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ABSTRACT

A project was conducted to develop and field test competency-based modules of a Health Occupations Students of America (HOSA) Student Manual, to write a descriptive report about the process of developing the manual, and to evaluate both these products and the infusion process through descriptive research. Following development, 11 modules were field tested at three field test sites in Kentucky and revised according to evaluative data. A questionnaire was developed so that approximately 40 health career students, along with advisors, at each field test site evaluated the 11 modules. The modules were subsequently revised and four additional modules developed. Information from the students and advisors showed that (1) the various sections of the modules were satisfactory to both students and advisors; (2) HOSA activities can be made an integral part of health occupations education; (3) affective feelings and values, such as satisfaction in learning, commitment, respect, understanding of the group process, and pride can be increased through HOSA activities; and (4) while using the modules, student autonomy was affected to a low degree. Recommendations were made to change the format of the modules by binding them into a single volume, and to make additions to the manual's Instructor Guide; recommendations were also made for modifications in developing the modules and infusing them into the curriculum. (KC)

FINAL REPORT

MAKING HOSA ACTIVITIES AN INTEGRAL PART

OF

HEALTH OCCUPATIONS EDUCATION CURRICULUM

By
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Project Director

June 30, 1981

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The Research reported herein was performed pursuant to a contract with the Commonwealth of Kentucky, State Department of Education, Bureau of Vocational Education. Contractors undertaking such projects under such sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Department of Education position or policy.

Commonwealth of Kentucky
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TITLE VI of the Civil Rights Act of 1964 states that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance. Therefore, the vocational education research, exemplary and dissemination program of the Commonwealth of Kentucky, like every program or activity receiving financial assistance from the Department of Health, Education and Welfare, must be operated in compliance of this law.

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This project could not have been completed without the cooperation, dedication, and assistance of many individuals.

The help and counsel of other faculty members in the Vocational Education Department at the University of Louisville and of the teacher educator in Health Occupations Education at Western Kentucky University were prized.

The invaluable assistance of Dr. Charles Byers of the University of Kentucky who served as the third party evaluator was deemed commendable.

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Finally, appreciation is extended to Dr. Herberta Ann Leonardy of Miami, Florida who granted permission for using the Leonardy's Parliamentary Law Chart as a model for a pocket size law chart to be distributed to students.

ABSTRACT

TITLE OF PROJECT. Making HOSA Activities An Integral Part of the Health Occupations Education Curriculum.

PROJECT DURATION. July 1, 1979 to June 30, 1981

OBJECTIVES OF THE PROJECT. The goals of this project were to (1) develop, revise, and evaluate competency based modules for a HOSA Student Manual, (2) evaluate the infusion of HOSA Activities in the Curriculum, and (3) have a third party evaluation of the product and process activities of the project.

The Objectives were:

Phase I: In collaboration with Kentucky HOSA State Advisor, by June 30, 1980, to develop approximately nineteen modules for a HOSA Student Manual to be ready for field testing by September 1, 1980:

Phase II: Objective 1. According to a module development time table, to field test approximately ten HOSA Student Manual modules, submit a camera ready copy of each revised module for printing, establish an evaluation system for the manual, and prepare a final report of the project.

Objective 2. To plan, implement, and evaluate a state conference on integration of HOSA activities into the curriculum.

PROCEDURE. The project was designed to develop and field test competency based modules of a HOSA Student Manual and to evaluate both these products and the infusion process through descriptive research.

Following development, eleven modules were field tested at three field test sites in Kentucky and revised according to evaluative data. Cluster sampling at each field test site included all AM and PM Students enrolled in Health Careers during the 1980-81 school year. A questionnaire was developed and approximately 40 students (AM and PM Groups) at each field test site evaluated the eleven modules. The advisor at each field test site also evaluated each module. Frequencies of responses were placed in tabular form and presented for AM and PM students at each test site and for each module. The advisor evaluations of both product and the process of infusion were presented in graphic form. Data were summarized by percentages.

CONTRIBUTION TO EDUCATION.

The HOSA Student Manual Modules which were developed, field tested, and reviewed during the project will assist HOSA Advisors in learning about HOSA and in guiding students in student leadership activities. The information provided as a result of process evaluation and the instructor's guide will assist advisors in infusing HOSA Activities into the regular curriculum. More importantly, these modules will help students in their local, state and national activities and in making HOSA a very viable student leadership organization.

CONTRIBUTION TO EDUCATION - CONTINUED.

This competency based student HOSA Manual will serve as a national model for all student leadership organizations.

PRODUCTS DEVELOPED BY THE PROJECT.

This project produced 15 Competency Based Modules for a HOSA Student Manual and an Instructor's Guide.

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MAKING HOSA ACTIVITIES AN INTEGRAL PART OF HEALTH OCCUPATIONS EDUCATION CURRICULUM

This research project was addressed to the dual concepts of competency based vocational education and making student leadership activities an integral part of the curriculum.

The Bureau of Vocational Education and the Curriculum Development Center of the Kentucky Department of Education have made a commitment to the concepts of competency-based education (CBE) and to a belief that these concepts can make a significant contribution toward the improvement of instruction in vocational education. Fardig (1975) stated:

> Competency-based vocational education programs are programs in which the performance objectives are specified, and agreed to, in rigorous detail in advance of instruction. Students know what they are expected to be able to do before they complete the program and what standards of workmanship will be demanded of them. Each student is held accountable not for simply achieving passing grades, but for attaining at least a minimum level of competency in performing the essestial tasks of the occupation. The student must demonstrate his (her) competency by performing the task while the instructor rates the performance, using a checklist or other objective measure.

The value and justification of student organizations as vehicles for assessing career potential and furthering the esteem and belonging needs of members has been recognized. Vocational student organizations foster commitment, pride in membership, cooperation and group efforts, leadership and helping skills, appreciation of group decisions and the democratic process, a desire and challenge for self improvement, promotion of learning, gaining knowledge, respect for members and advisors, and a spirit of competition. While the philosophical dimensions and methods for achieving these goals vary with the

organization, all of them are singular in stating the end to which they strive.

In a concept paper presented to the Health Occupations Education Division of the American Vocational Association, Gillespie (1980) listed several milestones in Health Occupations Education in the last ten years and stated:

> Health Occupations Students of America (HOSA), a leadership organization which provides students with access to the vocational student organization which relates to the instructional programs in which they are enrolled has been developed. HOSA has (a) held its constitutional convention, (b) held three annual national leadership conferences, and (c) has state charters in 26 states and approximately 26,000 members.

In September, 1977 a new policy statement was issued from USOE (1977) and approved by the U.S. Commissioner of Education, Ernest L. Boyer, and by the Assistant Secretary for Education (Mary Berry). Health Occupations Students of America (HOSA) was included in the policy statement. Another important step in the development of HOSA followed. With establishment of a national office, HOSA was represented on the National Coordinating Council on Vocational Youth Organizations.

The philosophical dimensions of this new organization can be seen in the historical development. Because of the name of "Health Career Clubs" and their sponsorship by the National Health Council, the vocational student leadership organization was viewed by some as an extra curricular activity for students taking courses in health occupations education or those interested in health careers.

During a core planning group which was convened at the Brown County State Park, Nashville, Indiana and hosted by the Indiana State Department of Education, Department of Vocational Education, the Indiana State

Director of Vocational Education shared some cautions with the group and stated that it was "important that you design a program of leadership development that is an integral part of the instructional program and not outside the program."

The Deputy Commissioner of the Bureau of Occupational and Adult Education, William Pierce, asked for and received a ruling on the use of federal vocational education funds for activities of vocational youth organizations from the education division, office of the general counsel.

The Rules and Regulations in the Federal Register, Monday, October 3, 1977 in Section 104-513 provisions state that a:

> State may use funds under its basic grant to support activities of vocational education student organizations which are described in its approved five year state plan and annual program plan and which are (1) an integral part of the vocational instruction offered, (2) supervised by occupational personnel who are qualified in the occupational area which the student organization represents, and (3) available to all students in the instructional program without regard to membership in any student organization.

One important philosophical dimension of student organizations in the promotion of belonging and esteem needs, is the organizational structure and role of competitive events. Several HOE state supervisors who had knowledge of the skill contests of Vocational Industrial Clubs of America (VICA) used these in the early days of the development of HOE student organizations and reported positive results. However, because HOE students are concerned with patient/client relationships, many HOE leaders and the founders of HOSA felt that these kinds of competition would be inappropriate for HOSA. Differences in the opinions were aired during an Ad HOC Seminar on AHOESO during the annual AVA convention in Anaheim, California on December 9, 1975. One member (the state HOE supervisor from Alabama) stated:

> ...in Alabama we took a position about skill contests. The students took the position that as health workers they did not want to compete with each other. They said that a nurse aide relates to a patient, not to another nurse aide; a dental assistant assists the dentist and no two dentists operate in exactly the same way. So our students are going to have contests related to parliamentary procedure, leadership, interpersonal relationship...these types of skills, if you will. We are not going into performance based skill contests.

During the first national leadership convention in Oklahoma City in 1978, competitive events in informative speaking and medical terminology were held for both secondary and post secondary students. One year later competitions had been developed for job application and job interviews and later guidelines for competitive events in poster competition, extemporaneous speech, and chapter display were developed. Currently, guidelines for competition in parliamentary procedures are being developed.

Besides the issues surrounding competitive events, the new organization had to develop methods for communicating information, for establishing authority relationships, and attending to matters such as an emblem, a creed, a motto, and a uniform.

During these development activities of HOSA, advisor manuals from other vocational student organizations were consulted. Frequently these guides combined information for both students and advisors and provided useful information on learning about the organization, public relations, the competitive events sponsored by the organization, and the development of affective feelings toward personal and organization growth. Materials that were reviewed neither had the manual prepared in a competency based format nor described the process of infusing student leadership activities into the curriculum.

In a consortium of effort the teacher educator in Health Occupations Education at Western Kentucky University sought and obtained approval by the Kentucky Bureau of Vocational Education for a project on a HOSA Advisor's Manual. This Final Report, however, concerns research, also funded by the Bureau of Vocational Education, and reports on efforts directed toward (1) the development and field testing of competency based modules for a HOSA Student Manual, and (2) the evaluation of infusing HOSA Activities into health occupations education in selected vocational school sites in Kentucky.

THE PROBLEM, PROJECT OBJECTIVES AND LIMITATIONS

Project Intent. This descriptive research was designed to obtain substantive information on the following questions: (1) what factors affect the learning environment and affect the reaching of learning objectives by students, students' autonomy when competency based instructional materials are used, and the degree to which student leadership activities can be infused into the curriculum? (2) what interactive and appraisal behaviors do teachers utilize in the management of competency based vocational education materials? and (3) what feelings, attitudes and values can be promoted through the infusion of competency based student leadership materials into the curriculum.

Accordingly, efforts were directed toward obtaining information concerning the field testing of eleven modules of a competency based HOSA student manual and the factors, feelings and behaviors observed during

the infusion of HOSA activities into the health occupations education curriculum. The research had a two-fold purpose of obtaining evaluative data from both advisors and students on the product (the various sections of the modules) and on the process (making HOSA activities an integral part of the curriculum).

Objectives and Procedures. These were developed for both Phases I and II of the project.

Phase I. Objectives and Procedures- Objective: In collaboration with Kentucky HOSA State Advisor, by June 30, 1980 to develop approximately nineteen modules for a HOSA Student Manual to be ready for field testing by September 1, 1980.

Procedures -

1. Identify three teacher/writers for the project. These must be teachers of Health Careers and Local HOSA Advisors;
2. Order and/or disseminate materials (supplies and references) needed for teacher writers;
3. Identify personnel to be used for editing and art work;
4. Plan and implement a two-day orientation workshop for these teacher/writers;
5. Make decisions on assignment for module writers;
6. Set-up procedures for exchange of information;
7. Hold second workshop for module writers at the end of the school year;
8. Perform initial editing of each module for accuracy of content and completeness.

Phase II: Objectives and Procedures- Objectives: 1. According to a module development time table, to field test approximately ten HOSA student manual modules, submit a camera ready copy of each revised module for printing, submit an instructor's manual for printing, establish an

evaluation system for the manual, and prepare a final report of the project.

2. To plan, implement, and evaluate a state conference on integration of HOSA activities into the curriculum.

Procedures for Objective #1. With state staff and CBVE assistance methodology included: (1) identifying four field test sites for modules; (2) planning and conducting an inservice workshop for field test teachers; (3) ordering materials and equipment needed by field test sites to utilize modules; (4) visiting each field test site a minimum of two times from September to January; (5) planning and conducting a workshop for revision teachers; (6) coordinating revision activities; (7) submitting a camera ready copy for printing of each revised module; and (8) submitting an instructor's manual for printing.

Procedures for Objective # 2. With state staff assistance: (1) select a minimum of one HOE teacher in each educational region of the state; (2) plan and implement a two-day workshop; (3) based on workshop evaluation, assist each participant in conducting a mini workshop in each educational region; (4) appoint a third party evaluator, and, according to the evaluation, design, evaluate activities of both the state and mini workshop, and (5) prepare a final report (including recommendations) which will be disseminated to designated target audiences.

Limitations of the Study. The purpose of this descriptive research was to gather information (through a questionnaire) about variables in product and process evaluation. No effort was made to establish relationship of variables. It was not designed for hypothesis testing; however it was believed that these data could be used for problem solving.

The research was restricted to four vocational schools for the development of the modules and three vocational schools for the field testing of the modules. The intact classroom of each of these schools was used, i.e., all students (both a.m. and p.m.) enrolled in health careers in the 1980-81 school year were respondents in the study. No effort was made to generalize these data from the cluster sample to the entire population in Kentucky.

The intent of the study was to obtain frequencies with which certain observations were made. These frequencies and percentages of total observations are reported by both a.m. and p.m. students and by teachers (advisors) at three field test sites. No effort was made to establish relationships from descriptive data.

METHODS

These will be reported for the developmental, field testing, revision, and implementation phases, and provision for evaluation.

Development Phase. Through cooperative efforts with the Bureau Staff in the Health and Personal Services Occupations Education Unit, criteria for the teacher writers were established. The decision was made to select ones who (1) were skilled health occupations education teachers, (2) had been a HOSA advisor for a minimum of one year, and (3) had demonstrated by past behaviors, an interest in HOSA activities. The following teacher writers were selected:

(1) Ms. Pat Dennison - Russell County

(2) Ms. Lynn Funk - Ohio County

(3) Mr. James Wetzel - Elizabethtown State Vocational Education School.

A workshop on "Competency Based Vocational Education" was held for these teacher writers by Ms. Leah Rising from the CBVE Unit in the Bureau of Vocational Education. The following topics were covered: (1) competency based modules; (2) components of modules; and (3) practice sessions in writing a module. Tentative titles of the modules for a HOSA Student Manual were identified and assignments for module writing and an exchange of information method for module approval were determined. Later, these assignments were reorganized and a master plan for writing assignments and content of modules was developed.

One task which these teacher writers had to address was the one of "thinking like a student" so that the modules which were developed would have vocabulary suited for students and would be written from the perspective of the student, not the advisor. This separation of what the advisor does from what the student does was an important one. Additionally, effort was made to use non-sexist vocabulary in the modules.

Some of the original modules were combined and eleven modules were ready for presentation to the Bureau of Vocational Education. The decision was made to have the modules printed for field testing at the University of Louisville.

Field Test Phase. Four field test sites were identified. Criteria were identified to be used for selecting the field test sites. The decision was made to use the three HOSA Advisors who had developed the modules for the first project and to select one advisor/teacher who had not been involved in that project. Another criterion (which had been previously used for teacher/advisor selection) was also used in decision making. This criterion was the teacher/advisor must have a minimum of one full year as a teacher/advisor. Using these two criteria, a letter was sent to the following:

SITE	HOSA ADVISOR	ADMINISTRATOR
Russell Co. Area Voc. Ed. Center Russell Springs, KY 42642	Pat Dennison	Scott Pierce Coordinator
Ohio Co. Area Voc. Ed. Center Highway 231, South Hartford, KY 42347	Lynn Funk	Ray Price Coordinator
Breckinridge Co. Area Voc. Education Center Harned, KY 40144	Deborah Gray	Wayne A. Spencer Coordinator
Elizabethtown State Voc. Tech School 505 University Drive Elizabethtown, KY 42701	James Wetzel	Neil Ramer Principal

All four advisors accepted the invitation to field test the modules. An inservice workshop was planned and conducted. The workshop on utilization of competency based vocational education as it relates to the HOSA Student Manual modules was planned and held.

Prior to the workshop, the printing of the modules had been done at the University of Louisville under a separate project #X99880013F (4406). Due to scheduling, the modules were picked up at the Graphics Department the morning of the workshop. An error by this department resulted in the binding of eleven modules in a booklet form.

The workshop participants made the decision to (1) proceed with the workshop; (2) remove the answers to the student tests, and (3) complete field testing of three modules by the time of the state conference in October. Approximately 20 books of the modules were distributed to each teacher/advisor. An agenda for the workshop was jointly developed by the project director and Mrs. Leah Rising, a Materials Specialist in the

Competency Based Education Unit. The handout "Getting Ready for Module Development" from the CBVE Unit was used in the development of the workshop content.

The Instructor's Manual, Inservice Education, Competency Based Vocational Education was supplied for each participant during the workshop as well as the following CBVE Inservice Education Modules:

1. orienting students to competency-based individualized instruction (IE-11);
2. preparing to use modules (IE-8);
3. organizing learning centers (IE-7);
4. managing instruction (IE-10);
5. evaluating students (IE-9);

These five modules served as the focus of direct communication instructional strategy and discussion. It was left to the individual teacher/advisor to determine how student grades would be assigned, however emphasis was placed on the necessity of having HOSA leadership activities as an integral part of the curriculum.

During the inservice education workshop, a discussion was held relating to the constraints of a research project. Specifically, the participants were admonished to remember (1) the rights of the Bureau of Vocational Education in a project such as this, (2) the confidentiality of field test materials, (3) the unfinished state of field testing materials, and (4) the need for collecting valid data during the field testing.

The Graphics Department of the University of Louisville printed 20 copies of the eleven modules and these were delivered to the teacher/advisors during the Kentucky HOSA Leadership Conference on October 3, 1980.

Two evaluation forms were prepared and distributed to the teacher/advisors:

a) student evaluation form. These were prepared on green paper, and each student was asked to evaluate each module. On one side of the evaluation form, student perceptions on "process" were solicited. This consisted of seven categories of responses. On the other side of the evaluation form, students were asked to respond to twenty-six items related to "product" evaluation. During the inservice education workshop, it was pointed out that this form represented detailed student evaluations and that these data would be used for revision purposes. (See Appendix A)

b) teacher/advisor evaluation form. Because, it was felt that data would be needed for the instructor's manual (or guide in using the modules) and that these four teacher/advisors would be invaluable resources, the evaluation form (printed on blue paper) was designed for both process and product evaluation. The former solicited responses to six categories of questions relating to (1) learning environment, (2) student autonomy, (3) making HOSA activities an integral part of the curriculum, (4) teacher interactive behaviors, (5) appraisal behaviors, and (6) process improvement.

Because the section on "notes to the teacher to assist in working with this module" differed for each of the eleven modules, a product evaluation form was prepared for each module with the actual statement typed on the form. Responses were solicited on (1) revision of the statement, (2) rating of the components of the modules from low degree to high degree, (3) module omissions, (4) decisions made relating to percentage of grade for module completion, and (5) module improvement. (See Appendix B)

For both of the advisor and student evaluation forms, a structured questionnaire was developed as an adaptation of a semantic differential scale and was addressed to both product and process evaluation. No demographic data were obtained. Data were identified from a.m. and p.m. students. No signatures of students were required, however, the advisors were identified.

Efforts were made to (1) restrict items on the questionnaire to the factors concerned with product evaluation and an evaluation of the process of infusion, (2) phase the questionnaire items so as to avoid

bias or prejudice that might influence the respondents' answers, (3) structure the vocabulary so that it was understandable.

Items to be included on the questionnaire were generated through interactions with teachers (advisors), Bureau personnel, and students during the developmental phase of the study and through observations during the field testing. Evaluative, potency, and activity bipolar adjectives were used on the questionnaire with evaluative ones being the most prominent.

Data were collected from approximately 40 students at three field test sites for the eleven modules. Frequencies were tabulated and summarized for both a.m. and p.m. students. Percentages of frequencies and total responses were calculated.

Since the students responded to the questionnaires at different times during September to January, it was recognized that reliability was subject to random influences that affect random errors of measurement, on the consistency of the scores, and discrepancies in the ratings.

The reading level for the student questionnaire was determined by a method explained in The Illinois Teacher, and adapted by Powell. It was grade level eight and one-half (8 1/2).

A supply of manila envelopes and mailing labels was distributed to each teacher/advisor. A discussion was held relative to postage. The schedule for visitation was developed:

Field Test Site	Date
Breckinridge County (Y)	10/24/80 11/14/80
Elizabethtown (W)	10/16/80 11/06/80

Ohio County (F)	10/23/80 11/13/80
Russell County (D)	10/30/80 11/07/80

The Observation Form, Kentucky Competency Based Vocational Education Project was used during the visits (See Appendix C). Additionally observations were made on (1) storage of the module, (2) student/teacher interactions, and (3) comments solicited on evaluation forms. Individual conferences were held with the teacher/advisor pertaining to clarification of the process of utilization, the field test data, and/or the products. Additionally, a summary of module utilization form for reporting student data were developed (Appendix D).

One advisor (Lynn Funk) resigned her position but completed the field testing prior to leaving. Another advisor (James Wetzel) reported that due to other commitments he was experiencing some difficulty in completing the revisions by January 1, 1980. After consultation with Mrs. Julia Cave, the time was extended until the end of January. Mr. Wetzel only completed the field testing of three modules; therefore these data were not used in the summary.

For evaluation of students and determining what percent of the grade would be allowed, a consensus was reached that this should be a decision by each advisor.

Permission was obtained from Dr. Herberta Ann Leonardy of Miami, Florida to adapt the Leonardy Law Chart into a pocket/wallet size chart for distribution.

Revision Phase. The comments on the advisor evaluation forms on each module were summarized and the student evaluation comments were organized

by field test sites and by grouping into a.m. and p.m. students. Even though the grade reading level of the questionnaire for student evaluations of process and product was determined to be at eight and one-half (8 1/2), students frequently expressed dislike for the form and advisors reported that the students didn't understand the bipolar evaluative adjectives which were used.

During the conference on revision of the modules, the field test site coordinators recommended that: (1) the sequence of some of the modules be changed; (2) module five, (HM-5), Defining Student Leadership Roles and Responsibilities, be divided into one module which all students would complete, and four officer section modules for the president and vice president, the secretary, the treasurer, and the historian; and (3) certain materials be removed from some of the modules and placed in a "Resource Manual."

These changes were made. The number of modules increased by four to a total of 15. Module five was left as Defining Student Leadership Roles and Responsibilities and was numbered HM-Module-5 with the officer sections numbered as HM Module 5A (President and Vice President), HM Module 5B (Secretary), HM Module 5C (Treasurer), and HM Module 5D (Historian). A camera ready copy of each of the 15 modules was presented to the Bureau.

The research methodology called for the preparation of a slide tape presentation on "Motion Sickness" to be used with the module on Parliamentary Procedures. Constraints in the project prevented its development.

The Leonardy Law Chart was prepared by the Bureau of Vocational

Education and will be presented to each health careers student who successfully completes the module on Parliamentary Procedures.

Implementation Phase. The project monitor reported that the summer teacher conference for health occupations education teachers was planned for July, 1981. The decision was made to hold an implementation workshop for two field test coordinators who would serve as group leaders for the July conference. The agenda included the following topics: (1) orienting students to competency based individualized instruction; (2) management of modules; (3) resource centers; (4) teaching tips; (5) security of instructor's manual and (5) grading students. Additionally, data from the evaluation forms were shared.

Provision for Evaluation. Dr. Charles Byers, professor of Agricultural Education at the University of Kentucky served as the third party evaluator for the project. The Innovations Evaluation Guide from the Center for Vocational Education at Ohio State University was used in the evaluation.

RESULTS

These will be reported in the categories of general information, advisor evaluations, and student evaluations. Data for the latter two will be presented for both product and process evaluation.

General Information. Data were obtained from students on (1) suitability of vocabulary of the module and reading time of instruction sheets, (2) availability of materials for each module, (3) the number of minutes needed to complete each module, and (4) the frequency of vocabulary clarification for each module.

Reading levels were determined for each module by a method explained in The Illinois Teacher and adapted by Powell. These data are explained on Table 1. The modules ranged from reading level of 13 1/2 (for the module Learning about HOSA) to grade level 9.1/2 (for the modules, Becoming an Effective Member, Using Parliamentary Procedures, and Developing the Annual Program of Activities). Three modules were written at a reading level of 10 1/2 and three for 11 1/2. The former were the modules, Participating in Competitive Events, Evaluating Activities, and Making HOSA Visible; the latter were for Organizing A Chapter, Defining Student Leadership Roles and Responsibilities, and Using Public Relations Strategies. One Module, Learning About Committees, was written at the 12 1/2 grade reading level.

