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ABSTRACT

This study is part of a program initiated by the Business Administration Division of El Paso Community College (Texas), in 1973 to evolve a curriculum with supporting instructional techniques which will meet the special needs of evening and part-time students in a student body which is nearly 60 percent Mexican-American. Evening students from this group have learning handicaps which are in part the result of poor secondary education. The evaluation reported here of individualized instructional packets for the Introduction to Business course utilized three sections of evening students, with the same instructor and identical behavioral objectives for all the sections. One section utilized the individualized instructional packets, a second section used the lecture/discussion method; while the third used the lecture/discussion method with students given the option of using the individualized materials as a supplement. The results of the evaluation, using end-of-course achievement scores as the unit of measurement, found the optional section to be significantly better than the individualized instruction section. However, the small number of students (20 percent) utilizing the optional materials makes this finding inconclusive. It is clear, however, that only marginal results will be obtained from individualized courses unless they are supported with media and personalized counseling. Sample individualized packets are appended. (Author/AH)

AN EVALUATION OF INDIVIDUALIZED INSTRUCTION FOR EVENING/PART-TIME STUDENTS OF BUSINESS ADMINISTRATION

by

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EL PASO COMMUNITY COLLEGE

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
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INTRODUCTION

The evaluation reported here is the second stage of an ongoing project initiated at El Paso Community College (EPCC) in the Spring Term of 1974. At the request of Mr. Jake Trujillo, the then Chairman of the Business Administration Division, I undertook the evaluation of the individualized instruction method and supporting materials developed for the Introduction to Business Course. Our primary concern then, and now, was not the merits of the instructional method but its efficacy for evening and part-time students.

This concern was the result of our perception of the evening student as related to background, maturity, goal orientation, inherent and demonstrated academic skills and reaction to non-traditional methods of instruction. These perceptions led us to attempt a comparison between strengths and weaknesses of full-time/day students versus part-time/evening students. Our intuitive judgement led us to a conclusion, later found to be erroneous in part, that our evening student was in the main somewhat behind his daytime counterpart in inherent ability and basic academic skills. This conclusion derived naturally from the unsatisfactory attrition rate experienced to that point and the low levels of mastery being attained by a significant number of those completing the course.

A trial evaluation was begun during the Spring Term of 1974 utilizing two evening sections of the Introduction to Business Course. The initial material was developed using the Lattice System which was then being incorporated into the College's Mid-Management Program. The basic technique was the sequencing of desired objectives and performance goals, which would lead the student through the course material. A packet was prepared for each chapter of the course text. Each packet provided the student with behavioral objectives, an introductory statement, a diagram of the desired study sequence and the related Assessment and Performance Task Sheets. An example of the original packet is at Appendix A, which has been condensed for illustration.

Almost at the outset it became apparent that no meaningful evaluation would result. The construction of the packets provided for only minimal learning on the part of average or better students who could complete most assessment tasks without being able to analyze the material. Placed in situations requiring a demonstration of mastery only a superficial synthesis was evident. The poor student often mistook the concept of self-paced instruction as the acceptance of a lower performance standard and fell impossibly behind. At my recommendation the formal portion of the evaluation was terminated. The overall results in the form of subjective observations, were provided to the Department Chairman. Subsequently, through discipline meetings and the efforts of Mr. Roque Segura, the course coordinator, a new format was developed for the individualized packets, the course content was revised to permit student realization of a limited number of objects consistent with a one-semester course, and new supportive materials were provided. It was decided to continue the evaluation project with the Spring Term of 1975 and it is those results which are reported here.

BACKGROUND AND SIGNIFICANCE

To appreciate our concern and limited perceptions about our student body some background on the El Paso community and the Community College is essential. El Paso, Texas is the largest city on the Mexican-American border. Except for a period in 1930, its population has been on the increase, from approximately 131,000 in 1930 to 322,000 in the 1970 US census. This population increase appears to be due to some migration from other states and a larger immigration from Mexico. The total community is nearly 58% ethnic Spanish, 39% Anglo-Saxon and 3.5% Black. The two cultures are overlayed but not completely blended. Although the economic picture is slowly changing, the El Paso area is not heavily industrialized. Only light and labor intensive manufactory is operative; a major military installation (Fort Bliss) and agriculture play important roles in employment. Until this decade the Spanish speaking population was relegated to secondary jobs and inferior education. As a group they represented the lower economic levels and were unable to compete or pay for, in any significant numbers, places in the Texas University System.

El Paso Community College was founded in 1971 to meet the obvious needs of a large part of the community which was not being served by other institutions. Its expressed aims are to provide "the opportunity for higher education to all citizens who can benefit from the experience, and attempt to serve both society and the individual through a comprehensive, balanced program of general and vocational-technical career education." The college has met with partial success at least in terms of enrollment, increasing from 901 students in the initial term to more than 7400 at the start of the 1974-1975 academic year. EPCC is somewhat unique even among "Open-Door" community colleges. The student population is nearly a mirror image of the community with no significant under-representation of any identifiable racial or ethnic group. There is, however, some under-representation of the higher socio-economic strata. C. C. Colvert's 1974, long range study of EPCC and the El Paso community projects a full time equivalent load of approximately 8800 students by 1984. His projection sees an enrollment equally divided between academic and vocational-technical fields.

Focusing on the evening student as the target for evaluating and improving instructional techniques was almost mandated by the composition of EPCC's student body. More than half the student body in 1974-1975 was either evening or part-time. Any merits or shortcomings in instructional methods for this group would have significant impact on EPCC's goals for innovative instructional techniques. These institutional goals were reaffirmed for the faculty in the 1974-1975 Faculty Orientation Handbook, which listed as first among four basic priorities: the systematizing and individualizing of instruction. Each faculty member is expected to demonstrate continuing progress in implementing this and the other priorities. There was at the beginning of this study an additional factor which tended to make the fulfillment of these priorities difficult. At least 63% of the faculty were themselves part-time with varying degrees of commitment to the institution's goals. At that time a significant number of them were not being fully integrated into many areas of faculty participation. Some idea of the situation which prevailed can be gleaned from the results of a 1973 internal survey of instruction and instructional resources. Only 32% of the part-time faculty responded to the questionnaire, as compared with 70% of the full-time faculty. Part-time respondees, when queried about teaching style, still leaned heavily on lecture and/or discussion although 65% of all instructors had individualized at least one course. Primary concern of most instructors was the difficulty in keeping track of student attendance and progress with individualized instruction and a very liberal attendance policy.

The Business Administration Division, in academic 1973-1974, was itself divided on its commitment to individualizing instruction in traditional business courses. There was no uniform guidance on the use or non-use of supporting instructional materials, and as stated earlier some of the course content was clearly beyond the intended scope of the course. Given the limitations of a traditional semester system, instructors of evening classes intuitively felt that individualized instruction was inadequate to meet the needs of the typical EPCC evening student. Meeting for a single three-hour period weekly seemed to be an impediment to truly self-paced instruction. Although the attrition rate for Business Administration students was less than the college average, 23% was still unsatisfactory from the faculty's point of view. The college's study of attrition for 1973 indicated that a significant number of students left primarily because of conflict with employment and, secondarily, due to poor study skills.

