

DOCUMENT RESUME

ED 453 743

HE 034 068

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TITLE Comparison of Selected Student Outcomes for Internet- and Campus-Based Instruction at the Wayne Huizenga Graduate School of Business and Entrepreneurship.
INSTITUTION Nova Southeastern Univ., Ft. Lauderdale, FL. Research and Planning.
REPORT NO NSU-RP-R-00-14
PUB DATE 2000-07-00
NOTE 24p.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; *Business Administration Education; *Computer Assisted Instruction; *Distance Education; Entrepreneurship; *Graduate Students; Graduate Study; Higher Education; Internet; Outcomes of Education; Teaching Methods
IDENTIFIERS *Nova Southeastern University FL; *Web Based Instruction

ABSTRACT

In May 2000, the Office of Research and Planning at Nova Southeastern University, Florida, examined student outcomes for courses taught in Internet-based and campus-based formats and found statistically significant differences in student outcomes for courses offered in both modalities. One finding was that graduate students of the Wayne Huizenga Graduate School of Business and Entrepreneurship in Internet-based sections outperformed those in campus-based sections. The purpose of this study was to determine if specific courses caused the observed difference or if the findings were the result of a more general trend for all courses. Three courses were evaluated: (1) Twenty-first Century Management; (2) the Legal, Ethical, and Social Values of Business; and (3) Delivering Superior Customer Value. A total of 468 students were considered, of whom 119 were in Internet-based courses and 349 in campus-based sections. Overall, the students had high rates of success and completion (94%). While examination of final grades revealed that students performed well in courses offered in both formats, mean final grades of students in Internet-based and campus-based sections differed at a statistically significant level in two courses. When course completion rates for students in Internet-based courses at this business school were compared with those of students from other institutions (S. Carr, 2000), it was found that course completion rates were generally lower for students in Internet-based courses, but at Nova Southeastern University, there was no difference in course completion rates for the courses studied. An appendix contains data for the sections studied. (SLD)

**COMPARISON OF SELECTED STUDENT OUTCOMES FOR INTERNET- AND
CAMPUS-BASED INSTRUCTION AT THE WAYNE HUIZENGA GRADUATE
SCHOOL OF BUSINESS AND ENTREPRENEURSHIP**

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Nova Southeastern University
Research and Planning
Report 00-14

July 2000



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Report 00-14

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July 2000

EXECUTIVE SUMMARY

In May of 2000, the Office of Research and Planning examined student outcomes in courses taught in both Internet-based and campus-based formats and found that there were substantial differences in student outcomes for courses offered in both modalities (Fredda, 2000). One finding was that graduate students of the Wayne Huizenga Graduate School of Business and Entrepreneurship in Internet-based sections out-performed those in campus-based sections. The purpose of this report is to determine if specific courses caused this observed difference or if the findings were due to a more general trend for all courses.

Three courses were evaluated, Twenty-first Century Management, The Legal, Ethical, and Social Values of Business, and Delivering Superior Customer Value, with 468 total students. One hundred and nineteen students were in Internet-based sections and 349 were in campus-based sections. Overall, graduate students had high rates of success and completion (94 percent). While examination of final grades revealed that graduate students performed well in courses offered in both formats, mean final grades of students in Internet-based and campus-based sections differed at a statistically significant level in two courses.

It is helpful to compare course completion rates for students in Internet-based courses in the Wayne Huizenga Graduate School of Business and Entrepreneurship with other institutions. According to Carr (2000), course completion rates for distance education based courses has been a concern for many institutions. Whereas Carr reported 10 to 20 percent higher course completion rates for students in traditional sections, at Nova Southeastern University there was no difference in course completion rates for the courses studied.

TABLE OF CONTENTS

	Page
Executive Summary.....	ii
List of Tables.....	iv
List of Figures.....	v
Introduction.....	1
Methodology.....	1
Course Sections.....	1
Participants.....	1
Operational Definitions.....	1
Dependent Variables.....	2
Procedure.....	2
Results.....	3
Twenty-first Century Management.....	3
The Legal, Ethical, and Social Values of Business.....	4
Delivering Superior Customer Value.....	6
Discussion.....	8
References.....	9
Appendix A: Data for Internet-based versus Campus-based Sections.....	A-1