TABLE 1

READING LEVEL EVALUATION FOR HOSA MODULES

MODULE NUMBER AND TITLE AND SECTION USED FOR EVALUATION	READING LEVEL										
1. LEARNING ABOUT HOSA Instruction Sheets 1 and 2 and Checklist	9	9½	10	10½	11	11½	12	12½	13	13½	14
2. BECOMING AN EFFECTIVE MEMBER Instruction Sheets 1, 3, and 4	9	(9½)	10	10½	11	11½	12	12½	13	13½	14
3. ORGANIZING A CHAPTER Instruction Sheets 1, 4, and 6	9	9½	10	10½	11	(11½)	12	12½	13	13½	14
4. USING PARLIAMENTARY PROCEDURES First Sheet, Answers to Student Self-Check I and Instruction Sheet 3, p. 2	9	(9½)	10	10½	11	11½	12	12½	13	13½	14
5. DEFINING STUDENT LEADERSHIP ROLES AND RESPONSIBILITIES Instruction Sheets 1, 2B, and 1D	9	9½	10	10½	11	(11½)	12	12½	13	13½	14
6. LEARNING ABOUT COMMITTEES Instruction Sheets 1 (page 3), and page (5) and Answers to Student Self-Check I	9	9½	10	10½	11	11½	12	(12½)	13	13½	14
7. DEVELOPING THE ANNUAL PROGRAM OF ACTIVITIES Instruction Sheets 1, 2, and 3	9	(9½)	10	10½	11	11½	12	12½	13	13½	14
8. USING PUBLIC RELATIONS STRATEGIES Instruction Sheets 2, 3 (page 9), and 3 (page 15)	9	9½	10	10½	11	(11½)	12	12½	13	13½	14
9. PARTICIPATING IN COMPETITIVE EVENTS Instruction Sheet 1 and 4 and Chapter Display	9	9½	10	(10½)	11	11½	12	12½	13	13½	14
10. EVALUATING ACTIVITIES First Sheet, Instruction Sheet 1 and Advisor's Final Check-List	9	9½	10	(10½)	11	11½	12	12½	13	13½	14
11. MAKING HOSA VISIBLE Instruction Sheets 1, 3, and 4	9	9½	10	(10½)	11	11½	12	12½	13	13½	14

The students were asked to respond to the question of suitability of the vocabulary and reading time on "Instruction Sheets." The complete data on these evaluations for the eleven modules are presented for Field Test Site D, Field Test Site G, and Field Test Site F as Appendix E. Table 2 presents a summary of these data for all three field test sites and for all eleven modules. The percentage of responses from both a.m. and p.m. students was fairly consistent in the three test field sites with 46 percent (a.m.) and 39 percent (p.m.) reporting that the vocabulary and reading time was suitable. The total responses that these two variables were unsuitable was greater for the p.m. groups than the a.m. groups although this was a difference of only three percent. Responses that these variables of vocabulary of the module and reading time on instruction sheets were unsuitable accounted for only six to nine percent of the total responses for the former and six to eight percent of the total responses for the latter.

TABLE 2

EVALUATION OF VOCABULARY OF MODULES AND READING TIME REPORTED BY AM AND PM STUDENTS

Evaluation of Vocabulary and Reading Time of Instruction Sheets	Responses and Group				% of Total				Total Responses	% of Total
To What Degree	AM	PM	AM	PM	AM	PM	AM	PM	AM&PM	
Was the Vocabulary of the Module										
Suitable	321	269			46	39			590	85.4
Unsuitable			39	62			6	9	101	14.6
Was the Reading Time on Instruction Sheets										
Suitable	320	278			46	40			598	86.0
Unsuitable			43	54			6	8	97	14.0
Total Responses										
Suitable	641	547							1188	85.7
Unsuitable			82	116	46	39	6	9	198	14.3

Five hundred and ninety (85.4%) of the a.m. and p.m. students at the three field test sites reported that the vocabulary of the modules was suitable while 86.0% (598) of the a.m. and p.m. students reported that the reading time on the instruction sheets was suitable. Of the 1,386 responses to these two facators, 85.7% of the students reported that they were suitable.

The students were asked to respond to a question on the availability of materials for each module. The data were summarized with the frequency of "yes" and "no" responses for both a.m. and p.m. students at field test sites, D, G, and F and are shown on Table 3. There were no "no" responses from the a.m. students at Field Test Site F and only two "no" responses from the p.m. group. There were three "no" responses from the students at Field Test Site D and 15 at Field Test Site G. At all three sites, greater percentages of "yes" responses were reported showing that the advisors had materials available for student use.

TABLE 3

AVAILABILITY OF MATERIALS FOR MODULE USE
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS
AT THREE FIELD TEST SITES

AVAILABILITY OF MATERIALS FOR EACH MODULE

Module, Availability	1			2			3			4			5			6			7			8			9			10			11			Total			% of Total		
	Yes	No	Na	Yes	No	Na	Yes	No	Na	Yes	No	Na	Yes	No	Na	Yes	No	Na	Yes	No	Na	Yes	No	Na	Yes	No	Na	Yes	No	Na	Yes	No	Na	Yes	No	Na	Yes	No	Na
Field Test Site F																																						
AM Students	14	2	4	7	0	12	12	0	8	10	0	9	6	0	1	6	0	4	4	0	5	1	0	4	No Data			2	0	3	6	0	4	68	2	54	54	2	44
PM Students	11	0	0	7	0	2	11	0	0	6	0	5	7	0	0	4	0	3	3	0	4	5	0	1	2	0	0	4	0	0	4	1	4	64	1	19	76	1	23
Sub-Total	25	2	4	14	0	14	23	0	8	16	0	14	13	0	1	10	0	7	7	0	9	6	0	5	2	0	0	6	0	3	10	1	8	132	3	73	63	2	35
Field Test Site G																																						
AM Students	10	2	1	6	0	3	9	1	3	6	2	5	6	1	6	6	4	2	No Data			9	0	3	8	2	2	10	0	2	8	0	4	81	12	31	65	10	25
PM Students	10	0	2	8	0	4	6	0	6	6	0	6	5	1	5	7	3	0				11	0	1	7	2	3	8	0	4	7	0	3	75	6	34	65	5	30
Sub-Total	20	2	3	14	0	7	15	1	9	12	2	11	11	2	11	13	7	2				20	0	4	15	4	5	18	0	6	15	0	7	156	18	65	65	8	27
Field Test Site F																																						
AM Students	9	0	4	8	0	4	6	0	6	10	0	2	10	0	3	7	0	1	9	0	1	9	0	1	11	0	0	9	0	1	11	0	0	99	0	23	81	-	19
PM Students	15	0	0	12	0	2	10	0	0	10	1	2	11	1	0	14	0	0	13	0	1	11	0	1	9	0	2	12	0	0	12	0	0	129	2	8	93	1	6
Sub-Total	24	0	4	20	0	6	16	0	6	20	1	4	21	1	3	21	0	1	22	0	2	20	0	2	20	0	2	21	0	1	23	0	0	228	2	31	87	1	12
TOTAL	69	4	11	51	0	27	54	1	23	48	3	29	45	3	15	44	7	10	29	0	11	46	0	11	37	4	7	45	0	10	48	1	15	516	23	169	73	3	24
% OF MODULE	82	5	13	65	-	35	69	2	29	60	4	36	71	5	24	73	11	16	73	-	27	81	-	19	77	8	15	82	-	18	75	2	23	73	3	24			

One observation made during the developmental phase of the research study was the charge that "competency based vocational education takes too much time." The number of minutes needed to complete the modules was averaged for the a.m. and p.m. students at each field test site. Some of the students reported in days, weeks, and months; since it was clarified with the advisors that specified times were used for the modules, these data were not computed. There were no data for module 7 for Field Test Site G and for the a.m students at Field Test Site D for Module 9. For each module at Field Test Site D, the p.m. students took more time to complete the modules than the a.m. students although the total time for both groups at Field Test Site D was less than the time reported by students at Field Test Sites G and F. The total time needed for students to complete the modules at both Field Test Sites G and F was less for the p.m. students than the a.m. students. The minutes needed by both a.m. and p.m. students at Field Test Site F were greater than the other two Field Test Sites for both a.m. and p.m. students. Table 4 also shows that the total time for p.m. students at all three sites (53%) was greater than for a.m. students (47%).

TABLE 4

NUMBER OF MINUTES NEEDED TO COMPLETE MODULE REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT THREE FIELD TEST SITES

NUMBER OF MINUTES AND MODULES

MODULES	1	2	3	4	5	6	7	8	9	10	11	Total	%
Field Test Site D													
AM Students	13.1	11.6	16.7	42.5	35.7	10.5	7.7	5.0	No Data	4.0	7.0	153.8	30
PM Students	22.6	37.7	19.1	52.3	77.1	18.5	20.0	40.0	32.5	27.0	17.2	364.0	70
Sub-Total	35.7	49.3	35.8	94.8	112.8	29.0	27.7	45.0	32.5	31.0	24.2	517.8	100
Field Test Site G													
AM Students	26.2	28.8	49.6	31.5	36.5	50.0*		43.0*	36.6*	23.3*	12.9	338.4	51
PM Students	24.2	17.5	25.4	22.1	20.0	86.4	No Data	27.9	58.0X	21.3	21.3*	324.1	49
Sub-Total	50.4	46.3	75.0	53.6	56.5	136.4		70.9	94.6	44.6	34.2	662.5	100
Field Test Site F													
AM Students	23.8	33.3	27.5	35.0	39.5	37.8	73.1	25.5X	55.7	55.7	48.6	455.5	54
PM Students	30.3	35.0	53.5	66.9	34.5	39.8	41.8	32.4	21.3	22.5	19.8	397.8	46
Sub-Total	54.1	68.3	81.0	101.9	74.0	77.6	114.9	57.9	77.0	78.2	68.4	853.3	100
Total Time	140.2	163.9	191.8	250.3	243.3	243.0	142.6	173.8	204.1	153.8	126.8	2033.6	100
AM Students	63.1	73.7	93.8	109.0	111.7	98.3	80.8	73.5	92.3	83.0	68.5	947.7	47
PM Students	77.1	90.2	98.0	141.3	131.6	144.7	61.8	100.3	111.8	70.8	58.3	1085.9	53
% AM	45	45	49	44	46	41	57	43	46	54	54	47	
% PM	55	55	51	56	54	59	43	57	54	46	46	53	

*10 Days

*2 Days x + 1 Day

*5 Days 12 Weeks 2 Months x 4 Days

** 3 Days

** 1 Day

In discussion of the field test procedures, the advisors posed a question about vocabulary in the modules and how often the students would need to seek vocabulary clarification from either the advisor or a dictionary. These data, on Table 5, show that the total frequencies for the a.m. and p.m. groups were approximately the same (each was 50% of the total frequencies). The smallest number of frequencies reported on this question was from the students at Field Test Site D, and the largest (almost three times as many) at Field Test Site F. The frequencies reported for Field Test Site G were more than Field Test Site F. These data, summarized on Table 5, show that there were zero frequencies reported for Field Test Site D for both a.m. and p.m students for Module 5, Defining Student Leadership Roles and Responsibilities, for p.m. students on Module 7, Developing the Annual Program of Activities, and for a.m. students on Evaluating Activities. At Field Test Site G zero frequencies were reported for both a.m. and p.m. students for Module 1, Learning about HOSA and Module 4, Parliamentary Procedures. The a.m. students at Field Test Site G reported zero frequencies for Module 2, Becoming An Effective Member and Module 5, Defining Student Leadership Roles and Responsibilities. The a.m. students at Field Test Site F reported zero frequencies for Module 1, Learning About HOSA. It appears that students needed vocabulary clarification less on Module 4, Using Parliamentary Procedures than any other module.

TABLE 5

FREQUENCY WITH WHICH VOCABULARY CLARIFICATION WAS SOUGHT REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT THREE FIELD TEST SITES

FREQUENCY OF VOCABULARY CLARIFICATION AND MODULES

MODULES	1	2	3	4	5	6	7	8	9	10	11	Total	%
Field Test Site D													
AM Students	7	2	0	1	0	1	1	0	No Data	0	16	28	48
PM Students	4	2	4	7	0	3	0	3	3	2	3	31	52
Sub-Total	11	4	4	8	0	4	1	3	3	2	19	59	100
Field Test Site G													
AM Students	0	0	1	0	0	25		4	11	8	1	50	60
PM Students	0	2	3	0	3	15	No Data	1	4	1	4	33	40
Sub-Total	0	2	4	0	3	40		5	15	9	5	83	100
Field Test Site F													
AM Students	0	5	3	5	4	5	11	6	10	24	5	78	45
PM Students	14	10	11	4	13	11	11	4	6	7	3	94	55
Sub-Total	14	15	14	9	17	16	22	10	16	31	8	172	100
Total Frequencies	25	21	22	17	20	60	23	18	34	42	32	314	100
AM Students	7	7	4	6	4	31	12	10	21	32	22	156	50
PM Students	18	14	18	11	16	29	11	8	13	10	10	158	50
% AM	28	33	18	35	20	51	52	56	61	71	70	50	
% PM	72	67	82	65	80	49	48	44	39	29	30	50	

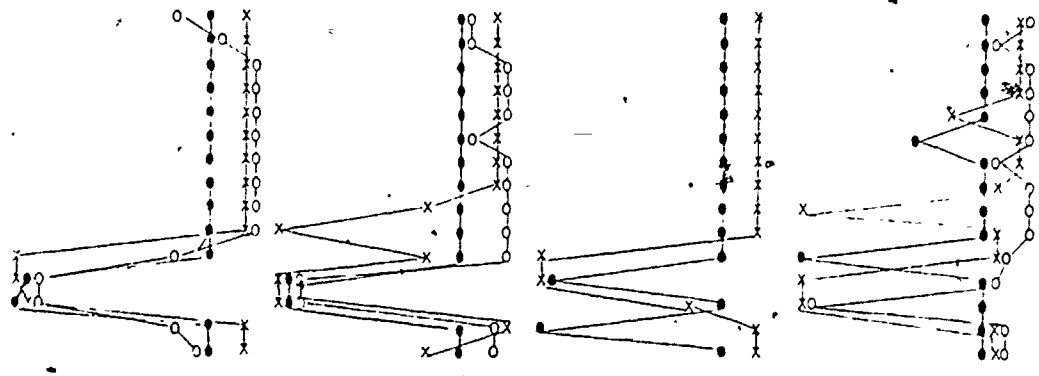
Advisor evaluation. The advisors (field test coordinators) at the three field test sites were asked to respond to the degree of satisfaction which they felt for the sections of the modules. These data are shown in Table 6. Only one advisor rated the level of satisfaction of the introduction in the low category and that was for Module 8 (Using Public Relations Strategies). All three advisors indicated a high degree of satisfaction with the directions on all eleven modules. One advisor rated the objectives of Module 6 (Learning About Committees) and Module 11 (Making HOSA Visible) in the low category and two advisors indicated a low level of satisfaction with the objectives of Module 8 (Using Public Relations Strategies). The Learning Activities of Modules 6 (Learning About Committees), Module 7 (Developing the Annual Program of Activities), and Module 8 (Using Public Relations Strategies) were rated as having a low level of satisfaction by one advisor. The advisors reported a high level of satisfaction with the Instruction Sheets of all eleven modules. One advisor indicated a low level of satisfaction with the student self checks for four Modules. These were for Module 4 (Using Parliamentary Procedures), for Module 8 (Using Public Relations Strategies), Module 9 (Participating in Competitive Events), and Module 11 (Making HOSA Visible). All advisors reported a high degree of satisfaction with the answers to student self checks for all of the Modules with the exception of Module 8 (Using Public Relations Strategies). Two advisors indicated a low level of satisfaction for the instructor's final check list for Module 6 (Learning About Committees) and one advisor reported a low level with this section of the module for Module 5 (Defining Student Leadership Roles and Responsibilities), Module 8 (Using Relations Strategies), Module 9 (Participating in Competitive

TABLE 6

DEGREE OF SATISFACTION WITH SECTIONS OF MODULES AS REPORTED BY ADVISORS AT THREE FIELD TEST SITES

DEGREE, FIELD TEST SITES, AND MODULES

Module / Degree of Satisfaction	1							2							.3*							4						
	NA	Low					High	NA	Low					High	NA	Low					High	NA	Low					High
		1	2	3	4	5	6		1	2	3	4	5	6		1	2	3	4	5	6		1	2	3	4	5	6
SECTIONS OF MODULE																												
Introduction																												
Directions																												
Objectives																												
Learning Activities																												
Instruction Sheets																												
Student Self-Checks																												
Answers to Student Self Checks																												
Instructor's Final Check-List																												
Final Check-Out Activities																												
Answers to Final Check-Out Activities																												
Instructor's Guide Sheets																												
Reference Books & Manuals Required																												
Special Tools, Equipment & Supplies Needed																												
Attitudes and Values to be Developed in this Module																												
Check-Out Activities																												



● = Field Site D

x = Field Site G

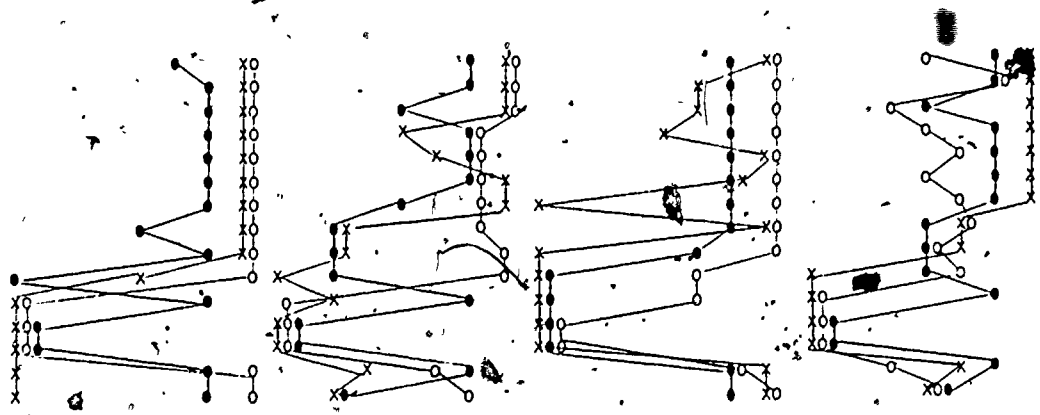
o = Field Site F

* No Data for Module 3

TABLE 6

DEGREE OF SATISFACTION REPORTED BY ADVISORS - Continued - Page 2

Module / Degree of Satisfaction	5							6							7							8						
	NA	Low					High	NA	Low					High	NA	Low					High	NA	Low					High
		1	2	3	4	5	6		1	2	3	4	5	6		1	2	3	4	5	6		1	2	3	4	5	6
SECTIONS OF MODULE																												
Introduction																												
Directions																												
Objectives																												
Learning Activities																												
Instruction Sheets																												
Student Self-Checks																												
Answers to Student Self-Checks																												
Instructor's Final Check-List																												
Final Check-Out Activities																												
Answers to Final Check-Out Activities																												
Instructor's Guide Sheets																												
Reference Books & Manuals Required																												
Special Tools, Equipment & Supplies Needed																												
Attitudes and Values to be Developed in this Module																												
Check-Out Activities																												



● = Field Site D

x = Field Site G

o = Field Site F

* No Data for Module 3

TABLE 6
DEGREE OF SATISFACTION REPORTED BY ADVISORS - Continued - Page 3

Module	9							10							11						
Degree of Satisfaction	NA	Low					High	NA	Low					High	NA	Low					Hi
		1	2	3	4	5	6		1	2	3	4	5	6		1	2	3	4	5	
SECTIONS OF MODULE																					
Introduction																					
Directions																					
Objectives																					
Learning Activities																					
Instruction Sheets																					
Student Self-Checks																					
Answers to Student Self-Checks																					
Instructor's Final Check-List																					
Final Check-Out Activities																					
Answers to Final Check-Out Activities																					
Instructor's Guide Sheets																					
Reference Books & Manuals Required																					
Special Tools, Equipment & Supplies Needed																					
Attitudes and Values to be Developed in this Module																					
Check-Out Activities																					

o = Field Site D

x = Field Site G

o = Field Site F

* No Data for Module 3

Events), and Module 11 (Making HOSA Visible). The final check out activities of Module 11, and Module 6 (Learning About Committees) were rated with a low level of satisfaction by at least one advisor. A low level of satisfaction was indicated by one advisor for the answers to final check out activities for Modules 5 and 6. The instructor's guide sheets were rated as not applicable for Modules 1 (Learning About HOSA), 3 (Organizing a Chapter), Modules 4, 5, 6, 7, 8, 9; 10, and 11. The sections of reference books and manuals required and special tools, equipment, and supplies needed were rated as having a high level of satisfaction for all modules except for 11, 9, and 6. The advisors reported a low level of satisfaction with more sections of modules 6 and 7 than the others.

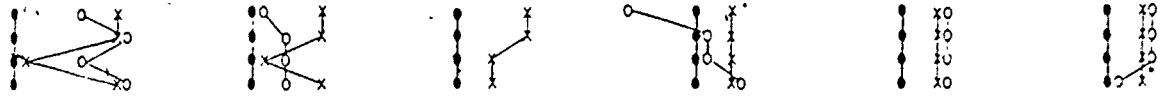
Through process evaluation, advisors were asked to respond to questions relating to (1) the degree to which they used interactive and appraisal behaviors, their perceptions of factors which affected (2) the learning environment, (3) the students' autonomy, and (4) making HOSA activities an integral part of the curriculum. Additionally, the advisors were asked to indicate the degree to which they initiated interactive behaviors of solicitation, response to questioning, clarification, and initiation of information. These data for the three advisors and the eleven modules are shown on Table 7. A high degree of use for all four interactive strategies was reported by all advisors for Modules two (Becoming an Effective Member), three, five, six, eight, and ten (Evaluating Activities).

Data on the use of appraisal behaviors of confirmation, corrective feedback, perceptual checking, and positive personal judgment reported by the three advisors are also shown on Table 7. All of these appraisal

TABLE 7

DEGREE TO WHICH TEACHER INTERACTIVE AND APPRAISAL BEHAVIORS WERE USED.

DEGREE OF USE, MODULES, AND FIELD TEST SITES

	Module	1						2						3*						4						5						6					
	Degree of Use	Low					High	Low					High	Low					High	Low					High	Low					High	Low					High
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
TEACHER BEHAVIORS																																					
TEACHER INITIATED INTERACTIVE BEHAVIORS:																																					
Solicitation (questioning) Response to Solicitation Clarification Initiation of Information																																					
APPRAISAL BEHAVIORS:																																					
Confirmation Corrective Feedback Perceptual Checking Positive Personal Judgment																																					

• = Field Test Site D

x = Field Test Site G

o = Field Test Site F

* Data Not Available

Table 7
DEGREE TO WHICH TEACHER INTERACTIVE AND APPRAISAL BEHAVIORS WERE USED - Continued - Page 2

Module	7						8						9						10						11			
Degree of Use	Low					High	Low					High	Low					High	Low					High	Low			
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4
TEACHER BEHAVIORS																												
TEACHER INITIATED INTERACTIVE BEHAVIORS:																												
Solicitation (questioning)																												
Response to Solicitation																												
Clarification																												
Initiation of Information																												
APPRAISAL BEHAVIORS:																												
Confirmation																												
Corrective Feedback																												
Perceptual Checking																												
Positive Personal Judgment																												

● = Field Test Site D

x = Field Test Site G

o = Field Test Site F

* Data Not Available

behaviors were used with a high degree of frequencies by all advisors.

The evaluation form requested advisors to respond to the degree to which they perceived certain factors as affecting the learning environment. These factors which were reported as affecting the learning environment to a high degree were: Environmental Conditions for modules five, nine, ten, and eleven; other school interruptions for modules one, two, three, four, five, eight, nine, ten, and eleven; other school demands (advisor) for all of the modules except three; other school demands (students) for modules three, five, six, seven, ten, and eleven; rigidity of module use for module five; having multiple students on multiple modules for modules one, two, four, six, seven, nine, and ten; ability to effect silence for modules four, five, nine, and eleven; not enough reference materials for modules six and ten; lack of orderliness in classroom management for modules four, five, six, eight, nine, and eleven. The advisors reported that the learning environment was affected to a low degree by administrative resistance, unavailable reference materials, and not enough reference materials. The advisor at Field Test Site F reported that these factors affected the learning environment to a high degree more frequently than the advisors at Field Test Site D or G. These data are reported on Table 8.

