classroom instruction Principles of Marketing course? (Check all that apply)

[68] 1. _____ Person-to-Person
[69] 2. _____ Telephone
[70] 3. _____ Study groups
[71] 4. _____ Electronic mail/FAX messages
[72] 5. _____ Other (please specify)_____

62. How would you improve the in-class instruction in the Principles of Marketing course?

63. What suggestions do you have for improving communication between you and the instructor in this Principles of Marketing class?

64. What suggestions do you have for improving communication between you and other students in this Principles of Marketing class?

65. What suggestions would you have for improving the learning environment in this Principles of Marketing class?

Thank you for taking the time to complete this survey. Your input is vital if we are to maintain quality educational programs for our students. Please return this survey within 5 days in the SASE provided. Thank you!

PRINCIPLES OF MARKETING

STUDENT PROFILE DATA SURVEY

Fall 1993 **MKT 100-30**

In our continuous improvement efforts associated with the Total Quality Management initiative of the Business Management and Marketing departments, we ask your help in providing constructive feedback about our programs, services and instruction. The departments have targeted the Principles of Marketing course taught using the independent/extended learning method and the conventional lecture method to determine the impact of instructional methodology on student achievement. Please consider each of the questions included in the survey seriously and provide us with your honest feedback as we attempt to meet the educational needs within our service region. **Your comments will be held strictly confidential.**

I. DEMOGRAPHIC PROFILE

Please answer the following questions to provide a profile of the individualized performance based and the conventional group directed lecture method of instruction student.

[1-9] 1. What is your Social Security Number? _____ - ___ - _____

[10-11] 2. What is your age? _____

[12] 3. What is your gender?
1. _____ Female
2. _____ Male

[13] 4. What is your race?
1. _____ White
2. _____ Black/Afro American
3. _____ Hispanic
4. _____ Asian
5. _____ Native American
6. _____ Other (Please Specify) _____

[14] 5. Which section of Principles of Marketing are you enrolled in?
1. _____ MKT 100-01 (In-Class Lecture)
2. _____ MKT 100-30 (Independent Study)

[15] 6. Please indicate the highest level of formal education that you have attained.

1. _____ Did not finish high school
2. _____ High school graduate or equivalent
3. _____ Some college
4. _____ Certificate or diploma
5. _____ Associate's degree
6. _____ Bachelor's degree
7. _____ Graduate degree

[16] 7. What is your Marital status:

1. _____ Single (never married)
2. _____ Married
3. _____ Widowed
4. _____ Separated/divorced

[17-18] 8. How many credit hours are you enrolled in this semester?_____

[19-20] 9. How many miles do you commute to school (one way) from your home?_____

[21] 10. What is your work status?

1. _____ 40 hours or more per week
2. _____ 30-39 hours per week
3. _____ 20-29 hours per week
4. _____ 10-19 hours per week
5. _____ 1-9 hours per week
6. _____ Do not work or retired

[22] 11. What are your primary work hours?

1. _____ Rotating swing shift.
2. _____ Start work before 8:00 a.m.
3. _____ Between 8:00 a.m. - 5:00 p.m.
4. _____ After 5:00 p.m.
5. _____ Combination of day and evening

[23] 12. What is your enrollment status?

1. _____ Full-time (12 or more credit hours)
2. _____ Part-time (less than 12 credits)

[24] 13. What is your declared major?

1. _____ Business Management
2. _____ Marketing
3. _____ Fashion Merchandising/Retailing
4. _____ Other (Please specify)_____

[25] 14. What is your current Grade Point Average (GPA)?

1. _____ 3.5 or above
2. _____ 3.0 to 3.499
3. _____ 2.5 to 2.999
4. _____ 2.0 to 2.499
5. _____ 1.5 to 1.999
6. _____ 1.0 to 1.499
7. _____ Below 1.0
8. _____ First semester at NRCC, have not established a GPA yet

[26] 15. Where do you live?

1. _____ Floyd County
2. _____ Giles County
3. _____ Montgomery County
4. _____ City of Radford
5. _____ Pulaski County
6. _____ Roanoke Valley Area
7. _____ Wythe County Area
8. _____ Other (Please specify)_____

[27] 16. What is the main reason you are taking this class?

1. _____ Degree requirement
2. _____ Upgrade job skills
3. _____ Establish job skills
4. _____ Transfer to 4-year school
5. _____ To improve GPA
6. _____ Taking advantage of funded grant program (TRA, JTPA, LEAP, etc.)
7. _____ Class I wanted to take was cancelled
8. _____ Other (Please specify)_____

[28] 17. How is the cost of your education funded?