LIST OF TABLES

Table	Page
1 Rates of Successful Grades and Completion for Graduate Students in Internet-based and Campus-based Sections of Twenty-first Century Management.....	4
2 Rates of Successful Grades and Completion for Graduate Students in Internet-based and Campus-based Sections of The Legal, Ethical, and Social Values of Business.....	5
3 Rate of Successful Grades for Graduate Students in Internet-based and Campus-based Sections of Delivering Superior Customer Value.....	7
4 Rate of Completion for Graduate Students in Internet-based and Campus-based Sections of Delivering Superior Customer Value.....	7
1a Enrollments and Section Numbers for Internet-based and Campus-based Courses in the Wayne Huizenga Graduate School of Business and Entrepreneurship.....	A-2
2a Grade Distribution for Internet-based and Campus-based Sections of Twenty-first Century Management.....	A-3
3a Grade Distribution for Internet-based and Campus-based Sections of The Legal, Ethical, and Social Values of Business.....	A-4
4a Grade Distribution for Internet-based and Campus-based Sections of Delivering Superior Customer Value.....	A-5

LIST OF FIGURES

Figure		Page
1	Success and Completion Rates for Graduate Students in Internet-based versus Campus-based Sections of Twenty-first Century Management.....	3
2	Success and Completion Rates for Graduate Students in Internet-based versus Campus-based Sections of The Legal, Ethical, and Social Values of Business.....	5
3	Success and Completion Rates for Graduate Students in Internet-based versus Campus-based Sections of Delivering Superior Customer Value.....	6
1a	Percentage of Grade Distribution for Internet-based and Campus-based Sections of Twenty-first Century Management.....	A-3
2a	Percentage of Grade Distribution for Internet-based and Campus-based Sections of The Legal, Ethical, and Social Values of Business.....	A-4
3a	Percentage of Grade Distribution for Internet-based and Campus-based Sections of Delivering Superior Customer Value.....	A-5

INTRODUCTION

In May of 2000, the Office of Research and Planning examined student outcomes in courses taught in both Internet-based and campus-based formats and found that there were substantial differences in student outcomes for courses offered in both modalities (Fredda, 2000). One finding was that graduate students of the Wayne Huizenga Graduate School of Business and Entrepreneurship in Internet-based sections outperformed those in campus-based sections. The purpose of this report is to determine if specific courses caused this observed difference or if the findings were due to a more general trend for all courses by answering the following question:

Are there substantial differences between graduate student outcomes in specific Internet-based and campus-based courses offered in the Wayne Huizenga Graduate School of Business and Entrepreneurship?

METHODOLOGY

Course Sections

Twelve graduate courses were offered in both Internet-based and campus-based formats at the Wayne Huizenga Graduate School of Business and Entrepreneurship during the Fall Term of 1999. Three of the 12 courses met the criteria of an enrollment of at least 100 students and were included in the study, Twenty-first Century Management, The Legal, Ethical, and Social Values of Business, and Delivering Superior Customer Service. Twenty-three sections of the three courses were offered; ten sections were Internet-based and 13 were campus-based.

Participants

Four hundred and sixty-eight graduate students were enrolled in all of the sections studied. One hundred and nineteen students were enrolled in Internet-based sections, 349 were enrolled in campus-based sections. For a listing of student enrollments and section numbers by course refer to Appendix A, Table 1a.

Operational Definitions

- *Internet-based* – sections that were offered electronically via the Internet. Internet-based course content is similar to that in courses offered in the campus-based lecture format, only the modality through which information is shared is different. Students enrolled in Internet-based sections engaged in the following activities:
 1. Received lectures offered in PowerPoint, video, and/or audio format
 2. Accessed library information (including full text articles)
 3. Completed coursework
 4. Received professor feedback
 5. Discussed pertinent topics in real time with fellow students and faculty

- *Campus-based* – Traditional lecture-based sections that were offered at Nova Southeastern University’s Davie and Ft. Lauderdale facilities.

Grades

While standard final grades (*A, B, C*, etc) were included in this study, less common grades were included as well. These were defined as:

- *No grade/blank* – Faculty failed to record a final grade in Nova Southeastern University’s Banner Student Information System.
- *I* – Incomplete
- *WU* – Administrative withdrawal
- *W* – Student withdrawal

Dependent Variables

To understand potential differences between Internet-based and campus-based formats, graduate student outcomes were evaluated on two dimensions, successful grades and course completions.

1. *Successful grades* - successful grades included *A, A-, B+, B, B-, C+, C*, and *C-*. All other grades were categorized as unsuccessful.
2. *Completion* –final grades of no grade/blank, *I, WU*, and *W* were categorized as incomplete, all other grades were categorized as complete.