TABLE 8

DEGREE TO WHICH FACTORS AFFECTED THE LEARNING ENVIRONMENT
AS REPORTED BY ADVISORS

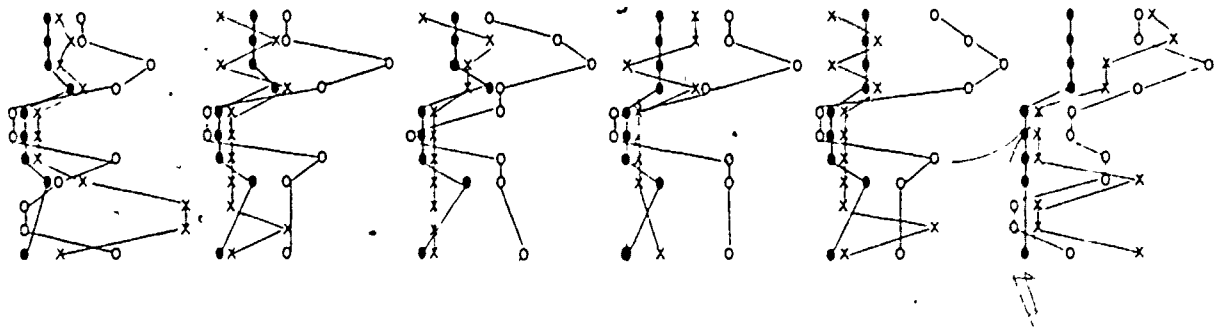
DEGREE, ADVISORS AND MODULES

Module / Degree	1						2						3						4						5					
	Low					High	Low					High	Low					High	Low					High	Low					Hig
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	
FACTORS AFFECTING LEARNING ENVIRONMENT																														
Environmental Conditions																														
Other Student Interruptions																														
Other School Demands (Advisor)																														
Other School Demands (Students)																														
Rigidity of Module Use																														
Administrative Resistance																														
Having Multiple Students on Multiple Modules																														
Ability to Effect Silence																														
Unavailable Reference Materials																														
Not Enough Reference Materials																														
Lack of Orderliness in Classroom Management																														
Other																														

Code ● = Field Test Site D
x = Field Test Site G
o = Field Test Site F
o* No Evaluation

TABLE 3
DEGREE TO WHICH FACTORS AFFECTED THE LEARNING ENVIRONMENT - Continued - Page 2

Module	6						7						8						9						10						11					
Degree	Low					High	Low					High	Low					High	Low					High	Low					High	Low					High
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
FACTORS AFFECTING LEARNING ENVIRONMENT																																				
Environmental Conditions																																				
Other Student Interruptions																																				
Other School Demands (Advisor)																																				
Other School Demands (Students)																																				
Rigidity of Module Use																																				
Administrative Resistance																																				
Having Multiple Students on Multiple Modules																																				
Ability to Effect Silence																																				
Unavailable Reference Materials																																				
Not Enough Reference Materials																																				
Lack of Orderliness in Classroom Management																																				
Other																																				



Code ● = Field Test Site D
x = Field Test Site G
o = Field Test Site F
o* No Evaluation

Teachers must achieve a careful balance between the freedom allowed and students' autonomy. The advisors were asked to indicate the degree to which they perceived that the factors of lack of choice, expressions of helplessness and inadequancy, language of the module, and lack of self direction affected the students' autonomy. These data are reported for the three field test sites for the eleven modules on Table 9. Factors which affected the students' autonomy to a high degree were: expressions of helplessness for modules two, four, five, six, and eight; expressions of inadequacy for modules two, four, five, and eight; and lack of self direction for modules four, six, seven, and nine. The factor of lack of choice was reported as affecting the students' autonomy to a low degree for all of the modules.

TABLE 9

DEGREE TO WHICH FACTORS AFFECTED STUDENTS' AUTONOMY AS REPORTED FOR EACH MODULE BY ADVISORS AT THREE FIELD TEST SITES

DEGREE, FIELD TEST SITES AND MODULES

Module	1						2						3*						4						5						6					
Degree	Low					High	Low					High	Low					High	Low					High	Low					High	Low					High
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
FACTORS AFFECTING STUDENTS' AUTONOMY																																				
Lack of Choice	●				x	o	●				x	o	●				x		●				x	o	●				x	o	●				x	o
Expressions of Helplessness	●				x	o	●				x	o	●				x		●				x	o	●				x	o	●				x	o
Expressions of Inadequacy	●				x	o	●				x	o	●				x		●				x	o	●				x	o	●				x	o
Language of the Module	●				x	o	●				x	o	●				x		●				x	o	●				x	o	●				x	o
Lack of Self-Direction	●				x	o	●				x	o	●				x		●				x	o	●				x	o	●				x	o

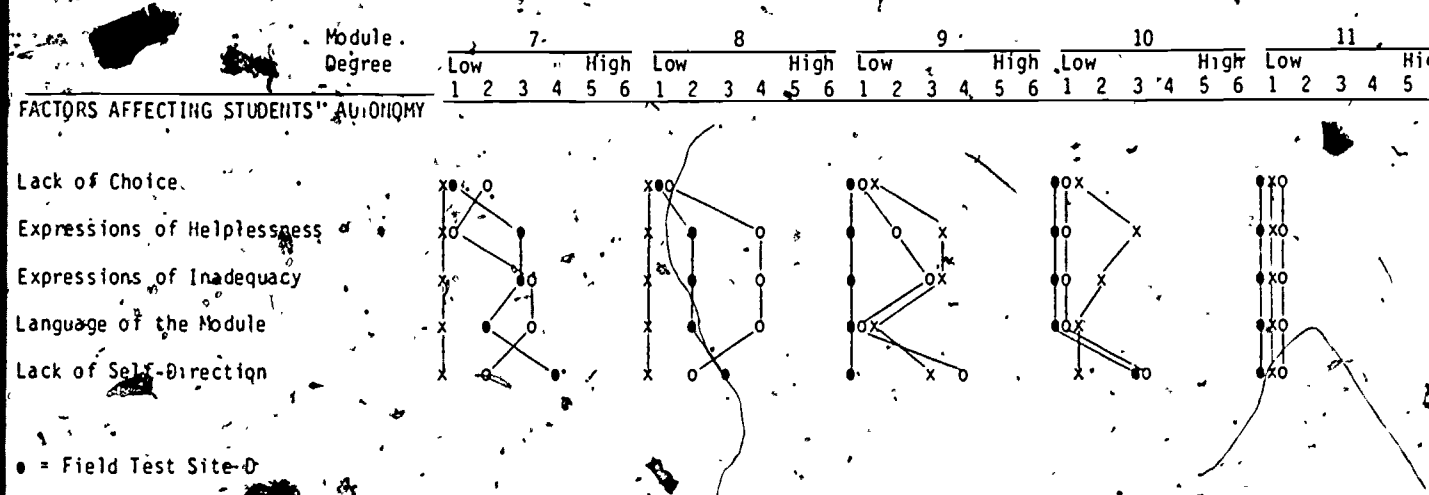
● = Field Test Site D

x = Field Test Site G

o = Field Test Site E

* Data Not Available

TABLE 9
DEGREE TO WHICH FACTORS AFFECTED STUDENTS' AUTONOMY - Continued - Page 2



● = Field Test Site D

x = Field Test Site

o = Field Test Site F

* Data Not Available

The advisors responded to several factors related to making HOSA an integral part of the curriculum and these data are shown on Table 10. The advisors reported that for a high degree they: (1) were able to infuse the module into the regular curriculum for all of the modules (reported by two advisors; one advisor indicated that she did this for a low degree for all of the modules); and (2) did this on a daily basis for all of the modules except three. One advisor reported that she did this on a daily basis to a low degree on all of the modules.

TABLE 10

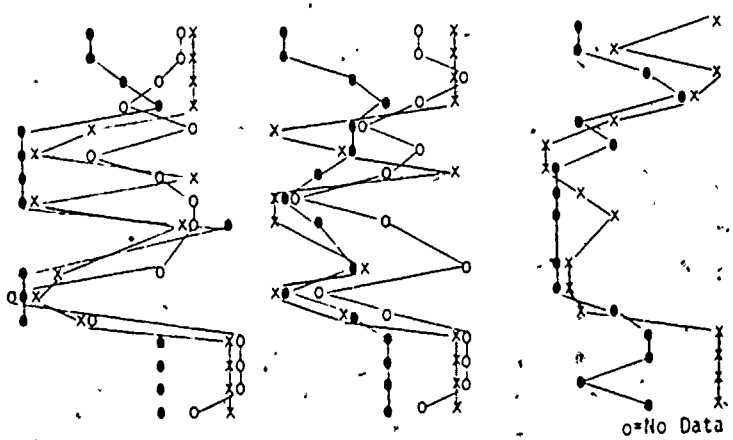
DEGREE TO WHICH FACTORS AFFECTED MAKING HOSA
AN INTEGRAL PART OF THE CURRICULUM
AS REPORTED BY ADVISORS

DEGREE, ADVISORS, AND MODULES

	1							2							3						
Module	Low					High		Low					High		Low					High	
Degree	1	2	3	4	5	6	NA	1	2	3	4	5	6	NA	1	2	3	4	5	6	

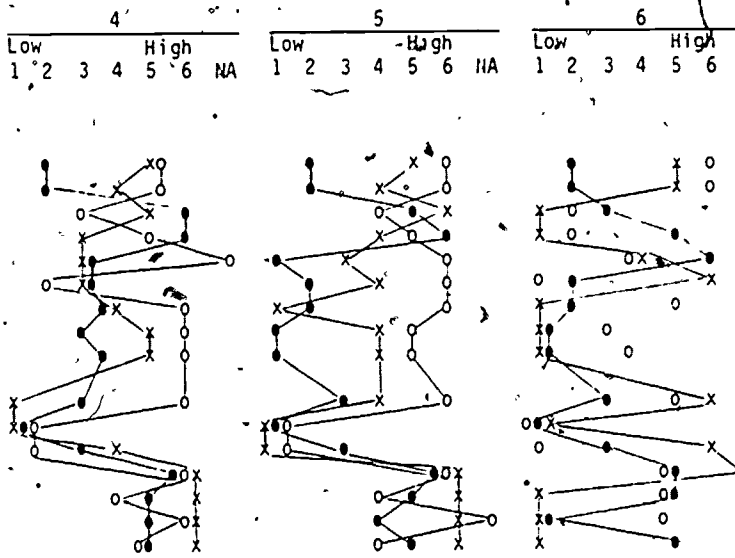
FACTORS AFFECTING INTEGRATION OF HOSA

To What Degree
- Were you able to infuse the Module into the regular curriculum
- Did you do this on a daily lesson basis
- Did you feel time was an inhibiting factor
- Did you feel the students needed more time than you could give
- Did you use group instruction
- Was management of the Module a problem
- Was the paper work and data on utilization a problem
- Did you use student/peers as monitors
- Did you use student/peers as tutors
- Did you feel
  - you were overworked
  - you were unprepared for CBVE
  - the activities took too much classtime
  - the activities were worthwhile
  - you were gaining in helping skills
- Did you follow final check-out activities
- Was satisfaction in the role of Advisor increased



● = Field Test Site D
x = Field Test Site G.
o = Field Test Site F

TABLE 10
DEGREE TO WHICH FACTORS AFFECTED MAKING HOSA AN INTEGRAL PART OF THE CURRICULUM AS REPORTED BY ADVISORS - Continued - Page 2



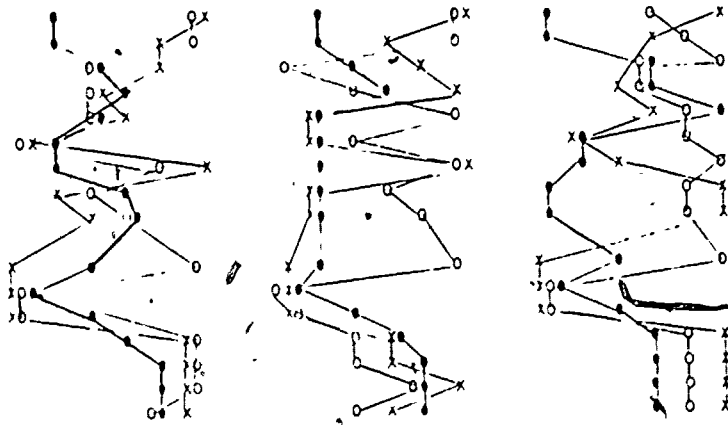
FACTORS AFFECTING INTEGRATION OF HOSA

Were you able to infuse the Module into the regular curriculum
Did you do this on a daily lesson basis
Did you feel time was an inhibiting factor
Did you feel the students needed more time than you could give
Did you use group instruction
Was management of the Module a problem
Was the paper work and data on utilization a problem
Did you use student/peers as monitors
Did you use student/peers as tutors
Did you feel
you were overworked
you were unprepared for CBVE
the activities took too much classtime
the activities were worthwhile
you were gaining in helping skills
Did you follow final check-out activities
Was satisfaction in the role of Advisor increased

● = Field Test Site D
x = Field Test Site G
o = Field Test Site F

TABLE 10
DEGREE TO WHICH FACTORS AFFECTED MAKING HOSA AN INTEGRAL PART OF THE CURRICULUM AS REPORTED BY ADVISORS - Continued - Page 3

	Module	7							8							9						
	Degree	Low					High		Low					High		Low					High	
		1	2	3	4	5	6	NA	1	2	3	4	5	6	NA	1	2	3	4	5	6	
FACTORS AFFECTING INTEGRATION OF HOSA																						
Were you able to infuse the Module into the regular curriculum																						
Did you do this on a daily lesson basis																						
Did you feel time was an inhibiting factor																						
Did you feel the students needed more time than you could give																						
Did you use group instruction																						
Was management of the Module a problem																						
Was the paper work and data on utilization a problem																						
Did you use student/peers as monitors																						
Did you use student/peers as tutors																						
Did you feel																						
you were overworked																						
you were unprepared for CDVE																						
the activities took too much classtime																						
the activities were worthwhile																						
you were gaining in the prog skills																						
Did you follow final check-out activities																						
Was satisfaction in the role of Advisor increased																						



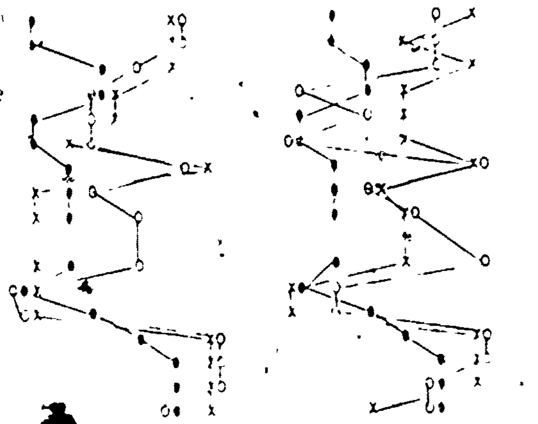
* = Field Test Site D
x = Field Test Site G
o = Field Test Site F

TABLE 10
DEGREE TO WHICH FACTORS AFFECTED MAKING HOSA AN INTEGRAL PART OF THE CURRICULUM AS REPORTED BY ADVISORS - Continued - Page 4

Module	10	11
Degree	Low 1 2 3 4 5 6 High NA	Low 1 2 3 4 5 6 High NA

FACTORS AFFECTING INTEGRATION OF HOSA

Were you able to infuse the Module into the regular curriculum
Did you do this on a daily lesson basis
Did you feel time was an inhibiting factor
Did you feel the students needed more time than you could give
Did you use group instruction
Was management of the Module a problem
Was the paper work and data on utilization a problem
Did you use student/peers as monitors
Did you use student/peers as tutors
Did you feel
you were overworked
you were unprepared for CBVE
the activities took too much classtime
the activities were worthwhile
you were gaining in [illegible] skills
Did you follow [illegible] checkout activities
Was satisfaction in the role of Advisor increased



• = Field Test Site D
x = Field Test Site C
o = Field Test Site E

The advisors reported that time was an inhibiting factor and affected making HOSA an integral part of the curriculum to a high degree for all of the modules except six. They also reported that the students needed more time than they were able to give on all the modules with the exception of ten.

Competency based vocational education usually uses the teaching strategy of independent activities. The advisors in this study reported that they used group instruction to a high degree for modules one, five, six, seven, nine, and eleven.

They were asked to what degree they felt management of the module was a problem and reported a high degree for modules two, five, six, nine, and eleven. Paper work and data on utilization were reported as a problem to a high degree for all of the modules except three.

The advisors were asked to what degree they used student peers as monitors and as tutors. Using student peers as monitors to a high degree was reported for modules two, four, eight, and nine. Using student peers as tutors to a high degree was reported for all of the modules except two and three.

The advisors were asked to what degree they felt that they were overworked, unprepared for CBVE, the activities took too much classtime, the activities were worthwhile, and gaining in helping skills. They reported that to a high degree they felt that: they were overworked during use of all of the modules except three; the activities took too much classtime for modules four, and six; the activities were worthwhile for all of the modules; they were gaining in helping skills during the use of all of the modules; and they followed the check-out activities for

all of the modules except six. With the exception of module six (reported by one) and module eight (reported by one), the advisors reported that satisfaction in the role of advisor increased during the module use.

Student evaluations. The seven sections of each module were evaluated by the a.m. and p.m. students at the three field test sites and these data were placed in tabular form.

Complete data on each module are presented as Appendix F. These data on the total responses from a.m. and p.m. students for the three field test sites show that a total of 2,189 responses (46%) of the a.m. groups, and 1,895 responses (39%) of the p.m. groups rated these materials in the high degree category. Three hundred and thirty (7%) of the a.m. students and 396 (8%) of the p.m. students rated the module sections in the low degree category. These data are presented on Table 11. Over 4000 (85%) of the a.m. and p.m. respondents for all eleven modules at three field test sites indicated that for the eleven modules the (1) introductions were motivating; (2) the directions were clear; (3) objectives were explicit; (4) learning activities were useful; (5) instruction sheets were informative; (6) student self-checks had high utility; and (7) check out activities measured learning to a high degree.

TABLE 11

EVALUATION OF SECTIONS OF HOSA MATERIALS
REPORTED FOR THE MODULES BY AM AND PM STUDENTS
AT THREE FIELD TEST SITES

MODULES, AM AND PM STUDENTS AND FIELD TEST SITES

	Total				% of Total			
Degree	Low		High		Low		High	
Group	AM	PM	AM	PM	AM	PM	AM	PM
SECTIONS OF HOSA MATERIALS								
Was the Introduction								
Motivating			327	279			47	39
Not Motivating	40	56			6	8		
Were the Directions								
Clear			323	276			47	39
Unclear	43	57			6	8		
Were the Objectives								
Explicit			305	269			45	39
Not Explicit	58	58			8	8		
Were the Learning Activities								
Useful			315	271			46	39
Not Useful	47	55			7	8		
Were the Instruction Sheets								
Informative			309	272			45	40
Not Informative	48	52			7	8		
Did the Student Self-Check have								
High Utility			313	271			46	40
Low Utility	41	55			6	8		
Did the Check-Out Activities Measure Learning								
High Degree			297	257			45	38
Low Degree	53	63			8	9		
TOTAL RESPONSES	330	396	2189	1895	7	8	46	39

HIGH DEGREE For AM and PM Groups	4084	85%
LOW DEGREE For AM and PM Groups	726	15%
TOTAL OF ALL RESPONSE	4810	100%

Respondents (a.m. and p.m.) at each field test site were asked to evaluate the advisor's classroom management of each module. These data were placed in tabular form. Complete data for each module are in Appendix G. Table 12 shows that the a.m. and p.m. groups consistently rated the advisors' classroom management in the high category although the a.m. group showed slightly higher (46%) percentages than the p.m. groups (39%). This was true for all of the factors including the use of modules as busy work. A total of 219 students (6%) in the a.m. groups and 290 (9%) in the p.m. groups rated these five factors in the low degree. For all eleven modules at the three field test sites, over 2890 (85%) of the a.m. and p.m. respondents indicated that (1) the directions on module use were adequate, (2) each student was given equal opportunity for participation, (3) classtime on modules was used efficiently; (4) the classtime allotted was satisfactory; and (5) the modules were used as busy work to a high degree.

TABLE 12

EVALUATION OF ADVISOR'S CLASSROOM MANAGEMENT BY AM AND PM STUDENTS AT THREE FIELD TEST SITES

		Total				% of Total			
	Degree	Low		High		Low		High	
To What Degree:	Group	AM	PM	AM	PM	AM	PM	AM	PM
Were the Directions on Module Use									
	Adequate			316	382			46	41
	Inadequate	43	49			6	7		
Was Each Student Given Opportunity for Participation									
	Equal			327	292			48	42
	Unequal	35	36			5	5		
Was Classtime on Modules Used									
	Efficiently			330	283			48	41
	Unefficiently	36	43			5	6		
Was the Classtime Alloted									
	Satisfactory			314	273			46	40
	Unsatisfactory	48	50			7	7		
Was the Module Used as Busywork									
	High Degree			290	192			44	30
	Low Degree	57	112			9	17		
Total Responses		219	290	1577	1322	6	9	46	39
	HIGH DEGREE FOR AM AND PM GROUPS		2899					85%	
	LOW DEGREE FOR AM AND PM GROUPS		509					15%	
	TOTAL		3408					100%	

The a.m. and p.m. respondents at each field test site were asked to indicate the degree to which eleven factors were used in making HOSA activities an integral part of the curriculum. The frequencies of responses for a.m. and p.m. students in both the low and high category at field test site D, G, and F were summarized and placed in tabular form. These data are included in this report under Appendix H. The total responses and their percentages for field test sites D, G, and F are shown in Table 13. At field test site D, 946 (43%) respondents in the a.m. group and 688 (31%) in the p.m. group rated these eleven factors in the high category. At field test site G, 665 (26%) of the a.m. group and 852 (33%) in the p.m. group rated the infusion of HOSA activities in the curriculum in the high category. There was only one percentage point difference between the rating of the a.m. students at this site (27% rated the factors in the low category and 26% in the high catrgory). The total responses on these eleven factors were similar for both the low and high categories for both the a.m. and p.m. students at field test site F. The total response for the high category were 662 (23%) for the a.m. group and 918 (33%) for the p.m. group; the total responses in the low category were 646 (23%) for the a.m. group and 600 (21%) for the p.m. group.

TABLE 13

DEGREE TO WHICH HOSA ACTIVITIES WERE MADE A PART OF THE CURRICULUM
REPORTED BY AM AND PM STUDENTS AT THREE FIELD TEST SITES

Site	D								G								F							
	Total				% of Total				Total				% of Total				Total				% of Total			
Group	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
HOSA ACTIVITIES																								
Project Explained	24	93	14	71	12	46	7	35	56	68	27	83	24	29	11	36	64	58	52	86	25	22	20	33
Importance of Project Stressed	26	90	13	71	13	45	6	36	56	65	27	86	24	28	11	37	56	63	45	93	22	24	18	36
Student Expectations Clarified	18	95	13	72	9	48	7	36	56	66	23	85	24	29	10	37	52	62	53	83	21	25	21	33
Relationship to Overall Grade Explained	25	91	13	71	13	46	6	35	59	62	31	79	26	27	13	34	63	59	57	80	24	23	22	31
Scheduling Flexibility Allowed	32	83	17	68	16	42	8	34	59	60	32	76	26	26	14	34	54	63	54	84	21	25	21	33
Relationship to Lesser Objectives Stressed	30	85	16	69	15	43	8	34	63	60	32	78	27	26	14	33	59	63	62	77	23	24	24	29
Relationship to Activities Outside of School Stressed	31	87	18	65	16	43	9	32	59	64	27	84	25	27	12	36	63	57	53	86	24	22	21	33
Self-pacing in Completing the Modules Allowed	45	74	42	45	22	36	20	22	67	55	37	73	29	24	16	31	58	65	49	88	22	25	19	34
Freedom of Choice in Selecting Modules Allowed	55	61	69	16	27	31	34	8	85	38	59	53	36	16	25	23	63	46	69	70	25	19	28	28
Feedback on Performance Given	35	84	17	67	17	41	9	33	68	54	43	69	29	23	18	30	63	57	58	80	24	22	23	31
Classtime Used Effectively	15	103	11	73	7	51	6	36	49	73	23	86	21	32	10	37	53	69	48	91	20	27	18	35
TOTAL	336	946	243	688	15	43	11	31	677	665	361	852	27	26	14	33	646	662	600	1918	23	23	21	33
% OF TOTAL	15	43	11	31	31	--	--	--	27	26	14	33	--	--	--	--	23	23	21	33	--	--	--	--

The explanation of the project was rated in the high category; (1) for field test site D by 46% of the a.m. students and 35% by the p.m. students; (2) for field test site G by 29% of the a.m. students and 36% of the p.m.; and (3) for field test site F by 22% of the a.m. and by 33% p.m. students.

Stressing the importance of the project was rated in the high category: (1) for field test site D by 45% of the a.m. and 36% of the respondents; (2) for field test site G by 28% of the a.m. and [illegible]% of the p.m. students; and (3) for field test site F by 24% of the a.m. and 36% of the p.m. students.

Clarification of student expectations was rated in the high category: (1) for field test site D by 48% of the a.m. and 36% of the p.m. students; (2) for field test site G by 29% of the a.m. students and 37% of the p.m. students; and (3) for field test site F by 25% of the a.m. and 33% of the p.m. students.

Allowing scheduling flexibility was rated in the high category: (1) at field test site D by 42% of the a.m. and 34% of the p.m. students; (2) at field test site G by 26% of the a.m. and 34% of the p.m. students; and (3) at field test site F by 25% of the a.m. and 33% of the p.m. students.

Stressing the relationship of HOSA activities to lesson objectives was rated in the high category: (1) at field test site D by 43% of the a.m. students and 34% of the p.m.; (2) at field test site G by [illegible]% of the a.m. and 33% of the p.m. students; and (3) at field test site F by 24% a.m. and 29% p.m. respondents.