1. _____ Parents pay tuition
2. _____ I work to pay tuition
3. _____ Financial Aid programs
4. _____ Employer tuition reimbursement
5. _____ Other sources (Please specify) _____
6. _____ Combination of some of the above

II. STUDY PRACTICES PROFILE DATA

The following questions ask that you consider your typical study practices utilized in the completion of course assignments and activities.

[29] 18. How much time do you spend weekly in the following class related activities:

a. Attending class?

1. _____ None
2. _____ Less than 50 minutes
3. _____ 50 minutes to 99 minutes
4. _____ 100 minutes to 150 minutes

b. Outside class activities:

[30] 1. Reading textbook assignments?

1. _____ None
2. _____ Less than 30 minutes
3. _____ 31 minutes to 60 minutes
4. _____ More than 60 minutes

[31] 2. Reading over classnotes?

1. _____ None
2. _____ Less than 30 minutes
3. _____ 30 minutes to 60 minutes
4. _____ More than 60 minutes

[32] 3. Watching assigned videotapes?

1. _____ None
2. _____ Less than 30 minutes
3. _____ 30 minutes to 60 minutes
4. _____ More than 60 minutes

[33] 4. Listening to tape recordings of class lectures?
1. _____ None
2. _____ Less than 30 minutes
3. _____ 30 minutes to 60 minutes
4. _____ More than 60 minutes
5. _____ Do not tape lectures so therefore do not listen to them

[34] 5. Time spent contemplating/thinking about course materials covered during the week but not related to any of the above activities?
1. _____ Never give any thought to course materials other than when attending class and doing assignments
2. _____ Less than 30 minutes
3. _____ 30 minutes to 60 minutes
4. _____ More than 60 minutes

[35] 19. Generally, how much time to you devote to a three credit hour course each week?
1. _____ Less than 3 hours
2. _____ 3 to 6 hours per week
3. _____ 6 to 9 hours per week
4. _____ 9 to 12 hours per week
5. _____ More than 12 hours per week

[36] 20. Time of the day when most of your studying is done?
1. _____ Early morning (prior to work/school)
2. _____ Evenings (after work/school)
3. _____ During work/school
4. _____ Primarily on weekdays
5. _____ Primarily on weekends
6. _____ Other (please specify)_____

[37] 21. How do you study most of the time?
1. _____ Individually/alone
2. _____ With a study partner
3. _____ With a study team
4. _____ Combination of the above
5. _____ Other (please specify)_____

22. In preparation for the class, do you:

[38] a. Take notes on the assigned readings?
1. _____ Yes
2. _____ No

[39] b. Tape record class lectures?
1. _____ Yes
2. _____ No

[40] c. Read assignments more than once?
1. _____ Yes
2. _____ No (SKIP TO E.)

[41] d. If you answered yes to (c), how often do you read the assigned materials?
1. _____ Twice
2. _____ Three times
3. _____ More than three times

[42] e. Talk with other students about class materials?
1. _____ Yes
2. _____ No

[43] f. Review the notes you take in class weekly?
1. _____ Yes
2. _____ No

[44] g. Answer the questions at the end of the chapters in the textbook and/or telecourse study guide?
1. _____ Yes
2. _____ No

[45] h. Watch the assigned videotapes?
1. _____ Yes
2. _____ No

[46] i. Read newspapers/magazines or watch TV in an attempt to bridge classroom theory with current affairs?
1. _____ Yes
2. _____ No

[47] 23. Do you encounter distractions when you study?
1. _____ Yes
2. _____ No (skip to question 25)

[48] 24. What type of distractions do you encounter?
1. _____ Telephone interruptions
2. _____ Listen to the radio/stereo
3. _____ Watch TV while I study
4. _____ Family interruptions
5. _____ Daydream while studying
6. _____ Other (please specify) _____
_____
_____

[49] 25. Do you have a special study area?
1. _____ Yes
2. _____ No
If yes, describe where it is:

[50] 26. Do you have a special study strategy?
1. _____ Yes
2. _____ No
If yes, describe your study strategy:

[51] 27. Do you have a special study chronology (order of study routine) that you follow?
1. _____ Yes
2. _____ No
If yes, describe your study routine:

[52] 28. How would you describe your preparation for a class examination?

1. _____ Intense last minute cramming
2. _____ Measured daily keeping up with material followed by orderly review for the examination.

29. Identify five things you consider which significantly influences successful study practices.

1. _____
2. _____
3. _____
4. _____
5. _____

30. Identify five things you consider that significantly distract from successful study practices.

1. _____
2. _____
3. _____
4. _____
5. _____

[53] 31. How would you characterize your study practices in terms of quantity and quality of academic work?