Procedure

In July of 2000, final grades were obtained through multiple queries to Nova Southeastern University’s Banner Student Information System and used for analysis by the statistical program SPSS, version 10.0. Letter grades were recoded into the numeric equivalent used by Nova Southeastern University’s Banner Student Information System (i.e. *A = 4.0, A- = 3.7, B+ = 3.3*, etc.) for analysis.

One-way Analysis of Variance (ANOVA) tests were used to analyze student outcomes. Analysis of variance tests are used to determine if group values are equal by evaluating group means and standard deviations. Student outcomes for those that completed a given course were analyzed by a one-way ANOVA to determine if there was a statistically significant difference between final grades for students in Internet-based versus campus-based sections.

Chi-square tests were also used to analyze student outcomes. Chi-square tests compare different levels of a categorical variable on the rate of values for a second variable to determine if the same proportion of the second variable’s values occurred in each category of the original variable. For the present study, Chi-square tests were used to determine if there were equivalent rates of successful grades (i.e. *A*’s, *B*’s, etc.) and completion for students in Internet-based and campus-based courses. For all statistical analyses an alpha level of 0.10 was used to determine significance.

RESULTS

Twenty-first Century Management

The results of a one-way ANOVA revealed there was not a statistically significant difference ($p = 0.67$) between final grades of Internet-based and campus-based students in Twenty-first Century Management that completed the course. Students in Internet-based and campus-based sections had similar final grades (means of 3.68 and 3.71, respectively). For a distribution of final grades for graduate students in Twenty-first Century Management refer to Appendix A, Table 2a and Figure 1a.

Success and Completion Rates

Graduate students in Internet-based and campus-based sections of Twenty-first Century Management had comparable rates of success and completion (Figure 1). Ninety-three percent of graduate students in Internet-based sections and 95 percent of students in campus-based sections were successful and completed the course (Table 1). A Chi-square test revealed these differences were not statistically significant ($p = 0.66$).

Figure 1. Success and Completion Rates for Graduate Students in Internet-based versus Campus-based Sections of Twenty-first Century Management.

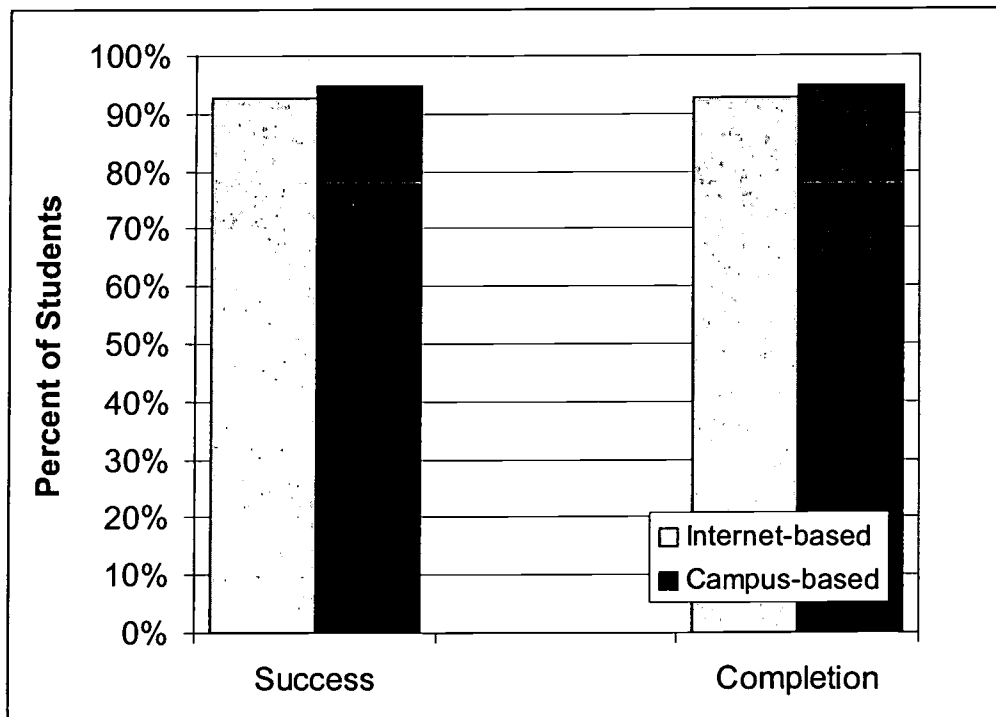


Table 1. Rates of Successful Grades and Completion for Graduate Students in Internet-based and Campus-based Sections of Twenty-first Century Management.