Stressing the relationship of HOSA to activities outside of school was rated in the high category; (1) at field test site D by 43% of the

a.m. and 32% of the p.m. students; (2) at field test site G by 27% of the a.m. and 36% of the p.m. students; and (3) at field test site F by 22% a.m. and 33% of the p.m. students.

The factor of allowing self-pacing in completion of the modules was rated in the high category: (1) at field test site D by 36% a.m. and 22% p.m. students; (2) at field test site G by 24% a.m. and 31% p.m. students; and (3) at field test site F by 25% of the a.m. and 34% of the p.m. students.

Allowing freedom of choice in selecting modules was rated in the high category: (1) at field test site D by 31% of the a.m. and 8% of the p.m. students; (2) at field test site G by 16% of the a.m. and 23% of the p.m. respondents; and (3) at field test site F by 19% a.m. and 28% p.m. students.

Giving feedback on performance was rated in the high category; (1) by 41% of the a.m. and 33% of the p.m. students at field test site D; (2) by 23% of the a.m. and 30% of the p.m. students at field test site G; and (3) by 22% of the a.m. and 31% of the p.m. students at field test site F.

Using classtime effectively was rated in the high category: by 51% a.m. and 36% p.m. students at field test site D; by 32% a.m. and 37% p.m. students at field test site G; and by 27% of the a.m. and 35% of the p.m. students at field test site F.

Respondents were requested to indicate the degree to which they attained knowledge by completing the module and to assess (1) the measurement of their performance, (2) the grade assigned, (3) the rate of learning, and (4) whether or not completion of the module was worthwhile. Data on these questions were summarized and placed in tabular form for a.m. and p.m. students at all three field test sites. These data are placed in Appendix I.

For all of these factors a slightly greater percentage of the a.m. students than the p.m. students at all three field test sites rated them in the high category. A summary of data for all eleven modules and the three field test sites is presented as Table 14.

Two hundred and eighty-six (286 or 43%) respondents in the a.m. groups and 275 (40%) in the p.m. groups reported a high degree of attainment of knowledge.

Each advisor was permitted to determine how grades would be assigned. Forty-six percent of the students (326 in the a.m.) and 290 (42%) in the p.m. groups reported that their performance was measured fairly; forty six percent of the respondents (313 in the a.m.) and 297 (44%) in the p.m. indicated that the grade they were assigned was fair.

Forty-four percent (311) of the respondents in the a.m. group and 291 (41%) in the p.m. group indicated that their rate of learning was improved.

Forty-six percent (320) of the respondents in the a.m. group and 40% (283) in the p.m. group rated the completion of the modules as worthwhile; only seven percent (a.m. and p.m.) of the respondents rated module completion as worthless.

TABLE 14

ATTAINMENT OF KNOWLEDGE AND EVALUATION OF ASSESSMENT, MODULE COMPLETION AND RATE OF LEARNING REPORTED BY AM AND PM STUDENTS AT THREE FIELD TEST SITES

Degree Group	Total				% of Total			
	Low		High		Low		High	
	AM	PM	AM	PM	AM	PM	AM	PM
ATTAINMENT OF KNOWLEDGE AND EVALUATION								
Did you Attain Knowledge by Completing Module								
High Degree			286	275			43	40
Low Degree	60	51			9	8		
Was Performance Measured								
Fairly			326	290			46	42
Unfairly	38	38			6	6		
Was the Grade Assigned								
Fair			313	297			46	44
Unfair	34	37			5	5		
Was the Rate of Learning								
Improved			311	291			44	41
Not Improved	54	51			8	7		
Was the Completion of This Module Deemed								
Worthwhile			320	283			46	40
Worthless	48	50			7	7		
TOTAL RESPONSES	234	227	1555	1436	7	7	45	41

The students were asked to indicate the degree to which instructional activities aided learning and the availability of reference materials. These data were obtained and put in tabular form and the total responses were calculated for each field test site. The complete data are presented as Appendix J.

In each instance (both a.m. and p.m.), a greater percentage of the respondents indicated that the factors aided learning to a high degree. The slide tape presentation was not available so these data were not considered to be reliable.

The summary on Table 15 shows that the respondents rated in the high category (aiding learning to a high degree): (1) illustrations (180 or 42% in the a.m. and 152 or 35% in the p.m.); (2) parliamentary skit (152 or 44% in the a.m. and 115 or 33% in the p.m.); (3) Mock Chapter meeting (162 or 47% in the a.m. and 118 or 33% in the p.m.); (4) availablility of reference materials (306 or 46% in the a.m. and 252 or 38% in p.m.); and (5) identification of opportunities for community involvement (291 or 44% in the a.m. and 273 or 41% in the p.m. groups).

TABLE 15

DEGREE TO WHICH INSTRUCTIONAL MATERIALS AIDED LEARNING, AVAILABILITY OF REFERENCE MATERIALS, AND IDENTIFICATION OF OPPORTUNITIES FOR COMMUNITY INVOLVEMENT REPORTED BY AM AND PM STUDENTS AT THREE FIELD TEST SITES

Degree Group	Total				% of Total			
	Low		High		Low		High	
	AM	PM	AM	PM	AM	PM	AM	PM
DEGREE, AVAILABILITY AND IDENTIFICATION								
Did the Slide Tape Presentation Aid Learning								
High Degree			298	120			61	24
Low Degree	27	44			6	9		
Did the Illustrations Aid Learning								
High Degree			180	152			42	35
Low Degree	56	44			13	10		
Did the Parliamentary Skit Aid Learning								
High Degree			152	115			44	33
Low Degree	44	35			13	10		
Did the Mock Charter Meeting Aid Learning								
High Degree			162	118			47	33
Low Degree	35	35			10	10		
Were Reference Materials								
Available			306	252			46	38
Not Available	45	56			7	9		
Were Opportunities for Community Involvement								
Identified			291	273			44	41
Not Identified	57	48			8	7		
TOTAL RESPONSES	264	262	1329	1030	9	9	47	36

The respondents were asked to indicate the degree to which their feelings toward thirteen factors influenced reaching the objectives in the modules. These data are presented for each field test site and for each module in Appendix D and are summarized in Table 16.

TABLE 16

DEGREE TO WHICH FEELINGS INFLUENCED LEARNING (REACHING OBJECTIVES) REPORTED BY AM AND PM STUDENTS AT THREE FIELD TEST SITES

Site	D								G								F							
	Total				% of Total				Total				% of Total				Total				% of Total			
Group	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
FEELINGS INFLUENCING LEARNING																								
Helplessness	99	25	75	10	47	12	36	5	95	27	67	49	40	11	28	21	91	30	106	29	36	12	41	11
Personal Inadequacy to do the Activities	91	30	74	10	44	15	36	5	88	33	81	33	37	14	35	14	92	29	98	39	36	11	38	15
Lack of Background Knowledge	94	24	72	12	46	12	36	6	83	35	69	41	37	15	30	18	89	25	103	34	36	10	41	13
Being Motivated to do the Modules within a Certain Time	81	37	73	11	40	18	36	5	69	48	60	53	30	21	26	23	91	30	98	41	35	11	38	16
Inadequate Help	88	28	78	6	44	13	39	3	96	21	76	36	42	9	33	16	95	23	111	25	37	9	44	10
Unavailable Help	95	22	76	9	47	11	38	4	85	32	81	31	37	14	35	14	94	26	121	16	37	10	47	6
Unsuitable Help	93	22	77	8	46	12	38	4	88	29	73	36	39	13	32	16	89	33	116	20	34	13	45	9
Satisfaction in Accomplishment	46	73	19	64	23	36	9	32	70	50	42	69	30	22	18	30	70	48	74	64	27	19	29	25
Personal Dislike for Independent Study	77	45	67	18	37	22	32	9	80	38	70	45	34	16	30	19	97	24	111	16	39	10	45	6
Advisor's Encouragement and/or Enthusiasm	35	81	12	72	18	40	6	36	50	70	38	73	22	30	16	32	81	40	70	69	31	15	27	27
Lack of Reference Materials	84	29	71	13	42	15	36	7	85	32	81	31	37	14	35	14	95	20	115	23	37	8	46	9
Waste of Classtime	87	29	75	10	43	15	37	5	83	37	73	40	36	16	31	17	98	20	118	19	38	8	46	8
Desire to Apply Knowledge Gained to other Experiences	46	68	25	49	25	36	13	26	77	39	39	70	34	17	17	32	74	39	75	62	30	15	30	25
TOTAL	1017	514	734	292	39	20	30	11	1049	491	850	607	35	16	29	20	1156	387	1318	457	35	12	40	13
% OF TOTAL	39	20	30	11	--	--	--	--	35	16	29	20	--	--	--	--	35	12	40	13	--	--	--	--

On eight of the feelings, the respondents reported that the activities of the eleven modules affected their reaching their objectives to a low degree with greater frequency than with a high degree. (1) Feelings of helplessness were reported to a low degree by 47% of the a.m. and 36% of the p.m. students at field test site D; 40% of the a.m. and 28% of the p.m. students at field test site G; and by 36% of the a.m. and 41% of the p.m. students at field test F. (2) Feelings of personal inadequancy to do the activities were reported to a low degree by 44% of a.m. and 36% of the p.m. respondents at field test site D; 37% of the a.m. and 35% of the p.m. respondents at field test site G; and by 36% of the a.m. and 38% of the p.m. respondents at field test site F; (3) Lack of background knowledge was reported to affect learning to a low degree by 46% of the a.m. and 36% of the p.m. students at field test site D; by 37% of the a.m. and 30% of the p.m. students at field test site G; and by 36% of the a.m. and 41% of the p.m. students at field test site F.

The students indicated to what degree inadequate, unavailable or unsuitable help influenced their reaching their objectives. (4) Feelings of inadequate help were reported to affect learning to a low degree by 44% of the a.m. and 39% of p.m. students at field test site D; by 42% of the a.m. and 33% of the p.m. students at field test site G; and by 37% of the a.m. and 44% of the p.m. students at field test site F. (5) Feelings of unavailable help which affected their learning were reported by 47% of the a.m. and 33% of the p.m. students at field test site D; by 37% of the a.m. and 35% of the p.m. students at field test site G; and by 37% of the a.m. and 47% of the p.m. students at field test site F. (6) Feelings of unsuitable help were reported by 46% of the a.m. and 38% of the p.m.

students at field test site D; by 39% of the a.m. and 32% of the p.m. students at field test site G; and by 34% of the a.m. and 45% of the p.m. students at field test site F.

Data were obtained about the degree to which a (1) lack of reference materials influenced the students' reaching their objectives. On this factor, an influence of a low degree was reported: by 42% of the a.m. and 36% of the p.m. respondents at field test site D; by 37% of the a.m. and 35% of the p.m. respondents at field test site G and by 37% of the a.m. and 46% of the respondents at field test site F.

The eighth feeling which students were asked to indicate the degree to which it influenced learning was (8) personal dislike for independent study. That these feelings influenced their reaching the learning objectives to a low degree was reported by 37% of the a.m. and 32% of the p.m. students at field test site D; by 34% of the a.m. and 30% of the p.m. students at field test site G; and by 39% of the a.m. and 45% of the p.m. students at field test site F.

Respondents at two field test sites reported feelings of a high degree of satisfaction while a low degree of satisfaction in accomplishment was reported with greater frequency at the other field test site. A low degree of satisfaction in accomplishments was indicated by 23% of the a.m. and 9% of the p.m. students at field test site D, by 30% of the a.m. and 18% of the students at field test site G, and by 27% the a.m. and 29% of the p.m. students at field test site F. A high degree of feelings of satisfaction in accomplishment was reported by 36% of the a.m. and 32% of the p.m. students at field test site D, and by 22% of the a.m. and 30% of the p.m. students at field test site G. Both the

a.m. and p.m. student groups at field test site F reported a low degree of satisfaction with greater frequencies than those who reported a high degree.

At all three test sites, the students in both the a.m. and p.m. groups reported a low degree of motivation to do the modules within a certain time. Feelings of being motivated to a low degree were reported by 40% of the a.m. and 36% of the p.m. students at field test site D; by 30% of the a.m. and 26% of the p.m. students at field test site G; and by 35% of the a.m. and 38% of the p.m. students at field test site F. Twenty-three (23%) of the students at field test site D, 44% at field test site G and 27% at field test site F reported feeling a high motivation to do the modules within a certain time.

The respondents were asked to indicate the degree to which learning was affected by their desires to apply knowledge gained to other experiences. Reporting that these feelings affected reaching their objective to a high degree were 36% of the a.m. students and 26% of the p.m. students at field test site D, and 32% of the p.m. students at field test site G. The a.m. students at field test site G (34%) and both a.m. (30%) and p.m. (30%) students at field test site F, reported that the desire to apply knowledge gained to other experiences affected their learning to a low degree.

Both the a.m. and p.m. students at field test site D and G reported that their learning was affected to a high degree by the advisor's encouragement and/or enthusiasm. Forty percent (40%) of the a.m. and 36% of the p.m. students at the former and 30% for the a.m. and 32% of the p.m. students at the latter test site. At field test site F, the

students reported this factor for high and low degree at 27% for the p.m. group and 31% low and 15% high for the a.m. group.

The respondents were asked to indicate the degree to which their learning was affected by feelings that the modules were a waste of class time. Affecting learning to a low degree on this factor was reported by 80% of the students at field test site D (43% in the a.m. and 37% in the p.m.) by 67% of the students at field test site D (36% in the a.m. and 31% in the p.m.) and by 84% of the students at field test site F (38% in the a.m. and 46% of the p.m.).

On all thirteen feelings which influenced learning, without exception, the students in both the a.m. and p.m. groups reported that their learning was affected to a low degree with greater frequency than to a high degree: For field test site D there were 1017 responses (39%) for the a.m. group and 794 responses (30%) for the p.m. group: For field test site G there were 1049 responses (35%) for the a.m. and 850 responses (29%) for the p.m. group; and for field test site F there were 1156 responses (35%) of the a.m. and 1318 responses (40%) of the p.m. group.

This research also investigated the degree to which module activities increased affective feelings or values. The data were placed in tabular form for each field test site, for each module and for a.m. and p.m. students and are added to this report at Appendix L. The summary of the response frequencies for a.m. and p.m. students reporting a low degree and a high degree for the three field test sites is presented in Table 17.

TABLE 17

DEGREE TO WHICH ACTIVITIES INCREASED AFFECTIVE FEELINGS/VALUES REPORTED BY AM AND PM STUDENTS AT THREE FIELD SITES

Site	D								G								F							
	Total				% of Total				Total				% of Total				Total				% of Total			
Group	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
AFFECTIVE FEELINGS OR VALUES																								
Knowledge of Hos	17	102	12	74	8	50	6	36	53	71	20	95	22	30	8	40	54	73	42	89	21	29	16	34
Desire for Honors Credit	23	93	13	73	11	46	7	36	52	72	30	84	22	30	13	35	53	74	43	88	20	29	17	34
Satisfaction in Learning	15	101	9	76	7	50	5	38	54	70	27	87	23	29	11	37	46	75	36	93	19	30	14	37
Understanding of Leadership Activities	24	92	14	67	12	48	7	33	49	74	22	90	21	32	9	38	52	77	43	87	20	30	17	34
Commitment to this Student Leadership Organization	23	91	9	76	12	46	4	38	48	74	17	94	21	32	7	40	47	79	47	84	18	31	13	33
Understanding of Group Efforts and/or Democratic Process	31	85	11	52	17	48	6	29	52	70	25	86	22	30	11	37	48	80	47	84	19	31	18	32
Respect for Peers and Advisor	13	101	6	68	7	54	3	36	45	77	16	95	19	33	7	41	41	86	32	99	16	33	12	39
Pride in Organization Membership	24	93	10	65	13	48	5	34	33	89	16	96	14	38	7	41	42	85	39	92	16	33	15	36
Ability to Work with Others Toward a Goal	21	98	2	72	11	51	1	37	32	89	17	96	14	38	7	41	46	82	37	94	18	32	14	36
Appreciation of the Value of Group Decisions	21	93	11	65	11	49	6	34	37	87	19	92	16	37	8	39	43	84	34	97	17	33	13	37
Challenge for Better Work	20	97	10	68	10	51	5	34	35	85	19	96	15	36	8	41	42	85	39	90	17	33	15	35
Desire for Helping Persons in the Caring Process	13	105	13	61	7	55	7	31	31	92	16	97	13	39	7	41	46	83	41	87	18	32	16	34
TOTAL	245	1151	118	870	10	50	5	35	521	950	244	1108	19	34	8	39	559	963	480	1084	18	31	16	35
% OF TOTAL	10	50	5	35	--	--	--	--	19	34	8	39	--	--	--	--	18	31	16	35	--	--	--	--

Students were asked to respond to twelve statements pertaining to affective feelings or values (or value indicators) and to indicate the degree to which the module activities increased them. Four of these related to the leadership organization, three to the group process and decision making, one to respect, and four to continuing learning. That the eleven modules affected their knowledge of HOSA to a high degree was reported by: (1) 86% (50% in the a.m. and 36% in the p.m.) of the students at field test site D; (2) 70% (30% in the a.m. and 40% in the p.m.) of the students at field test site G; and (3) 63% (29% in the a.m. and 34% in the p.m.) of the students at field test site F. The activities increased the commitment of respondents to HOSA at all field test sites. A high degree of commitment to this student leadership organization was reported: (1) by 84% of the respondents at field test site D (46% of the a.m. and 38% of the p.m.); (2) by 72% of the respondents at field test site G (32% of the a.m. and 40% of the p.m.); and (3) by 64% of the respondents at field test site F (31% of the a.m. and 33% of the p.m.). That the activities increased pride in organizational membership to a high degree was reported by (1) 82% of the students at field test site D (48% a.m. and 34% p.m.); (2) 79% of the students at field test site G (38% a.m. and 41% p.m.); and (3) 69% of the students at field test F (33% a.m. and 36% p.m.). Students at the three field test sites also reported that the activities increased their understanding of leadership activities to a high degree. Again, the largest percentage of responses was reported at field test site D. A high degree of understanding of leadership activities was reported by: (1) 48% of the a.m. and 33% of the p.m. students (or a total of 81%) at

field test site D; (2) 32% of the a.m. and 38% of the p.m. students (or a total of 70%) at field test site G; and 30% of the a.m. and 34% of the p.m. students (or a total of 64%) at field test site F. .

The students were asked to indicate the degree to which activities of the modules increased their understanding of group efforts, appreciation of the value of group decisions, and ability to work with others toward a goal. That their understanding of group efforts and/or the democratic process was increased to a high degree was reported by : (1) seventy-seven percent (77%) of the students at field test site D (48% by a.m. and 29% by the p.m.); (2) sixty-seven percent (67%) of the students at field test site G (30% by the a.m. and 37% by the p.m.); and (3) sixty-three percent (63%) of the students at field test site F (31% of the a.m. and 32% of the p.m.). A high degree of appreciation of the value of group decisions was reported by (1) forty-nine percent (49%) of the a.m. and 34% of the p.m. students at field test site D or a total of 83%; (2) thirty-seven percent (37%) of the a.m. and 39% of the p.m. students at field test site G (a total of 76%); and (3) thirty-three percent (33%) of the a.m. and 37% of the p.m. student at field test site F (a total of 70%). That their ability to work with others was increased to a high degree was reported by: (1) a total of 88% of the students at field test site D (51% a.m. and 37% p.m.); (2) a total of 79% of the students at field test site G (38% a.m. and 40% p.m.); and (3) a total of 68% of the students at field test site F (32% a.m. and 36% p.m.).

The students were asked to what degree the modules increased their respect for their classmates and for their advisor/teachers. Ninety percent (90%) of the students (54% in the a.m. and 36% in the p.m.) at

field test site D indicated a high degree of respect for their peers and their advisor; seventy-four percent (33% in the a.m. and 41% in the p.m.) of the students at field test site G responded that the activities increased to a high degree their respect for their peers and their advisor. This affective feeling was reported in the high dgreee category by 72% of the students at field test site F. (33% a.m. and 39% p.m.).

Items addressed to the value of continuing learning were included on the questionnaire. Respondents were asked to indicate the degree to which the module activities increased their satisfaction in learning, desire for more knowledge, challenge for better work, and desire for helping persons in the caring process. For all eleven modules, a high degree of satisfaction in learning was reported by: (1) a total of 101 students (50%) in the a.m. and by 76 students (38%) in the p.m. at field test site D; (2) a total of 70 students (29%) in the a.m. and 87 students (37%) in the p.m. at the field test site G; and a total of 75 students (30%) in the a.m. and 93 students (37%) in the p.m. at field test site F. A high degree of desire for more knowledge was reported by: (1) a total of 93 students (46%) in the a.m. and 73 students (36%) in the p.m. at field test site D; (2) a total of 72 students (30%) in the a.m. and 84 students (35%) in the p.m. at field test site G; and (3) a total of 74 students (29%) in the a.m. and 88 students (34%) in the p.m. at field test site F. That they were challenged for better work to a high degree through the activities of the eleven modules was reported by: (1) eighty-five percent (85%) of the respondents at field test site D (51% a.m. and 34% p.m.); (2) seventy-seven percent (77%) of the respondents at field test site G (36% a.m. and 41% p.m.); and (3) sixty-eight percent

(68%) of the respondents at field test site F (33% a.m. and 35% p.m.). A high degree of desire for helping persons in the caring process was reported: (1) by 86% of the respondents at field test site D (55% in the a.m. and 31% in the p.m.); (2) by 80% of the respondents at field test site G (39% in the a.m. and 41% in the p.m.); and (3) 66% of the respondents at field test F (32% in the p.m. and 34% in the p.m.).

That the activities of the eleven modules of the HOSA Student Manual increased to a high degree these twelve values or affective feelings was reported (1) by 50% of the a.m. and 35% of the p.m. or a total of 85% of the respondents at field test site D; (2) by 34% of the a.m. and 39% of the p.m. students or a total of 73% of the respondents at field test site G; and (3) by 31% of the a.m. and 35% of the p.m. students (a total of 66%) at field test site F.

CONCLUSIONS

The purpose of this descriptive research was to obtain product and process evaluative information on the infusion of HOSA Activities into Health Occupations Education. Competency based HOSA Student Manual Modules were developed, field tested and revised. Information from the advisors and students showed that : (1) the various sections of the modules were satisfactory to both students and advisors; (2) HOSA activities can be made an integral part of Health Occupations Education; (3) affective feelings and values, such as satisfaction in learning, commitment, respect, understanding of the group process, and pride can be increased through HOSA Activities, and (4) while using the modules, student autonomy was affected to a low degree.

RECOMMENDATIONS

The following recommendations pertain to the product section of this study:

1. Since HOSA Activities must be an integral part of the curriculum, the modules should be bound in one book and a HOSA Student Manual issued to each student.

   Rationale. The student is issued a textbook (s) for the Health Careers Curriculum. Giving each student a book of all the modules would tend to increase the feeling of having activities a part of the curriculum. Additionally some modules are pre-requisites for other modules. Since the students are allowed to take the modules home with them, modules which need to be referenced in order to complete other modules would be available.

2. The By-Laws, materials on "Participating in Competitive Events," the HOSA Creed should be placed in a Resource Materials or Reference Materials for HOSA Student Manual. The materials on "Secretary's Handbook" should be retained in the module.

3. The Advisor's Final Check-List and Answers for each module should be placed in the Instructor's Guide.

The following recommendations relate to the process of making student leadership activities an integral part of the curriculum:

1. Methodology of this type of research could have been improved through an orientation of the students to the intent of the research by the project director. If the study is replicated this should be given consideration.

2. Both students and the advisors expressed some feelings of anxiety and pressure to get the field testing done by January or at the mid point of the school year. Extending the activities throughout the school year should decrease this problem.

3. While competency based materials usually have the intent of utilization of independent study as the instructional strategy, some modules in the HOSA Student Manual are best suited as a group activity.

4. As in all teaching methods, lack of motivation or boredom with innovative materials can occur. Instructional materials cannot replace the creativity or imagination of teachers. HOSA Teachers/Advisors will need to use processes of using themselves and their knowledge as well as the HOSA Student Manual Modules in order to promote learning in Health Occupations Education.

DISSEMINATION ACTIVITIES

A summer conference for teachers in Health Occupations Education was planned to take place in July, 1981. A part of this conference will be directed toward the implementation of the HOSA Student Manual Modules during the 1981-82 school year. Each HOSA advisor will receive (1) copies of the 15 modules, (2) an Instructor's Guide, and (3) will attend an implementation workshop on Making HOSA Activities an Integral Part of the Curriculum.

Additionally, a dissemination and utilization list was prepared by the project director for the Bureau of Vocational Education. Target groups were identified for those who needed to become aware of the project such as division and unit directors and supervisors in the Bureau of Vocational Education, regional staffs, state advisory councils, state directors of vocational education, and directors of research coordinating units.

The final report of this project will be sent to the ERIC Clearinghouse on Adult and Vocational Education and to all of the state supervisors of Health Occupations Education. The latter will also be sent copies of the Instructor's Guide. Both will be sent to National HOSA and all State HOSA Advisors.

In addition to these target groups, other consumers for this report and materials will be identified by staff in the Kentucky Bureau of Vocational Education.

