

EVALUATION OF AN INDIVIDUALIZED INSTRUCTIONAL
PROGRAM FOR POTENTIAL APPAREL
SHOP ENTREPRENEURS

By

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CHAPTER I

INTRODUCTION

A system, according to Romiszowski (1970), "is an inter-relation of parts" (p. 12). Johnson, Kast and Rosenzweig (1967) define a system as "an array of components designed to accomplish a particular objective according to plan" (p. 113). The latter definition takes into account the structure and organization of common elements by relating to the design of objectives with regard to a proposed scheme.

Evaluation has been defined by Cross (1973) as "a process which determines the extent to which objectives have been achieved" (p. 5). Stadt and Gooch (1977) stated that "the first principle of evaluation is that it must be done according to elements of an evaluation system" (p. 317). The function of a well designed evaluation system is to carefully consider all elements which impinge upon the program and to take into account the goals and objectives of the program in order to assess the extent to which they have been achieved.

A systematic approach to evaluation carries with it the potential to facilitate the design, development, and validation of any program. The evaluation system should begin by gathering related concepts that are pertinent to the program under scrutiny and conclude when the system or pattern of connected ideas has been produced. Feedback from the evaluation system can help initially to ascertain how well the

program is developing, and later to facilitate the identification of the extent to which program components are accomplishing the objectives in an effective and efficient manner.

Greenwood (1973, p. 1) predicted that evaluation studies involving faculty, students and professionals from related areas would influence the growth and development of innovative home economics programs for the 1970's and 1980's. The development, implementation, and evaluation of a training program for potential apparel shop entrepreneurs was the focus of a recent research project. The design of the research utilized the cooperative involvement of faculty and students from the disciplines of home economics and business education along with other educators, apparel merchants and business leaders.

Background of the Study

This study was made possible by a larger research project entitled "Instructional Materials for Adult Entrepreneurship of Apparel Shops" (Greenwood, Callsen, and Mott, 1978). The project was conducted at Oklahoma State University and partially funded by the United States Office of Education (USOE). The purpose of the research was to select entrepreneurial competencies and develop instructional materials for use in an open entry-exit setting by potential apparel shop entrepreneurs.

Open entry-exit is a concept in education that refers to procedures that provide flexible enrollment patterns, a student-centered learning environment, and individualized instruction. The flexible nature of open entry-exit makes the concept particularly compatible with educational situations utilizing individualized instructional

materials.

Selection of the educational setting for the pilot study was based on the concept of open entry-exit and project feasibility in terms of overcoming the constraints of time, location, personnel and other available resources. South Oklahoma City Junior College (SOCJC) was selected for the pilot study since it was most representative of the selection criteria.

Self-instructional, self-paced and self-evaluative learning packages were designed to be used by adults participating in the open entry-exit training program for apparel shop entrepreneurs. A learning package consisted of two or more modules. Five learning packages were developed by the ASE research team for use by adult trainees during the eight week pilot study, June 14 through August 4, 1977. Content for four learning packages focused on the basic retail functions of accounting and control, buying and merchandising, operations and management, and advertising and promotion. A fifth learning package was designed to assist the trainees in identifying personal entrepreneurial traits and in making the initial decisions of store operation.

An interdisciplinary approach was taken in terms of selecting the Apparel Shop Entrepreneurship (ASE) research team. The seven-member team included a project director, two co-directors and four graduate assistants. Clothing, Textiles and Merchandising; Home Economics Education; and Business Education represented the educational backgrounds of the researchers.

The major objectives of the larger research project (Greenwood, et al., 1978) were:

1. To develop individualized and modularized instructional materials which aim to provide entrepreneurial competencies for potential small apparel shop owners,
2. To test the instructional materials through use in a pilot study period with assistance from a panel of business experts,
3. To evaluate the instructional materials during the pilot study period with assistance from a panel of business experts,
4. To revise the instructional materials and to make recommendations concerning the continued use in open entry-exit programs to provide adult entrepreneurial competencies which facilitate self-employment. (p. 3)

The quarterly reports and the final report of the larger research project are on file in the home economics research office at Oklahoma State University. As a part of the larger research project, in accordance with Objective 3, the primary emphasis of this study has been 1) to develop an evaluation system to determine the effectiveness of individualized instructional materials designed to train adults for apparel shop entrepreneurship, and 2) to analyze the use of the individualized instructional materials and the evaluation system in an open entry-exit pilot study.

Significance of the Study

In recent years there has been a deluge of studies focusing on individualized instructional materials. Individualized instructional materials are often used in open entry-exit programs. Research, however, evaluating such programs is practically non-existent and is critically needed.

A current lack of available research data presents a challenge to students of business; retailing; clothing, textiles and merchandising;

education and other disciplines interested in the interrelationship of the following concepts in educational programs: 1) individualized instructional materials, 2) adult education, 3) entrepreneurship, and 4) the concept of open entry-exit. This research effort was planned to develop an evaluation system to determine the effectiveness of individualized instructional materials used in an open entry-exit program designed to train adults for apparel shop entrepreneurship.

Objectives of the Study

The four objectives of this study were:

1. To design evaluation instruments to assess the effectiveness of an apparel shop entrepreneurship training program by obtaining judgments from the following types of participants: a) teacher-coordinator, b) adult trainees, c) role model merchants, and d) panel of business experts,
2. To use the evaluation instruments in assessing the effectiveness of individualized instructional materials in an open entry-exit pilot study,
3. To analyze the evaluation data obtained from the evaluation instruments in terms of a) characteristics that appear to contribute to or hinder learning and b) evidences of trainees' achievement or lack of achievement of the objectives of the apparel shop entrepreneurship program,
4. To assess the reliability of the panel of business experts in evaluating the trainees' achievement of performance and terminal objectives, and to recommend revisions for the instructional materials, the procedures, and the evaluation

Instruments utilized in an open entry-exit pilot study.

As a part of Objective 4, the following hypothesis was examined based on the intercorrelations of the data:

There is no correlation between the assessments of the performance of the same trainees by different members of the panel of business experts (PBE).