	Format		Total
	Internet-based	Campus-based	
Successful / Complete			
Number	26	131	157
Percent	93 %	95 %	95 %
Unsuccessful / Incomplete			
Number	2	7	9
Percent	7 %	5 %	5 %
Total Students	28	138	166

The Legal, Ethical, and Social Values of Business

The results of a one-way ANOVA revealed there was a statistically significant difference ($p < 0.01$) between final grades of Internet-based and campus-based students in The Legal, Ethical, and Social Values of Business that completed the course. Students in Internet-based sections had higher final grades than those in campus-based sections (means of 3.92 and 3.71, respectively). For a distribution of final grades for graduate students in Internet-based and campus-based sections of The Legal, Ethical, and Social Values of Business refer to Appendix A, Table 3a and Figure 2a.

Success and Completion Rates

Graduate students in Internet-based and campus-based sections of The Legal, Ethical, and Social Values of Business had comparable rates of success and completion (Figure 2). Ninety-two percent of graduate students in Internet-based sections and 94 percent of students in campus-based sections were successful and completed the course (Table 4). A Chi-square test revealed these differences were not statistically significant ($p = 0.60$).

Figure 2. Success and Completion Rates for Graduate Students in Internet-based versus Campus-based Sections of The Legal, Ethical, and Social Values of Business.

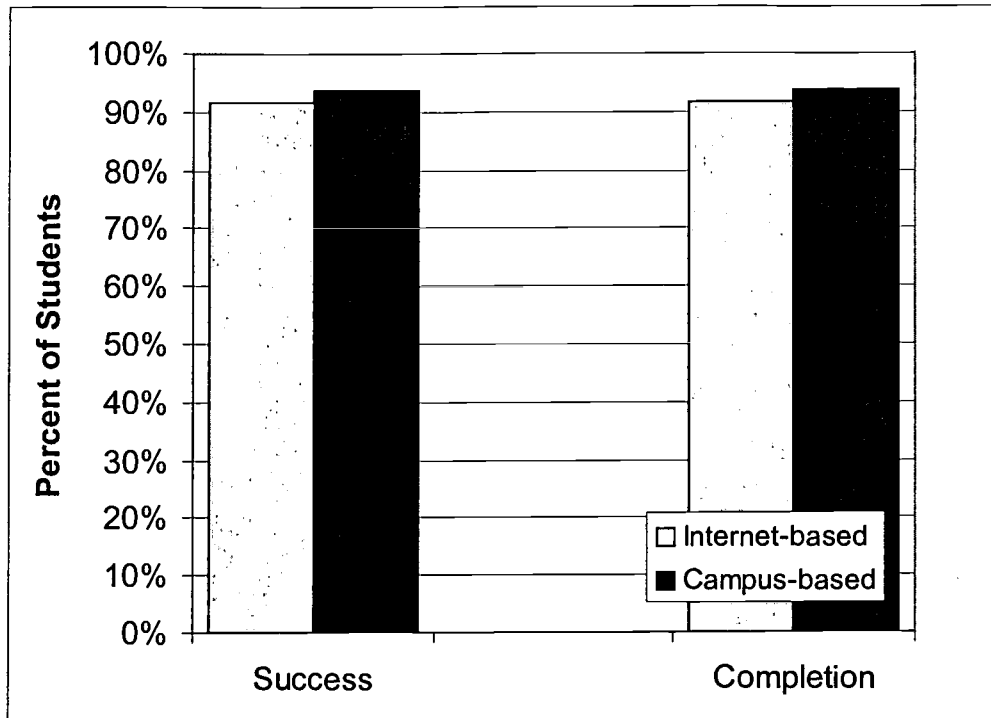


Table 2. Rates of Successful Grades and Completion for Graduate Students in Internet-based and Campus-based Sections of The Legal, Ethical, and Social Values of Business.

	Format		Total
	Internet-based	Campus-based	
Successful / Complete			
Number	66	118	184
Percent	92 %	94 %	93 %
Unsuccessful / Incomplete			
Number	6	8	14
Percent	8 %	6 %	7 %
Total Students	72	126	198

Delivering Superior Customer Value

The results of a one-way ANOVA revealed there was a statistically significant difference ($p = 0.06$) between final grades of Internet-based and campus-based students in Delivering Superior Customer Value that completed the course. Students in campus-based sections had higher final grades than those in Internet-based sections (means of 3.6 and 3.56, respectively). For a distribution of final grades for graduate students in Internet-based and campus-based sections of Delivering Superior Customer Value refer to Appendix A, Table 4a and Figure 3a.