Subsequent to the initiation of this evaluation another faculty group conducted a practicum on the nature of the evening student at EPCC and developed a profile of a "typical" student. They described him as an adult male, 30.7 years old, Spanish surnamed, Spanish speaking, married, employed full time, with 12 or less years of education and native to the El Paso area. He is returning to school after an absence of 10 years and received his secondary education in the Texas Public School System. The study also revealed that our perception of student capabilities was in error. Students in that study were subjected to a battery of psychological and achievement tests. The IQs of these students were average or above on a national scale. However, the performance on tests measuring achievement in basic skills indicated a less than high school mean. Student potential was good but clearly some remedial work was indicated for those contemplating degree programs (McKenzie, et al, 1975).

That portion of the study dealing with functional abilities should not have been unexpected, for prior to 1970 Texas had the worst record in regard to schooling the Mexican-American (Carter, 1971). Low performance in English language skills can be attributed to low group acculturation. This is fostered in part by a school system which separated Mexican-American children based upon the belief that they were more comfortable with those of the same culture or regarded low English skills as evidence of retardation. Carter states that there is probably no significant difference between Anglos and Mexican-Americans at the senior high school level since the system would have forced out those who were most divergent from the norm. This may account for the high IQ level of the EPCC student, measured in the McKenzie study.

Focusing on the student is an important first step, but it cannot be done in isolation. Providing the most suitable form of instruction for the evening Business Administration student at EPCC becomes even more significant when viewed in the long term. Population and business trends all indicate continual growth through the mid-1980s. Service-oriented businesses are increasingly demanding at least some mid management skills for promotion and retention. New industry entering the county is attempting to fill supervisory positions from the local labor pool. Current programs at EPCC are designed to help meet these needs. The course chosen for this study is a reflection of the need and prospect for personnel with some formal business education. Introduction to Business is a required course in four of the six programs offered by EPCC in Business Administration and the Construction Management Program. It is also a suggested elective for the Secretarial Science Program and is most often chosen by vocational and technical students contemplating business ventures. It was originally hoped that any changes in curriculum, indicated by the results of this evaluation, would be permissive of timely implementation by the Business Administration Division. This was, and is, an important factor since any new requirements which might evolve should be inputs to EPCC planning for multi-campus expansion.

A review of pertinent literature was revealing more for what was omitted than available. Educators of all persuasions have written profusely on the individualizing of instruction. Adherents abound on all sides of the question with sound descriptions of what constitutes "good" individualized instruction and the techniques to achieve it. The focus of much of the writing is directed toward primary and secondary education, which for the most part was not immediately applicable. The bulk of the writing done for the university level has been concentrated in the physical and behavioral sciences, which appear to lend themselves readily to this instructional technique. Only a few have ev n recognized the special needs of the part-time or evening student, and even fewer have focused on Business Administration.

Miller in his discussion of adult learning set six conditions for learning: (1) The student must be motivated to change his behavior. (2) Must be aware of the inadequacy of his present behavior. (3) Have a clear picture of the behavior which he is required to adopt. (4) Have an opportunity to practice the appropriate behavior. (5) Get some reinforcement of the correct behavior, and (6) Have available a sequence of appropriate materials. Behavior as used by Miller is restricted to cognitive behavior. He defines this as an individual's response to the flow of information coming to his senses, how he applies meaning to it, how he selects those items to which he pays attention and how he manipulates it. (Miller, 1964) There would appear to be no real argument about such a definition and it is accepted here.

The critical facet in the implementation of any new instructional technique must be the determination of the kind of student who will benefit from its use. This topic although widely discussed has not, in my view, developed any accepted method for selection of students for individualized instruction. The Tarrant County Junior College study recommended that only those students whose mental abilities (as measured by accepted tests) fall in the upper and lower thirds significantly benefit from this kind of instruction. Other evaluations support this contention. However, I suspect that this apparent significance may be due in part to the nature of the evaluations and the limited statistical analysis applied to the results. Harper suggests a more logical approach may be to begin with a logical selection of courses to be individualized first. Her criteria recommends individualizing first the most advanced courses in sequence, followed by first year courses in sequence, and finally individualizing selectively courses for those who may or may not benefit. Unfortunately, she does not indicate how those in the latter category can be determined. (Harper, 1973)

Whatever the method of student selection or course development, at the point of evaluation the real question becomes one of describing adequate performance. Zimmerman (1970) suggests that perhaps evaluation itself is a roadblock but does describe performance in terms of four dimensions:

1. What standard will specify what must be achieved?

2. How many objectives must have been attained?

3. How many learners must achieve an objective if the activity is successful?

4. How many objectives must a certain percentage attain for activity success?

His dimensions rest on the hypothesis that all objectives will be equally appropriate.

Unfortunately, the success of many programs rests not on performance descriptors but upon the results of a directed evaluation. Even a cursory review of the literature points to the distance between theoretical research in education and the studies of educational practice. DeVault (1973) states that there is too much generalization based upon limited studies. Further, he feels that it is difficult to compare certain aspects of instruction with the limited attention given to the mapping of the current picture of individualized instruction. The 1972 Carnegie Commission argued clearly that the true evaluation of any form of human productivity is difficult at best. Bloom (1969) supports this argument and goes on to say that evaluation has merit only to the extent that it measures important and relatively stable characteristics and the data is used to make decisions at major disjunctions.

The implications of existing literature on this evaluation were to serve as an alert to the kind of pitfalls implicit in the task. It is recognized that the conditions for evaluation of an instructional method are hampered by the fact that changes in adult learning patterns are difficult to effect. However, despite the lack of an "approved" approach to the task, it is felt that some measurement of change, in student achievement, could be detected at a level which is significant, and it is that end goal which shaped the procedures adopted.

PROCEDURE

The desired outcomes from this evaluation wer ' ' minants in the selection of the methods employed in this evaluation. Althoug . eared initially that what was desired was some sort of summative evaluation, at least some formative process was necessary to permit intervention in the learning process when the need for remediation was recognized. It was clearly undesirable to penalize any student's learning for purely research considerations. In addition, the results would have to be usable in making any policy changes which dealt with program content and form. My secondary problem was to avoid, where possible, the chance of a finding of "no significant difference" if in fact some difference did exist. The adopted solution to the problem was to combine the best of two accepted approaches. One, utilize the techniques of scientific research to recognize and control bias, independent variables, and objectivity; and two, apply subjective analysis based upon informed observation of the process.

Although the course to be evaluated was introduced in the 1974 Fall Term, the evaluation was delayed to permit adequate preparation. Instructor competence in technique had to be attained. tests developed and verified, achievement predictors selected and controls adopted.

The evaluation used three sections of evening students, all taught by me, at two different geographical locations within the city of El Paso. This at least insured a minimum of bias from socio-economic differences. The first section (I_i) utilized the individualized program, the second section (I_l) was a conventional lecture/discussion class and the third section (I_o) was a lecture oriented class with students given the option of using individualized materials as a supplement. At Table I is demographic data for the three sections. They are closely matched as to sex composition, marital status, academic major and educational level. Some age differential was exhibited between I_i section and the I_l and I_o sections with median ages of 33 and 28, respectively. More important in terms of analysis, all groups very closely met the descriptions of the "typical" EPCC evening student already discussed. The selection of each group for a particular instructional method was made prior to enrollment and was dictated largely by the availability of resources to support that particular method and the degree of flexibility in using various facilities such as the learning resource center, testing laboratory and audio-visual equipment.