Because of the sample size in the pilot study, a statistical test of only this one hypothesis was conducted in relation to inter-rater (business experts) reliability in using an evaluation instrument.

In addition to the hypothesis, several research questions were explored through visual inspection of the data:

1. Are there interrelationships between the panel of business experts' ratings of the performance objectives and of the terminal objectives?
2. Are there differences between the pretest and posttest scores for each learning package?
3. Are there differences in relevant background knowledge, as determined by the pretest scores, between trainees with retail experience and trainees without retail experience?
4. Are there differences in the amount of time needed for individual trainees to complete the five learning packages (15 modules)?

Assumptions of the Study

The following assumptions were basic to this study:

1. The development of the trainee's entrepreneurial competencies can be determined by means of the pretests, posttests, and Individual Store Plans,

2. The trainees' achievement of the objectives of the Apparel Shop Entrepreneurship Program can be determined by the evaluations made by the teacher-coordinator and the panel of business experts,
3. The findings of the study can be used as a basis for determining strategies for making the learning packages more effective in training adults to be apparel shop entrepreneurs.

Limitations of the Study

The study was limited in the following ways:

1. The content of the learning packages for apparel shop entrepreneurship focused on the four functions of retailing: accounting and control, buying and merchandising, operations and management, advertising and promotion,
2. The evaluation of the learning packages was conducted during an eight week pilot study by 11 trainees and one teacher-coordinator in an existing open entry-exit setting,
3. The pilot study was limited to one location, South Oklahoma City Junior College, Oklahoma City.

Definition of Terms

The definitions used in the development, execution and report of this study were formulated by the ASE research team based on terms and concepts found in the literature. Definitions pertaining to competencies and objectives were developed from Bloom (1956), Mager and Beach (1967), Johnson and Johnson (1970), McCleary and McIntyre (1972), and Nagel and Richmond (1972). Definitions pertaining to evaluation were

developed from Cross (1973) and Alman and Glock (1975). Definitions pertaining to open entry-exit were developed from Dollar (1971), Paulsen and Berg (1976), Greenwood and Pestle (1977), and Greenwood, Callsen and Mott (1978). Definitions peculiar to the nature of the larger research project, were formulated by this researcher and the ASE research team. The sources used in developing other definitions are cited elsewhere in the report. To facilitate the communication of the technical terms used in this study, the following definitions are presented:

1. Accounting and Control - activities involved in keeping adequate financial records and preparing the balance sheet and cash flow for a small apparel store.
2. Adult Trainee (AT) - any person enrolled in the pilot study. The word trainee is used synonymously with that of adult trainee.
3. Advertising and Promotion - activities involved in the selection, presentation and promotion of ideas, goods, and/or services for small apparel stores.
4. Apparel Shop Entrepreneurship (ASE) - refers to the instructional materials developed in the research project funded by the United States Office of Education and entitled: Instructional Materials for Adult Entrepreneurship of Apparel Shops.
5. Apparel Shop Entrepreneurship Folio (ASEF) - the trainees' Individual Store Plans (ISP) which provided a concise and orderly record of specific decisions and detailed plans for opening an apparel shop.
6. Buying and Merchandising - activities involved in the planning, procuring and controlling of merchandise for the small apparel store.

7. Competency - the ability of the trainee to perform effectively in the pilot study by adjusting to and operating in an open entry-exit situation and successfully completing the ASE program.

8. Competency-Based Education - an attitude or behavior, skill or understanding demonstrated by a participant at a specified performance level (AHEA, 1974, p. 4).

9. Competency-Based Learning (also called Performance Based Learning) - trainees' acquisition of knowledge evidenced by the satisfactory completion of the terminal objectives for each learning package and the development of realistic store plans as judged by the role model merchants and the panel of business experts.

10. Entrepreneur - extraordinary person who arranges and manages any enterprise, especially a new or untried business (Packard, Winters, and Axelrod, 1976, p. 327).

11. Evaluation Instrument - a rating scale used by the adult trainees, role model merchants, panel of business experts, and the teacher-coordinator to assess the effectiveness of the instructional materials and procedures utilized in the pilot study.

12. Evaluation System - the orderly arrangement of the pilot study participants' responses to several evaluation instruments in order to assess the characteristics of the individualized instructional materials that contribute to or hinder learning by adult trainees and to appraise the effectiveness of an open entry-exit adult training program in apparel shop entrepreneurship.

13. Individualized Instruction - a highly flexible system of multiple materials and procedures in which the student is given substantial responsibility for planning and carrying out his [or her] own

organized program of studies, with the assistance of his [or her] teacher, and in which his [or her] progress is determined solely in terms of those plans (Baker and Goldberg, 1970, p. 775).

14. Individualized Learning - the acquisition of knowledge and skills by the trainee through the use of self-paced learning materials which incorporate self-instructional methods and self-evaluative techniques (Greenwood and Pestle, 1977, p. 5).

15. Instructional Materials - materials developed by the ASE research team including: the facilitator's guide; a trainee orientation manual; five learning packages inclusive of modules; individual store plans, and pretests and posttests; resource center containing additional reference materials; and evaluation instruments.

16. Learning Package (LP) - a self-instructional unit developed for learning one or more basic concepts; in this study each learning package included two or more modules, one set of individual store plans, a pretest and a posttest.

17. Module - a set of learning activities designed to help the trainee acquire and develop concepts related to specific performance objectives. Each module included instructions, rationale, terminal and performance objectives, content, learning activities, summary of terms, and an optional learning guide.

18. Open Entry-Exit - a concept that refers to procedures in educational programs and courses that allow the learner to enter and exit a formal educational setting at times other than the beginning and ending of the traditional school term (Paulsen and Berg, 1976, p. 1).

19. Operations and Management - the activities involved in the direction and control of various factors associated with the physical handling of goods, protection and service to customers, purchasing supplies, maintenance of the store, and the handling of employees for small apparel shops (Wingate and Sampson, 1968, p. 135).