Successful Grades

Graduate students in Internet-based and campus-based sections of Delivering Superior Customer Value had comparable rates of success and completion (Figure 3). Ninety-five percent of graduate students in Internet-based sections and 94 percent of students in campus-based sections were successful (Table 4). A Chi-square test revealed there was not a statistically significant difference in successful grade rates ($p = 0.92$).

Figure 3. Success and Completion Rates for Graduate Students in Internet-based versus Campus-based Sections of Delivering Superior Customer Value.

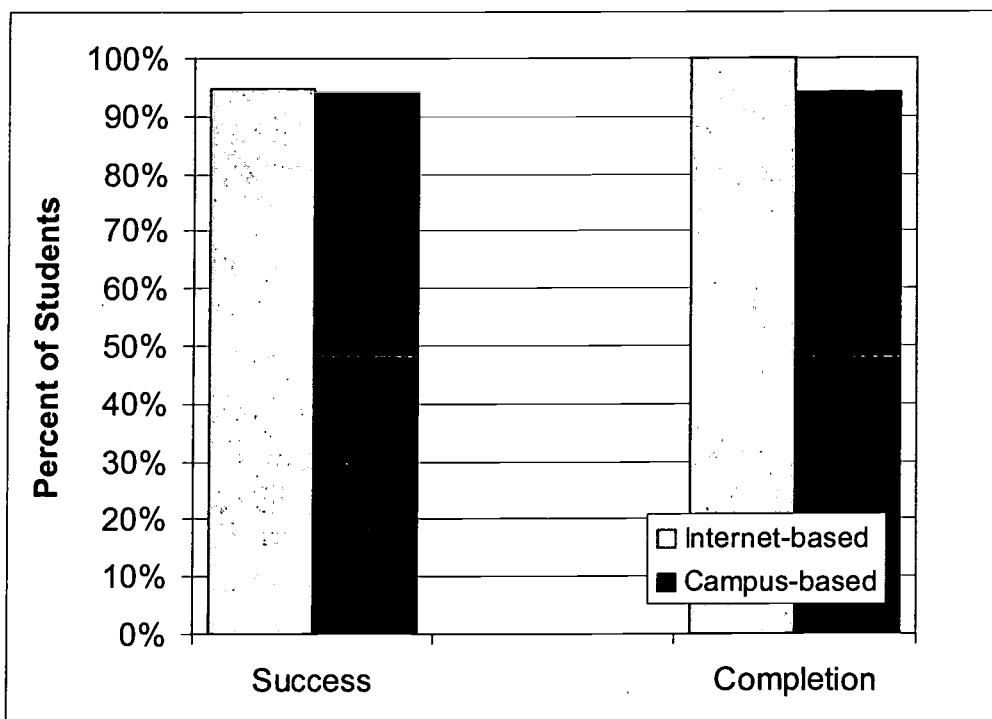


Table 3. Rate of Successful Grades for Graduate Students in Internet-based and Campus-based Sections of Delivering Superior Customer Value.

	Format		Total
	Internet-based	Campus-based	
Successful			
Number	18	80	98
Percent	95 %	94 %	94 %
Unsuccessful			
Number	1	5	6
Percent	5 %	6 %	6 %
Total Students	19	85	104

Completion Rates

One hundred percent of graduate students in Internet-based sections and 94 percent of students in campus-based sections completed the course (Table 4). A Chi-square test revealed there was not a statistically significant difference in completion rates ($p = 0.28$).

Table 4. Rate of Completion for Graduate Students in Internet-based and Campus-based Sections of Delivering Superior Customer Value.

	Format		Total
	Internet-based	Campus-based	
Complete			
Number	19	80	99
Percent	100 %	94 %	95 %
Incomplete			
Number	0	5	5
Percent	0 %	6 %	5 %
Total Students	19	85	104

DISCUSSION

This study was undertaken to evaluate selected student outcomes of Internet-based distance education at Nova Southeastern University's Wayne Huizenga Graduate School of Business and Entrepreneurship. Statistical analyses were computed comparing both Internet-based and campus-based sections of the same course offered in the Fall Term of 1999. The fundamental question was the following:

Are there substantial differences between graduate student outcomes in specific Internet-based and campus-based courses offered in the Wayne Huizenga Graduate School of Business and Entrepreneurship?

There were neither statistical nor practical differences in success or completion rates for students in Internet- and campus-based sections of Twenty-first Century Management, The Legal, Ethical, and Social Values of Business, and Delivering Superior Customer Value. For the three courses, success and completion rates of students in Internet- and campus-based sections only differed by two to six percent.