1. _____ Below average
2. _____ Average
3. _____ Above average

32. Why do you feel this way? Please be specific.

33. Please offer any other opinions relative to the quality and quantity of study practices you feel might empower the researcher to better understand the relationship between student study practices and student achievement. What do you consider the keys to successful study practices?

III. DELIVERY METHODOLOGY PROFILE

Independent/Extended Learning courses are designed to provide students with flexible alternatives to in-class courses. Independent/Extended Learning courses are commonly referred to as independent learning, extended learning and distance education courses. For the purpose of this survey, we are using the term **Independent/Extended Learning** to describe those courses delivered without traditional classroom lecture methods of delivery.

Conventional group directed lecture methods of instructional delivery involve the traditional classroom setting where the student and instructor meet, generally three times a week to cover course materials, engage class assignments and answer questions. For the purpose of this survey, we are using **classroom instruction** to describes those courses delivered via the conventional lecture method of delivery.

A. INDEPENDENT/EXTENDED LEARNING

[1] 34. What was your primary reason for taking an independent/extended learning/course? (Check only one.)

1. _____ To improve job skills
2. _____ To gain knowledge
3. _____ To fulfill degree requirements
4. _____ To fulfill certificate requirements
5. _____ Personal interest
6. _____ Other (Please specify) _____

[2-3] 35. How many Independent/Extended Learning courses (counting current courses) have you taken from New River Community College?

_____

[4] 36. What was your primary reason for taking courses in the independent/extended learning format instead of an in-class format? (Check only one.)

1. _____ It was only offered in this format.
2. _____ Problems getting transportation.
3. _____ Cost of transportation.
4. _____ Time conflicts with my work responsibilities.
5. _____ Time conflicts with my family requirements.
6. _____ Time conflicts with other courses in which I'm enrolled.
7. _____ Home bound
8. _____ I prefer learning in this method.
9. _____ Other (Please specify) _____

[5] 37. Would you have taken the course(s) during the term if it had not been in the independent/extended learning format?

1. _____ Yes
2. _____ No

[6] 38. How often did you initiate communication with your instructor?

1. _____ Never (Skip to Question 41)
2. _____ Infrequently
3. _____ Occasionally
4. _____ Frequently

39. Which methods did you use to communicate with your Independent/Extended Learning instructor? (Check all that apply.)

[7] 1. _____ Person-to-person
[8] 2. _____ Telephone
[9] 3. _____ Mail
[10] 4. _____ FAX
[11] 5. _____ Messages left with Independent/Extended Learning staff
[12] 6. _____ Messages left with others
[13] 7. _____ Other (Please specify) _____

40. How would you rate the helpfulness of each of the methods you used to communicate with your instructor?

Use the rating scale:
0-Did not use; 1-Not helpful; 2-Helpful; 3-Very helpful

[14] 1. _____ Person-to-person
[15] 2. _____ Telephone
[16] 3. _____ Mail
[17] 4. _____ FAX
[18] 5. _____ Messages left with Independent/Extended Learning staff
[19] 6. _____ Messages left with others
[20] 7. _____ Other (Please specify) _____

41. Which methods did your instructor use to communicate with you? (Check all that apply.)

[21] 1. _____ Letters
[22] 2. _____ Feedback forms
[23] 3. _____ Telephone
[24] 4. _____ Person-to-person
[25] 5. _____ Group orientations and meetings
[26] 6. _____ Messages in student folders
[27] 7. _____ Other (Please specify) _____

42. How would you rate the helpfulness of each method of communication used by your instructor?

Use the rating scale:
0-Did not use; 1-Not helpful; 2-Helpful; 3-Very helpful

[28] 1. _____ Letters
[29] 2. _____ Feedback forms
[30] 3. _____ Telephone
[31] 4. _____ Person-to-person
[32] 5. _____ Group orientations and meetings
[33] 6. _____ Messages in student folders
[34] 7. _____ Other (Please specify) _____

[35] 43. How would you rate the frequency of communication from your instructor to you?

1. _____ Too little
2. _____ Just right
3. _____ Too much

[36] 44. How would you rate the quality of communication between you and your instructor during your Independent/Extended Learning course when compared to communication in an in-class course you have taken?

1. _____ Have not taken in-class course.
2. _____ Less than
3. _____ Equal to
4. _____ Better than

[37] 45. How would you rate the quality of instruction of your independent/extended learning course(s) when compared to in-class courses you have taken?

1. _____ Have not taken in-class course
2. _____ Less than
3. _____ Equal to
4. _____ Better than

[38] 46. How often did you initiate communication with other students enrolled in Independent/Extended Learning/classroom instruction courses?