TABLE I
DEMOGRAPHIC DATA FOR THREE SECTIONS
OF BUSINESS ADMINISTRATION STUDENTS (EPCC 1975)

ITEM	SECTION I_i	SECTION I_l	SECTION I_o
SEX:			
Male	16	22	22
Female	1	5	2
MARITAL STATUS:			
Married	17	25	20
Single	0	2	4
AGE:			
18-22	0	3	3
23-27	4	6	9
28-32	4	8	1
33-37	1	1	5
38-42	1	6	1
43-47	5	2	2
48-52	2	1	2
Over 52	0	0	1
ACADEMIC MAJOR:			
Math-Physics-Engineering	1	1	0
Business/Management	10	17	10
Social Science	0	1	0
Humanities	0	0	1
Vocational/Technical	2	2	3
General Education	0	3	2
Undecided	3	0	8
EMPLOYED:	16	25	22
CURRENT OCCUPATION:			
Sales	1	0	2
Administrative/Clerical	6	7	6
Mechanical trades	2	3	3
Construction	1	5	2
Technician	3	2	5
Custodial	0	2	1
Retail/Service	2	5	1
Government/Military	1	1	2
HIGHEST GRADE COMPLETED:			
GED	4	5	4
11th	1	1	0
12th	9	18	15
13th	2	3	4
14th	1	0	1

The only controls imposed were those necessary to limit the influence of all independent variables except instructional method on the dependent variable of course achievement. To minimize the impact of instructor competency only one instructor was used. Uniformity of presentation and coverage of course content was provided through the use of a single prepared set of lecture notes. All sections received identical interim and final examinations.

Two types of tests were administered: interim, which was objective; and final, which was subjective. Six objective tests were developed and administered to two groups of students during the Fall Term. They were formally valid to the extent that they were consistent with the course content, behavioral objectives, and were in consonance with the test manual prepared by the textbook authors. Item analysis using the technique of proportion correct versus proportion incorrect was performed on each test. In no case was a question used in any of the examinations sufficiently at variance to cause rejection. Although it is desirable to measure test reliability, this was felt to be a measure to be approached with caution. One can't be sure of reliability since testing itself may be contributing to a change of student abilities and successive observations are not necessarily independent. For this evaluation's purpose the tests were deemed to be experimentally valid since they had previously correlated with the criterion variable of the end-of-course examination.

More important to verify was the ability of the instructor to be objective in the grading of the open-ended type final examination. Objectivity in this case was tested using the Spearman rank-difference correlation coefficient $r_s = 1 - \frac{6\Sigma d^2}{N(N^2 - 1)}$ (where d = difference between ranks and N = number of individuals ranked). Students in the Fall Term were scored and ranked according to my first reading following the examination. A second scoring was made approximately 40 days later. The result was a coefficient of .844. The questions posed two problems for the student, choosing between two acceptable but unequal alternatives and then justifying that choice. Grading was based upon the following weighted criteria: (A) Selection of alternative .5 (B) Supporting argument/rationale .3 (C) Organization .1, and (D) Form .1. The selection of questions, for both types of examinations, was such that students who answered 50% correctly would demonstrate minimum mastery of unit objectives.

An evaluation of text difficulty was also made. Both the readability test devised by Rudolf Fliesh and the easy readability computation suggested by Dr. Frye were utilized. Each confirmed the text as being difficult and typically academic (Fliesh) and appropriate for 13th year reading skill (Frye).

Finally it was thought desirable to have some sort of success predictor to evaluate group composition at the onset and act as a discriminator for subjective evaluation of course achievement. The Nelson-Denny Reading Achievement Test was selected for this purpose. It had the merit of being an accepted predictor of success for achievement in courses of this type. Reported use of the test by others showed a median correlation of .40. There is a limitation to the test in that it does not measure skills as accurately at the upper levels, but that had minimum impact on the groups tested. Any shortcomings were more than outweighed by the simplicity of reporting scores in terms of grade level. The test was also given a trial with the same two sections in the Fall Term, with a resulting positive correlation of .61 and .64. Correlation was determined, using the composite scores of interim and final examinations, with the Pearson product moment formula $r_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$. A test of significance (t) was applied to the obtained coefficient through the use of the Null Hypothesis: There is no relationship between reading achievement and course achievement scores. From the formula $t = \frac{r_{xy}\sqrt{N-2}}{\sqrt{1-r_{xy}^2}}$ a value of 3.43 was obtained which was significant at the .01 level. Thus, the Null Hypothesis was rejected, and the alternative (there is a relationship between reading achievement and course achievement scores) was accepted. The sample reading test was administered to all three sections in this evaluation at the beginning of the course. The results are shown at Table II. There was no marked difference in the mean grade scores of either group. It should be noted, however, that the mean scores represent the lower limit for successful completion of the course with minimum difficulty, as determined by the earlier sections tested.

TABLE II
GRADE EQUIVALENT SCORES OF THREE SECTIONS OF BUSINESS ADMINISTRATION STUDENTS ON THE NELSON-DENNY READING TEST (EPCC 1975)

STUDENT NUMBER	SECTION I_i	SECTION I_l	SECTION I_o
1	14.0	14.0	14.0
2	13.6	12.9	14.0
3	13.2	12.8	13.5
4	12.7	12.6	13.4
5	12.7	12.3	13.4
6	12.4	12.3	13.1
7	11.7	12.3	12.6
8	11.2	11.9	12.4
9	10.9	11.9	12.3
10	10.8	11.8	12.1
11	10.7	11.0	11.5
12	10.6	10.8	11.4
13	10.6	10.3	11.0
14	10.4	9.9	10.8
15	10.2	9.9	10.7
16	10.0	9.8	10.4
17	10.0	9.8	10.3
18	10.0	9.8	9.8
19	9.6	9.8	9.4
20	9.4	9.4	8.8
21	8.8	9.2	8,7
22	7.6	9.0	8.7
23	7.6	8.8	8.7
24		8.7	8.3
25		7.7	8.3
26		7.0	7.3
27		7.0	7.3
28		7.0	7.0
29		7.0	7.0
30			7.0
N =	23	29	30
Mean	10.81	10.23	10.44

The traditional lecture/discussion section (I_l) was provided with a course syllabus (Appendix B), a lecture and reading schedule, and a written description of the grading system. Each class meeting was divided into three periods: An examination or review of examination results, a lecture of approximately 80 minutes, and a 40-minute period allotted to the group presentation. The longer lecture period allowed for expanded exploration of course objectives and extended student participation in discussion.

The optional section (I_o) was organized in the same manner as the traditional section. The only exception being that those students who chose the option of using the individualized materials were permitted the same latitude in self-pacing and class attendance as that permitted the individualized section (I_i) explained below:

Students in the individualized section (I_i) were required to purchase the supplemental workbook for the course text. They were provided with a packet of individualized lessons for each chapter of the text covered during the course. (A sample unit is at Appendix C.) The behavioral objectives were identical to those outlined in the syllabus provided to the I_l and I_o sections. In addition, each was given a solution packet for the self-test problems required by each unit and provided with an explanation of the grading system. At the start of the term each student was oriented on the individualized method and shown the relative merits of the method over conventional methods. Students were permitted to take a pre-test examination on each unit at any time. A minimum grade of 80% was required for a credit on that unit. A post-test could be taken by one making less than 80%, at the student's discretion, after the lecture covering that material had been presented. This section's class period was also divided into three sections: A 40-minute section for group case study presentations, a one-hour lecture period, and a 50-minute period for self-directed study/group discussion and/or testing.