The head counts of students for these three courses accounted for almost 50 percent of the total enrollment for courses taught in both modalities at the Wayne Huizenga Graduate School of Business and Entrepreneurship. Accordingly, the results of the present study suggest that the previous findings of higher rates of success and completion for students in internet-based sections were due to a general trend for all Internet- and campus-based courses of the Wayne Huizenga Graduate School of Business and Entrepreneurship and not due to student outcomes of specific courses.

Previous research also revealed students of internet-based sections in the Wayne Huizenga Graduate School of Business and Entrepreneurship had statistically significantly higher final grades than those in campus-based sections. For the present study, a pattern of higher grades for those in Internet-based sections was not observed. Of the three courses, only student outcomes for The Legal, Ethical, and Social Values of Business supported this finding. Therefore, the previous finding of significantly higher final grades for those in Internet-based sections is also likely due to a general trend for all students of courses taught in both modalities in the Wayne Huizenga Graduate School of Business and Entrepreneurship.

To further evaluate the effectiveness of Internet-based courses in the Wayne Huizenga Graduate School of Business and Entrepreneurship it is helpful to compare course completion rates for students in Internet-based courses with other institutions. According to Carr (2000), course completion rates for distance education based courses has been a concern for many institutions. Whereas Carr reported 10 to 20 percent higher course completion rates for students in traditional sections, at Nova Southeastern University there was no difference in course completion rates for the courses studied.

REFERENCES

Carr, S. (2000). As Distance Education Comes of Age, the Challenge is Keeping the Students. The Chronicle of Higher Education [On-line serial], February, 11. Hostname: <http://chronicle.com>

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Appendix A

Data for Internet-based versus Campus-based Sections

Table 1a. Enrollments and Section Numbers for Internet-based and Campus-based Courses in the Wayne Huizenga Graduate School of Business and Entrepreneurship.

Course	Title	Students			Sections		
		Internet-based	Campus-based	Total	Internet-based	Campus-based	Total
GMP 5012	21st Century Management	28	138	166	3	5	8
GMP 5015	The Legal, Ethical, and Social Values of Business	72	126	198	5	4	9
GMP 5017	Delivering Superior Customer Value	19	85	104	2	4	6
Total		119	349	468	10	13	23

Table 2a. Grade Distribution for Internet-based and Campus-based Sections of Twenty-first Century Management.

Format	A	A-	B+	B	B-	C+	C	C-	F	Blank	I	WU	W	Total
Internet-based														
Number	15	4	4	2	0	0	0	1	0	1	1	0	0	28
Percentage	54 %	14 %	14 %	7 %	0 %	0 %	0 %	4 %	0 %	4 %	4 %	0 %	0 %	100 %
Campus-based														
Number	61	42	17	8	2	0	1	0	0	5	2	0	0	138
Percentage	44 %	30 %	12 %	6 %	1 %	0 %	1 %	0 %	0 %	4 %	1 %	0 %	0 %	100 %

Figure 1a. Percentage of Grade Distribution for Internet-based and Campus-based Sections of Twenty-first Century Management.