1. _____ Never (Skip to question 48)
2. _____ Infrequently
3. _____ Occasionally
4. _____ Frequently

47. Which methods did you use to communicate with other students enrolled in Independent/Extended Learning/classroom courses? (Check all that apply.)

[39] 1. _____ Person-to-Person
[40] 2. _____ Telephone
[41] 3. _____ Mail
[42] 4. _____ FAX
[43] 5. _____ Study groups
[44] 6. _____ Group orientations and meetings
[45] 7. _____ Messages
[46] 8. _____ Other (Please specify) _____

[47-48] 48. How many times during a semester would you find it helpful to meet as a group with your instructor and students in your course?

_____

[49] 49. How would you rate the quality of the overall experience of your Independent/Extended Learning course when compared to in-class courses you have taken?

1. _____ Have not taken in-class course
2. _____ Less than
3. _____ Equal to
4. _____ Better than

[50] 50. Regarding the Independent/Extended Learning course(s) in which you enrolled, did you: (Check only one.)

1. _____ Satisfactorily complete all the course(s)
2. _____ Satisfactorily complete more than half the courses.
3. _____ Satisfactorily complete less than half the courses.
4. _____ Withdraw from all the course(s)
5. _____ Withdraw from more than half the courses.
6. ____ Did not satisfactorily complete any of the courses.

51. What suggestions do you have to improve the testing services of the Independent/Extended Learning Program?

52. What suggestions do you have for improving communication between you and the Independent/Extended Learning program staff?

53. What suggestions do you have for improving communication between you and your Independent/Extended Learning instructor?

54. What suggestions do you have for improving communication between you and other students enrolled in Independent/Extended Learning courses?

55. What suggestions do you have for improving the communication between you and your classroom instruction method instructors.

Thank you for taking the time to complete this survey. Your input is vital if we are to maintain quality educational programs for our students. Please return this survey within 5 days in the SASE provided. Thank you!

APPENDIX H

Principles of Marketing
MKT 100-01
MKT 100-30

Mid-Term and Final Examination
Achievement Measures

PRINCIPLES OF MARKETING
MID TERM EXAMINATION PACKAGE

MKT 100 **FALL 1993**

NAME: _____

SSN: _____

PLEDGE: I have neither given nor received assistance on this examination.

_____
Signature

PART I - RAPID FIRE REVIEW COMPLETION CHOICES

Fill in the blank for the questions included in PART I - RAPID FIRE REVIEW with the most appropriate term from the list of completion answers listed below. A term may be used more than once--or not at all.

buyer's
buying
consumer
distribution
exchange
facilitating
financing
form
marketing
marketing concept
myopia
physical distribution
place
pricing
product
production
promotion
risk-taking
sales
selling
securing marketing information
standardization and grading
storing
target market
transporting
advertising
antimonopoly
competitive
consumerism
demarketing
deregulation
economic
discretionary income
direct
indirect
political - legal
prosperity
social-cultural
technological
embargo
exchange control
exporting
foreign licensing
global
import quota
importing
buyer
international
joint venture
multinational
size
stage
tariff
trade

PRINCIPLES OF MARKETING
MID TERM EXAMINATION

FALL 1993 MKT 100

PART I - RAPID FIRE REVIEW

Complete the following statements by filling in the appropriate term/concept. Indicate your response in the space provided on the answer sheet. Value: 2 points each.

1. The three eras in the history of marketing, in sequence, are the _____ era, the _____ era, and the _____ era.

2. The _____ _____ is the companywide orientation that assumes a firm's goals are consumer satisfaction and long-run profits.

3. A firm's decision about packaging, labeling and new product features is part of their _____ strategy.

4. A firm's decision to deliver its products with trucks and use retail stores to sell to consumers is part of their _____ strategy.

5. The decision to use a direct mail campaign instead of television advertising to get consumer attention about their product is part of the _____ strategy.

6. The decision to offer rebates and zero percent financing is a part of the _____ strategy.

7. Marketing costs in relation to the overall costs of goods and services are estimated to be about 50 percent. These costs cover a wide range of functions performed by marketing. These functions may be grouped into three categories: _____, _____, and, _____ _____.

8. The exchange function involves two associated activities. They are _____ _____ and _____.

9. The physical distribution function includes the functions of _____ and _____.

10. The facilitating functions performed by marketing include _____, _____, _____, and _____.

11. The five different environments that influence marketing strategies are _____, _____, _____, _____, and _____.

12. The importance of marketing environments can be exemplified by consideration of the actions taken against marketers who ignore consumers' desires. In a recent lawsuit against WalMart, several local drug store owners in Conway, Arkansas sued WalMart for unfair pricing. They alleged WalMart sold products below cost. The Supreme Court, in a landmark ruling this past week, found for the plaintiffs in this case. As a result of this ruling, WalMart will now have to alter its pricing strategy. This example illustrates two environmental influences. They are _____ environment and the _____ environment.