In all three sections, students (in groups of three) were required to present a typical business case study. They were given three weeks to prepare the study. One week prior to the presentation, the class was given the problem for home study. The group was expected to present a joint position along with supporting rationale and then defend that position against the class at large. Final grades were based upon the results of interim and final examinations plus the grade awarded for the case study. The case study grade was not used for this evaluation because of the many uncontrollable variables and the highly subjective nature of the grading.

The six interim examinations were given following the completion of each unit by the lecturer. The five best grades were averaged for a single grade. The final examination was a comprehensive essay type, with the student required to select four topics from nine choices. The composite interim and the final examination scores were given equal weight only for the purpose of this evaluation.

RESULTS

The three sections selected for this evaluation appeared to be closely matched in demographic terms although there were some small differences which could have influenced the overall performance of a section. The data displayed in Table I do not include those who were not present at the first class meeting, when the survey was made. This was significant only for Section I_i which had six late entrants. Section I_o also had six late entrants, but their data did not change the character of the section. Students in Section I_i were slightly older and there was a smaller percentage of Mexican-American students.

At the start of the semester all students were given their results on the Nelson-Denny Reading Achievement Test, (Table II) and were oriented on the meaning of the grade equivalent scores with respect to probable success in the Introduction to Business course. Those with severe learning disabilities were counseled to take a "no-fee" reading improvement course provided by the college. It was anticipated from the results of the reading test that all sections would have problems with course materials, especially sections I_i and I_l with only 43% and 45% of the class above the section mean. This was later confirmed by the results on both the interim and final examinations. The grade equivalent scores were also in line with the ideas advanced by the McKenzie study of EPCC evening students and Carter's observations about the products of Texas secondary schools. A comparison of Reading Test scores and End-of-Course scores (EOC) is at Table V. In section I_i, the two highest scorers on the reading test were effectively dropouts for reasons beyond their control; e.g., work schedules and personal health. Of the eight remaining students, with average or above reading skills, two had the highest EOC scores and three failed to achieve minimum mastery (50% of course material). Further, of 13 students with below the mean reading skill, eight had EOC scores above the mean, with only four students failing to achieve minimum mastery. Section I_i EOC scores correlated more closely with reading skills. All students with reading skills above the mean had EOC scores above the mean. On the other hand, 43% of the students with lower reading skills achieved scores above the mean, and only four students in the section failed to reach the minimum acceptable level. Section I_o had a lesser degree of correlation with five of 16 students, who had above average reading skills, scoring below the mean on EOC grades and also failing to attain minimum mastery. At the same time 10 of 14 students with below average reading skills had above average EOC scores with only two failing to achieve minimum mastery.

In all sections students were highly instructor-dependent. They were generally uncomfortable in any unstructured learning situation. In the main they indicated a positive reaction to those periods of instruction which were organized to meet the objectives specified for that block of instruction. Although they were very receptive to presentation of the material in terms which they could relate to personal experiences, they were less willing to explore other related areas of interest to fellow students. Common to all sections was the lack of good study skills or habits. This was apparent in the consistently poor responses during question and answer sessions and the rapid rate at which students fell behind in their reading assignments. With only a few exceptions students were hesitant about verbalizing their ideas. In many cases this was probably the result of language difficulties and the poor preparation for college level work received in secondary schools more than six to 10 years earlier. As evidenced by the results of the Nelson-Denny tests, most students' reading skills were barely adequate. Although no reading assignment was greater than 70 pages per week, this was a matter of real concern to those who found their skills were not equal to the demands of this course. This was particularly true for those who were taking more than six semester hours per term. Of interest also is the fact that the failure to reach a satisfactory EOC score, by students with satisfactory reading skills, could be traced to those students who were not positively motivated toward course goals, these being primarily students enrolled under Veterans Administration programs.

Attrition was not excessive after the initial adjustments for registration-induced problems. Initial attrition was 26%, 17% and 21% for sections I_i, I_1, and I_o, respectively. From the second week on, only section I_i had any serious attrition with five students (22%) becoming effective dropouts.

Attendance played an important role in the results. Given the kind of student described above, excessive absences could only result in early difficulties which the student could probably not overcome. Section I_i, because of the instructional method, permitted selective attendance and it led in this area with an average of 39% absentees per class meeting and with the average student missing 4.5 classes during the semester. That section was followed by section I_o which had an 18% absentee rate and an average 1.4 absences per student. Section I_l had a bare 9% absentee rate with an average 2.0 absences per student.

Students of section I_i tended to seriously overestimate their ability to handle the self-pacing aspect of individualized instruction. By the fifth class meeting all except two students had fallen behind the suggested schedule provided at the beginning of the semester. At that point no student had taken a test on the first unit which the instructor had completed two weeks earlier. Class procedure was then slightly modified by imposing "milestone" dates for taking the six interim or unit tests. Close observation of students during the free (individual/group study) period of each class disclosed that only a few students actually completed the self-study problems assigned for each unit. Students failed to fully utilize this free period. Most of them saw it as a possibility for early departure and would state that they were caught up on their assignment or offered plausible reasons for leaving. Attempts to stimulate discussion during this same period met with small success, students were hesitant to dichotomize on issues raised in the text. Among those who did complete self-study problems there was little evidence that they understood the material in any depth or tried to analyze their mistakes. No student took advantage of the pre-test option. When queried at the beginning of each class period, students indicated that they preferred to wait until the material had been introduced by the instructor. Students who scored low on a particular examination declined to retake that examination in order to concentrate on new material. In general, the group had minimal ability to synthesize material in either the cognitive or affective domains.

Section I_l students were more stable than the other sections. They were mostly in the middle income brackets, from the military establishment or military connected. They were generally working in mid-level technician jobs or in below mid-management supervisory positions. However, they were similar to the I_i students in their failure to keep pace with reading assignments. They also preferred to wait for the instructor to explain the material before studying it on their own. On the whole they made better presentations of case study problems than the other two sections.

The I_o section had a much higher number of Veteran Administration students. The section as a whole had all the problems enumerated for the I_i section. Six students chose the optional method and performed well above the group average. Five of the six had above average reading skill. Four of the six were consistently above the mean on examinations and generally led the section in performance. No option student failed to achieve minimum mastery, and only one had an EOC score below the mean. Their absentee rate was lower, and they all completed self-study tasks and examinations.

The raw scores for all interim examinations are shown in Table III. The mean scores indicated are for those students actually taking the examination. I_i section had the highest number of students who did not take interim examinations with the number failing to do so increasing with every examination. Section I_o also had a large number of students missing examinations 1, 2, 5, and 6. I_l section had the lowest performance on Test 1, which dealt primarily with ideas. They did better with those tests (3, 4, 5) which involved both ideas and factual information. The I_l and I_o were not significantly superior on either type test. All sections were equal in their ability to handle Test 2, which was almost exclusively factual. Of some concern was the high percentage of students scoring below the mean, which was 46%, 45%, and 44%, respectively for sections I_i, I_l, and I_o. This is an indication that a significant number of students were just at the minimum mastery level, which could create articulation problems for the college. In both the I_i and I_o sections there was a high number of students who did not complete the minimum of five interim examinations

TABLE III
RANK ORDERED RAW SCORES FOR
THREE SECTIONS OF BUSINESS ADMINISTRATION STUDENTS
ON SIX INTERIM EXAMINATIONS (EPCC 1975)