20. Panel of Business Experts (PBE) - a panel composed of business men and women with expertise in the four functional areas of retailing: accounting and control, buying and merchandising, operations and management, advertising and promotion, and in other areas such as banking and business law.

21. Performance Objectives - explicit statements to describe what the trainee will be able to do upon completion of each content segment within each module.

22. Pilot Study Participants - the following individuals who actively engaged in various aspects of the ASE research Project: teacher-coordinator, adult trainees, role model merchants, and members of a panel of business experts.

23. Posttest - an evaluation instrument which measures the cognitive knowledge of trainees after completing each module.

24. Pretest - an evaluation instrument which measures the cognitive knowledge of trainees before completing a module.

25. Readability - the ease of understanding or interest value due to the style of writing (Klare, 1963, p. 1; Flesch, 1974, p. 172).

26. Role Model Merchants (RMM) - successful entrepreneurs of apparel stores of similar size and merchandising policies as the prospective operation planned by each of the trainees.

27. Teacher-Coordinator (TC) - the teacher at South Oklahoma City Junior College who participated in the pilot study.

28. Terminal Objectives - explicit statements to describe what the trainee will be able to do upon completion of each learning package.

Organization of the Study

The introduction, background, significance of the study, objectives, assumptions, limitations, and the definitions have been reviewed in this chapter. Chapter II will include the literature related to the theoretical framework for the research. The researcher did not find any studies that have been done by home economics educators to train adults for entrepreneurship. Clothing, textiles and merchandising educators can be instrumental in providing assistance to individuals interested in becoming apparel shop entrepreneurs by developing and/or utilizing individualized instructional materials and by initiating training programs to meet the needs of this group.

Chapter III presents the procedure used in developing the evaluation system and conducting the pilot study. The procedures are divided into the following four phases: 1) development of the evaluation instruments; 2) data collection; 3) data analysis; and 4) recommendations for the revision of materials, procedures, and evaluation instruments.

Chapter IV presents the results and analysis of the data from the pilot study. Chapter V presents the summary, conclusions and recommendations of the research.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Most Americans believe education and work are related. We live in a career oriented, work dominated society. Success is often measured in terms of work related concepts such as job satisfaction, economic gratification, and even the choice of the career itself. To make it in society, for most Americans, means to make it on the job.

Phenix (1964) identified several aims pertaining to general education by describing the following competencies as indicative of an educated person:

A complete person should be skilled in the use of speech, symbol, and gesture, factually well informed, capable of creating and appreciating objects of esthetic significance, endowed with a rich disciplined life in relation to self and others, able to make wise decisions and to judge between right and wrong, and possessed of an integral outlook. (p. 8)

Traditionally a fundamental emphasis in education has been to prepare individuals for the world of work to function as competent, reliable employees. Recently there has been a trend among educators to also emphasize the preparation of individuals to function as employers--potential entrepreneurs. Information involving the awareness, orientation, training, and upgrading of specific occupations or careers has received considerable attention within both general and vocational educational settings.

Vocational education is concerned with the preparation of individuals for the world of work especially work that is assumed to be better than what might have been without vocational training. An individual's job is closely aligned with economic well being. The premise is that the acquisition of a good job as the result of good vocational training leads to economic improvement which leads to a better standard of living for the individual, and this in turn becomes a gain for society in general. Hilton and Gyuro (1970) summarize the basic tenets of vocational education in the following manner:

Vocational education is that part of the total program of education which deals with preparation including vocational guidance and counseling, exploration and training, for careers in the world of work below the professional level. Vocational education helps to give definite purpose and meaning to education by relating training to specific occupational goals. (p. 7)

Vocational education is a sort of educational umbrella for a wide range of programs and activities that attempt to contribute to the welfare of individuals and is directly related to the world of work. Most of these programs seek to supply students with a marketable skill while providing them with academic preparation in English, arithmetic and social studies. Other vocational programs offer training in homemaking skills and consumer education.

The Systems Approach

The systems approach has been applied in a number of fields including military training, business management, engineering, applied physics, aerospace research and development, and environmental planning. The term systems approach is part of a type of methodology that has been discussed under several descriptive headings such as systems

analysis, man-machine systems, systems engineering, systems management, operations research, and cost-effectiveness analysis (Kenezevich, 1969, pp. 539-540; Tracey, 1971, pp. 1-3).

Some educators have utilized the systems approach in the development and evaluation of program procedures and instructional processes. The systems approach has been emphasized and outlined in the guidelines for planning and developing a plan for vocational education at the state, regional and local levels according to Hilton and Gyuro (1970).

Evaluation as a Systems Process

The systems approach to program planning focuses upon 1) the assessment of needs, goals and feasibility in terms of constraints and resources, 2) the establishment of performance objectives, 3) the formulation and development of specific strategies and alternate strategies for the achievement of objectives, 4) the allocation of resources necessary to achieve objectives, and 5) the evaluation of the expenditures of resources in order to ascertain how effectively and efficiently the objectives were achieved. A systems approach is a rational, logical procedure which allows problem solving techniques to be applied to both individual and interrelated elements within a given context. The instruments used for evaluative purposes affect rating, summarizing, and in some cases quantifying the effectiveness of the program.

"Systems study seeks most directly to make better systems," according to Immegart and Pilecki (1973, p. 177). This statement suggests the presence of evaluation. Evaluation is a continuous systems process which seeks to determine the extent to which objectives

have been achieved.

Evaluation may be defined in several ways. Evaluation is the means by which procedures, processes and materials may be judged in terms of effectiveness. Ahman and Glock (1975) defined evaluation as "the systematic process of determining the effectiveness of educational endeavors in the light of evidence" (p. 4). In further discussion the writers reported that curricula, teaching methods, administrative organization and instructional media are as diverse in nature as are individual differences among students (p. 5).

Cross (1973) defined evaluation in two ways:

1. Evaluation is a process which determines the extent to which objectives have been achieved.
2. Evaluation is a process of making an assessment of a student's growth. (pp. 5-6)

The first definition links evaluation to completion of a goal. The second definition links evaluation to student performance.