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GLOSSARY

Clarification. Response to a behavior of others which helps the person who emits the behavior to become more aware of the behavior, to understand the meaning of the behavior and to help the person responding to or observing the behavior understand the meaning or implication of the behavior. It is used in cognitive, affective and psychomotor domains of knowledge and may be student or teacher initiated.

Confirmation. A verbal or non-verbal appraisal behavior which is either student or teacher initiated and is used to indicate the correctness or appropriateness of behavior. It is limited to responses to statements that can, by authority, be considered correct or appropriate by accepted definition, convention, or empirical verification. It may involve responses in the cognitive, psychomotor, or affective domains of knowledge.

Corrective Feedback. A verbal or non-verbal appraisal behavior which is either student or teacher initiated and is used to indicate that the behavior emitted is incorrect or inappropriate. It is limited to responses to statements that can, by authority, be considered incorrect or inappropriate by accepted definition, convention, or empirical verification. It may involve responses in the cognitive, psychomotor, or affective domains of knowledge.

Initiation of Information. A verbal or non-verbal behavior of teachers or students in which substantive or managerial information concerning knowledge, skills or feeling states is given at the initiation of either teachers or students.

Perceptual Checking. A verbal appraisal behavior which is directed toward a person's understanding of concepts involving cognitive, psychomotor, or affective domains of knowledge. It may be either student or teacher initiated.

Positive Personal Judgment. A verbal (usually) appraisal behavior with a positive connotation that indicates personal approval through praise, reward or which gives encouragement. It may be student or teacher initiated and may involve behaviors in cognitive, affective, or psychomotor domains of knowledge.

Response to Solicitation.

A responsive behavior in which a person answers a question directly or responds to a direction or command. The response may be in the cognitive, psychomotor, or affective domains of knowledge and may be student or teacher initiated.

Solicitation.

Asking questions to promote getting other persons to engage in various thought processes or the divergent, convergent, or evaluative application of knowledge. It may be teacher or student initiated. Questions by the teacher may be used to diagnose, to review, to reinforce, to stimulate thought, and/or to measure student learning or to seek information.

Student Autonomy.

Acting independently; self governing in relation to the module activities.

LIST OF TABLES

APPENDIX A

MODULE NAME _____

Student _____

Field Test Site No. _____

PROJECT: DEVELOPMENT OF HOSA STUDENT MODULE

EVALUATION FORM

DIRECTIONS: Your candid responses are needed in order to evaluate and make decisions concerning this project. Please respond to the following statements/questions. These data will be used in MODULE REVISION. Your responses will not be used in judging your performance. Place an (X) in the parentheses of the response choice. DO NOT WRITE ON THE MIDPOINT.

1. How long did it take you to complete this module? ___(Min)
2. Were all materials available? yes( ); No( ).
3. How many times did you use a dictionary or seek vocabulary clarification from the advisor? ___ times.

4. To what degree did the following feelings influence your learning (reaching objectives of this module):

Feelings of :	LOW	MIDPOINT	HIGH
4. 1 Helplessness	( ) ( ) ( )	( )	( ) ( )
4. 2 Personal inadequacy to do the activities	( ) ( ) ( )	M ( )	( ) ( )
4. 3 Lack of background knowledge	( ) ( ) ( )	I ( )	( ) ( )
4. 4 Being motivated to do the modules within a certain time	( ) ( ) ( )	D P ( )	( ) ( )
4. 5 Inadequate help	( ) ( ) ( )	O ( )	( ) ( )
4. 6 Unavailable help	( ) ( ) ( )	I ( )	( ) ( )
4. 7 Unsuitable help	( ) ( ) ( )	N ( )	( ) ( )
4. 8 Satisfaction in Accomplishment	( ) ( ) ( )	T ( )	( ) ( )
4. 9 Personal dislike for independent study	( ) ( ) ( )	( )	( ) ( )
4.10 Advisor's encouragement and/or enthusiasm	( ) ( ) ( )	( )	( ) ( )
4.11 Lack of reference materials	( ) ( ) ( )	( )	( ) ( )
4.12 Waste of classtime	( ) ( ) ( )	( )	( ) ( )
4.13 Desire to apply knowledge gained to other experiences	( ) ( ) ( )	( )	( ) ( )
	DEGREE		DEGREE

5. The following questions relate to making HOSA Activities a part of the curriculum:

To what degree:	LOW	MIDPOINT	HIGH
5. 1 Project explained	( ) ( ) ( )	( )	( ) ( )
5. 2 Importance of the project stressed	( ) ( ) ( )	M ( )	( ) ( )
5. 3 Student expectations clarified	( ) ( ) ( )	( )	( ) ( )
5. 4 Relationship to overall grade explained	( ) ( ) ( )	I ( )	( ) ( )
5. 5 Scheduling flexibility allowed	( ) ( ) ( )	D ( )	( ) ( )
5. 6 Relationship to lesson objective stressed	( ) ( ) ( )	P ( )	( ) ( )
5. 7 Relationship to activities outside of school stressed	( ) ( ) ( )	O ( )	( ) ( )
5. 8 Self-pacing in completing the modules allowed	( ) ( ) ( )	I ( )	( ) ( )
5. 9 Freedom of choice in selecting modules allowed	( ) ( ) ( )	N ( )	( ) ( )
5.10 Feedback on performance given	( ) ( ) ( )	N ( )	( ) ( )
5.11 Class time used efficiently	( ) ( ) ( )	T ( )	( ) ( )
	DEGREE		DEGREE

6. In your opinion, to what degree did the module increase your:

	LOW	MIDPOINT	HIGH
6. 1 Knowledge of HOSA	( ) ( ) ( )	( )	( ) ( )
6. 2 Desire for more knowledge	( ) ( ) ( )	( )	( ) ( )
6. 3 Satisfaction in learning	( ) ( ) ( )	( )	( ) ( )
6. 4 Understanding of leadership activities	( ) ( ) ( )	M ( )	( ) ( )
6. 5 Commitment to this student leadership organization	( ) ( ) ( )	I ( )	( ) ( )
6. 6 Understanding of group efforts and/or democratic process	( ) ( ) ( )	D P ( )	( ) ( )
6. 7 Respect for peers and advisor	( ) ( ) ( )	O ( )	( ) ( )
6. 8 Pride in organization membership	( ) ( ) ( )	I ( )	( ) ( )
6. 9 Ability to work with others toward a goal	( ) ( ) ( )	N ( )	( ) ( )
6.10 Appreciation of the value of group decisions	( ) ( ) ( )	T ( )	( ) ( )
6.11 Challenge for better wrk.	( ) ( ) ( )	( )	( ) ( )
6.12 Desire for helping persons in the caring process	( ) ( ) ( )	( )	( ) ( )
	DEGREE		DEGREE

7. How could the module utilization be improved?

MODULE NAME _____

PROJECT: DEVELOPMENT OF HOSA STUDENT MODULE EVALUATION FORM

Student _____

Field Test Site No. _____

DIRECTIONS: Your candid responses are needed in order to evaluate and make decisions concerning this project. Please respond to the following statements/questions. These data will be used in MODULE REVISION. Your responses will not be used in judging your performance. Place an (X) in the parentheses of the response choice. DO NOT WRITE ON THE MIDPOINT.

PRODUCT

The following questions relate to the modules. Place an (X) in the parenthesis which best explains your perception.

To what extent:

1.	Was the Introduction	Motivating	( )	( )	( )	( )	( )	( )	Not motivating
2.	Were the Directions	Clear	( )	( )	( )	( )	( )	( )	Unclear
3.	Were the Objectives	Explicit	( )	( )	( )	( )	( )	( )	Not Explicit
4.	Were the Learning Activities	Useful	( )	( )	( )$_M$	( )	( )	( )	Not Useful
5.	Were the Instruction Sheets	Informative	( )	( )	( )	( )	( )	( )	Not informative
6.	Did the Student Self Checks have	High Utility	( )	( )	( )$_I$	( )	( )	( )	Low Utility
7.	Did the Check-out Activities measure learning	High Degree	( )	( )	( )	( )	( )	( )	Low Degree
8.	Did you attain knowledge by completing this module	High Degree	( )	( )	( )$_D$	( )	( )	( )	Low Degree
9.	Did the slide-tape persentation aid learning	High Degree	( )	( )	( )	( )	( )	( )	Low Degree
10.	Did the illustrations aid learning	High Degree	( )	( )	( )$_P$	( )	( )	( )	Low Degree
11.	Did the Parliamentary Skit Aid Learning	High Degree	( )	( )	( )	( )	( )	( )	Low Degree
12.	Did the mock chapter meeting aid learning	High Degree	( )	( )	( )$_O$	( )	( )	( )	Low Degree
13.	Were the modules used as busywork	High Degree	( )	( )	( )	( )	( )	( )	Low Degree
14.	Was the class time alloted	Satisfactory	( )	( )	( )$_I$	( )	( )	( )	Unsatisfactory
15.	Was class time on modules used	Efficiently	( )	( )	( )	( )	( )	( )	Unefficiently
16.	Was performance measured	Fairly	( )	( )	( )$_N$	( )	( )	( )	Unfairly
17.	Was each student given opportunity for participation	Equal	( )	( )	( )	( )	( )	( )	Unequal
18.	Were reference materials	Available	( )	( )	( )$_T$	( )	( )	( )	Not Available
19.	Were directions on modules use	Adequate	( )	( )	( )	( )	( )	( )	Inadequate
20.	Was the vocabulary of the module	Suitable	( )	( )	( )	( )	( )	( )	Unsuitable
21.	Was reading time on Instruction Sheets	Satisfactory	( )	( )	( )	( )	( )	( )	Unsatisfactory
22.	Was the grade assigned	Fair	( )	( )	( )	( )	( )	( )	Unfair
23.	Was the completion of this module deemed	Worthwhile	( )	( )	( )	( )	( )	( )	Worthless
24.	Was the rate of learning	Improved	( )	( )	( )	( )	( )	( )	Not Improved
25.	Were opportunities for community involvement	Identified	( )	( )	( )	( )	( )	( )	Not Identified

26. How could this module be improved in relation to benefits to students?

APPENDIX B

PROJECT: DEVELOPMENT OF HOSA STUDENT MANUAL

EVALUATION FORM

DIRECTIONS: Your candid responses are needed in order to evaluate and make decisions concerning this project. Data on your responses will be used in MODULE REVISION. Place an (X) in the parentheses of the RESPONSE CHOICE. DO NOT WRITE ON THE MIDPOINT.

PRODUCT

NOTES TO TEACHER TO ASSIST IN WORKING WITH THIS MODULE HM-1 Making HOSA Visible

This module has none. What would you suggest should be placed here?

1. How should this statement be expanded, shortened, and/or clarified?

2 To what degree were you satisfied with the following as they relate to the module:

Introduction	L	( )	( )	( )	M	( )	( )	( )	H
Directions	O	( )	( )	( )	I	( )	( )	( )	I
Objectives	W	( )	( )	( )	D	( )	( )	( )	G
learning Activities		( )	( )	( )	P	( )	( )	( )	H
Instruction Sheets		( )	( )	( )	O	( )	( )	( )	
Student Self-Checks	D	( )	( )	( )	I	( )	( )	( )	D
Answers to student Self-Check	E	( )	( )	( )	N	( )	( )	( )	E
Instructor's Final Check-list	G	( )	( )	( )	T	( )	( )	( )	G
Final check-out activities	R	( )	( )	( )		( )	( )	( )	R
Answers to Final Check-Out activities	E	( )	( )	( )		( )	( )	( )	E
Instructor's Guide Sheets	E	( )	( )	( )		( )	( )	( )	E
Reference Books & Manuals required		( )	( )	( )		( )	( )	( )	
Special tools, equipment & supplies needed		( )	( )	( )		( )	( )	( )	
Attitudes and values to be developed in this module		( )	( )	( )		( )	( )	( )	
Check out activities		( )	( )	( )		( )	( )	( )	

Explain those in low degree

3. Were there omissions in the module which should be included? Explain

4. State what decisions you made relative to percentage of grade for module completion.

5 How could this module be improved? (providing for pupil growth, developing attitudes of students, efficiency as a teaching strategy, effectiveness in describing desirable objectives).

PROJECT: DEVELOPMENT OF HOSA STUDENT MANUAL

EVALUATION FORM

DIRECTIONS Your candid responses are needed in order to evaluate and make decisions concerning this project. Data on your responses will be used in MODULE REVISION. Place an (x) in the parentheses of the response choice. DO NOT WRITE ON THE MIDPOINT.

PROCESS

1. To what degree do you feel the following affected the learning environment:

		LOW				HIGH		
1.1	Environmental conditions such as noise, room temperature, etc.	( )	( )	( )		( )	( )	( )
1.2	Other student interruptions	( )	( )	( )		( )	( )	( )
1.3	Other school demands(on advisor)	( )	( )	( )		( )	( )	( )
1.4	Other school demands (on students)	( )	( )	( )	MIDPOINT	( )	( )	( )
1.5	Rigidity of module use	( )	( )	( )		( )	( )	( )
1.6	Administrative Resistance	( )	( )	( )		( )	( )	( )
1.7	Having multiple students on multiple modules	( )	( )	( )		( )	( )	( )
1.8	Ability to effect silence	( )	( )	( )		( )	( )	( )
1.9	Unavailable reference materials	( )	( )	( )		( )	( )	( )
1.10	Not enough reference materials	( )	( )	( )		( )	( )	( )
1.11	Lack of orderliness in classroom management	( )	( )	( )		( )	( )	( )
1.12	Other (write out)	( )	( )	( )		( )	( )	( )
		DEGREE				DEGREE		

2. From your perspective, to what degree did the following affect the student's autonomy:

		LOW				HIGH		
2.1	Lack of choice	( )	( )	( )	MIDPOINT	( )	( )	( )
2.2	Expressions of helplessness	( )	( )	( )		( )	( )	( )
2.3	Expressions of inadequacy	( )	( )	( )		( )	( )	( )
2.4	Language of the module	( )	( )	( )		( )	( )	( )
2.5	Lack of self-direction degree	( )	( )	( )		( )	( )	( )
		DEGREE				DEGREE		

3. The following questions relate to making HOSA activities an integral part of the curriculum. To What Degree:

		LOW				HIGH		
3.1	Were you able to infuse the module into the regular curriculum	( )	( )	( )		( )	( )	( )
3.2	Did you do this on a daily lesson basis	( )	( )	( )		( )	( )	( )
3.3	Did you feel time was an inhibiting factor	( )	( )	( )		( )	( )	( )
3.4	Did you feel the Students needed more time than you could give	( )	( )	( )	MIDPOINT	( )	( )	( )
3.5	Did you use group instruction	( )	( )	( )		( )	( )	( )
3.6	Was management of the module a problem	( )	( )	( )		( )	( )	( )
3.7	Was the paper work and data on utilization a problem	( )	( )	( )		( )	( )	( )
3.8	Did you use Student/peers as monitors	( )	( )	( )		( )	( )	( )
3.9	Did you use Student/peers as tutors	( )	( )	( )		( )	( )	( )
3.10	Did you feel that:							
	a. you were overworked	( )	( )	( )		( )	( )	( )
	b. you were unprepared for CBVE	( )	( )	( )		( )	( )	( )
	c. the activities took too much classtime	( )	( )	( )		( )	( )	( )
	d. the activities were worthwhile	( )	( )	( )		( )	( )	( )
	e. you were gaining in helping skills	( )	( )	( )		( )	( )	( )
3.11	Did you follow final check-out activities	( )	( )	( )		( )	( )	( )
3.12	Was satisfaction in the role of advisor increased	( )	( )	( )		( )	( )	( )
		DEGREE				DEGREE		

4. To what degree did you use the following teacher interactive behaviors:

		LOW				HIGH		
4.1	Solicitation (questioning)	( )	( )	( )	MIDPOINT	( )	( )	( )
4.2	Response to solicitation	( )	( )	( )		( )	( )	( )
4.3	Clarification	( )	( )	( )		( )	( )	( )
4.4	Initiation of Information	( )	( )	( )		( )	( )	( )
		DEGREE				DEGREE		

5. To what degree did you use the following appraisal behaviors.

		LOW				HIGH		
5.1	Confirmation	( )	( )	( )	MIDPOINT	( )	( )	( )
5.2	Corrective Feedback	( )	( )	( )		( )	( )	( )
5.3	Perceptual Checking	( )	( )	( )		( )	( )	( )
5.4	Positive Personal Judgment	( )	( )	( )		( )	( )	( )
		DEGREE				DEGREE		

6. How could the process for using this module be improved? (rate or scope of learning, attitudes toward learning, efficiency or effectiveness of the process, or increased pupil and or community involvement.

APPENDIX C

OBSERVATION RECORD

KENTUCKY COMPETENCY BASED VOCATIONAL EDUCATION PROJECT

PROGRAM _____

SCHOOL _____ TEACHER _____

DATE OF VISIT _____ PROGRAM MONITOR _____

Place a check (✓) on the line in front of the appropriate response.

I. Class activities at time of visit:

___ All students were working on modular program
___ Some students working on modules, some on other activities (specify other) _____
___ Class was not working on modules (specify what and why) _____

II. Teacher activities at time of visit (check one or more):

___ Working with students individually
___ Working with small groups of students
___ Holding large group demonstration, discussion, lecture
___ Working on project or "live work"
___ Inactive
___ Other (specify) _____

III. Problems reported by teacher during visit:

___ Management of learning materials and resources
___ Class organization and management
___ Lack of needed equipment and/or supplies
___ Problems with administration
___ Deficiencies in learning modules
___ Problems with supporting media
___ Lack of instructional reference materials
___ Poor student motivation
___ Students having difficulty with subject matter
___ Teacher feels unprepared for CBVE
___ Teacher feels weak in knowledge of subject matter
___ Teacher feels overworked
___ Other (specify) _____

(Over)

IV. Positive aspects of program reported by the teacher:

__ Students show evidence of learning
__ Students are interested, motivated
__ Students are working at their own pace
__ Program preceived as improvement on traditional program
__ Teacher feels effective
__ Other (specify) _____

V. Reactions gathered from monitor's conversations with students:

__ Like modular program
__ Dislike program
__ Don't care
__ Think they are learning
__ Not learning much
__ Don't know

VI. General observations by program monitor during visit:

__ Students appear busy, working hard
__ Students mostly busy, some apathy
__ A great deal of time being wasted
__ Confusion and inefficiency evident
__ Teacher not using modules as they were designed
__ Students not doing activities as they were designed
__ Teacher and student activities being carried out well
__ Final checkout activities being carefully followed
__ Final checkout activities being largely ignored
__ Organization and management problems hampering program
__ Facilities and resources hampering program
__ Other (specify) _____

Immediate solutions suggested: _____

Long-range solutions suggested: _____

APPENDIX D

PROJECT: DEVELOPMENT OF HOSA STUDENT MANUAL

SUMMARY OF MODULE UTILIZATION

Field Test Site No. _____

MODULES

STUDENTS	HM-1 Learning About HOSA		HM-2 Becoming An Effective Member		HM-3 Organizing A Chapter		HM-4 Using Parliamentary Procedure		HM-5 Defining Student Leadership Roles and Responsibilities: All	Pres./V. Pres.	Secretary	Treasurer	HM-6 Learning About Committees		HM-7 Developing A Program of Activities		HM-8 Using Public Relations Strategies		HM-9 Participating In Competitive Events		HM-10 Evaluating Activities		HM-11 Making HOSA Visible	
	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
1																								
2																								
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18																								
19																								
20																								

APPENDIX E

EVALUATION OF VOCABULARY OF MODULES AND READING TIME
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS
AT THREE FIELD TEST SITES

AM AND PM STUDENTS, MODULES, AND FIELD TEST SITES

Module	1						2						3						4						5			
Field Test Site	D		G		F		D		G		F		D		G		F		D		B		F		D		G	
Group	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
EVALUATION OF VOCABULARY AND READING TIME OF INSTRUCTION SHEETS																												
Was the Vocabulary in the Module																												
Suitable	14	9	12	8	12	12	18	8	12	9	11	12	19	4	12	10	11	10	16	8	13	8	11	8	7	7	10	8
Unsuitable	1	2	1	4	1	1	0	1	0	3	1	0	0	7	1	2	1	1	3	3	0	4	1	4	0	0	2	1
Was the Reading Time on Instruction Sheets																												
Suitable	16	11	12	9	13	11	14	8	12	11	12	11	17	11	13	10	11	8	17	10	12	9	10	10	7	7	9	10
Unsuitable	0	0	0	3	0	1	5	0	0	1	2	3	2	0	0	2	1	3	2	1	1	3	1	3	0	0	3	1
TOTAL RESPONSES FOR MODULE	31	22	25	24	26	25	37	17	24	24	26	26	38	22	26	24	24	22	38	22	26	24	23	25	14	14	24	20

EVALUATION OF VOCABULARY OF MODULES AND READING TIME - Continued - Page 2

Module	6						7						8						9						10					
Field Test Site	D		G		F		D		G		F		D		G		F		D		G		F		D		G			
Group	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM		
EVALUATION OF VOCABULARY AND READING TIME OF INSTRUCTION SHEETS																														
Was the Vocabulary of the Module																			No Data											
Suitable	9	7	7	5	7	10	9	7	No		7	13	5	5	8	11	8	9			8	10	9	9	4	3	9	12		
Unsuitable	0	0	5	6	1	3	0	0	Data		3	1	0	1	3	1	2	3			3	2	2	2	1	2	3	0		
Was the Reading Time on Instruction Sheets																														
Suitable	10	7	7	4	7	10	9	7	No		8	12	5	6	5	10	8	9			8	7	9	8	5	4	9	11		
Unsuitable	0	0	5	6	1	3	0	0	Data		2	2	0	0	6	2	2	3			3	4	1	2	0	1	3	1		
TOTAL RESPONSES FOR MODULE	19	14	24	21	16	26	18	14	-	-	20	28	10	12	22	24	20	24	4	-	22	23	21	21	10	10	24	24		

EVALUATION OF VOCABULARY OF MODULES AND READING TIME - Continued - Page 3

Module	11						Total				% of Total			
Field Test Site	D		G		F									
Group	AM	PM	AM	PM	AM	PM								
EVALUATION OF VOCABULARY AND READING TIME OF INSTRUCTION SHEETS							Suitable		Unsuitable		Suitable		Unsuitable	
							AM	PM	AM	PM	AM	PM	AM	PM
Was the Vocabulary of the Module														
Suitable	10	9	12	10	9	11	321	269			46	39		
Unsuitable	0	0	0	1	2	1			39	62			6	9
Was the Reading Time on Instruction Sheets														
Suitable	10	9	12	7	10	12	320	278			46	40		
Unsuitable	0	0	0	4	1	0			43	54			6	8
TOTAL RESPONSES FOR MODULE	20	18	24	22	22	24	641	547	82	116	46	39	6	9

APPENDIX F.