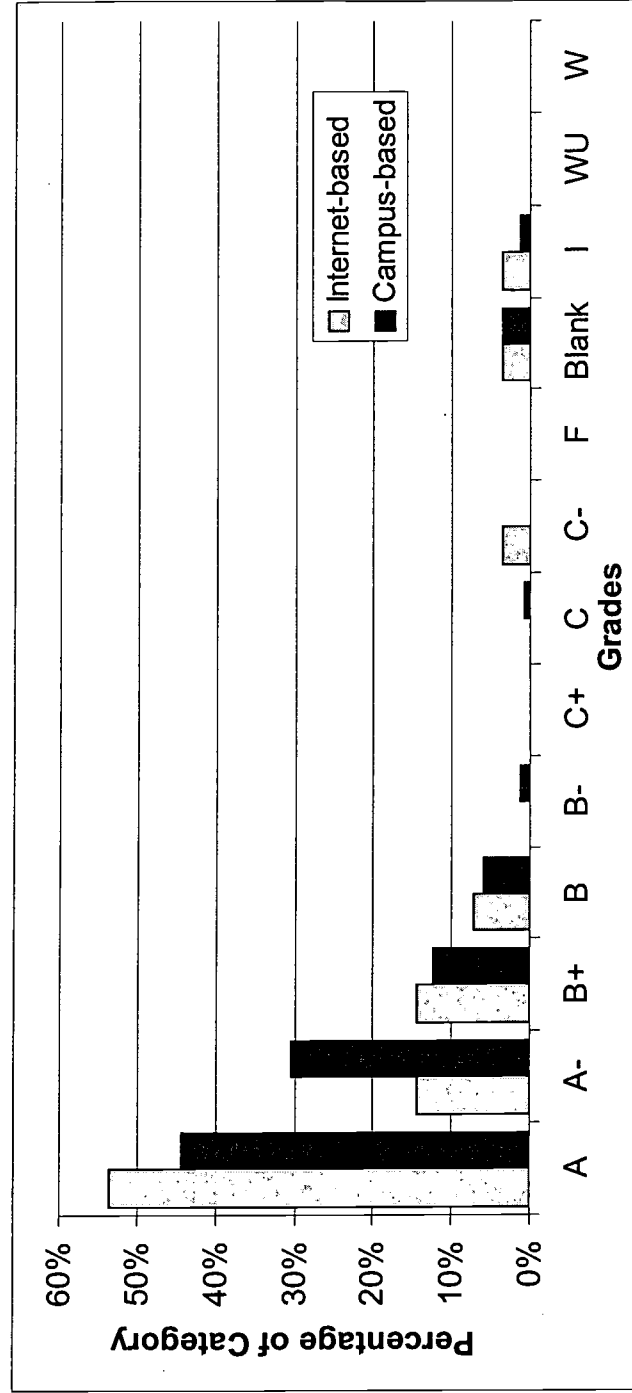


Table 3a. Grade Distribution for Internet-based and Campus-based Sections of The Legal, Ethical, and Social Values of Business.

Format	A	A-	B+	B	B-	C+	C	C-	F	Blank	I	WU	W	Total
Internet-based														
Number	57	5	3	0	0	1	0	0	0	4	2	0	0	72
Percentage	79%	7%	4%	0%	0%	1%	0%	0%	0%	6%	3%	0%	0%	100%
Campus-based														
Number	60	28	15	12	3	0	0	0	0	4	3	1	0	126
Percentage	48%	22%	12%	10%	2%	0%	0%	0%	0%	3%	2%	1%	0%	100%

Figure 2a. Percentage of Grade Distribution for Internet-based and Campus-based Sections of The Legal, Ethical, and Social Values of Business.