Impellitteri and Finch (1971) made the following statement regarding the evaluation of individualized instruction:

In one sense, all research exploring any aspect of the broad scope of individualized instruction could be considered evaluative in nature. In order to determine the most effective instructional strategy, media utilization, or sequencing of objectives, for a particular student, one must evaluate. (p. 17)

In view of the variety of definitions, evaluation may be regarded as the means by which procedures and processes, individuals, and materials may be judged in terms of effectiveness.

A systematic approach to evaluation requires a careful consideration of all program elements. As a systems process, evaluation begins by gathering related concepts that are pertinent to the program under

scrutiny and terminates when a system or pattern of connected ideas has been produced. The point of termination is short-lived, however, for feedback from the evaluation process continuously provides a data base for making revisions and reevaluating the system. The overriding function of evaluation is to employ a methodology which systematically transforms relevant data in such a way as to improve the information base upon which decisions are made regarding program development and execution.

Characteristics of the Entrepreneur

The word, entrepreneur, is taken from the French word, *entreprendre*, which means to undertake (Morris, 1975, p. 437). The entrepreneur "undertakes to organize, manage, and assume the risk of a business" (Copulsky and McNulty, 1974, p. 1).

The entrepreneur, as described by Robinson (1974, pp. 6-7), must be willing and able to forego leisure, work nights or weekends in the business, effectively manage both major and menial tasks, live with uncertainty, be persistent and think with confidence, yet also be willing and able to change direction for the sake of the business.

Traditionally men have dominated professional fields such as law, medicine, theology and business. Small business ownership and management are certainly no exceptions. Recently, however, more and more women are entering fields once held to be principally the man's domain.

Some women have been successful entrepreneurs, but according to Copulsky and McNulty (1974, p. 35), discrimination as well as their environmental psychological set have jointly worked to hold women back. The broad base of female employees is concentrated within the ranks of

labor. Few women are company managers or administrators even though the business scene is changing to reflect slightly more receptive attitudes toward women. In recent years more and more women are going into business for themselves.

Standards of entrepreneurs are usually high. They are independent, intensely competitive, and actively seek to satisfy their inner achievement drive through planning and initiating strategies that will result in success. It is the need for achievement, far more than economic reward, that tends to nourish the inner personal drive and stamina of the entrepreneur (McClelland, 1961, pp. 233-237).

Home and school are two institutions with which all individuals are intimately associated at one time or another. Differences among cultures in terms of what McClelland (1961, pp. 253-256) has termed the "need for achievement" provide some insight into the relationship between work or career orientation and the influence of home and family life. It is probable that values embedded in the content and method of instruction in schools also have an influence on an individual's work orientation as well as the status that is accorded to various occupations.

The Small Business Entrepreneur

The small business entrepreneur is the same as any other entrepreneur in terms of initiating steps to establish a business. There is, however, no definition that is singularly accepted for the term small business.

According to the Small Business Act of 1953 a small business is "one which is independently owned and operated and not dominant in its

field of operation" (U. S. Department of Commerce, 1971, p. 42).

Tate, Megginson, Scott, and Trueblood (1975) defined small business as "an organization with a name, a place of operations, an owner, and one or more workers other than the owner" (p. 4). According to Hollander (1967) small business is described as self-initiated, self-managed and largely self-financed with regard to enterprises that:

1. are businesses, in the sense that they involve all or most of the business functions, and decisions concerning production, marketing, financing, and management; and
2. do not exceed a size which, considering the nature of the business, permits personalized management in the hands of one or a few executives, as opposed to institutionalized management characteristics of larger enterprises. (pp. 4-5)

The most widely used measures for determining small business in terms of size are the number of employees and the sales volume. These measures vary according to the type of business. For example, a manufacturing firm employing 250 people may be classified as small, whereas another firm in a different industry employing 500 people may be classified as small when compared with larger plants within that same industry (Tate, Megginson, Scott, and Trueblood, 1975, pp. 4-5).

Collins, Moore, and Unwalla (1964, p. 20) described entrepreneurs as creative innovators who develop ongoing businesses where none had been before. Grayson (1973, p. 111) recommended more schools encourage entrepreneurs, for without them the private enterprise system will tend to become change-resistant and bureaucratic. Kierulff (1975, p. 39) suggested the encouragement of a generation of people trained in entrepreneurship as an inexpensive means of improving the nation's productivity and overall competitive position in the world.

Small firms make a major contribution to American economic life by providing jobs and helping increase the productivity of the nation. According to Baumbach, Lawyer, and Kelley (1973) small businesses are important to the economy for the following reasons:

1. All businesses are interdependent.
2. It is desirable to preserve competition and our system of free enterprise.
3. Small business units and prospective entrepreneurs provide the major fund of new ideas and inventions.
(p. 11)

Small businesses are common in the service industries (Copulsky and McNulty, 1974, p. 9). Service oriented businesses include any operation that sells to the public the assistance, goods and ideas deemed useful, necessary and valuable.

Greene (1975) described retailing in the following manner:

Retailing is a service business. The mounting complaints about poor service and discourteous clerks--to say nothing of the almost total absence of sales personnel in place of mere clerks--suggest most retailers have forgotten this basic fact. . . . The universality of complaints about retailers has created a great opportunity for any one who opens a store which demonstrates that customers come first. (p. 220)

Apparel stores are one of the many different kinds of stores included in the field of retailing. Large and small operations merchandise apparel. Some important factors for healthy small apparel shops are to offer more reliable and friendlier service, better selections of merchandise, lower prices, high quality, and easier access to the store (Griffin, 1974, p. 43).

The Risk of Small Business Failure

Over a decade ago the Small Business Administration (U. S.