EVALUATION OF SECTIONS OF HOSA MATERIALS
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS
AT THREE FIELD TEST SITES

MODULES, AM AND PM STUDENTS AND FIELD TEST SITES

Module	1						2						3						4						5					
Field Test Site	D		G		F		D		G		F		D		G		F		D		G		F		D		G			
Group	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM		
SECTIONS OF HOSA MATERIALS																														
Was the Introduction																														
Motivating	19	10	12	12	12	9	18	9	11	12	11	7	20	11	13	11	12	6	18	11	11	12	11	8	7	7	9	10	12	
Not Motivating	0	1	1	0	1	4	1	0	1	0	1	7	0	0	0	1	0	5	1	0	2	0	1	5	0	0	3	0		
Were the Directions																														
Clear	18	11	12	11	12	12	18	7	11	10	11	10	20	11	12	9	11	8	18	11	11	9	10	8	7	7	9	9	12	
Unclear	2	0	0	1	1	1	1	2	1	2	1	4	0	0	1	3	1	3	1	0	2	3	1	4	0	0	3	1		
Were the Objectives																														
Explicit	18	11	11	11	12	12	16	9	11	9	10	10	18	11	11	9	11	8	15	11	10	10	10	8	7	7	9	9	12	
Not Explicit	1	0	2	0	0	1	2	0	1	2	2	4	0	0	2	3	1	3	4	0	3	0	2	4	0	0	3	0		
Were the Learning Activities																														
Useful	13	8	13	10	12	10	17	9	12	10	12	13	18	11	12	7	10	8	18	10	11	9	11	11	6	7	10	9	12	
Not Useful	5	2	0	1	0	3	2	0	0	1	0	1	2	0	1	4	1	3	1	1	2	2	1	2	0	0	2	1		
Were the Instruction Sheets																														
Informative	16	11	13	11	13	11	18	9	11	10	11	10	20	11	10	10	11	7	15	11	12	9	9	11	7	7	10	8	12	
Not Informative	0	0	0	0	0	1	1	0	0	1	1	4	0	0	2	1	1	3	2	0	2	2	3	2	0	0	2	2		
Did the Student Self-Checks have																														
High Utility	15	11	12	12	13	12	19	9	12	10	12	11	18	10	13	9	11	7	16	11	11	9	10	11	6	7	9	9	11	
Low Utility	0	0	1	0	0	1	0	0	0	2	0	1	0	0	0	3	1	4	1	0	2	1	2	2	0	0	3	2		
Did the Check-out Activities Measure Learning																														
High Degree	14	10	13	9	12	12	14	9	11	10	11	10	13	11	10	8	10	9	18	10	10	8	11	8	7	7	9	9	12	
Low Degree	0	1	0	2	0	1	3	0	1	1	0	2	1	0	3	3	2	2	1	1	3	3	1	5	0	0	3	0	1	
TOTAL RESPONSES	121	76	90	80	88	90	130	63	83	80	83	94	130	76	90	81	83	76	129	77	91	77	83	89	47	49	84	69	91	

EVALUATION OF SECTIONS OF HOSA MATERIALS - Continued - Page 2

Module	6						7						8						9						10		
Field Test Site	D		G		F		D		G		F		D		G		F		D		G		F		D		
Group	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM
SECTIONS OF HOSA MATERIALS																											
Was the Introduction																											
Motivating	9	7	4	4	6	11	9	6	No		7	12	5	6	9	11	9	9	2		8	9	9	9	5	5	7
Not Motivating	1	0	8	7	2	2	0	1	Data		3	2	0	0	2	1	1	3	0		3	3	2	2	0	0	4
Were the Directions																			No								
Clear	10	7	5	3	7	11	9	6			6	12	5	6	6	12	9	8	2		9	9	9	8	5	4	10
Unclear	0	0	7	8	1	2	0	1			4	2	0	0	5	0	1	4	0		2	3	2	3	0	1	1
Were the Objectives																			Data								
Explicit	8	7	5	4	6	10	9	6			7	10	4	6	6	10	9	8	2		9	9	9	8	5	3	8
Not Explicit	2	0	7	7	2	3	0	1			3	4	1	0	5	2	1	3	0		2	3	2	3	0	2	3
Were the Learning Activities																											
Useful	10	7	6	4	7	12	9	6			8	12	5	6	6	9	9	10	1		8	8	9	10	5	3	7
Not Useful	0	0	6	6	1	1	0	1			2	2	0	0	4	2	1	2	1		3	3	2	1	0	2	4
Were the Instruction Sheets																											
Informative	10	7	2	4	6	11	9	6			7	11	5	5	6	10	9	8	1		9	7	9	8	5	4	8
Not Informative	0	0	10	6	2	2	0	1			3	3	0	1	5	1	1	4	1		2	3	2	3	0	1	3
Did the Student Self-Checks have																											
High Utility	10	7	6		6	9	7	7			6	12	4	6	9	10	9	8	1		8	7	9	7	5	3	7
Low Utility	0	0	6	5	2	4	0	0			4	2	1	0	2	1	1	4	1		2	4	2	4	0	2	4
Did the Check-out Activities Measure Learning																											
High Degree	9	7	4	4	6	9	7	6			5	9	5	5	10	9	9	7	1		7	6	10	9	5	4	8
Low Degree	0	0	8	6	2	4	0	1			5	5	0	1	2	2	1	4	1		4	4	1	2	0	1	4
TOTAL RESPONSES	69	49	84	73	56	91	53	49	-	-	70	98	35	42	77	80	78	82	14	-	76	78	77	77	35	35	78

EVALUATION OF SECTIONS OF HOSA MATERIALS - Continued - Page 3

Module	11						Total				% of Total			
Field Test Site	D		G		F		Low		High		Low		High	
Group	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
SECTIONS OF HOSA MATERIALS														
Was the Introduction														
Motivating	10	9	12	8	10	11			327	279			47	39
Not Motivating	0	0	0	2	1	1	40	56			6	8		
Were the Directions														
Clear	9	9	11	9	9	11			323	276			47	39
Unclear	1	0	1	1	2	1	43	57			6	8		
Were the Objectives														
Explicit	8	8	10	9	9	10			305	269			45	39
Not Explicit	2	1	2	1	2	1	58	58			8	8		
Were the Learning Activities														
Useful	8	6	11	8	9	9			315	271			46	39
Not Useful	2	3	1	3	2	3	47	55			7	8		
Were the Instruction Sheets														
Informative	7	9	10	8	9	9			309	272			45	40
Not Informative	3	0	1	3	0	3	48	52			7	8		
Did the Student Self-Checks have														
High Utility	10	9	8	9	10	9			313	271			46	40
Low Utility	0	0	3	1	1	3	41	55			6	8		
Did the Check-out Activities Measure Learning														
High Degree	8	9	11	8	9	9			297	257			45	38
Low Degree	2	0	0	3	2	3	53	63			8	9		
TOTAL RESPONSES	70	63	81	73	73	83	330	396	2189	1895	7	8	46	39

APPENDIX G

EVALUATION OF ADVISORS' CLASSROOM MANAGEMENT
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS
AT THREE FIELD TEST SITES

MODULES, GROUPS, AND FIELD TEST SITES

Module	1						2						3						4						5			
Field Test Site	D		G		F		D		G		F		D		G		F		D		G		F		D		G	
Group	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
ADVISORS' CLASSROOM MANAGEMENT:																												
Were the Directions on Modules Use																												
Adequate	17	11	13	10	13	12	17	9	12	10	12	10	18	11	10	9	10	10	17	10	11	8	10	9	7	7	7	10
Inadequate	2	0	0	1	0	1	1	0	0	1	0	4	0	0	2	2	2	1	1	1	2	3	2	4	0	0	3	1
Was Each Student Given Opportunity for Participation																												
Equal	18	11	11	10	13	11	18	9	12	9	12	12	18	11	11	10	10	10	18	10	11	9	10	13	7	7	9	10
Unequal	1	0	1	1	0	2	1	0	0	2	0	2	0	0	2	1	2	1	1	1	2	2	2	0	0	0	3	1
Was Classtime on Modules Used																												
Efficiently	19	11	12	9	13	12	18	9	12	10	12	12	19	11	12	8	10	9	18	10	12	10	11	13	7	7	11	9
Unefficiently	0	0	1	1	0	0	1	0	0	1	0	2	1	0	1	4	2	2	1	1	1	1	1	0	0	0	1	2
Was the Classtime Alloted																												
Satisfactory	19	11	8	10	12	13	17	9	10	10	12	12	20	11	12	9	11	9	19	11	10	8	9	13	7	6	9	9
Unsatisfactory	0	0	3	2	1	0	2	0	2	2	0	1	0	0	1	2	1	2	0	0	3	4	3	0	0	1	2	2
Were the Modules Used as Busywork																												
High Degree	14	1	13	8	11	13	18	2	10	9	9	12	18	0	12	9	9	9	16	0	13	9	7	9	7	3	11	8
Low Degree	3	10	0	4	2	0	0	6	2	3	3	2	0	1	0	3	3	2	2	11	0	3	4	4	0	4	1	3
TOTAL RESPONSES	93	55	62	56	65	64	93	44	60	57	60	69	94	45	63	57	60	55	93	55	65	57	59	65	35	35	57	55

EVALUATION OF ADVISORS' CLASSROOM MANAGEMENT REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT THREE FIELD TEST SITES - Continued - Page 2

Module	6						7						8						9						10	
Field Test Site	D		G		F		D		G		F		D		G		F		D		G		F		D	G
Group	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	P
ADVISORS' CLASSROOM MANAGEMENT:																										
Were the Directions on Modules Use																										
Adequate	10	7	6	6	7	12	9	7	No		7	12	5	6	6	9	9	8	1		8	9	9	10	5	3	10	1
Inadequate	0	0	6	5	1	1	0	0	Data		3	2	0	0	4	3	1	4	1		3	3	2	1	0	2	2	
Was Each Student Given Opportunity for Participation																				No								
Equal	10	7	9	10	6	11	9	7			7	12	5	6	8	10	9	8	1		9	9	9	7	5	3	10	1
Unequal	0	0	3	1	2	1	0	0			3	2	0	0	3	1	1	4	1	Data	2	2	2	4	0	2	1	
Was Classtime on Modules Used																												
Efficiently	10	7	9	5	6	11	9	7			7	12	5	6	6	10	8	9	1		8	9	9	8	5	4	12	
Unefficiently	0	0	3	5	2	2	0	0			3	2	0	0	6	1	2	3	1		3	2	2	3	0	1	0	
Was the Classtime Alloted																												
Satisfactory	9	6	7	7	6	8	9	6			7	10	4	4	7	9	9	9	1		8	7	8	7	5	4	11	
Unsatisfactory	0	1	5	3	1	4	0	1			3	3	1	2	5	2	1	2	1		3	3	2	4	0	1	1	
Were the Modules Used as Busywork																												
High Degree	7	3	5	5	5	5	7	3			6	9	5	3	7	7	8	7	1		8	6	7	8	4	0	9	
Low Degree	0	4	7	5	2	2	0	3			4	4	0	3	5	4	2	3	1		2	5	2	3	1	5	3	
TOTAL RESPONSES	46	35	60	52	38	57	43	34	-	-	50	68	25	30	57	56	50	57	10		54	55	52	55	25	25	59	5

EVALUATION OF ADVISORS' CLASSROOM MANAGEMENT REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT THREE FIELD TEST SITES - Continued - Page 3

Module	11						Total				% of Total			
Field Test Site	D		G		F		Low		High		Low		High	
Group	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
ADVISORS' CLASSROOM MANAGEMENT:														
Were the Directions on Modules Use	9	8	11	10	9	9			316	282			46	41
Adequate	1	1	1	1	2	2	43	49			6			
Inadequate														
Was Each Student Given Opportunity for Participation														
Equal	9	9	11	8	11	11			327	292			48	42
Unequal	1	0	0	2	0	1	35	36			5	5		
Was Classtime on Modules Used														
Efficiently	9	8	10	9	9	10			330	283			48	41
Unefficiently	0	0	1	2	2	2	36	43			5	6		
Was the Classtime Alloted														
Satisfactory	9	8	10	9	9	10			314	273			46	40
Unsatisfactory	1	1	1	2	2	1	48	50			7	7		
Were the Modules Used as Busywork														
High Degree	9	3	8	9	9	9			290	192			44	30
Low Degree	1	5	1	1	2	1	57	112			9	17		
TOTAL RESPONSES	49	43	54	53	55	56	219	290	1577	322	6	9	46	39

APPENDIX H

DEGREE TO WHICH HOSA ACTIVITIES WERE MADE A PART OF THE CURRICULUM
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS
AT FIELD TEST SITE D

MODULES, GROUPS, AND DEGREE OF INFUSION

Module	1				2				3				4			
Group	AM		PM		AM		PM		AM		PM		AM		P	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	
HOSA ACTIVITIES:																
Project Explained	5	9	0	11	3	16	2	7	3	17	0	11	5	14	1	
Importance of Project Stressed	2	14	0	11	6	12	2	7	6	14	0	11	5	13	1	
Student Expectations Clarified	3	12	0	11	4	13	2	7	5	15	0	11	2	15	1	
Relationship to Overall Grade Explained	3	12	0	11	6	13	3	5	3	16	0	11	5	14	2	
Scheduling Flexability Allowed	3	13	0	11	7	11	4	5	6	12	1	10	8	11	2	
Relationship to Lesson Objectives Stressed	4	11	0	11	8	10	2	7	8	11	1	10	5	[illegible]	3	
Relationship to Activities Outside of School Stressed	3	13	0	11	7	11	4	4	9	11	1	10	8	11	1	
Self-pacing in completing the Modules Allowed	11	5	11	0	10	9	6	3	11	9	4	7	6	13	10	
Freedom of Choice in Selecting Modules Allowed	10	6	11	0	7	11	9	0	13	7	11	0	11	8	11	
Feedback on Performance Given	9	11	3	8	7	11	3	5	8	10	0	11	5	14	1	
Classtime Used Effectively	0	17	0	11	2	16	2	7	3	17	1	10	4	15	1	
Total	53	123	25	96	67	133	39	57	75	139	19	102	64	141	34	
% of Total	18	41	9	32	23	45	13	19	22	41	6	31	20	43	10	

DEGREE TO WHICH HOSA ACTIVITIES WERE MADE A PART OF THE CURRICULUM
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE D - Continued - Page 2

Module Group	5				6				7				8			
	AM		PM		AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
HOSA ACTIVITIES:																
Project Explained	0	6	2	5	3	7	2	5	1	8	2	5	2	3	1	
Importance of Project Stressed	0	6	2	5	1	9	0	6	3	6	2	5	1	3	2	
Student Expectations Clarified	0	5	2	5	1	9	1	6	1	8	2	5	0	5	1	
Relationship to Overall Grade Explained	0	6	2	5	0	9	1	6	1	8	1	6	1	4	2	
Scheduling Flexibility Allowed	1	5	2	6	2	7	1	6	1	8	1	6	1	4	2	
Relationship to Lesson Objectives Stressed	0	6	2	5	2	8	1	6	1	8	2	5	0	5	2	
Relationship to Activities Outside of School Stressed	0	6	2	5	0	10	2	5	1	8	0	7	1	4	3	
Self-pacing in Completing the Modules Allowed	0	6	3	4	2	8	1	6	1	8	2	5	1	4	2	
Freedom of Choice in Selecting Modules Allowed	0	3	3	4	2	7	6	1	5	7	5	2	2	3	4	
Feedback on Performance Given	0	6	1	6	1	9	1	6	1	8	0	7	1	4	2	
Classtime Used Effectively	0	5	1	6	1	9	1	6	3	6	2	5	1	4	2	
Total	1	60	22	55	15	92	17	59	19	83	19	58	11	43	23	
% of Total	1	43	16	40	8	51	9	32	11	46	11	32	9	36	19	

DEGREE TO WHICH HOSA ACTIVITIES WERE MADE A PART OF THE CURRICULUM
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE D - Continued - Page 3

Module	9				10				11			
Group	AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
HOSA ACTIVITIES												
Project Explained	No		0	2	0	5	2	3	2	8	2	7
Importance of Project Stressed	Data		0	2	0	5	2	3	2	8	2	7
Student Expectations Clarified			0	2	0	5	2	3	2	8	2	7
Relationship to Overall Grade Explained			0	2	1	4	1	5	5	5	1	8
Scheduling Flexibility Allowed			0	2	0	5	2	3	3	7	2	7
Relationship to Lesson Objectives Stressed			0	2	1	4	1	4	1	9	2	7
Relationship to Activities Outside of School Stressed			0	2	0	5	2	3	2	8	3	5
Self-pacing in Completing the Modules Allowed			0	2	1	4	1	4	2	8	2	7
Freedom of Choice in Selecting Modules Allowed			0	2	1	4	2	3	4	5	7	2
Feedback on Performance Given			0	2	1	4	1	4	2	7	5	4
Classtime Used Effectively			0	2	0	5	0	5	1	9	1	7
Total	-	-	-	22	5	50	16	40	26	82	29	68
% of Total	-	-	-	100	5	45	14	36	13	40	14	33

DEGREE TO WHICH HOSA ACTIVITIES WERE MADE A PART OF THE CURRICULUM
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE D - Continued - Page 4

Module Group Degree	Total				% of Total			
	AM		PM		AM		PM	
HOSA ACTIVITIES	Low	High	Low	High	Low	High	Low	High
Project Explained	24	93	14	71	12	46	7	35
Importance of Project Stressed	26	90	13	71	13	45	6	36
Student Expectations Clarified	18	95	13	72	9	48	7	36
Relationship to Overall Grade Explained	25	91	13	71	13	46	6	35
Scheduling Flexibility Allowed	32	83	17	68	16	42	8	34
Relationship to Lesson Objectives Stressed	30	85	16	69	15	43	8	34
Relationship to Activities Outside of School Stressed	31	87	18	65	16	43	9	32
Self-pacing in Completing the Modules Allowed	45	74	42	45	22	36	20	22
Freedom of Choice in Selecting Modules Allowed	55	61	69	16	27	31	34	8
Feedback on Performance Given	35	84	17	67	17	41	9	33
Classtime Used Effectively	15	103	11	73	7	51	6	36
Total	336	946	243	688	15	43	11	31
% of Total	15	43	11	31	31	-	-	-

DEGREE TO WHICH HOSA ACTIVITIES WERE MADE A PART OF THE CURRICULUM
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS
AT FIELD TEST SITE G

MODULES, GROUPS, AND DEGREE OF INFUSION

	Module Group Degree	1				2				3				4	
		AM		PM		AM		PM		AM		PM		AM	
HOSA ACTIVITIES:		Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
Project Explained		5	8	3	8	6	6	2	9	6	7	4	7	5	8
Importance of Project Stressed		7	6	2	10	5	7	2	10	5	6	4	8	5	8
Student Expectations Clarified		8	5	1	11	6	6	2	10	6	6	3	8	5	8
Relationship to Overall Grade Explained		8	5	2	10	5	7	3	9	5	8	4	8	4	9
Scheduling Flexibility Allowed		9	4	3	9	6	6	3	9	4	8	4	7	4	7
Relationship to Lesson Objectives Stressed		9	4	4	7	7	5	3	9	6	7	3	9	6	7
Relationship to Activities Outside of School Stressed		8	5	3	9	5	7	2	10	5	8	3	9	9	4
Self-pacing in Completing the Modules Allowed		8	5	3	9	6	6	4	8	6	7	5	7	9	4
Freedom of Choice in Selecting Modules Allowed		10	3	7	5	9	3	7	5	7	5	6	6	9	4
Feedback on Performance Given		8	4	4	6	6	6	5	7	8	4	5	6	8	5
Classtime Used Efficiently		7	6	1	11	4	8	2	10	6	7	3	8	7	6
	Total	87	55	33	45	65	67	35	96	64	73	44	83	71	70
	% of Total	32	20	12	35	25	25	13	37	24	28	17	31	26	26

DEGREE TO WHICH HOSA ACTIVITIES WERE MADE A PART OF THE CURRICULUM
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE G - Continued - Page 2

Module	5				6				7				8				9			
Group	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
HOSA ACTIVITIES:																				
Project Explained	5	8	4	6	6	6	2	9	No	Data			9	3	0	12	4	8	2	9
Importance of Project Stressed	4	9	3	7	9	3	2	9					6	6	1	11	4	8	3	8
Student Expectations Clarified	4	9	1	8	8	3	4	6					7	5	0	11	3	9	3	8
Relationship to Overall Grade Explained	6	7	4	6	10	2	3	7					7	5	3	8	5	7	3	7
Scheduling Flexibility Allowed	8	5	4	7	11	0	4	6					5	7	2	9	5	7	1	8
Relationship to Lesson Objectives Stressed	7	6	3	8	10	2	5	5					6	6	3	8	4	8	2	8
Relationship to Activities Outside of School Stressed	7	6	3	8	9	3	5	5					7	5	1	10	3	9	4	6
Self-pacing in Completing the Modules Allowed	7	6	4	7	9	3	4	6					7	5	0	11	6	6	4	6
Freedom of Choice in Selecting Modules Allowed	9	4	7	4	10	2	9	1					9	3	4	7	8	4	2	8
Feedback on Performance Given	8	5	5	6	8	4	6	5					6	6	2	10	6	6	5	6
Classtime Used Efficiently	6	7	3	8	6	5	3	6					5	7	1	11	4	8	2	8
Total	71	72	41	75	96	33	47	65					74	58	17	108	52	80	31	82
% of Total	27	28	16	29	40	14	19	27					29	23	6	42	21	33	13	33

DEGREE TO WHICH HOSA ACTIVITIES WERE MADE A PART OF THE CURRICULUM
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE G - Continued - Page 3

Module Group Degree	10				11				Total				% of Total			
	AM		PM		AM		PM		AM		PM		AM		PM	
	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
HOSA ACTIVITIES:																
Project Explained	8	4	3	9	2	10	4	6	56	68	27	83	24	29	11	36
Importance of Project Stressed	7	5	3	8	4	7	4	6	56	65	29	86	24	28	11	37
Student Expectations Clarified	5	7	2	8	4	8	4	6	56	66	23	85	24	29	10	37
Relationship to Overall Grade Explained	7	3	2	9	4	9	5	5	59	62	31	79	26	27	13	34
Scheduling Flexibility Allowed	6	6	2	9	1	10	0	4	59	60	32	76	26	26	14	34
Relationship to Lesson Objectives Stressed	5	7	3	8	3	8	4	6	63	60	32	78	27	26	14	33
Relationship to Activities Outside of School Stressed	4	8	2	9	2	9	3	7	59	64	27	84	25	27	12	36
Self-pacing in Completing the Modules Allowed	7	4	2	9	2	9	7	2	67	55	37	73	29	24	16	31
Freedom of Choice in Selecting Modules Allowed	8	4	5	7	6	6	7	3	85	38	59	53	36	16	25	23
Feedback on Performance Given	5	7	3	9	5	7	4	6	68	54	43	69	29	23	18	30
Classtime Used Efficiently	3	9	2	9	1	10	4	5	49	73	23	86	21	32	10	37
Total	65	64	29	94	32	93	52	56	677	665	361	852	27	26	14	33
% of Total	26	25	12	37	14	40	22	24	27	26	14	33	-	-	-	-

DEGREE TO WHICH HOSA ACTIVITIES WERE MADE A PART OF THE CURRICULUM REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE F

MODULES, GROUPS, AND DEGREE OF INFUSION

Module Group	1				2				3				4				5			
	AM		PM		AM		PM													
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
HOSA ACTIVITIES:																				
Project Explained	7	6	4	11	3	9	5	9	7	5	4	6	8	4	6	7	8	5	4	8
Importance of Project Stressed	6	7	3	10	5	7	4	10	4	7	5	4	4	7	7	6	8	5	2	10
Student Expectations Clarified	7	5	4	11	5	7	5	8	7	4	4	6	5	5	7	6	5	7	2	9
Relationship to Overall Grade Explained	7	6	6	9	6	6	7	5	8	4	6	4	7	5	5	8	10	3	5	7
Scheduling Flexibility Allowed	8	5	4	11	4	8	4	10	6	6	6	4	4	7	6	7	7	5	5	7
Relationship to Lesson Objectives Stressed	7	6	6	9	4	8	6	8	7	5	8	2	5	7	5	8	8	5	5	7
Relationship to Activities Outside of School Stressed	9	4	3	12	6	6	6	8	7	5	7	3	6	6	5	8	8	5	2	10
Self-pacing in Completing the Modules Allowed	5	7	4	11	4	8	5	9	6	6	4	5	5	7	7	6	8	5	3	9
Freedom of Choice in Selecting Modules Allowed	8	3	7	8	7	4	9	5	6	5	5	5	6	5	8	5	7	5	4	8
Feedback on Performance Given	9	4	4	11	5	7	4	10	7	4	7	3	7	5	9	3	7	6	5	7
Classtime Used Effectively	7	6	2	13	3	9	6	8	6	6	4	6	5	7	6	7	6	7	3	9
Total	80	59	49	116	52	79	61	90	71	57	60	48	62	65	71	71	82	58	40	91
% of Total	26	19	16	39	18	28	22	32	30	24	25	21	23	25	26	26	30	21	14	35

DEGREE TO WHICH HOSA ACTIVITIES WERE MADE A PART OF THE CURRICULUM REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE F - Continued - Page 2

Module	6				7				8				9				10			
Group	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
HOSA ACTIVITIES:																				
Project Explained	4	4	7	6	4	6	7	7	6	4	4	8	6	5	4	7	6	4	3	9
Importance of Project Stressed	4	4	5	9	4	6	5	9	5	5	4	8	5	6	3	8	6	3	3	9
Student Expectations Clarified	3	4	13	1	4	6	3	10	3	6	5	7	4	7	4	7	5	4	4	8
Relationship to Overall Grade Explained	4	4	12	2	2	8	4	10	5	5	3	9	4	7	3	8	5	5	4	8
Scheduling Flexibility Allowed	3	4	12	2	4	5	5	8	5	4	4	8	4	7	2	9	5	5	3	9
Relationship to Lesson Objectives Stressed	4	4	12	2	4	6	6	8	5	5	4	8	4	7	3	8	6	4	2	10
Relationship to Activities Outside of School Stressed	4	4	12	2	3	5	7	7	5	5	3	9	4	7	3	8	6	4	2	10
Self-pacing in Completing the Modules Allowed	4	4	7	7	4	6	9	4	5	5	2	10	3	8	3	8	7	3	2	10
Freedom of Choice in Selecting Modules Allowed	5	2	11	3	3	7	8	6	5	4	5	7	4	5	3	8	7	1	4	8
Feedback on Performance Given	4	4	9	5	3	7	6	8	5	4	5	7	5	6	3	8	5	5	4	8
Classtime Used Effectively	3	5	8	6	3	7	6	8	5	5	5	7	4	7	3	8	6	4	3	9
Total	42	43	108	45	38	66	66	85	54	52	44	88	47	72	34	87	64	42	34	98
% of Total	18	18	45	19	15	27	26	33	23	22	19	36	20	30	14	36	26	18	14	41

DEGREE TO WHICH HOSA ACTIVITIES WERE MADE A PART OF THE CURRICULUM
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE F - Continued - Page 3