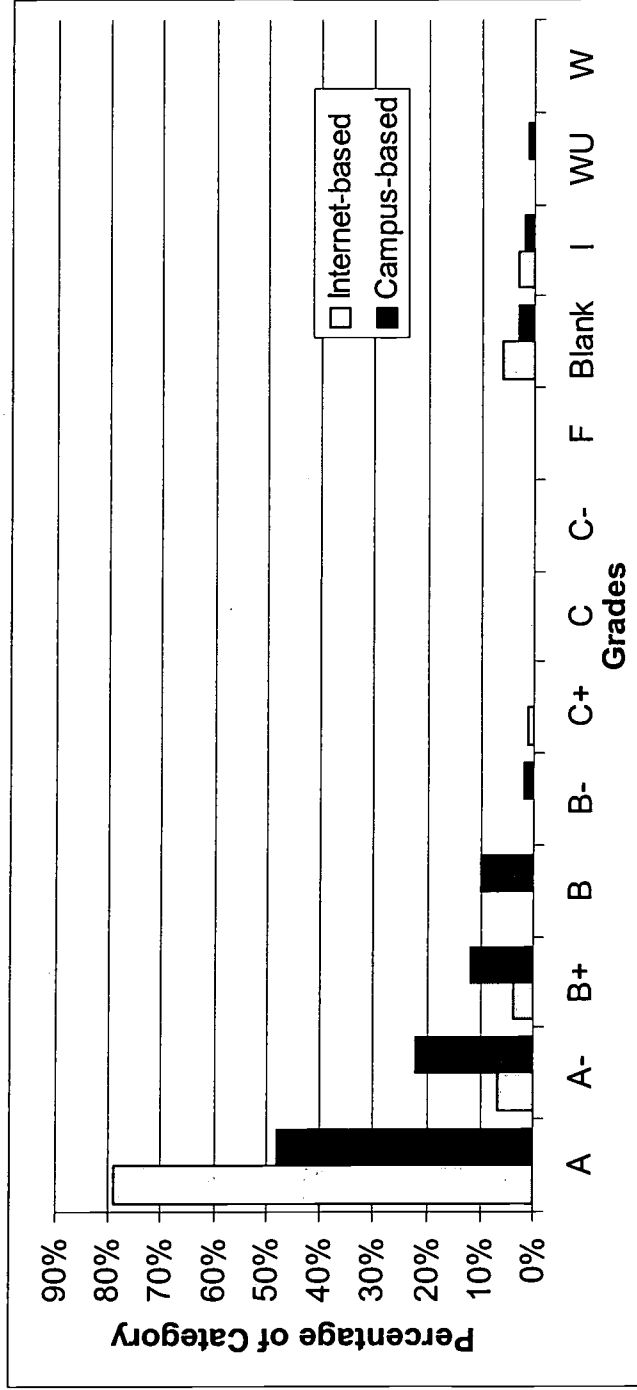
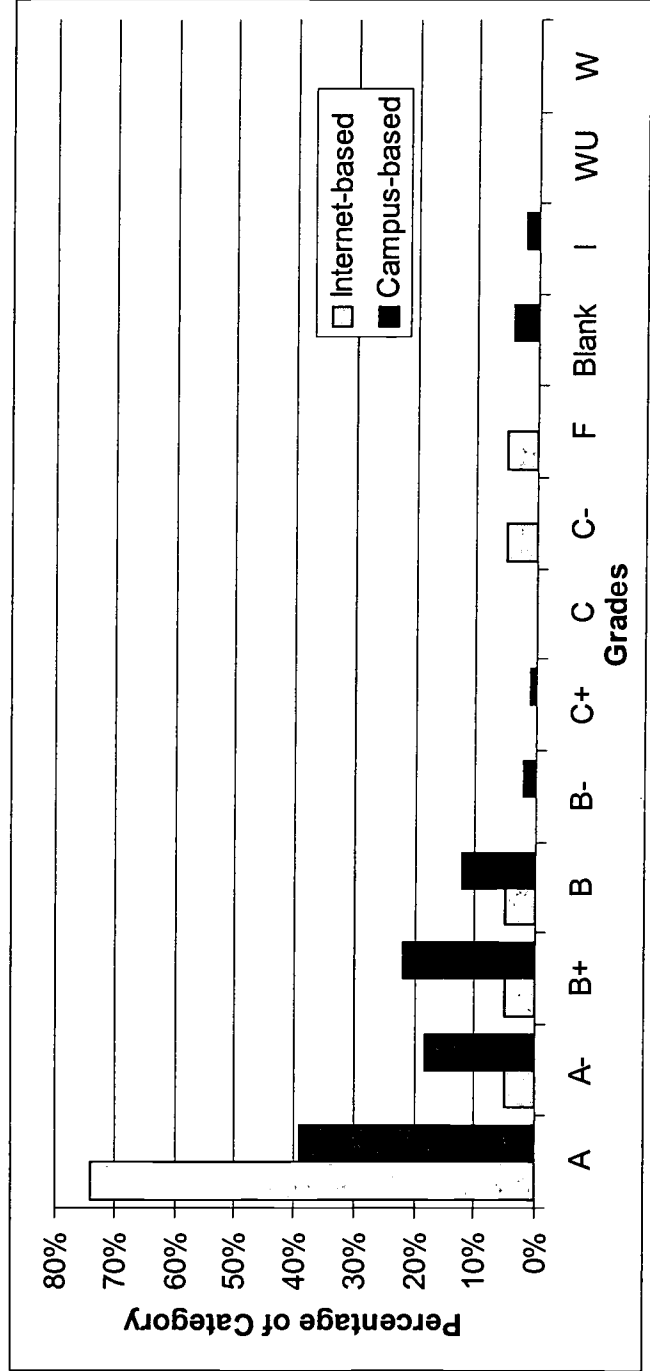


Table 4a. Grade Distribution for Internet-based and Campus-based Sections of Delivering Superior Customer Value.

Format	A	A-	B+	B	B-	C+	C	C-	F	Blank	I	WU	W	Total
Internet-based														
Number	14	1	1	1	0	0	0	1	1	0	0	0	0	19
Percentage	74 %	5 %	5 %	5 %	0 %	0 %	0 %	5 %	5 %	0 %	0 %	0 %	0 %	100
Campus-based														
Number	33	15	19	10	2	1	0	0	0	3	2	0	0	85
Percentage	39 %	18 %	22 %	12 %	2 %	1 %	0 %	0 %	0 %	4 %	2 %	0 %	0 %	100 %

Figure 3a. Percentage of Grade Distribution for Internet-based and Campus-based Sections of Delivering Superior Customer Value.



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