Department of Commerce, 1964, pp. 13-14) reported that annually some 440,000 small businesses make their debut across the nation, and about 400,000 such businesses discontinue operation. The estimates for initial business start-ups have remained somewhat consistent. According to the Jacob Kay Lasser Tax Institute of New York (1974, p. 2) the annual birth of small businesses numbers approximately 450,000 with an almost equal number failing each year.

Blau (1971, p. 29) reported that about half the commercial and industrial fatalities occur within the retail sector of industry. In 1970, about 10 percent of all retail failures were experienced by the apparel and accessories industry.

Fraud, disaster, poor health, death, and marital difficulties account for only a few business failures. Several writers have identified the key cause of failure as inept management. Munselman and Hughes (1964) stated that "the underlying reason for most failures in small business is managerial incompetence" (p. 86). In addition to inept management, these writers cited 10 other reasons for business failures:

1. Insufficient capital
2. Poor location
3. Over-buying
4. Lack of inventory controls
5. Unfavorable economic conditions
6. Excessive overhead
7. Unwise credit policies
8. Lack of accounting records
9. Over-expansion
10. Excessive fixed costs. (p. 86)

The Small Business Administration (U. S. Department of Commerce, 1975) surveyed the Arkansas, Louisiana, New Mexico, Oklahoma and Texas area to determine what factors contribute to failure. They reported and ranked 27 causes of business failure. The top 10 causes are

listed below:

1. Overoptimism in projections of business performance
2. No business records
3. Inadequate working capital
4. Unsuitable location
5. Inability to analyze and interpret financial data to improve business performance
6. Excessively liberal practices in extension of consumer credit
7. Lack of experience in product or service line
8. Woeful ignorance of business principles and practices
9. Inability to meet competitive pricing
10. Neglect of business through bad habits, marital or health problems. (p. 33)

The difficulties in starting a business are less when an economy is booming. According to Klatt (1973, p. 5) when business entry is easy, overcrowding in industry is inevitable. The entrepreneurs that do survive will need to have the necessary management skills.

Small businesses that fail tend to do so within the first five years (Klatt, 1973, p. 8; Broom and Longenecker, 1975, p. 64). According to Klatt (1973, p. 9), the lack of managerial skills is the single most important reason for business failure. Incompetence as well as inexperience continue to make major contributions to the annual failures of small businesses (Wyant, 1970, p. 101; Gellers, 1975, p. 124; "When New Small Businesses," 1976, pp. 21, 23).

Being one's own boss, selecting the type of work to be done, knowing the competition, being secure and independent of others, and possessing social and community status are factors which appeal to the entrepreneur according to Steinmetz, Kline, and Stegall (1968, p. 12). Despite a high probability of failure, many people nurture the dream of owning and operating their own business. The small, independently owned business has played a vital role in the American economy, and for some it continues to be an avenue of opportunity.

Robinson (1974) recognized the interrelationship of a combination of variables as necessary factors for business success. The following summarizes this point of view:

Success as an entrepreneur comes from an indefinable blend of skill, hard work, timing, persistence, dedication, and daring. Also luck. The prospective business founder cannot eliminate the impact of luck, but he can diminish its effect. The completion of sound, thoughtful preparation is an important means of doing this. (p. 10)

The Need of Managerial Training for Small Business Entrepreneurs

Several authorities have discussed the training aspect in retailing as an important function for personnel development (Richert, Warren, and Haines, 1962, pp. 584-592); Wingate and Sampson, 1968, pp. 614-617; Pintel and Diamond, 1971, pp. 105-112; James, Walker, and Fitzel, 1975, pp. 610-612). Personnel development involves many types of training including executive training. Large retail operations such as department stores provide executive training in which managers and buyers are exposed to leadership and training methods in terms of management problems, conduct, group meetings, and training and evaluating new employees.

Gillespie and Hecht (1970, p. 123) assert that every retailing firm views it necessary to train its personnel. Incoming employees receive initial training. Those employees being groomed for job advancement receive promotional training. The writers further indicated training is somewhat limited in the small business. Training is usually done by the store's owner or manager.

The small business owners or managers must develop competence in the four retail functions of accounting and control, buying and

merchandising, operations and management, and advertising and promotion in order to remain open and competitive. Murray (1976, p. 72) asserted that small business managers, unlike the executives of large corporations, usually cannot expect much staff support; neither can they afford the expense of specialists. Small business managers generally must develop their own expertise.

A review of the literature reveals that the retail scene in the United States is dominated by small stores. Many of these establishments specialize in women's and men's apparel. The large number of small apparel stores coupled with the high rate of failure indicates the need for management training peculiar to the needs of small shop owners.

Many potential entrepreneurs lack experience and training. Despite this apparent handicap, many will launch their small business ventures and optimistically hope to learn on the job. Some will succeed, many more will fail.

Adults who seek advanced entrepreneurial training are a diverse group. Their interests and backgrounds vary, and the extraneous demands of daily living create a particular need in terms of a flexible approach toward training for this group. Individualized instruction and open entry-exit programs can be utilized by educators to assist adult trainees become entrepreneurs.

Job competencies are essential for the entrepreneur to profitably operate the business. Self-esteem and job satisfaction are the by-products of knowing one is able to perform effectively on the job. Job competence is developed through training situations which provide opportunity for trainees to practice the necessary skills for the job.

Some writers advocate separate programs designed specifically for the small business entrepreneur. According to Kierulff (1975) the curriculum for such programs should include "the planning and development of a new venture, and the management of an enterprise once it has been established" (p. 43).

Training and Availability of Assistance for Small Business Entrepreneurs

Information pertaining to potential markets for specialized products is available from the United States Bureau of Census. Free professional advice, counseling and management courses are provided by the Small Business Administration (SBA). A variety of management subjects are taught in the management courses. The classroom training is provided by professional management consultants, bankers, lawyers, accountants, teachers and others who have both teaching ability and expertise in a particular subject (U. S. Department of Commerce, 1976, p. 7). Free consultation to potential small business owners and managers is available from SCORE, the Service Core of Retired Executives and ACE, the Active Core of Executives. These organizations, which function under the sponsorship of the SBA, are composed of successful business people. The SBA also schedules free "Going Into Business Workshops" for potential entrepreneurs (Eason, November 16, 1975, p. 10). Concerned business women are organizing business ownership seminars as more and more women seek to become entrepreneurs. One such group is the Association of Women Business Owners which is working with the SBA and the Federal Reserve Board officials on the economics of women-owned businesses (Collinson, 1975, p. 74).