13. The New River Valley is experiencing unprecedented cutbacks in defense spending and level growth in state government expenditures at the largest employer in the NRV, Virginia Tech. As a result, retail activity is very sluggish. These conditions are all closely related to the _____ environment.

14. A new antifreeze product called **Sierra** has just been introduced into the market. This product suggests, through its advertising message, it is friendly to the environment and safe for use around children and pets. In fact, green consumerism, recycling, fat free products, and wellness themes permeate marketing strategies all in response to the _____ environment.

15. The competitive environment includes three different types of competition. When one considers grocers such as Krogers, Wades, Harris Teeter they would be classified as _____ competitors. When we factor restaurants (such as the Farmhouse and Taco Bell) into this example, they would be considered _____ competitors. When considering the competitive environment, marketers should consider everyone a potential competitor for limited _____ power.

16. The effect that inventions, innovations, and discoveries in science have on marketing decisions is known as the _____ environment.

17. The two basic divisions of foreign trade are the selling of domestically produced goods and services to foreign countries, known as _____, and the purchasing of foreign products and raw materials, known as _____ _____.

18. Foreign markets differ substantially from the domestic U.S. markets. Principal differences that must be examined by any firm considering entering foreign markets are in market _____, _____ behavior, and ___ _____ practices.

19. Trade barriers are an important consideration in international marketing. A tax on imported products is called a _____ and is used to protect infant local industries, to prevent dumping, and to raise funds for the government.

20. When a country limits the amount of goods imported from another country, it has set a _____.

PART II - TRUE/FALSE

Read the following statements carefully and indicate whether they are true or false. Place your response in the appropriate space on the answer sheet. Value: 2 points each.

21. The basic steps in the marketing planning process relate to an organization's mission, objectives, resources, risks, opportunities, marketing strategy, implementation of the marketing strategy through planning, and the use of feedback to monitor and adapt strategies when necessary.

22. A typical mission statement provides specific operational information about the proposed activities of a firm, such as: "It is the intention of Westwick Candle Corporation to increase the cotton content of candle wicks so that its products will ignite more rapidly."

23. The serious concern that exists for preserving the environment presents an unparalleled opportunity to leverage their skills, abilities, and equipment. This is known in marketing as SWOT analysis.

24. A strategic window represents the extended time period during which the requirements of a market and the competencies of a firm fit together. An example would be when Motorola was asked to supply thousands of portable phones immediately after the liberation of Kuwait.

25. A major reason for organizing into SBUs is to help the company make more profitable decisions about which units need additional resources and which ones should be weeded from the firm's portfolio.

26. As a nonprofit organization, the Honest Ballot Association (which has been conducting elections and arbitration and mediation services since it was established by President Roosevelt in 1909) would not have a need to conduct a marketing audit in order to evaluate its activities.

27. The market share/market growth matrix plots the market share--the percentage share of a market--and the market growth potential for the firm.

28. Quantitative forecasting techniques are more subjective that qualitative methods because they are based on opinions rather than precise data.

29. Market tests are used infrequently because they often confuse the decision making process.

30. The marketing research process can be divided into five specific steps: defining the problem, conducting exploratory research, formulating a hypothesis, creating a research design, and the collecting data.

PART III - MULTIPLE CHOICE

Read the following statements carefully and select the one best response for each question. Indicate your selection in the appropriate space on the answer sheet. Value: 2 points each.

31. Interpersonal determinants of consumer behavior include all of the following interpersonal determinants but one. Which is not considered an interpersonal determinant according to the text?
    a. cultural influences.
    b. social influences.
    c. family influences.
    d. educational influences.
    e. all the above are considered interpersonal determinants of consumer behavior.

32. Personal determinants of consumer behavior include all of the following personal determinants but one. Which is not considered a personal determinant according to the text?
    a. needs and motives.
    b. perceptions.
    c. attitudes.
    d. learning.
    e. all the above are considered personal determinants of consumer behavior.

33. The Japanese place such a high value on work that most workers do not take their full annual vacation. This is an example of
    a. cultural values.
    b. social values.
    c. family values.
    d. educational values.
    e. none of the above are correct.

34. Reference group influence would be significant in the decision to buy
    a. a loaf of bread.
    b. a BMW.
    c. chewing gum.
    d. cigarettes.
    e. all the above would be significant in the decision to buy based on reference group influence.