	Test No. 1			Test No. 2			Test No. 3		
	Section I_i	Section I_l	Section I_o	Section I_i	Section I_l	Section I_o	Section I_i	Section I_l	Section I_o
	78	86	91*	88	78	82*	100	100	100
	78	81	87	86	76	81*	90	95	95
	72	81	85	80	76	80	85	95	90*
	70	80	85	74	75	79	80	95	90*
	68	73	84*	74	72	76*	80	80	90*
	68	73	82*	72	72	76	75	75	90
	68	72	82	66	71	74	75	70	85
	67	70	81*	66	69	70	70	70	85
	66	68	74	66	68	69*	70	70	85
	66	67	73	64	68	68	65	65	80*
	60	67	72*	64	67	67	60	65	75
	58	67	72	58	67	66	55	60	70
	56	65	70	56	66	66	50	60	70
	54	65	70	56	65	64	50	55	65
	50	65	69	52	65	60	50	55	65
	50	64	69	52	60	58	45	55	65
	47	63	68	44	60	56*	30	55	60*
	46	63	66	44	60	55	20	55	60
	42	60	66	44	60	52	—	50	60
	40	59	65	—	58	52	—	50	60
	—	58	59*	—	57	51	—	45	60
	—	58	56	—	57	45*	—	45	55*
	—	57	54	—	57	44	—	40	55
		56	54		56	41		40	50
		54	40		50	—		35	50
		46	—		48	—		25	45
		44	—		47	—		15	45
		42	—		40	—		—	35
		—	—			—			—
Mean	53.8	64.4	70.9	63.3	61.8	63.8	63.9	60.0	67.8

* Indicates students who used Optional Method in Section I_o
— Active students who did not take the test

Section I_i N = 23
Section I_l N = 29
Section I_o N = 30

Test No. 1 - Business and Society
Test No. 2 - Forms of Ownership
Test No. 3 - Organization and Management

TABLE III
(Continued)

	Test No. 4			Test No. 5			Test No. 6		
	Section I_i	Section I_l	Section I_o	Section I_i	Section I_l	Section I_o	Section I_i	Section I_l	Section I_o
	88	88	100	90	84	84	85	85	75*
	85	82	88*	84	78	82*	80	80	70*
	83	82	85	82	78	82*	80	75	70*
	83	82	80*	82	76	82*	65	75	65*
	80	80	80	78	72	82	60	75	65
	80	[illegible]	80	70	72	82	60	75	60
	78	74	78*	66	72	80	60	70	60
	73	74	78*	62	72	78	55	70	60
	70	70	73	62	72	74*	55	70	60
	68	70	73	56	70	74	55	65	55
	65	68	70	44	68	74	55	65	55
	63	66	70	44	64	72	50	65	55
	58	66	68	—	64	72	45	65	55
	58	64	68	—	62	72	45	60	45*
	55	62	68	—	62	70	40	60	45
	53	62	68	—	58	68	—	55	40
	53	62	68	—	56	68	—	55	40
	—	60	63	—	54	66	—	55	40
	—	60	60*	—	52	62	—	55	35
	—	60	60	—	42	52	—	55	25*
	—	58	58	—	36	50	—	50	20
	—	58	55	—	36	48*	—	50	10
	—	56	50	—	36	48	—	45	—
		48	48*		36	30		45	—
		48	48		28	—		40	—
		42	45		26	—		40	—
		—	40		—	—		35	—
		—	—		—	—		30	—
		—	—		—	—		25	—
			—			—			—
Mean	70.2	66.0	67.4	68.5	58.6	68.8	59.3	58.2	50.2

* Indicates students who used Optional Method in Section I_o
— Active students who did not take the test

Section I_i N = 23
Section I_l N = 29
Section I_o N = 30

Test No. 4 - Personnel and Labor Legislation
Test No. 5 - Marketing
Test No. 6 - Security Markets and Financial Statements

The final examination, an essay type, was comprehensive in nature and required the student to have achieved a minimum synthesis of cognitive material and a greater degree of synthesis for material in the affective domain. Final examination scores are shown at Table IV. The mean score for section I_1 was lowest of the three sections. In the main, students were unable to apply their own ideas or attitudes about contemporary business problems to the questions asked. Most students, even when selecting the best alternative, could not effectively formulate their arguments and fell back on rote phrases which were often inapplicable.

Detailed statistical analysis was less satisfying. All raw scores were weighted as described earlier in the procedures section. Analysis was based upon the means calculated from those adjusted scores. The adjusted scores are compared with reading test scores in Table V. As might be expected from the description of all sections' low reading skills, distribution of scores about the section mean was skewed slightly to the left or lower scores. To interpret between means, it was decided to estimate the significance of the difference by utilizing the formula $t_n = \dfrac{\overline{X}_A - \overline{X}_B}{S(\overline{X}_A - \overline{X}_B)}$ (where $n = N_A + N_B - 2$) as the most appropriate for inferring differences between instructional methods. My criterion for accepting a difference as significant was set at the 10% level.

A comparison of sections I_i and I_l produced a "t" value of 1.07. This was significant only at the 30% level and, as such, led to a "no-significant-difference" finding between the two instructional methods. However, it was the lecture method which was apparently better at that confidence level. When the I_i and I_o sections were compared, a "t" value of 3.34 was obtained. This was significant at the 1% level which was acceptable under the imposed criterion. It would appear that the combination of lecture/discussion with individualized supplement has merit when compared with individualized instruction alone. This is, however, inconclusive since only six of 30 students (20%) used this method, although their higher scores did influence the group mean. It should also be noted that the higher relative dispersion about the mean for the I_i section also has some impact on the results, and that at this point there is no factual evidence to explain this dispersion.

TABLE IV
RANK ORDERED RAW SCORES FOR
THREE SECTIONS OF BUSINESS ADMINISTRATION STUDENTS
ON END OF COURSE EXAMINATION
(EPCC 1975)

	SECTION I_1 (N=23)	SECTION I_l (N=29)	SECTION I_o (N=30)
	83	79	80
	81	79	78*
	81	78	78*
	80	77	77
	79	76	76
	75	75	73*
	70	75	71
	68	72	68
	67	71	68
	65	70	66
	64	70	65
	63	68	64*
	56	66	62*
	55	66	62
	52	66	62
	50	64	59
	50	63	59
	49	62	57
	43	61	57
	--	61	55
	--	60	51
	--	58	44
	--	54	42*
		51	--
		49	--
		47	--
		46	--
		44	--
		32	--
			--
Mean	58.2	63.4	64.1

* Indicates student selected Optional Method in Section I_o

-- Active student who did not take EOC examination

TABLE V
RANK ORDERED READING TEST GRADE EQUIVALENT SCORES
COMPARED WITH END OF COURSE ACHIEVEMENT SCORES
FOR THREE SECTIONS OF BUSINESS ADMINISTRATION STUDENTS
(EPCC 1975)