Another type of assistance has been brought about through the development and use of individualized instructional materials.

Luchsinger and Luchsinger (1977, p. 46) discussed the availability of individualized materials that provide instruction on salesmanship and cost accounting or supervision. They predicted a trend toward innovative learning materials in the form of learning packages and programs with particular interest to business people.

Many studies have focused on individualized instructional materials. Such materials are often used in open entry-exit programs which provide participants with options for self pacing. Research evaluating these types of programs is limited. There is a need for research evaluating instructional materials utilized in open entry-exit programs.

The Concept of Open Entry-Exit

An atypical educational philosophy which viewed the learning environment in a non-traditional manner emerged during the 1950's. Educators, philosophers and other interested persons began to raise questions regarding the way students learned. Particular emphasis was directed to the drill subjects such as mathematics.

Jessup (1969) described the traditional view of education as "a process by which one person--the teacher--does something to another--the pupil" (p. 15). Learning becomes more meaningful when the quest for knowledge becomes the self-imposed task of the student. The traditional viewpoint, however, resigns the student to the more passive role of receiving knowledge, while the teacher actively performs the task of bearing and disseminating such knowledge.

The concept of open entry-exit encompasses those educational programs and courses for which enrollment procedures allow variable points of entry and exit. Fixed periods, such as those beginning and ending a semester or school term, mark the more traditional enrollment policies. The broad scope of the open entry-exit concept allows each student to progress at an individual pace. Exit points, like those of entry, vary according to the individual's achievement of a pre-determined goal or skill.

Paulsen and Berg (1976, p. 1) referred to the open entry-exit concept as "formats and procedures which allow learners to enter a program whenever they are ready and available, and allows them to leave or complete programs when competencies for job entry are attained." Since entry points under this concept are variable, open entry-exit is termed as variable entry-exit (p. 3).

Wiley and Bishop (1968, pp. 1-4) differentiate between the conventional or traditional schedule in terms of class scheduling, length of class periods, and the extent to which students are supervised by teachers. These authors (1968) describe the variable class scheduling procedure as inclusive of the following characteristics:

1. The schedule repeats itself in five days rather than the everyday pattern of the conventional schedule,
2. There are no standard lengths for class periods since the length of time is determined by what is being taught and how it is going to be taught,
3. Students are not in formal class arrangements or study halls for all of their weekly beginning experience,
4. Teachers meet students in both formal and informal groups throughout the weekly cycle,
5. A concept of facility use is introduced which pertains to what and how a subject is to be taught in any given facility at any given time. (p. 3)

Job Training and Open Entry-Exit

Flexible enrollment schedules and the respect for individuality are two features that make open entry-exit particularly attractive to teachers of adults participating in programs oriented to vocational development or skills training. Attempts to individualize instruction and an interest in the self-esteem of each student has long been a concern of those who teach adults according to the National Association for Public and Continuing Adult Education (1972, p. 1).

A few years ago a position paper of the National Advisory Council on Adult Education (1972) expressed a concern for providing career education to adults. The Council purported entry and exit at any level. The prevailing philosophy was that age, sequenced curricula and prescribed entry tend to limit the training opportunities of adults in terms of career development.

Burkett (1975, p. 9) speculated that in the future vocational education would include many purposes of career education especially as it relates to the information, guidance and exploration of career options. Burkett (1975) also encouraged the utilization of open entry-exit procedures for vocational education programs as indicated in the following statement:

Unless postsecondary institutions permit open entry and open exit and relax academic requirements, the ultimate result could be that vocational programs designed to prepare students for job entry will move out of public education. (p. 9)

During the sixties most Manpower instructors were hired from industry. Many of the instructors employed to teach in the Manpower skill centers sought flexible and innovative means of instructing their trainees. "In addition to new curricula and new ways of integrating

basic education and skill training, several had developed modular approaches to training" according to Levitan and Mangum (1969, p. 67).

The United States Office of Education (USOE) initiated the skill center concept. United States Office of Education officials were responsible for contracting the training facilities utilized by trainees (Levitan and Mangum, 1969, p. 66).

Although the Oklahoma skill centers were not the first, the structure and philosophy provide a typical illustration. Dollar (1971, pp. 1-2) stressed the importance of the student to the center and stated that Manpower instructors used a student-centered approach in order to make the "learning more exhilarating and less difficult." The programs at the centers were operated under an open entry-exit system which provided flexible scheduling to allow the variable entry of adult trainees. Learning was individually paced and exit occurred whenever trainees achieved a desired objective.

Characteristics of Adult Learners

When placed in the role of student some basic differences between the behavior of adults and that of children may be noted. Adults come to the classroom because they want to, not because of compulsory school attendance laws. Some basic need, interest or perceived opportunity usually underlines the motivation to pursue an academic course of study. Adults may have strong opinions that may be at variance with those of the teacher. Special effort and consideration may be required on the part of both the teacher and the learner in order to reach desired goals.

Stephens and Roderick (1974, p. 15) reported that adult students are interested in maximizing their time. Knowles (1967, pp. 265-268, 278-279) described adult learners as independent and responsible individuals. Adults wish to be consulted in developing their plan of study, and they may actively participate in the evaluation of their learning experience. Consultation is an important facet of their education, as adults may develop resentment if they perceive they are being treated as children.

Unlike youths, adults for the most part view their learning in terms of its application to their lives as they exist, not as an obscure future possibility. The experiences of adults allow them to draw from practical knowledge in addition to the theoretical constructs found in textbooks.