35. "Soup for One" is a product that Campbell Soup Company created specifically for
    a. small children.
    b. the elderly.
    c. singles, widowed, and divorced.
    d. the diet-conscious.
    e. the health-and-nutrition conscious.

36. The need expressed in your purchase of a set of radial tires for your car with an "A" rating for traction and an "A" rating for braking would be
    a. esteem.
    b. physiological.
    c. self-actualization.
    d. safety.
    e. social.

37. "Isn't it time you owned a Cadillac?" appeals to
    a. physiological needs.
    b. esteem needs.
    c. self-acutalization needs.
    d. safety needs.
    e. social needs.

38. The U.S. Army theme of "Be all you can be" is an example of
    a. safety needs.
    b. social (belongingness) needs.
    c. esteem needs.
    d. self-actualization needs.
    e. patriotism needs.

39. The steps in the consumer decision process include
    a. problem recognition and search.
    b. evaluation of alternatives.
    c. purchase decision and act.
    d. post-purchase evaluation.
    e. all of these steps are included in the consumer decision process.

40. Cognitive dissonance is most likely to occur in the purchase of
    a. sneakers.
    b. groceries.
    c. jewelry.
    d. cosmetics.
    e. a birthday present for your friend.

PART IV - SHORT ANSWER

Read the following questions carefully and indicate the answer to each in the appropriate space provided on the answer sheet. Value: 10 points each.

41. Identify and briefly describe the four components of organizational markets.

46. Drawing from your readings, the videoseries, current events or other personal/professional experiences, cite a current marketing strategy that suggests it embraces the concepts associated with our discussions on positioning based on market segmentation resulting from demographic, psychographic, geographic, and lifestyle/benefit analysis. Your answer must identify specific associations to market segmentation.

PART V - EXTRA CREDIT

101. Identify five specific ways your studies in marketing thus far in our academic journey have been of value either personally or professionally.

PRINCIPLES OF MARKETING
MID TERM EXAMINATION

ANSWER SHEET

MKT 100 **FALL 1993**

INSTRUCTIONS:

All answers to questions included in the examination package are to be placed on this answer sheet. Please print or write legibly. DO NOT put your name on this answer sheet. Student identification will be done by using the last four digits of your social security number.

LAST FOUR DIGITS OF SSN: _____

PART I - RAPID FIRE REVIEW

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PART II - TRUE/FALSE

21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

PART III - MULTIPLE CHOICE

31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

PART IV - SHORT ANSWER

41. _____

_____

_____

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46. Marketing Segmentation/Positioning Example

PRINCIPLES OF MARKETING
FINAL EXAMINATION PACKAGE

FALL 1993 MKT 100

NAME: _____

SSN: _____

PLEDGE: I have neither given nor received assistance on this examination

_____
Signature

PART I - RAPID FIRE REVIEW COMPLETION CHOICES

Fill in the blank for the questions included in PART I - RAPID FIRE REVIEW with the most appropriate term from those listed below. A term may be used more than once--or not at all.

accessory equipment
adoption/rejection
awareness
brand
brand name
cannabalize
component parts and materials
consolidator
consumer adoption process
consumer innovators
consumer products
convenience
customer relations
customer service
decline stage
delivery
depth of assortment
diffusion process
evaluation
family brand
gaps
generic products
growth stage
individual brands
industrial products
installations
interest
introductory stage
length of assortment
maturity stage
private brand
product
product liability
product life cycle
product line
product mix
product positioning
raw materials
repair service
shopping
specialty
supplies
trademark
trial
universal product code
venture team
warranties
width of assortment

PRINCIPLES OF MARKETING
FINAL EXAMINATION

FALL 1993 **MKT 100**

PART I - Rapid Fire Review: Complete the following statements by filling in the appropriate term/concept. Indicate your response in the space provided on the answer sheet. Value: 2 points each.

1. A _____ is a bundle of physical, service, and symbolic attributes designed to enhance consumer want satisfaction. From a total concept, includes package design and labeling, symbols such as trademarks and brand names, and customer service activities that add value to it.

2. Product strategy differs based on product classification. _____ are destined for use by the ultimate consumer and _____ are used directly or indirectly in producing other products for resale.

3. Products that the consumer wants to purchase frequently, immediately, and with a minimum of effort are called _____ products. Newspapers, vending machine items, beauty shops and dry cleaners were cited by the text as examples of this type of product classification.

4. _____ products are purchased only after the consumer has made comparisons of competing products in competing stores on such bases as price, quality, style, and color. Items such as clothing, furniture, appliances, jewelry, and shoes were cited as examples in the text.

5. _____ products possess some unique characteristics that cause the buyer to prize those particular brands. For these products, the buyer has complete information prior to the shopping trip and is unwilling to accept substitutes. Typically high priced and frequently branded, Gucci handbags, Tiffany jewelry, Rolls Royce automobiles and Golden Door health spas were cited as examples by the text.