	Module Group Degree	11				Total				% of Total		
		AM		PM		AM		PM		AM		
HOSA ACTIVITIES:		Low	High	Low	High	Low	High	Low	High	Low	High	Low
Project Explained		5	6	4	8	64	58	52	86	25	22	20
Importance of Project Stressed		5	6	2	10	56	63	45	93	22	24	18
Student Expectations Clarified		4	7	2	10	52	62	53	83	21	25	21
Relationship to Overall Grade Explained		5	6	2	10	63	59	57	80	24	23	22
Scheduling Flexibility Allowed		4	7	3	9	54	63	54	84	21	25	21
Relationship to Lesson Objectives Stressed		5	6	5	7	59	63	62	77	23	24	24
Relationship to Activities Outside of School Stressed		5	6	3	9	63	57	53	86	24	22	21
Self-pacing in Completing the Modules Allowed		5	6	3	9	56	65	49	88	22	25	19
Freedom of Choice in Selecting Modules Allowed		5	5	5	7	63	46	69	70	25	19	28
Feedback on Performance Given		6	5	2	10	63	57	58	80	24	22	23
Classtime Used Effectively		5	6	2	10	53	69	48	91	20	27	18
	Total	54	66	33	99	646	662	600	918	23	23	21
	% of Total	21	26	13	40	23	23	21	33	-	-	-

APPENDIX I

ATTAINMENT OF KNOWLEDGE AND EVALUATION OF ASSESSMENT,
MODULE COMPLETION AND RATE OF LEARNING
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS
AT THREE FIELD TEST SITES

MODULES, GROUPS, AND FIELD TEST SITES

Module	1						2						3						4						5					
Field Test Site	D		G		F		D		G		F		D		G		F		D		G		F		D		G		F	
Group	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
ATTAINMENT OF KNOWLEDGE AND EVALUATION																														
Did You Attain Knowledge by Completing Module																														
High Degree	10	11	12	11	12	12	14	9	12	11	11	12	13	11	10	9	10	8	17	11	10	10	10	9	7	7	9	10	10	9
Low Degree	1	0	1	1	1	1	3	0	0	1	1	0	3	0	3	3	2	3	1	0	3	2	2	4	0	0	3	1	2	2
Was Performance Measured																														
Fairly	18	11	12	12	13	13	17	9	12	12	11	12	20	11	12	11	9	10	17	10	11	9	11	12	6	6	10	8	12	10
Unfairly	0	0	0	0	0	0	2	0	0	0	0	2	0	0	1	1	3	1	2	1	2	3	1	1	1	0	2	2	1	2
Was the Grade Assigned																														
Fair	15	11	7	12	12	11	19	9	9	11	12	12	20	11	13	11	11	11	14	10	12	9	10	12	7	7	12	9	12	11
Unfair	0	0	0	0	0	0	0	0	0	1	0	2	0	0	0	1	1	0	3	1	1	3	1	1	0	0	0	2	1	1
Was the Rate of Learning																														
Improved	18	11	11	10	13	12	18	8	11	11	12	12	19	10	11	11	11	9	16	11	9	9	11	11	7	7	9	10	12	11
Not Improved	1	0	2	2	0	1	0	1	1	1	0	2	0	1	2	1	1	2	3	0	3	3	1	2	0	0	3	1	1	1
Was the Completion of This Module Deemed																														
Worthwhile	20	11	13	10	13	12	17	9	12	11	11	11	20	11	12	11	11	10	15	10	11	10	10	10	7	6	9	10	12	10
Worthless	0	0	0	2	0	1	2	0	0	1	1	3	0	0	1	1	1	1	4	1	2	2	1	3	0	0	3	1	1	2
TOTAL RESPONSES	89	55	58	60	64	64	92	45	57	60	59	68	95	55	65	60	60	55	92	55	64	60	58	65	35	33	60	54	64	59

ATTAINMENT OF KNOWLEDGE AND EVALUATION OF ASSESSMENT, MODULE COMPLETION AND RATE OF LEARNING REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT THREE FIELD TEST SITES - Continued - Page 2

Module	6						7						8						9						10					
Field Test Site	D		G		F		D		G		F		D		G		F		D		G		F		D		G		F	
Group	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
ATTAINMENT OF KNOWLEDGE AND EVALUATION																														
Did you Attain Knowledge by Completing Module																														
High Degree	9	7	4	4	5	9	6	7	No		5	10	4	6	8	10	8	9	1	No	8	7	10	7	5	4	9	10	9	9
Low Degree	0	0	8	6	3	3	0	0	Data		4	4	1	0	4	2	2	2	1		3	4	1	3	0	1	3	1	1	2
Was Performance Measured																				Data										
Fairly	10	6	7	5	6	12	9	6			6	12	5	5	8	10	9	10	1		10	8	9	8	5	4	11	9	9	10
Unfairly	0	0	5	5	2	1	0	0			4	2	0	0	4	1	1	2	1		1	3	2	3	0	1	1	2	1	2
Was the Grade Assigned																														
Fair	7	6	6	6	6	11	9	7			7	12	5	6	8	11	9	10	1		10	9	9	9	4	4	8	11	9	11
Unfair	0	1	6	5	2	2	0	0			2	2	0	0	4	1	1	2	1		1	2	2	2	1	1	4	0	0	1
Was the Rate of Learning																														
Improved	10	7	4	6	6	11	9	6			6	10	5	6	7	11	8	8	2		8	8	9	8	4	3	7	12	9	11
Not Improved	0	0	8	5	2	2	0	1			4	4	0	0	5	1	1	4	0		3	4	2	3	1	2	5	0	1	1
Was the Completion of This Module Deemed																														
Worthwhile	10	6	6	5	6	11	9	6			6	10	5	5	7	9	9	10	1		7	8	9	9	5	3	7	12	9	11
Worthless	0	1	6	6	2	2	0	0			4	4	0	0	4	3	1	2	1		4	3	2	2	0	2	5	0	1	1
TOTAL RESPONSES	46	34	60	53	40	64	42	33	-	-	48	70	25	28	59	59	49	59	10	-	55	56	55	54	25	25	60	57	49	59

ATTAINMENT OF KNOWLEDGE AND EVALUATION OF ASSESSMENT,
MODULE COMPLETION AND RATE OF LEARNING REPORTED FOR EACH
MODULE BY AM AND PM STUDENTS AT THREE FIELD TEST SITES - Continued - Page 3

Module	11						Total				% of Total			
Field Test Site	D		G		F		Low		High		Low		High	
Group	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
ATTAINMENT OF KNOWLEDGE AND EVALUATION														
Did you Attain Knowledge by Completing Module														
High Degree	7	7	11	8	10	11			286	275			43	40
Low Degree	1	1	1	3	1	1	60	51			9	8		
Was Performance Measured														
Fairly	10	9	10	11	10	9			326	290			46	42
Unfairly	0	0	1	0	1	3	38	38			6	6		
Was the Grade Assigned														
Fair	10	8	10	9	10	10			313	297			46	43
Unfair	0	1	2	2	1	2	34	37			5	5		
Was the Rate of Learning														
Improved	9	8	10	8	10	10			311	291			44	41
Not Improved	1	1	2	3	1	2	54	51			8	7		
Was the Completion of This Module Deemed														
Worthwhile	10	8	11	9	10	9			320	283			46	40
Worthless	0	1	1	2	1	3	48	50			7	7		
TOTAL RESPONSES	48	44	59	55	55	60	234	227	1555	1436	7	7	45	41

APPENDIX J

DEGREE TO WHICH INSTRUCTIONAL MATERIALS AIDED LEARNING,
AVAILABILITY OF REFERENCE MATERIALS,
AND IDENTIFICATION OF OPPORTUNITIES FOR COMMUNITY INVOLVEMENT
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS
AT THREE FIELD TEST SITES

MODULES, GROUPS, AND FIELD TEST SITES

Module	1						2						3						4						5					
Field Test Site	D		G		F		D		G		F		D		G		F		D		G		F		D		G		F	
Group	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
DEGREE, AVAILABILITY AND IDENTIFICATION:																														
Did the Slide Tape Presentation Aid Learning																														
High Degree	0	0	6	4	4	3	6	0	6	2	5	3	3	0	6	5	6	4	6	1	6	7	6	10	2	3	7	7	7	4
Low Degree	0	0	0	3	0	0	2	0	0	3	0	3	0	0	2	1	0	1	0	0	1	0	1	3	0	0	0	0	1	0
Did the Illustrations Aid Learning																														
High Degree	12	9	10	8	13	4	6	3	6	8	5	3	10	3	7	7	5	4	10	2	6	8	4	3	4	4	6	7	4	4
Low Degree	1	0	0	1	0	0	3	0	2	1	0	4	2	0	3	4	0	1	1	0	4	2	3	1	0	1	2	1	2	0
Did the Parliamentary Skit Aid Learning																														
High Degree	2	1	7	7	2	3	9	1	6	6	5	5	5	0	7	5	6	5	10	2	5	7	5	3	3	2	7	7	7	3
Low Degree	0	0	1	2	2	0	2	0	0	1	0	2	1	0	0	1	0	1	2	0	1	1	2	1	0	0	0	0	2	0
Did the Mock Chapter Meeting Aid Learning																														
High Degree	1	0	6	6	3	2	12	0	6	6	3	7	5	0	7	7	6	4	12	3	6	8	7	4	3	5	7	7	7	3
Low Degree	0	0	1	1	1	1	2	0	0	0	0	1	1	0	0	1	0	2	2	0	0	2	0	0	0	0	0	0	2	0
Were Reference Materials																														
Available	14	1	11	11	11	12	16	4	10	10	10	13	16	2	11	10	9	8	15	6	12	10	11	11	7	7	10	9	11	10
Not Available	3	10	2	1	1	1	2	0	1	2	0	1	1	0	1	2	2	2	3	1	1	2	1	2	0	0	2	0	1	2
Were Opportunities for Community Involvement																														
Identified	6	0	11	12	13	13	14	8	10	12	11	12	11	7	7	10	11	11	15	9	9	10	11	9	7	7	8	10	12	10
Not Identified	0	0	2	0	0	0	3	7	2	0	1	2	5	0	6	2	1	0	2	0	4	2	1	2	0	0	4	1	1	2
TOTAL RESPONSES	39	21	57	56	50	39	77	23	49	51	40	56	60	12	57	55	46	43	78	24	55	59	52	49	26	29	53	49	57	38

DEGREE TO WHICH INSTRUCTIONAL MATERIALS AIDED LEARNING, AVAILABILITY OF REFERENCE MATERIALS, AND IDENTIFICATION OF OPPORTUNITIES FOR COMMUNITY INVOLVEMENT REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT THREE FIELD TEST SITES - Continued - Page 2

Module	6						7						8						9						10					
Field Test Site	D		G		F		D		G		F		D		G		F		D		G		F		D		G		F	
Group	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
DEGREE, AVAILABILITY AND IDENTIFICATION:																														
Did the Slide Tape Presentation Aid Learning																														
High Degree	3	4	5	2	1	10	3	4	No		6	5	4	1	5	5	3	4	2		2	5	10	5	2	1	5	7	7	3
Low Degree	0	0	4	6	2	2	0	0	Data		0	1	0	1	3	4	0	2	0		2	5	1	1	0	1	2	3	1	1
Did the Illustrations Aid Learning																														
High Degree	5	4	4	1	4		4	5			4	5	3	4	7	7	5	3	1	No	3	7	6	5	2	3	6	8	5	2
Low Degree	0	0	8	7	1	2	0	0			1	1	1	1	3	2	1	2	1		4	3	2	1	0	1	4	2	3	2
Did the Parliamentary Skit Aid Learning																														
High Degree	6	2	4	4	1	3	5	2			5	5	3	1	5	7	3	4	1	Data	2	5	3	6	2	0	5	8	5	2
Low Degree	0	0	6	4	2	2	0	0			0	1	1	1	3	2	1	0	1		4	5	2	0	0	2	3	2	2	2
Did the Mock Chapter Meeting Aid Learning																														
High Degree	6	2	6	3	2	3	5	2			4	4	3	1	5	7	4	4	2		4	6	3	7	2	1	4	7	4	2
Low Degree	0	0	5	7	0	2	0	0			1	0	1	1	4	3	0	0	0		2	4	2	1	0	1	4	2	3	1
Were Reference Materials																														
Available	10	7	6	4	5	9	9	7			8	13	5	6	8	9	9	8	1		10	8	9	9	5	3	9	10	10	11
Not Available	0	0	6	4	2	3	0	0			1	1	0	0	3	2	1	4	1		1	3	2	2	0	2	3	1	0	1
Were Opportunities for Community Involvement																														
Identified	10	6	7	5	7	12	9	6			7	11	5	5	11	11	9	9	1		9	9	9	9	5	3	8	11	[illegible]	11
Not Identified	0	0	5	6	1	1	0	1			3	3	0	0	1	1	1	3	1		2	3	2	2	0	1	4	1	2	1
TOTAL RESPONSES	40	26	66	56	25	53	35	27	-	-	40	50	26	22	58	60	37	43	12	-	45	63	51	48	18	19	57	62	50	39

DEGREE TO WHICH INSTRUCTIONAL MATERIALS AIDED LEARNING, AVAILABILITY OF REFERENCE MATERIALS, AND IDENTIFICATION OF OPPORTUNITIES FOR COMMUNITY INVOLVEMENT REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT THREE FIELD TEST SITES - Continued - Page 3

Module	11						Total				% of Total			
Field Test Site	D		G		F		Low		High		Low		High	
Group	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
DEGREE, AVAILABILITY AND IDENTIFICATION:														
Did the Slide Tape-Presentation Aid Learning														
High Degree	3	3	7	4	4	4			298	120			61	24
Low Degree	0	0	3	2	2	1	27	44			6	9		
Did the Illustrations Aid Learning														
High Degree	2	4	7	5	7	4			180	152			42	35
Low Degree	1	1	3	2	0	1	56	44			13	10		
Did the Parliamentary Skit Aid Learning														
High Degree	4	2	7	4	5	3			152	115			44	33
Low Degree	1	1	4	2	1	2	44	35			13	10		
Did the Mock Chapter Meeting Aid Learning														
High Degree	6	2	7	2	4	3			162	118			47	33
Low Degree	0	1	2	3	2	1	35	35			10	10		
Were Reference Materials														
Available	10	8	9	8	9	8			306	252			46	
Not Available	0	1	2	2	2	4	45	56			7	9		
Were Opportunities for Community Involvement														
Identified	8	7	12	9	10	9			291	273			44	41
Not Identified	2	2	0	2	1	3	57	48			8	7		
TOTAL RESPONSES	37	32	63	45	47	43	264	262	1389	1030	9	9	47	35

APPENDIX K

DEGREE TO WHICH FEELINGS INFLUENCED LEARNING (REACHING OBJECTIVES)
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS
AT FIELD TEST SITE D

MODULES, GROUPS, AND DEGREE

Module	1				2				3				4				5			
Group	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
FEELINGS INFLUENCING LEARNING:																				
Helplessness	19	1	11	0	11	8	8	1	17	3	11	0	12	7	9	2	6	1	4	3
Personal Inadequacy to do the Activities	12	8	9	1	9	8	8	1	16	4	11	0	15	4	11	0	6	1	6	1
Lack of Background Knowledge	17	3	10	0	14	4	6	3	12	7	11	0	13	3	7	4	7	0	5	2
Being Motivated to do the Modules within a Certain Time	8	8	11	0	11	7	6	3	17	3	9	1	12	7	11	0	6	1	5	2
Inadequate Help	13	4	11	0	13	5	8	1	16	3	9	2	11	8	11	0	6	0	6	1
Unavailable Help	13	2	11	0	13	5	8	1	18	2	10	1	13	5	11	0	6	1	5	2
Unsuitable Help	15	0	11	0	12	6	8	1	17	2	9	2	10	9	11	0	5	2	6	1
Satisfaction in Accomplishment	8	12	3	8	7	10	1	7	4	16	1	10	8	9	0	10	2	5	4	3
Personal Dislike for Independent Study	15	5	9	2	13	5	6	3	13	7	10	1	10	9	10	1	4	3	6	1
Advisor's Encouragement and/or Enthusiasm	2	14	0	11	3	15	0	9	5	12	1	10	7	12	1	10	1	6	2	5
Lack of Reference Materials	10	5	11	0	10	7	6	3	16	4	5	5	14	4	9	2	5	2	6	1
Waste of C[redacted]	13	3	11	0	11	7	7	2	18	0	10	1	13	5	11	0	5	2	7	0
Desire to Apply Knowledge Gained to other Experiences	6	9	1	0	6	11	2	7	7	12	1	10	7	12	2	9	0	7	5	2
Total	151	74	109	22	133	98	74	42	176	75	98	43	145	94	104	38	59	31	67	24
% of Total	42	21	31	6	39	28	21	12	46	20	26	11	38	25	27	10	33	17	37	13

DEGREE TO WHICH FEELINGS INFLUENCED LEARNING (REACHING OBJECTIVES)
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE D - Continued - Page 2

Module Group	6				7				8				9				10			
	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
FEELINGS INFLUENCING LEARNING.																				
Helplessness	0	1	7	0	8	1	6	1	5	0	6	0	No		2	0	5	0	4	1
Personal Inadequacy to do the Activities	9	1	7	0	8	1	7	0	5	0	5	1	Data		1	1	5	0	3	2
Lack of Background Knowledge	8	2	7	0	8	1	6	1	5	0	6	0			2	0	4	1	4	1
Being Motivated to do the Modules within a Certain Time	8	2	7	0	7	1	6	1	3	2	5	1			2	0	3	2	3	2
Inadequate Help	6	3	7	0	7	1	7	0	5	0	5	1			1	0	4	1	5	0
Unavailable Help	6	4	7	0	8	1	7	0	5	0	5	1			1	1	4	1	5	0
Unsuitable Help	9	1	6	1	8	1	7	0	5	0	5	1			2	0	4	1	4	1
Satisfaction in Accomplishment	5	5	2	5	4	5	2	5	3	2	3	3			1	1	1	3	1	4
Personal Dislike for Independent Study	5	5	4	3	4	4	5	2	5	0	5	1			1	1	2	3	5	0
Advisor's Encouragement and/or Enthusiasm	3	7	0	7	4	5	3	4	3	2	2	4			1	1	2	3	1	4
Lack of Reference Materials	6	4	7	0	8	1	6	1	5	0	6	0			2	0	3	1	5	0
Waste of Classtime	5	5	5	2	5	4	6	1	5	0	5	1			1	1	4	1	4	1
Desire to Apply Knowledge Gained to other Experiences	2	7	3	4	7	2	3	3	4	1	2	4			2	0	2	2	3	2
Total	81	49	69	22	86	28	71	19	58	7	60	18	-	-	19	6	43	19	47	18
% of Total	37	22	31	10	42	14	35	9	40	5	42	13	-	-	76	24	34	15	37	14

DEGREE TO WHICH FEELINGS INFLUENCED LEARNING (REACHING OBJECTIVES)
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE D - Continued - Page 3

Module Group Degree	11				Total				% of Total		
	AM		PM		AM		PM		AM		
	Low	High	Low	High	Low	High	Low	High	Low	High	Low
FEELINGS INFLUENCING LEARNING:											
Helplessness	7	3	7	2	99	25	75	10	47	12	36
Personal Inadequacy to do the Activities	6	3	6	3	91	30	74	10	44	15	36
Lack of Background Knowledge	6	3	8	1	94	24	72	12	46	12	36
Being Motivated to do the Modules within a Certain Time	6	4	8	1	81	37	73	11	40	18	36
Inadequate Help	7	3	8	1	88	28	78	6	44	14	39
Unavailable Help	9	1	6	3	95	22	76	9	47	11	38
Unsuitable Help	9	1	8	1	98	23	77	8	46	12	38
Satisfaction in Accomplishment	4	6	1	8	46	73	19	64	23	36	9
Personal Dislike for Independent Study	6	4	6	3	77	45	67	18	37	22	32
Advisor's Encouragement and/or Enthusiasm	5	5	1	7	35	81	12	72	18	40	6
Lack of Reference Materials	7	1	8	1	84	29	71	13	42	15	36
Waste of Classtime	8	2	8	1	87	29	75	10	43	15	37
Desire to Apply Knowledge Gained to other Experiences	5	5	1	8	46	68	25	49	25	36	13
Total	85	41	76	40	1017	514	794	292	39	20	30
% of Total	35	17	31	17	39	20	30	11	-	-	-

DEGREE TO WHICH FEELINGS INFLUENCED LEARNING (REACHING OBJECTIVES)
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS
AT FIELD TEST SITE G

Module Group	1				2				3				4				5			
	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
FEELINGS INFLUENCING LEARNING:																				
Helplessness	13	0	7	5	11	2	6	5	9	4	7	5	12	1	7	5	13	0	7	4
Personal Inadequacy to do the Activities	10	3	7	5	9	3	7	5	9	4	9	3	12	1	7	5	11	2	9	2
Lack of Background Knowledge	10	3	5	7	9	2	5	6	7	5	6	6	11	1	7	5	12	1	6	5
Being Motivated to do the Modules within a Certain Time	9	4	6	6	7	5	6	6	6	6	7	5	6	6	7	5	8	5	7	4
Inadequate Help	10	3	6	6	11	1	6	5	8	4	8	4	10	1	6	6	13	0	10	1
Unavailable Help	9	4	7	5	10	2	8	4	7	4	8	4	11	2	8	4	10	2	9	2
Unsuitable Help	11	2	7	5	9	3	7	5	7	5	8	4	9	4	7	5	11	1	8	2
Satisfaction in Accomplishment	7	6	3	9	5	7	4	8	8	5	5	6	7	6	4	8	10	3	5	6
Personal Dislike for Independent Study	10	3	7	5	9	2	8	4	9	3	8	4	9	1	8	4	10	3	10	1
Advisor's Encouragement and/or Enthusiasm	9	4	3	7	3	8	3	9	2	10	5	6	5	7	4	8	7	6	5	6
Lack of Reference Materials	10	2	8	4	11	1	8	4	8	4	8	3	10	3	8	4	9	4	9	1
Waste of Classtime	11	2	8	4	8	3	8	4	5	8	6	6	9	4	6	6	9	4	9	2
Desire to Apply Knowledge Gained to other Experiences	8	4	3	9	7	5	2	10	9	2	5	5	9	3	2	9	9	3	4	6
Total	127	40	77	77	109	44	78	75	94	64	90	61	120	40	81	74	132	34	98	42
% of Total	40	12	24	24	36	14	26	24	30	21	29	20	38	13	26	23	43	11	32	14

DEGREE TO WHICH FEELINGS INFLUENCED LEARNING (REACHING OBJECTIVES)
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE G - Continued - Page 2

Module	6				7				8				9				10			
Group	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
FEELINGS INFLUENCING LEARNING:																				
Helplessness	4	8	6	5	No				9	2	5	7	9	3	6	6	8	3	7	5
Personal Inadequacy to do the Activities	6	6	9	1	Data				7	4	7	4	8	4	8	3	8	3	9	3
Lack of Background Knowledge	7	5	9	1					6	5	9	2	7	5	4	5	6	5	10	1
Being Motivated to do the Modules within a Certain Time	8	2	4	6					6	5	5	6	6	6	6	5	5	6	5	6
Inadequate Help	9	3	9	1					7	3	9	3	10	2	5	5	10	1	10	1
Unavailable Help	8	4	8	2					6	5	9	2	8	4	6	4	9	1	9	2
Unsuitable Help	9	2	7	2					10	1	7	4	8	4	5	4	8	3	10	1
Satisfaction in Accomplishment	9	3	7	3					6	5	4	7	6	5	2	9	7	4	4	7
Personal Dislike for Independent Study	5	7	6	5					9	3	7	5	7	5	6	6	5	6	7	5
Advisor's Encouragement and/or Enthusiasm	8	4	3	7					5	7	4	8	6	6	5	7	2	9	2	10
Lack of Reference Materials	6	4	9	2					7	4	8	3	9	3	9	3	7	3	6	4
Waste of Classtime	9	3	7	3					9	1	7	5	9	3	8	2	8	3	8	4
Desire to Apply Knowledge Gained to other Experiences	10	2	4	6					7	5	7	5	9	3	3	9	7	4	4	7
Total	98	53	88	44	-	-	-	-	94	50	88	61	102	53	73	68	90	51	93	56
% of Total	35	19	31	15					32	17	30	21	34	18	25	23	31	18	32	19

DEGREE TO WHICH FEELINGS INFLUENCED LEARNING (REACHING OBJECTIVES)
REPORT FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE G - Continued < Page 3

Module Group Degree	11				Total				% of Total			
	AM		PM		AM		PM		AM		PM	
	Low	High	Low	High	Low	High	Low	High	Low	High	Low	
FEELINGS INFLUENCING LEARNING:												
Helplessness	7	4	9	2	95	27	67	49	40	11	28	
Personal Inadequacy to do the Activities	8	3	9	2	88	33	81	33	37	14	35	
Lack of Background Knowledge	8	3	8	3	83	35	69	41	37	15	30	
Being Motivated to do the Modules within a Certain Time	8	3	7	4	69	48	60	53	30	21	26	
Inadequate Help	8	3	7	4	96	21	76	36	42	9	33	
Unavailable Help	7	4	9	2	85	32	81	31	37	14	35	
Unsuitable Help	6	4	7	4	88	29	73	36	39	13	32	
Satisfaction in Accomplishment	5	6	4	6	70	50	42	69	30	22	18	
Personal Dislike for Independent Study	7	5	3	6	80	38	70	45	34	16	30	
Advisor's Encouragement and/or Enthusiasm	3	9	4	5	50	70	38	73	22	30	16	
Lack of Reference Materials	8	4	6	3	85	32	81	31	37	14	35	
Waste of Classtime	6	6	6	4	83	37	73	40	36	16	31	
Desire to Apply Knowledge Gained to other Experiences	2	8	5	4	77	39	39	70	34	17	17	
Total	83	62	84	49	1049	491	850	607	35	16	29	
% of Total	30	22	30	18	35	16	29	20	-	-	-	