	SECTION I_i		SECTION I_l		SECTION I_2	
	RT	EOC	RT	EOC	RT	EOC
	14.0	23.0*	14.0	62.5	14.0	14.0*
	13.6	48.5*	12.9	78.5	14.0	80.0
	13.2	85.5	12.8	68.0	13.5	78.0+
	12.7	80.5	12.6	64.0	13.4	79.0
	12.7	45.0	12.3	73.0	13.4	29.0*
	12.4	74.0	12.3	70.5	13.1	74.0
	11.7	45.0	12.3	62.5	12.6	24.0*
	11.2	45.0	11.9	73.5	12.4	76.0+
	10.9	75.5	11.9	73.0	12.3	10.0*
	10.8	45.0	11.8	64.0	12.1	65.0+
	10.7	73.5	11.0	61.0	11.5	67.0
	10.6	67.5	10.8	60.0	11.0	63.0
	10.6	58.0	10.3	63.5	10.8	71.0+
	10.4	54.5	9.9	60.5	10.7	25.0*
	10.2	3.0*	9.9	55.5	10.4	71.0
	10.0	70.0	9.8	71.5	10.3	51.0+
	10.0	26.0*	9.8	69.5	9.8	69.0
	10.0	15.0*	9.8	51.0	9.4	18.0*
	9.6	79.5	9.8	18.0*	8.8	57.0
	9.4	67.0	9.4	70.5	8.7	81.0
	8.8	7.0*	9.2	51.5	8.7	63.0+
	7.6	54.0	9.0	49.0	8.7	63.0
	7.6	66.0	8.8	61.0	8.3	60.0
			8.7	64.0	8.3	67.0
			7.7	70.0	8.1	54.0
			7.0	65.0	7.3	71.0
			7.0	51.0	7.3	58.0
			7.0	49.0	7.0	67.0
			7.0	25.0	7.0	38.0
					7.0	58.0
M		52.50		60.55		56.70
MED		54.50		63.50		63.00

* Students earned grade at poin of withdrawal or incomplete status
\+ Student who used Optional Method

Finally, students were asked to express their opinion of the course in general and the instructional method in particular. All students in the I_i section who responded were enthusiastic about individualized instruction, and especially liked the self-pacing feature. None indicated any changes should be made in the format. The majority said they preferred it to other instructional techniques. However, most of those who responded were students who were barely average or below. Students who encountered no difficulty in the course either expressed no opinion or made stock comments. Students who selected the optional method in the I_o section also liked the individualized instructional method based upon their use of the workbook and the capability for self-evaluation through problem solving. But, they did not feel confident without attending lectures.

Analysis of this evaluation's results must close with a caveat. It is recognized that the method employed with the I_i section did not represent the fullest application of the state of the art. It was a hybrid method designed to fit the limitations of current curriculum, supporting materials and time. It did, however, include those factors considered vital to individualized instruction such as task analysis, concern for terminal performance and opportunity for individual progression. Students received more individualized assistance, and slow learners were under less pressure. The lecture period and case study presentations provided a review for better students, and all students received constant reinforcement. The individualized method has some potential for use in Business Administration courses where there is an innovative approach to curriculum and resources are available. In my view the method is not likely to be sufficiently rewarding given the character of the EPCC evening student body and its limited independence from instructors. The individualized method makes it possible for marginal students to procrastinate beyond the point of no return, and the full capacity of some students is not taxed. Until there is a discernible shift to students who are less instructor dependent, the results of subsequent evaluations will not differ markedly from this one.

RECOMMENDATIONS

In view of the nature of the findings in this evaluation essentially the recommendation is that the Business Administration Division and the College make a policy decision. That is to say, I see three possible viable alternatives with respect to business courses open: (1) make a full commitment to the individualizing of instruction; (2) discontinue the use of individualized instruction for evening and part-time students; or (3) devise an improved blend of traditional methods and selected techniques of individualized instruction.

In considering the first and most positive alternative, it is important to recognize that the present curriculum structure is not ideally suited for the individualized method with evening courses which meet once weekly. Classes that meet more frequently for shorter periods are needed. The adoption of a modular concept should be seriously considered. What is really required is a completely new start at individualizing these courses to include full utilization of available media. To meet the needs of our particular students, provisons for a greater degree of supervision than is normal for the method should be included in the planning. When a new program is developed its initial introduction should be limited to students who have been oriented (during registration) on the strength and weaknesses of the method, course requirements, and the grading scheme. Those admitted should be able to choose the course as an option to a course being taught with more conventional methods. During the preparation phase, the instructional staff should be developed from those instructors who have a genuine desire to teach with this technique. Those selected should receive refresher training in the use and development of media. Training should also be provided to familiarize instructors with the individualized method and its peculiar requirements. Additionally, instructors will require orientation on the use of personalized counseling to increase student performance and motivation.

No expansion of the second alternative is required here. The alternative is not really a negative one, for if there is no real change in the present program our evening student will probably be better served with something approaching the traditional lecture method. With respect to alternative three, a careful selection of the positive features of traditional and individualized methods could prove the best course of action for a student body which is heavily instructor oriented. There is some evidence from other studies that this type of student reacts positively to organized and structured-lecture/discussions.

The need to make some early decision and act positively upon it is urgent. At this point the experience gained in the evaluation points to the fact that we are not fully meeting the needs of our evening student body. EPCC cannot afford the luxury of less than a total commitment to whichever course is adopted.

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APPENDICES

APPENDIX A

A Sample Individualized Packet for the
Introduction to Business Course, 1973-1974 Academic Year

LABOR PROBLEMS AND LEGISLATION
(Chapter 15)

I. PREPARATION

A. Behavioral Objectives "Ridge Line Cells":

A-1 Identify the goals that individual workers seek to attain the jobs they hold.

B-2 Identify the sources of labor-management friction that annoy labor.

C-3 Identify the sources of labor-management friction that annoy management.

D-4 Identify the economic objectives of organized labor.

E-5 Identify the bargaining tactics used by labor in negotiating with management.

F-6 Identify the bargaining tactics used by management in negotiating with labor.

G-7 Define the two basic types of unions in the United States.

H-8 Describe the structure of the AFL-CIO.

I-9 Describe the purpose of the National Labor Relations Act of 1935 and the Labor Management Act of 1947.

B. Introductory Paragraph

In many industries and companies, frictions of various kinds have led labor and management into a state of mutual antagonism. To some observers, these irritations have been the result of the attitudes and actions of management, including its failure to recognize and to be sympathetic with the goals of the workers, rather than any behavior on labor's part. Labor's reaction to these stimuli, however, is what has aroused resentment on the part of management. Regardless of the real source of these animosities, there is no question about their existence. This chapter reviews certain aspects of the perennial subject of labor-management friction. The labor union movement is examined and its methods are discussed. In addition, the major laws which have been enacted in an attempt to alleviate labor-management friction are set forth in some detail.

C. Materials

Glos, Raymond E. and Harold A. Baker, Business: Its Nature and Environment, 7th ed., Chicago: South-western Publishing Co., 1972.

D. Assignments

Refer to Assessment and Performance Task Sheets.

II. PRESENTATION

I									9
H								8	
G							7		
F						6			
E					5				
D				4					
C			3						
B		2			5	6	7		9
A	1	2	3	4	5	6	7	8	9

III. APPLICATION

A. Satisfactory completion of Assessment and Performance Tasks.

IV. EVALUATION

A. Correction of Assessment and Performance Tasks.

B. Review of weak areas.

C. Remedial work if necessary.

D. Readiness Test.

ASSESSMENT TASK A-1 Satisfactory _______ Unsatisfactory _______

Behavioral Objective:

Given the study of page 345, identify the goals that individual works seek to attain in the jobs they hold, in writing.

Assessment Task:

The student will identify the goals that individual workers seek to attain in the jobs they hold.

Reference: Text, page 345.

ASSESSMENT TASK B-2 Satisfactory _______ Unsatisfactory _______

Behavioral Objective:

Given the study of pages 346-348, identify the sources of labor-management friction that annoy labor, in writing.

Assessment Task:

The student will identify the sources of labor-management friction that annoy labor.

Reference: Text, pages 346-348.