6. A product passes through a series of stages from the time it is introduced to the time it is no longer marketed; these stages are referred to as the _____ _____.

7. In the _____ of the PLC, the marketer's objective is to stimulate demand through heavy emphasis on promotional campaigns. Losses are common during this stage due to heavy promotion and extensive research and development expenditures.

8. Sales volumes rise rapidly during the _____ as new customers make initial purchases and early buyers repurchase the product. As the firm begins to realize substantial profits from its investment, the product attracts competitors. Electronic data networks, information services, cellular car phones and facsimile machines were cited by the text as examples of products from the telecommunications industry in this stage of the product life cycle.

9. During the _____ in the product life cycle, available products exceed demand. Differences among competing products diminish as competitors discover the product and promotional characteristics most desired by the market. Leads some firms to differentiate their products by focusing on attributes such as quality, reliability, and service.

10. Consumers also make decisions about new product offerings. In the _____ _____, potential consumers go through a series of stages from learning of the new product to trying it and deciding to purchase it regularly or to reject it.

NOTE: YOUR RESPONSE TO QUESTIONS 11 THROUGH 20 MUST FOLLOW THE CHRONOLOGICAL ORDER ASSOCIATED WITH INDUSTRIAL GOODS AND THE CONSUMER ADOPTION TO BE CONSIDERED FOR CREDIT.

Identify and briefly describe the five categories of industrial goods.

11. _____ : _____
_____

12. _____ : _____
_____

13. _____ : _____
_____

14. _____ : _____
_____

15. _____ : _____
_____

Identify and briefly describe the consumer adoption process component stages.

16. _____ : _____
_____

17. _____ : _____
_____

18. _____ : _____
_____

19. _____ : _____
_____

20. _____ : _____
_____

21. The term _____ refers to the manner in which marketers deal with their customers. According to one survey, seventy percent of customers who switch from one firm's product to a competitor's cite this rather than product quality or price as the reason for the change.

Identify and briefly describe the components of customer service.

22. _____ : _____
_____

23. _____ : _____
_____

24. _____ : _____
_____

25. _____ : _____
_____

26. A _____ is the assortment of product lines and individual offerings available from a marketer.

27. PepsiCo's product mix consists of three basic _____--soft drinks, snacks, and restaurants--and individual lines such as Pepsi-Cola, Ruffles potato chips, and Taco Bell restaurants.

Product mixes are typically measured in terms of:

28. _____: refers to the number of product lines the firm offers. Soft drinks, snack foods, and restaurants marketed by PepsiCo illustrate this concept.

29. _____: refers to the number of products in the firms's marketing mix. For Pepsi it is 12, with 3 brands of soft drinks, 6 snack lines, and 3 restaurant lines.

30. _____: refers to the variations of each product in the mix. PepsiCo deepened its Doritos brand by adding three flavorings--Nacho Cheese, Cool Ranch, and Salsa Rio.

PART II - True/False: Read the following statements carefully and indicate whether they are true of false. Place your response in the appropriate space on the answer sheet. Value: 1 point each.

31. Distribution channels create time, place and distribution utility.

32. The distribution process facilitates the exchange process, alleviates discrepancies in assortment, standardizes transactions, and aids in the search process.

33. In general, industrial channels tend to be shorter than consumer channels due to geographic concentration in industrial buying and a relatively limited number of purchasers.

34. Snickers, Milky Way, and Mars candy bars would typically be marketed through a intensive distribution system.

35. When a manufacturer designates only a few dealers in an area to carry its products, they are engaged in exclusive distribution.

36. Some market coverage may be sacrificed through a policy of selective distribution, but this loss is often offset by the development and maintenance of an image of quality and prestige for the product and the reduced marketing costs associated with a small number of accounts.

37. Wholesalers generally provide services for the consumer and the producer/supplier they serve.

38. The dominant trend in retailing today is a decreased emphasis on market segmentation.

39. The selection of a target market is secondary to other, more time consuming, retail distribution channel strategy elements.

40. Physical distribution is synonymous with logistics, which includes customer service, inventory control, materials handling, protective packaging, order processing, transportation, warehouse site selcetion, and warehousing.

PART III - Multiple Choice: Read the following statements carefully and select the one best response for each question. Indicate your selection in the appropriate space on the answer sheet. Value: 1 point each.

41. The function of informing, persuading, and influencing the consumer's purchase decision is called
    a. salesmanship.
    b. promotion.
    c. advertising.
    d. public relations.