DEGREE TO WHICH FEELINGS INFLUENCED LEARNING (REACHING OBJECTIVES)
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS
AT FIELD TEST SITE F

MODULES, GROUPS, AND DEGREE

Module	1				2				3				4				5			
Group	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
FEELINGS INFLUENCING LEARNING:																				
Helplessness	7	6	11	3	10	2	12	2	11	1	7	3	10	2	7	6	8	4	8	4
Personal Inadequacy to do the Activities	12	1	9	5	8	4	11	2	10	2	6	4	11	1	7	6	8	4	8	4
Lack of Background Knowledge	10	2	8	7	8	2	14	0	11	1	8	2	8	3	8	5	10	2	6	6
Being Motivated to do the Modules within a Certain Time	11	2	11	4	8	4	11	3	12	0	8	2	11	1	8	5	10	3	6	6
Inadequate Help	12	1	13	1	9	2	11	2	11	1	5	5	10	2	11	2	10	3	9	3
Unavailable Help	11	2	13	1	9	3	14	0	11	1	8	2	9	2	12	1	11	2	9	2
Unsuitable Help	9	4	12	2	9	3	10	4	11	1	8	2	9	3	11	2	9	3	9	1
Satisfaction in Accomplishment	7	5	6	9	5	5	5	8	8	4	5	5	6	6	9	4	9	3	6	6
Personal Dislike for Independent Study	11	2	14	1	10	2	13	1	12	0	7	3	10	2	11	2	9	4	11	1
Advisor's Encouragement and/or Enthusiasm	8	5	3	12	6	5	9	5	9	3	4	6	9	3	7	6	9	4	6	6
Lack of Reference Materials	12	1	14	1	10	1	13	1	9	2	9	0	8	3	11	2	11	2	12	0
Waste of Classtime	11	1	13	2	8	3	12	2	12	0	9	1	10	2	10	3	10	2	12	0
Desire to Apply Knowledge Gained to other Experiences	7	5	8	7	7	4	9	5	7	5	6	4	9	3	9	3	6	4	8	4
Total	128	37	135	55	107	40	144	35	134	21	90	39	120	33	121	47	120	41	110	43
% of Total	36	10	38	16	33	12	44	11	47	7	32	14	37	10	38	15	38	13	35	14

DEGREE TO WHICH FEELINGS INFLUENCED LEARNING (REACHING OBJECTIVES)
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE F - Continued - Page 2

Module	6				7				8				9				10			
Group	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
FEELINGS INFLUENCING LEARNING:																				
Helplessness	7	1	12	2	6	4	12	2	9	1	9	2	5	10	1		9	1	10	2
Personal Inadequacy to do the Activities	7	1	12	2	5	5			9	1	9	3	6	5	9	2	9	1	9	3
Lack of Background Knowledge	6	1	13	1	5	5			8	1	9	2	6	4	9	2	8	2	9	3
Being Motivated to do the Modules within a Certain Time	7	1	12	2	5	5	12	2	7	2	8	4	6	5	9	2	6	4	6	6
Inadequate Help	6	1	12	2	6	3	12	2	10	0	10	2	6	5	11	0	7	2	9	3
Unavailable Help	6	1	12	2	6	4	11	3	10	0	11	1	6	5	11	0	6	4	10	2
Unsuitable Help	7	1	12	2	5	5	12	2	10	0	11	1	5	6	11	0	7	3	10	2
Satisfaction in Accomplishment	4	4	7	7	2	8	9	5	9	1	8	4	5	6	9	2	7	3	5	7
Personal Dislike for Independent Study	7	1	11	3	4	5	13	0	9	1	9	2	8	3	1	0	9	1	10	2
Advisor's Encouragement and/or Enthusiasm	6	2	9	5	5	5	8	6	9	1	9	3	6	5	8	3	8	2	2	10
Lack of Reference Materials	8	0	9	5	4	4	11	3	10	0	7	5	7	3	9	2	9	1	9	3
Waste of Classtime	8	0	10	3	6	3	12	2	10	0	9	2	8	3	11	0	8	2	9	3
Desire to Apply Knowledge Gained to other Experiences	6	2	7	7	7	2	5	9	5	2	7	4	7	5	8	3	8	2	4	8
Total	85	16	138	43	66	58	134	46	115	10	116	35	82	60	116	17	101	28	102	54
% of Total	30	6	49	15	22	19	44	15	42	3	42	13	30	22	42	6	35	10	36	19

DEGREE TO WHICH FEELINGS INFLUENCED LEARNING (REACHING OBJECTIVES)
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE F - Continued - Page 3

Module Group Degree	11				Total				% of Total			
	AM		PM		AM		PM		AM		PM	
	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
FEELINGS INFLUENCING LEARNING.												
Helplessness	8	3	10	2	91	30	106	29	36	12	41	11
Personal Inadequacy to do the Activities	7	4	10	2	92	29	82	39	36	11	32	15
Lack of Background Knowledge	9	2	10	2	89	25	103	34	36	10	41	13
Being Motivated to do the Modules within a Certain Time	8	3	7	5	91	30	98	41	35	11	38	16
Inadequate Help	8	3	8	3	95	23	111	25	37	9	44	10
Unavailable Help	9	2	10	2	94	26	121	16	37	10	47	6
Unsuitable Help	8	3	10	2	89	33	116	20	34	13	45	8
Satisfaction in Accomplishment	8	3	5	7	70	48	74	64	27	19	29	25
Personal Dislike for Independent Study	8	3	11	1	97	24	111	16	39	10	45	6
Advisor's Encouragement and/or Enthusiasm	6	5	5	7	81	40	70	69	31	15	27	27
Lack of Reference Materials	7	3	11	1	95	20	115	23	37	8	46	9
Waste of Classtime	7	4	11	1	98	20	118	19	38	8	46	8
Desire to Apply Knowledge Gained to other Experiences	5	5	4	8	74	39	75	62	30	15	30	25
Total	98	43	112	43	1156	387	1318	457	35	12	40	13
% of Total	33	15	38	14	35	12	40	13	-	-	-	-

APPENDIX L

DEGREE TO WHICH ACTIVITIES INCREASED AFFECTIVE FEELINGS OR VALUES REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE.D - Continued - Page 2

Module	6				7				8				9				10			
Grade	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
AFFECTIVE FEELINGS OR VALUES.																				
Knowledge of MSA	1	9	1	6	3	4	3	6	0	5	3	3	No		0	2	2	3	2	3
Desire for More Knowledge	2	8	1	6	1	6	2	7	1	4	2	4	Data		0	2	1	4	1	4
Satisfaction in Learning	0	10	0	7	1	6	3	6	0	5	2	4			0	2	0	5	0	5
Understanding of Leadership Activities	1	9	1	6	1	6	3	6	0	4	1	5			0	2	0	5	2	3
Commitment to this Student Leadership Organization	2	8	0	7	1	6	3	6	1	4	2	4			0	2	0	5	1	4
Understanding of Group Efforts and/or Democratic Process	1	9	0	7	1	5	1	8	0	5	3	3			0	2	0	5	0	4
Respect for Peers and Advisor	0	10	1	6	1	6	1	8	0	5	2	4			0	2	2	3	2	3
Pride in Organization Membership	0	10	1	6	1	6	3	6	0	5	2	4			0	2	0	5	2	3
Ability to Work with Others Toward a Goal	1	9	0	7	1	6	1	8	1	4	1	5			0	2	0	5	0	5
Appreciation of the Value of Group Decisions	2	8	0	7	0	7	3	7	1	3	3	3			0	2	0	5	2	3
Challenge for Better Work	1	9	0	7	1	6	2	7	0	5	3	3			1	1	1	5	2	3
Desire for Helping Persons in the Caring Process	1	9	1	5	2	4	2	7	0	5	1	4			0	2	1	4	3	2
Total	12	108	6	77	14	69	27	82	4	54	25	46	-	-	1	23	7	54	17	42
% of Total	6	53	3	38	7	36	14	43	3	42	19	36	-	-	4	96	6	45	14	35

DEGREE TO WHICH ACTIVITIES INCREASED AFFECTIVE FEELINGS OR VALUES
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE D - Continued Page 3

Module	11				Total				% of Total			
Group	AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
AFFECTIVE FEELINGS OR VALUES:												
Knowledge of M.O.A	1	9	2	7	17	102	12	74	8	50	6	44
Desire for More Knowledge	1	9	2	7	23	93	13	73	11	46	7	44
Satisfaction in Learning	1	9	1	7	15	101	9	76	7	50	5	46
Understanding of Leadership Activities	3	7	1	8	24	92	14	63	12	46	7	44
Committment to this Student Leadership Organization	0	10	2	7	23	91	9	76	12	46	4	46
Understanding of Group Efforts and/or Democratic Process	2	8	1	8	31	85	11	52	17	48	6	33
Respect for Peers and Advisor	0	10	0	9	13	101	6	68	7	54	3	46
Pride in Organization Membership	4	6	2	7	24	93	10	65	13	46	5	44
Ability to Work with Others Toward a Goal	2	8	0	8	21	98	2	72	11	51	1	46
Appreciation of the Value of Group Decisions	3	7	1	8	21	93	11	65	11	49	6	44
Challenge for Better Work	0	10	0	9	20	97	10	65	10	51	5	44
Desire for Helping Persons in the Caring Process	2	8	1	8	13	105	13	61	7	55	7	41
Total	19	101	13	93	245	1151	118	810	10	50	5	35
% of Total	8	45	6	41	10	50	5	35	-	-	-	-

DEGREE TO WHICH ACTIVITIES INCREASED AFFECTIVE FEELINGS OR VALUES
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS
AT FIELD TEST SITE G

MODULES, GROUPS, AND DEGREE OF INCREASE

Module / Group / Degree	1				2				3				4				5			
	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
AFFECTIVE FEELINGS OR VALUES	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
Knowledge of HOSA	5	8	1	11	4	8	1	11	5	8	3	9	6	7	1	11	5	8	1	10
Desire for More Knowledge	5	8	3	7	4	8	1	10	5	8	3	9	6	7	2	10	6	7	1	10
Satisfaction in Learning	5	8	3	9	2	10	2	10	5	8	4	7	6	7	1	10	6	7	2	9
Understanding of Leadership Activities	5	8	1	11	1	11	1	11	5	8	3	9	5	8	0	11	4	9	2	9
Commitment to this Student Leadership Organization	6	7	0	10	3	9	1	11	7	6	3	9	5	8	1	11	4	9	2	11
Understanding of Group Efforts and/or Democratic Process	7	6	3	9	3	8	1	11	7	6	3	9	5	8	0	12	6	7	2	9
Respect for Peers and Advisor	5	8	2	9	4	8	0	12	4	9	3	9	5	8	1	11	5	8	1	10
Pride in Organization Membership	5	8	1	11	2	10	0	12	3	10	3	9	3	10	0	12	3	10	1	10
Ability to Work with Others Toward a Goal	3	10	1	11	2	10	0	12	2	11	2	10	4	9	2	10	3	10	3	8
Appreciation of the Value of Group Decisions	5	8	3	9	2	10	0	12	4	9	3	9	5	8	0	11	4	9	1	10
Challenge for Better Work	4	9	0	12	3	9	0	12	3	9	2	10	2	10	0	12	3	10	3	8
Desire for Helping Persons in the Caring Process	4	9	0	12	2	10	0	11	3	10	3	9	4	9	0	11	3	10	1	10
Total	59	97	18	121	32	111	8	135	53	102	35	108	56	99	8	132	52	104	18	114
% of Total	20	33	6	41	11	39	3	47	18	34	12	36	19	33	3	45	18	36	6	40

DEGREE TO WHICH ACTIVITIES INCREASED AFFECTIVE FEELINGS OR VALUES REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE G - Continued - Page 2

Module	6				7				8				9				10			
Group	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
AFFECTIVE FEELINGS OR VALUES.																				
Knowledge of HOSA	7	5	4	6	No		Data		8	4	0	12	6	6	2	10	4	8	3	8
Desire for More Knowledge	5	7	5	5					8	4	2	10	6	6	3	9	4	8	4	8
Satisfaction in Learning	10	2	5	6					7	5	2	10	5	7	1	11	5	7	4	8
Understanding of Leadership Activities	7	5	5	4					7	5	3	8	7	5	3	9	6	6	2	9
Commitment to this Student Leadership Organization	8	4	4	6					5	6	1	10	3	9	3	8	5	7	1	10
Understanding of Group Efforts and/or Democratic Process	7	5	5	4					6	6	2	9	5	7	3	8	4	8	2	9
Respect for Peers and Advisor	3	9	3	6					6	6	1	10	5	6	2	9	5	7	1	10
Pride in Organization Membership	3	9	2	8					6	5	2	9	3	9	2	9	4	8	2	9
Ability to Work with Others Toward a Goal	3	8	2	8					5	7	0	12	4	8	2	9	3	8	3	8
Appreciation of the Value of Group Decisions	4	8	2	8					4	8	3	8	5	7	2	9	3	9	2	9
Challenge for Better Work	5	6	4	6					4	8	2	10	5	7	2	10	5	6	2	10
Desire for Helping Persons in the Caring Process	3	9	4	7					3	9	2	10	3	8	2	10	4	8	2	10
Total	65	77	45	74					69	73	20	118	57	85	27	111	52	90	28	108
% of Total	25	30	17	28					25	26	7	42	20	30	10	40	19	32	10	39

DEGREE TO WHICH ACTIVITIES INCREASED AFFECTIVE FEELINGS OR VALUES
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE G - Continued - Page 3

Module	11				Total				% of Total			
Group	AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
AFFECTIVE FEELINGS OR VALUES:												
Knowledge of HOSA	3	9	4	7	53	71	20	95	22	30	8	39
Desire for More Knowledge	3	9	5	6	52	72	30	84	22	30	13	35
Satisfaction in Learning	3	9	3	7	54	70	27	87	23	29	11	36
Understanding of Leadership Activities	2	9	2	9	49	74	22	90	21	32	9	38
Commitment to this Student Leadership Organization	2	9	3	8	48	74	17	94	21	32	7	40
Understanding of Group Efforts and/or Democratic Process	2	9	4	6	52	70	25	86	22	30	11	37
Respect for Peers and Advisor	3	8	2	9	45	77	16	95	19	33	7	41
Pride in Organization Membership	1	10	3	7	33	89	16	96	14	38	7	41
Ability to Work with Others Toward a Goal	3	8	2	8	32	89	17	96	14	38	7	41
Appreciation of the Value of Group Decisions	1	11	3	7	37	87	19	92	16	37	8	39
Challenge for Better Work	1	11	4	6	35	85	19	96	15	36	8	41
Desire for Helping Persons in the Caring Process	2	10	2	7	31	92	16	97	13	39	7	41
Total	26	112	37	87	521	950	244	1108	19	34	8	39
% of Total	10	43	14	33	19	34	8	39	-	-	-	-

DEGREE TO WHICH ACTIVITIES INCREASED AFFECTIVE FEELINGS OR VALUES REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE F

MODULES, GROUPS, AND DEGREE OF INCREASE

Module / Group / Degree	1				2				3				4				5			
	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
AFFECTIVE FEELINGS OR VALUES:																				
Knowledge of HOSA	6	7	4	11	4	7	5	9	4	6	4	6	4	8	4	9	9	4	3	9
Desire for More Knowledge	6	7	5	10	5	7	5	9	2	8	2	8	5	7	4	9	9	4	5	6
Satisfaction in Learning	5	7	4	11	3	8	4	9	1	9	1	9	4	6	5	8	7	6	2	10
Understanding of Leadership Activities	7	7	9	6	3	9	6	8	4	6	4	6	5	7	4	9	7	6	3	8
Commitment to this Student Leadership Organization	5	8	6	9	3	9	5	9	4	6	4	6	4	8	6	7	6	5	3	9
Understanding of Group Efforts and/or Democratic Process	6	7	6	9	3	9	5	9	4	6	4	6	4	8	7	6	6	7	4	8
Respect for Peers and Advisor	5	8	4	11	4	8	3	11	2	8	2	8	4	8	4	9	5	8	2	10
Pride in Organization Membership	5	8	4	11	3	9	5	9	2	8	2	8	4	8	5	8	5	8	3	9
Ability to Work with Others Toward a Goal	6	8	3	12	4	8	4	10	2	8	2	8	5	7	5	9	4	8	2	10
Appreciation of the Value of Group Decisions	5	7	2	13	3	9	3	11	2	8	2	8	5	7	3	10	6	7	4	8
Challenge for Better Work	4	8	2	12	2	10	6	8	1	9	1	9	4	8	4	9	7	6	4	8
Desire for Helping Persons in the Caring Process	5	8	3	12	2	10	6	7	1	9	1	9	5	7	6	6	7	6	4	8
Total for Module	65	90	52	127	39	103	57	109	29	91	29	91	53	89	56	99	78	75	40	103
% of Total	19	27	16	38	13	33	19	35	12	38	12	38	18	30	19	33	26	25	14	35

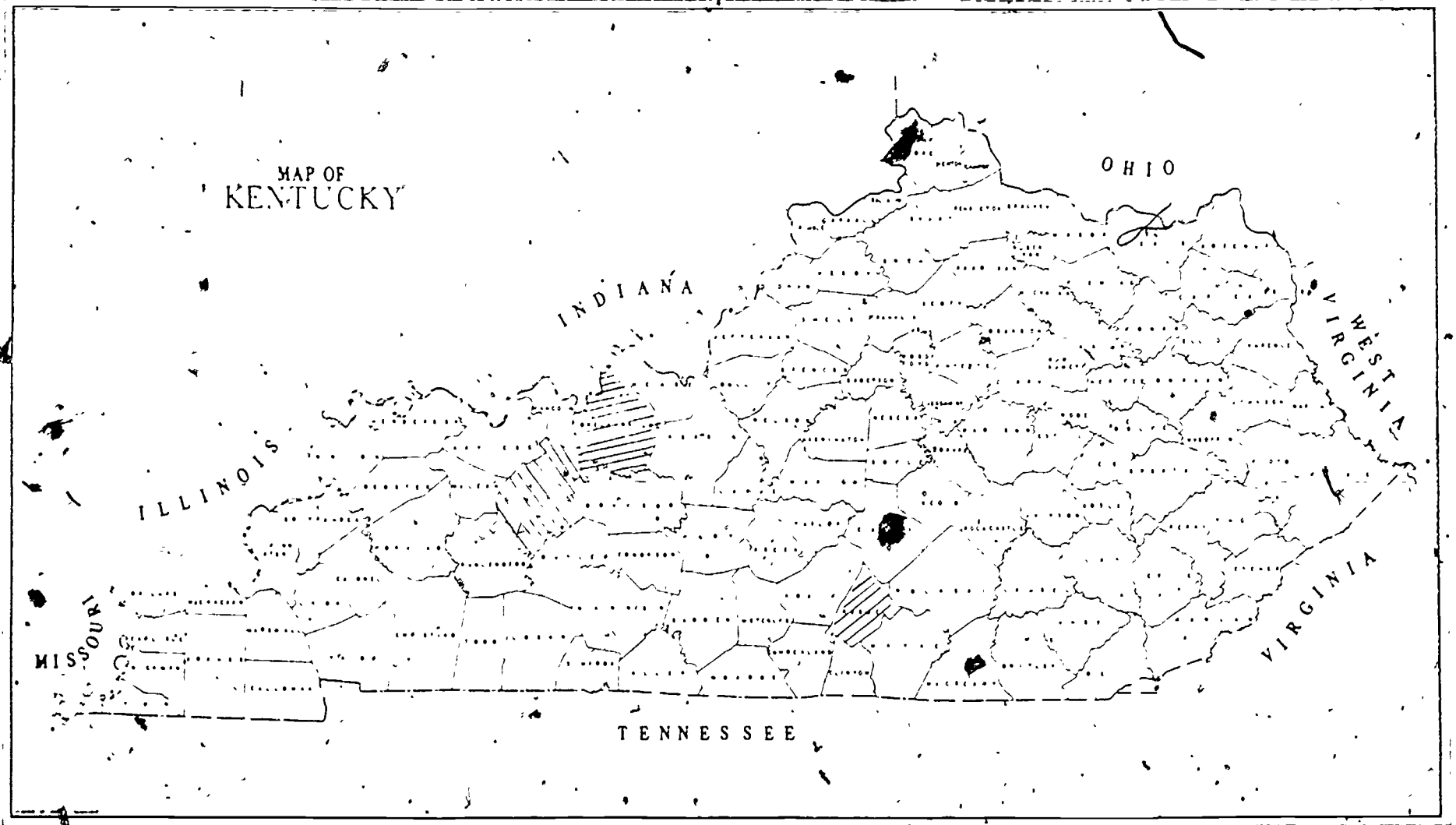
DEGREE TO WHICH ACTIVITIES INCREASED AFFECTIVE FEELINGS OR VALUES
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE F - Continued - Page 2

Module	6				7				8				9				10			
Group	AM		PM		AM		PM		AM		PM		AM		PM		AM		PM	
Degree	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
AFFECTIVE FEELINGS OR VALUES:																				
Knowledge of HOSA	6	8	4	4	2	8	7	7	3	9	4	6	5	6	2	9	6	4	3	9
Desire for More Knowledge	6	8	4	4	2	7	6	8	4	8	4	6	4	7	2	9	6	4	3	9
Satisfaction in Learning	7	6	3	4	2	6	6	8	3	9	4	6	4	7	2	9	6	4	2	10
Understanding of Leadership Activities	7	7	3	5	3	7	3	11	3	9	3	7	4	7	4	7	5	5	1	11
Commitment to this Student Leadership Organization	7	7	5	3	2	8	6	8	3	9	4	6	3	8	3	8	5	5	2	10
Understanding of Group Efforts and/or Democratic Process	7	7	4	4	3	7	5	9	3	9	4	6	3	8	4	7	4	6	1	11
Respect for Peers and Advisor	5	9	3	5	3	6	2	11	3	9	4	6	2	9	3	8	4	6	2	10
Pride in Organization Membership	7	7	4	4	2	8	4	10	2	10	4	6	3	8	3	8	5	4	3	10
Ability to Work With Others Toward a Goal	8	6	4	4	3	7	7	7	2	10	4	6	3	8	2	9	5	5	3	9
Appreciation of the Value of Group Decisions	5	9	3	5	2	8	6	8	2	10	4	6	4	7	2	9	5	5	2	10
Challenge for Better Work	6	8	4	3	2	8	7	[illegible]	3	9	4	6	4	7	2	9	5	5	3	9
Desire for Helping Persons in the Caring Process	7	7	3	4	2	8	7	7	3	9	4	6	4	8	2	9	6	4	3	9
Total for Module	78	89	44	49	28	88	67	101	34	110	47	73	43	90	31	101	62	57	27	117
% of Total	30	34	17	19	10	31	24	35	13	41	18	28	16	34	12	38	24	22	10	44

DEGREE TO WHICH ACTIVITIES INCREASED AFFECTIVE FEELINGS OR VALUES
REPORTED FOR EACH MODULE BY AM AND PM STUDENTS AT FIELD TEST SITE F - Continued - Page 3

Module Group Degree	11 AM Low	11 AM High	11 PM Low	11 PM High	Total AM Low	Total AM High	Total PM Low	Total PM High	% of Total AM Low	% of Total AM High	% of Total PM Low
AFFECTIVE FEELINGS OR VALUES:											
Knowledge of HOSA	5	6	2	10	54	73	42	89	21	29	16
Desire for More Knowledge	4	7	2	10	53	74	43	88	20	29	17
Satisfaction in Learning	4	7	3	9	46	75	36	93	19	30	14
Understanding of Leadership Activities	4	7	3	9	52	77	43	87	20	30	17
Commitment to this Student Leadership Organization	4	6	3	9	46	79	47	84	18	31	18
Understanding of Group Efforts and/or Democratic Process	5	6	3	9	48	80	47	84	19	31	18
Respect for Peers and Advisor	4	7	2	10	41	86	32	99	16	33	12
Pride in Organization Membership	4	7	3	9	42	85	39	92	16	33	15
Ability to Work with Others Toward a Goal	4	7	2	10	46	82	37	94	18	32	14
Appreciation of the Value of Group Decisions	4	7	3	9	43	84	34	97	17	33	13
Challenge for Better Work	4	7	2	10	42	85	39	90	17	33	15
Desire for Helping Persons in the Caring Process	4	7	2	10	46	83	41	87	18	32	16
Total for Module	50	81	30	114	559	963	480	1084	18	31	16
% of Total	18	30	11	41	18	31	16	35	-	-	-

APPENDIX M


MAP OF
KENTUCKY
OHIO
INDIANA
ILLINOIS
WEST VIRGINIA
VIRGINIA
MISSOURI
TENNESSEE

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