ASSESSMENT TASK C-3 Satisfactory _______ Unsatisfactory _______

Behavioral Objective:

Given the study of pages 349-350, identify the sources of labor-management friction that annoy management, in writing.

Assessment Task:

The student will identify the sources of labor-management friction that annoy management.

Reference: Text, pages 349-350.

ASSESSMENT TASK D-4 Satisfactory _______ Unsatisfactory _______

Behavioral Objective:

Given the study of pages 353-356, identify the economic objectives of organized labor, in writing.

Assessment Task:

The student will identify the economic objectives of organized labor.

Reference: Text, pages 353-356.

ASSESSMENT TASK E-5 Satisfactory _______ Unsatisfactory _______

Behavioral Objective:

Given the study of pages 356-358, identify the bargaining tactics used by labor in negotiating with management, in writing.

Assessment Task:

The student will define the bargaining tactics used by labor in negotiating with management.

PERFORMANCE TASK A-5

Define the following bargaining tactics used by labor:

(1) Strike

(2) Walkout

(3) Sitdown strike

(4) Slowdown strike

(5) Jurisdictional strike

(6) Wildcat strike or Outlaw strike

(7) Sympathy strike

(8) Picketing

(9) Mass picketing

(10) Soldiering on the job

(11) Sabotage

(12) Primary boycott

(13) Secondary boycott

Reference: Text, pages 356-358.

PERFORMANCE TASK B–5

Define the purpose of strike funds.

Reference: Text. page 357.

ASSESSMENT TASK F-6 Satisfactory _______ Unsatisfactory _______

Behavioral Objective:

Given the study of page 358, identify the bargaining tactics used by management in negotiating with labor, in writing.

Assessment Task:

The student will identify the bargaining tactics used by management in negotiating with labor.

PERFORMANCE A-6

Define the following bargaining tactics used by management:

(1) Lockout

(2) Blacklist

(3) Injunction

(4) Yellow-dog contract

Reference: Text, page 358.

PERFORMANCE B-6

Define the purpose of strike insurance funds.

Reference: Text, page 358.

ASSESSMENT TASK H-8 Satisfactory _______ Unsatisfactory _______

Behavioral Objective:

Given the study of pages 361-364, describe the structure of the AFL-CIO, in writing.

Assessment Task:

The student will describe the structure of the AFL-CIO.

PERFORMANCE TASK A-8

Draw and complete the structural organizational chart of the AFL-CIO.

Reference: Text, page 363.

ASSESSMENT TASK I-9 Satisfactory _______ Unsatisfactory _______

Behavioral Objective:

Given the study of pages 364-367, describe the purpose of the National Labor Relations Act of 1935 and the Labor Management Relations Act of 1947, in writing.

Assessment Task:

The student will describe the purpose of the National Labor Relations Act of 1935 and the Labor Management Relations Act of 1947.

PERFORMANCE TASK A-9

Describe the purpose of the National Labor Relations Act of 1935.

Reference: Text, pages 364-365.

PERFORMANCE TASK B-9

Describe the purpose of the Management Relations Act of 1947.

Reference: Text, pages 366-367.

APPENDIX B

A Sample Syllabus Provided to
Non-Individualized Sections of
Introduction to Business, 1974-75

COURSE SYLLABUS

I. UNIT ONE: Nature of Business

A. Goal: To emphasize the role capitalism plays as an economic system and a way of life for American business.

B. Behavioral Objectives: Upon the completion of this unit, the student will be able to:

1. Define the business terms which appear on page 26 of the textbook.

2. Identify the basic freedoms of capitalism.

3. Explain the role that entrepreneurs, management, workers, and consumers play in capitalism.

4. Know what the other aspects to an understanding of capitalism are.

5. Recognize the basic elements of the two theories of capitalism.

6. Explain the characteristics that illustrate the dynamic nature of present-day business.

7. Compare socialism and communism with capitalism.

II. UNIT TWO: Economic Business Environment

A. Goal: To appraise the economic environment in which American business operates.

B. Behavioral Objectives: Upon the completion of this unit, the student will be able to:

1. Define the business terms which appear on page 51 of the textbook.

2. Explain the impact of the Industrial Revolution on American business during the middle of the 18th century.

3. Recognize and appraise the environmental factors which have exerted influence on American business.

4. Identify the factors that have been instrumental in effecting change in the business environment.

III. UNIT THREE: Ethics and Social Responsibilities

A. Goal: To provide an understanding of the evolution of business ethics and to recognize the increasing social responsibility of business toward society.

B. Behavioral Objectives: Upon the completion of this unit, the student will be able to:

1. Define the business terms which appear on page 72 of the textbook.

2. Briefly describe the evolution of business ethics.

3. Tell why it is frequently difficult to differentiate between the concepts of ethics and social responsibility.

4. Appraise the conflicting viewpoints between the traditional and modern philosophies of business social responsibilities.

5. Identify the current status of business' social responsibilities.

IV. UNIT FOUR: Unincorporated Businesses

A. Goal: To evaluate the two major types of unincorporated businesses and to appraise their advantages and disadvantages.

B. Behavioral Objectives: Upon the completion of this unit, the student will be able to:

1. Distinguish between the two major types of unincorporated businesses.

2. Identify the advantages and disadvantages of the sole proprietorship form of business.

3. Tell the difference between the various kinds of partners.

4. Identify the advantages and disadvantages of the partnership form of business.

5. Identify the common provisions of a partnership contract.

6. Identify the other legal forms of business ownership that do not require incorporation.

7. Define the business terms which appear on page 96 of the textbook.

V. UNIT FIVE: Incorporated Businesses

A. Goal: To present in detail the structure of a corporation, its advantages and disadvantages as a form of business ownership, and to emphasize the role that corporations play in our daily lives.

B. Behavioral Objectives: Upon the completion of this unit, the student will be able to

1. Describe the components of the corporate structure.

2. Identify the advantages and disadvantages of a corporation.

3. Identify the steps necessary for the organizing of a corporation.

4. State the six classifications of corporations.

5. Identify the other types of incorporated businesses.

6. Define the business terms which appear on page 121 of the textbook.

VI. UNIT SIX: Organization for Management

A. Goal: To emphasize the role organization and management play in making a business successful.

B. Behavioral Objectives: Upon the completion of this unit, the student will be able to:

1. Distinguish between formal and informal organization.

2. Interpret the role of organizational structure in achieving operating efficiency and esprit de corps.

3. Know the factors that are considered in formalizing an organizational structure.

4. Identify the four types of organization structures.

5. Identify the theories of organization that have influenced the practice of management.

6. Describe the theory of systems analysis and identify the six segments that make up an organization as a social system.

7. Define the business terms which appear on page 144 of the textbook.

VII. UNIT SEVEN: Management Activities

A. Goal: To emphasize the role of leadership in management and to stress the need for a manager to supply motivation to the organization which he heads.

B. Behavioral Objectives: Upon the completion of this unit, the student will be able to:

1. Identify the levels of management.

2. Describe the seven functions of management.

3. Recognize the three basic styles of leadership.

4. Interpret the role of decision making as a prime attribute of successful management.

5. Identify the two opposing theories of management.

6. Explain Maslow's theory of hierarchy of needs.

7. Identify the skills that make an effective manager.

8. Define the business terms which appear on page 164 of the textbook.

VIII. UNIT EIGHT: Marketing - - Nature and Scope

A. Goal: To provide the student with an insight of the distributive mechanism of business.

B. Behavioral Objectives: Upon the completion of this unit, the student will be able to:

1. Define the business terms which appear on page 189 of the textbook.

2. Interpret the role of marketing as a concept in American business.

3. Distinguish between the different types of economic goods with which marketing institutions deal.

4. Identify the marketing functions that are performed by marketing institutions in the distribution of goods and services.