42. The steps an individual must go through before making a purchase are represented by the acronym
    a. ASAP.
    b. AIDA.
    c. PLC.
    d. SMR.

43. The **primary** objective of promotional efforts is to
    a. differentiate the product from the competition.
    b. increase the demand for the good or service.
    c. provide information.
    d. accentuate the product's value.

44. The promotional mix consists of
    a. personal and nonpersonal selling.
    b. advertising/sales promotion.
    c. public relations.
    d. all the above.

45. A real barrier to implementing any promotional strategy is
    a. the nature of the market.
    b. the size of the promotional budget.
    c. the nature of the product.
    d. the nature of the competition.

46. New York Seltzer, by distributing samples of its beverage at dentist conventions, garlic festivals, and sailing races was using a
    a. pushing strategy.
    b. pulling strategy.
    c. product strategy.
    d. distribution strategy.

47. When Panasonic directs it promotional efforts toward getting retailers to carry, stock, and readily display its product line in stores, this is called a
    a. pulling strategy.
    b. pushing strategy.
    c. product strategy.
    d. distribution strategy.

48. Traditional methods for creating a promotional budget are
    a. percentage-of-sales.
    b. fixed-sum-per-unit.
    c. task-objective.
    d. all the above.

49. In launching super-premium pet food lines, Ralston Purina C., KalKan Foods, and Quaker Oats Co. favor pricing based on a
    a. penetration pricing strategy.
    b. skimming pricing strategy.
    c. market share strategy.
    d. target return pricing.

50. Black and Decker introduces a new electric can opener at a low price with the objective of raising the price after the can opener captures a large market share. This is an example of the pricing strategy of
    a. skimming pricing strategy.
    b. penetration pricing strategy.
    c. competitive pricing strategy.
    d. unit pricing.

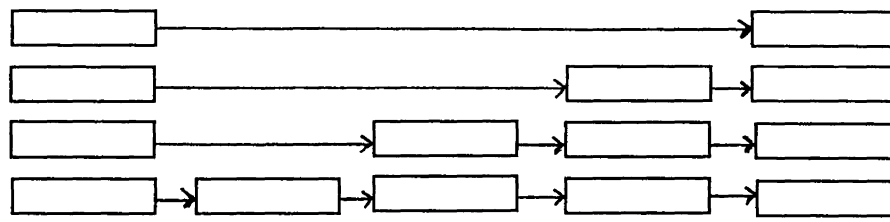
PART IV - Short Answer: Read the following questions and indicate your response to each in the appropriate space provided on the answer sheet.

Identify the stages in the new product development process.

51. _____
52. _____
53. _____
54. _____
55. _____
56. _____

Complete the matrix which graphically illustrates the alternative distribution channels for consumer goods.

57.
58.
59.
60.



Identify the seven components of retailing strategy described in the textbook.

61. _____
62. _____
63. _____
64. _____
65. _____
66. _____
67. _____

Identify the four pricing objectives we discussed.

68. _____
69. _____
70. _____
71. _____

PRINCIPLES OF MARKETING
FINAL EXAMINATION
ANSWER SHEET

FALL 1993 **MKT 100**

INSTRUCTIONS:

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PART I - RAPID FIRE REVIEW

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PART II - TRUE/FALSE

31. _____

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39. _____

40. _____

PART III - MULTIPLE CHOICE

41. _____

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43. _____

44. _____

45. _____

46. _____

47. _____

48. _____

49. _____

50. _____

PART IV - SHORT ANSWER

51. _____

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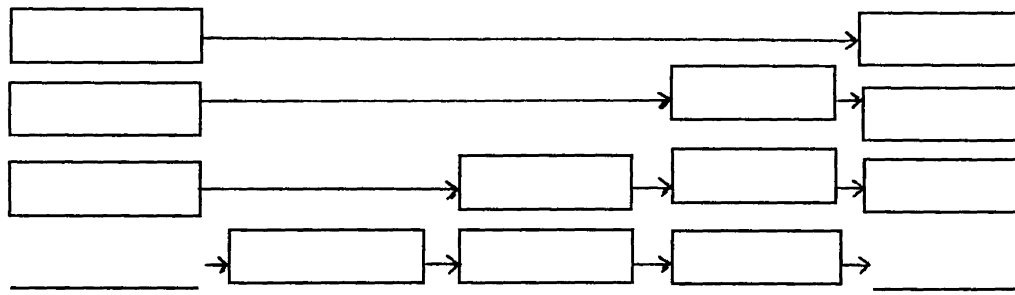
59.

60. _____ _____



61. _____

62. _____

63. _____

64. _____

65. _____

66. _____

67. _____

68. _____

69. _____

70. _____

71. _____

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