Programmed Instruction

Programmed instruction is a type of self-instruction that usually involves the utilization of instructional materials in which the content has been divided into small segments. Following exposure to the content, students are assigned tasks to demonstrate their comprehension or skill. Exposure to the segment of content is contingent upon mastering the existing level. If students do not perform up to the expected level of mastery, they must either restudy the same material or "branch" to additional instruction before being allowed to proceed. The reinforcement effect of immediately knowledge of success or failure, in such cases, is believed to be a powerful stimulus to learning.

According to Schramm (1962) the essential elements of programmed instruction include:

- (a) an ordered sequence of stimulus items,
- (b) to each of which students respond in some specified way,
- (c) responses are reinforced by immediate knowledge of results,
- (d) so that students move by small steps,
- (e) therefore making few errors and practicing mostly correct responses,
- (f) from what they know, by a process of successively closer approximation toward what they are supposed to learn from the program. (p. 2)

Schramm (1962, p. 2) described these elements as components of a Skinnerian type of program. There are other programs such as the Crowder type which utilizes the response as a test of whether students have a firm grasp of content. The Crowder programs also provide for frequent errors by explaining why an erroneous response is wrong.

Programmed instruction may be presented in printed form, in simple or complicated teaching machines, by several uses of tapes, or by computers. In the very early days of programmed instruction it was feared that technology would replace the role of the teacher. Time has shown such fears to be unfounded. Programmed instruction is no educational panacea. Nowhere has the teaching role been abdicated entirely as a result of the utilization of programmed instruction. The technique is just another tool that can be used by teachers in their never ending quest to make learning meaningful to students of diverse interests, needs, and abilities.

A teacher may use programmed instructional materials to provide introductory or remedial work for students, as part of an array of teaching techniques, and to supplement lectures, tutoring and/or laboratory experiences. Some teachers using self-instructional programs have achieved success by requiring students, at some point in the program, to read additional content in a textbook, view a film, perform an

experiment, or listen to a tape.

Programmed Instruction Defined

In a generic sense, programmed instruction can refer to any form of pre-prepared, pre-sequenced instruction directed toward a specific educational or training objective. Programmed instruction is known by many names. According to O'Day, Kulhavy, and Malczynski (1971, p. 1), programmed instruction may be referred to as programmed learning, automated instruction, self-instruction, teaching machines, and instructional technology. "Present-day programmed instruction is more often in book-presented form ('softwear')," wrote O'Day, et al. (1971, p. 1), rather than "in machine-presented form ('hardware')."

The term, teaching machines, refers to another segment of the field of programmed instruction. Hughes (1962, p. 18) described the definite distinction between programmed instruction and teaching machines. Programmed instruction refers to the software or instructional materials while teaching machines, the hardware, provide the means by which the materials are presented to the student.

Often programmed instruction is discussed as a type of instructional technology. Instructional technology is based on objectives and enables those responsible to design or create, to develop and build instructional materials, according to O'Day, et al. (1971, p. 13).

An Overview of Programmed Instruction

Frequently programmed instruction is described as not new and as having been around for ages. It is probably more valid to say many of the characteristics of programmed instruction, when considered

Independently, are not, in and of themselves, new. Programmed instruction has given clarity and direction to the concepts of self-instruction, self-pacing and self-evaluation.

In an effort to trace the roots of programmed instruction, some leaders in the programmed instructional movement, according to Saettler (1968, p. 18), have mistakenly "claimed Socrates as their educational forefather." The Socratic approach to teaching was based on the principle that knowledge was inborn. Through skillful inquiry, Socrates believed knowledge could be extracted from the learner. Saettler (1968) rationalized "since the reinforcement schedule of the programmed text or machine is usually based on an entirely different principle (stimulus-response associationism), it is obviously incorrect to claim Socrates as the forerunner of programmed instruction" (p. 18).

There is little dispute, however, that some of the more recent pioneering of programmed instructional techniques were conducted by the military during the 1950's. Several of the military research projects were designed both to teach military tactics and strategy to officers and to train low-level maintenance personnel (Hughes, 1962, pp. 51, 53).

Special motivational techniques, which link learning achievements with desired rewards, have proved very effective. Skinner, attributed with the development of the teaching machine, expressed concern for the shortcomings of classroom procedures, especially in drill subjects like mathematics (1954, pp. 83-97). Skinner believed the existing educational system afforded little positive reinforcement for the learner to move forward through a series of progressions ranging from the simple to the desired complexity.

The teaching machine was a box like structure in which questions passed before a viewer window by simply turning a knob. Students could operate the machine alone. The selector knobs on the teaching machine locked whenever an incorrect response was selected by the student. Progression to a new question was possible only after the student had mastered a previous question (Skinner, 1954, p. 95).

Over 25 years earlier, Pressey (1927, pp. 549-552) proposed the development of a device for self-teaching and testing of drill materials such as mathematics at Ohio State University. Pressey's punchboards, employed usually as review tests, are also a type of programmed instruction. Pressey's plans called for the development of a drumlike device to permit students to view questions through a window casing. Students were to respond to questions by pressing one of four keys. If the correct key was pressed, the drum revolved to present a new question. The drum would not move until the correct response was selected. After revolving several times the drum would omit questions that the student had answered repeatedly without difficulty. According to Pressey (1927, p. 550), "such a device should prevent excessive overlearning and bring about a concentration of effort on each problem in proportion to its difficulty."

The book-presented form of programmed instruction (software) usually comes in the form of a learning package. One of the first packages was called the Learning Activity Package (LAP), and had its conception in 1968 at Nova Schools in Ft. Lauderdale, Florida. LAP's were developed around a concept of competency, which was broken down into sub-concepts. According to Arena (1970) the following format was used in constructing the Learning Activity Packages in the Nova schools.