5. Describe the various manipulations of the marketing mix that are subject to control.

6. Describe the methods by which manufacturers go about in determining what goods they should produce that the consumer will buy.

IX. UNIT NINE: Wholesaling and Retailing

A. Goal: To familiarize the student with the marketing institutions of wholesaling and retailing and to emphasize the role they play in the movement of goods from producers to consumers.

B. Behavioral Objectives: Upon the completion of this unit, the student will be able to:

1. Define the business terms which appear on page 220 of the textbook.

2. Explain the difference between the channels of distribution for consumer goods and industrial and commercial goods.

3. Identify the types of merchant wholesalers.

4. Describe the role of merchandise agents and brokers in the distribution process.

5. Describe the services that wholesalers render to manufacturers and retailers.

6. Identify the types of retailers by operation and ownership.

7. Give the various reasons why manufacturers and retailers bypass wholesalers in the process of distributing goods and services to consumers.

X. UNIT TEN: Employee Selection and Training

A. Goal: To emphasize the importance and complexity of the task of employee selection and training and to interpret the role of human relations in industry.

B. Behavioral Objectives: Upon the completion of this unit, the student will be able to:

1. Define the business terms which appear on page 320 of the textbook.

2. Interpret the role of human relations in industry.

3. Understand the importance of communication in developing better personnel relations.

4. Explain how legal restrictions have affected hiring policies in industry.

5. Identify the steps involved in the hiring process of an employee.

6. Know the post employment procedures used after hiring a new worker.

7. Discuss the various types of training services offered to employees.

8. Identify the personnel services that are offered to employees in industry.

XI. UNIT ELEVEN: Employee Compensation

A. Goal: To emphasize the current methods of wage determination and their effectiveness in spurring workers to greater effort in their jobs.

B. Behavioral Objectives: Upon the completion of this unit, the student will be able to:

1. Define the business terms which appear on page 342 of the textbook.

2. R[illegible]nize the economic theories of wages that economists use to explain wages and wage levels.

3. Disc[illegible] the philosophy behind the concept of minimum wages and maximum hours.

4. Know the fourteen wage-determining factors.

5. Give two basic reasons why wages vary within a particular industry or business.

6. Recognize the different ways of making wage payments to workers.

7. Describe the three basic types of employee benefits.

XII. UNIT TWELVE: Labor Problems and Legislation

A. Goal: To emphasize the causes of labor problems and the methods that have been adopted to deal with them; and to interpret the role of legislation in dealing with the labor problem.

B. Behavioral Objectives: Upon the completion of this unit, the student will be able to:

1. Define the business terms which appear on page 369 of the textbook.

2. Interpret the goals that individuals seek to attain in the jobs they hold.

3. Identify the sources of labor-management friction that annoy labor.

4. Identify the sources of labor-management friction that annoy management.

5. Interpret the economic objectives of organized labor.

6. Know the methods that are used settling labor disputes.

7. Identify the two basic types of unions in the United States.

8. Describe the purpose of the National Labor Relations Act of 1935.

9. Describe the purpose of the Labor Management Act of 1947.

XIII. UNIT THIRTEEN: Security Markets and Financial News

A. Goal: To provide the business student with a background of security markets, their relationship to corporations, and how to interpret financial information.

B. Behavioral Objectives: Upon the completion of this unit, the student will be able to:

1. Define the business terms which appear on page 521 of the textbook.

2. Explain the function of security exchanges.

3. Know the procedures of trading stock through a stock exchange.

4. Interpret the valuable service of stock exchanges.

5. Explain how state and federal legislation have affected the market of securities.

6. Know how to read and interpret the financial news page of a newspaper.

XIV. UNIT FOURTEEN: Risk and Insurance

A. Goal: To emphasize risk aspects of business and to provide the student with an understanding of the characteristics of insurance.

B. Behavioral Objectives: Upon the completion of this unit, the student will be able to:

1. Define the business terms which appear on page 548 of the textbook.

2. Recognize all of the different types of risk that are attached to the operation of a firm.

3. Identify the different types of insurance policies available to businessmen and individuals.

XV. UNIT FIFTEEN. Accounting and Financial Statements

A. Goal: To provide the student with a background and understanding of the accounting function of business.

B. Behavioral Objectives: Upon the completion of this unit, the student will be able to:

1. Define the business terms which appear on pages 574-575 of the textbook.

2. Describe the stages in accounting procedure.

3. Interpret the accounts of a balance sheet.

4. Interpret the accounts of an income statement.

5. Explain the purpose of the statement of source and application of funds.

6. Describe the most useful techniques for analyzing financial statements.

XVI. OPTIONAL: Appendix A - - Business Careers Opportunities

APPENDIX C

A Sample Individualized Packet for the Introduction to Business Course, 1974-1975 Academic Year

PERSONNEL BUS. A. 3103

Unit Twelve

LABOR PROBLEMS AND LEGISLATION

(Chapter 15)

Resource Materials:

1. Textbook - Glos, Raymond E., and Harold A. Baker, Business: Its Nature and Environment, 7th ed., Chicago: South-Western Publishing Company, 1972.

2. Student Supplement Guide - Glos, Raymond E., and Harold A. Baker Business: Its Nature and Environment, 7th ed., Chicago: South-Western Publishing Company, 1972.

Rationale:

In an area where few people might be regarded as neutral in their beliefs and feelings, it is the obje ve of this chapter to present the many different facets of the labor picture from as neutral a position as possible. No attempt is made to place the blame on either side; rather, the intention is to examine all phases of the subject in order that the student may draw his own conclusions. The first part of the chapter presents the apparent causes of the labor problem and the methods that have been adopted to deal with them. Included is a survey of labor organization and various important laws that deal with labor problems.

Goal:

To emphasize the causes of labor problems and the methods that have been adopted to deal with them; and to interpret the role of legislation in dealing with the labor problem.

Behavioral Objectives:

Upon the completion of this unit, the student will be able to:

1. Define the business terms which appear on page 369 of the textbook.
2. Interpret the goals that individuals seek to attain in the jobs they hold.
3. Identify the sources of labor-management friction that annoy labor.
4. Identify the sources of labor-management friction that annoy management.
5. Interpret the economic objectives of organized labor.
6. Know the methods that are used in settling labor disputes.
7. Identify the two basic types of unions in the United States.
8. Describe the purpose of the National Labor Relations Act of 1935.
9. Describe the purpose of the Labor Management Act of 1947.

Learning Activities:

1. Read objectives for the chapter.

2. Read the chapter in textbook carefully. (Outline, underline, or follow any other technique you have found satisfactory for study at the college level.)

3. Without reference to the textbook, attempt to answer the objective questions on Sections A and B of the Student Supplement Guide. Omit answers about which you are in doubt. (For questions omitted look up the answers in the text. Check other answers to see if they are accurate. You may refer to the text or ask instructor for solutions.)

4. Do Problem 15, Section D, of the Student Supplement Guide. (Check your answers with the article or ask instructor for solutions.)

5. Make a note of any questions that are still unanswered or about which you are in doubt. Ask your instructor to explain these points in class.

6. Take the pre-test on Units 10, 11, and 12.

7. Review weak areas.

8. Take the post-test on Units 10, 11, and 12.