1. Rationale,
2. Performance Objectives,
3. Pretest,
4. Pretest Analysis,
5. Basic References,
6. Program for Learning,
7. Self-Evaluation,
8. Self-Evaluation Analysis,
9. Appendix, References, Problems and Applications, Supplementary information, Glossary, etc. (p. 785)

Home Economics Learning Packages (HELP) is another approach to software development. The format for HELP, according to Shear and Ray (1969, p. 769), was developed by the home economics education faculty and students at Pennsylvania State University. The packages were introduced at the American Home Economics Association (AHEA) post-annual-meeting Conference on Innovations in Consumer Education in the Home Economics Curriculum in Boston during June, 1969. Workshops were held to assist groups of teachers in formulating the initial components and instructional objectives for a learning package. The first HELP was specifically designed for consumer studies, but the basic idea could be adapted readily to other areas of home economics. Over 180 participants developed plans for completing a package during the AHEA workshops. Others were later introduced to HELP through correspondence with the authors. Included in the Home Economics Learning Packages are the following eight components:

1. Concepts,
2. Instructional objectives,
3. Multidimensional learning materials,
4. Diversified learning activities,
5. Preevaluation,
6. Self-evaluation,
7. Postevaluation,
8. Quest. (p. 769)

For the most part, LAP and HELP contain the same basic concept. The differences are in the learning package content, the type of

clientele, the level for which they were developed, and the amount of content included per unit.

Individualized Instruction

Each learner is an individual. As a student, each individual differs from the next in terms of interest and learning style. In recent years there has been increased emphasis on the part of elementary and secondary school educators to generate more student-centered approaches to curriculum planning. Comprehensive systems of individualized instruction have been implemented to emphasize the learner as a unique individual.

Treating the student as an independent, creative entity renders the group-oriented instructional approaches of the past as inappropriate and ineffective. Individualized instruction not only requires a re-examination of purposes, methods and content within a given curriculum, but where necessary, identifies the need for the retraining of professionals. The goal is to transform traditional programs designed for group consumption in self-contained classrooms into individually prescribed learning experiences for each student.

"Individualized instruction," according to Gronlund (1974), "involves adapting instructional procedures to fit each student's individual needs so as to maximize learning and development" (pp. 1-2).

Gronlund (1974) delineated three ways to approach the procedure:

1. Individualized instruction may range from minor modifications in group instruction to completely independent learning,
2. Individualized instruction may permit variation in rate of learning the objectives pursued, the methods and materials of study, and the required level of achievement,

3. Individualized instruction may be used in all subjects, in some subjects, in parts of some subjects, or only with particular students. (p. 2)

Individualized Instruction Defined

Bjorkquist (1971) defined individualized instruction as "learning activities which meet the needs of each student in terms of each student's ability to learn, needs, interest motivation, educational history and experience" (p. 1). According to Hunter (1970, pp. 53-63) the process of custom-tailoring instruction to the needs of a particular learner is based on the following premises: 1) students learn at different rates, and 2) learning is incremental.

An Overview of Individualized Instruction

Educators have concerned themselves with ways and means of dealing with individual student differences for sometime. History relates that effort was made to individualize students' learning experiences during the developmental stages of American education. By 1850, the chief modes of instruction for undergraduates were lecture, laboratory and recitation. As popularity of the elective principle increased in favor over prescription, so, too, was the curriculum reformed. "Not only did this reform in curriculum give play to individual differences of aptitude and preference," wrote Brubacker and Rudy (1968), "but it also greatly expanded the number and variety of curricular offerings" (p. 268). There was a lull in terms of curriculum reform and particularly an interest in individual differences from the latter nineteenth century until the early stages of the twentieth century.

Somewhere within the first two decades of the 1900's, the seeds of progressivism were sown. Although the term individualized instruction was not in vogue then, there was a genuine effort on the part of some educators to develop curricula more sensitive to the individual student's needs.

John Dewey and William H. Kilpatrick became well-known progressive educators during the early 1900's (World Book Encyclopedia, 1975, pp. 716-717). The progressive educators sought to reform elementary school methods through student-centered learning activities and experiences in informal classroom structures. Progressive educators believed learning to be more meaningful when students were genuinely interested in the particulars of the learnings and when they could learn at their own pace.

The Project Method by William H. Kilpatrick was published in 1918. The treatise was an attempt to publicize the need for making learning more attuned to the student as an individual. Kilpatrick, a protégé of John Dewey, acknowledged at the time of the writing that the term project was not new.

John Dewey attempted to transpose real-life situations into learning experiences in his experimental elementary school. There, children learned about work by working. Students were given projects in arithmetic, reading, history, and other subjects. Dewey believed students would learn to think (utilize a problem-solving approach) if they worked on projects that genuinely interested them (Tanner and Tanner, 1975, p. 256). According to Broudy (1971), "one cannot read the educational literature of the thirties and even the forties without sensing that it [Dewey philosophy of democracy and schooling] had permeated not

only the language but also the thinking of school administrators and thousands upon thousands of teachers" (p. 131).

The project method was well received in science and agricultural education (Tanner and Tanner, 1975, p. 257). Home projects were also an important part of home economics programs (Craig, 1945, p. 31). The home project was seen as a tool for improving the quality of life for families and encouraging homemakers to become more receptive to worthy change as discovered via the experimental method.

The American Vocational Association (1954) defined a home project as "the application of principles and techniques of homemaking to the solution of a particular personal or family living problem" (p. 15). These projects were planned, executed, and evaluated by the students in the homes with the guidance of the teacher and parents.

This individualized approach to home economics instruction, according to Hall and Paolucci (1967, pp. 37, 211-221), provided opportunity for a student-selected activity performed in the home environment as an outgrowth of instruction in vocational home economics programs. Because these projects were individually selected, students were free to pursue any area of home economics (i.e., clothing, foods, family/child development, and home management).

Distributive Education (DE) is concerned with the movement of goods and services from production to consumption. Its subject matter is as diverse as its potential students. Crawford and Mayer (1972, pp. 43-44) discussed the need for individualizing instruction in Distributive Education to better meet the career interest of Distributive Education students.

Specific programs for individualizing instruction in today's academic climate are too numerous and varied to treat separately in this writing. Two of the better known and most widely adopted programs were discussed by Gronlund (1974, pp. 21-43).

A highly structured system in individualized instruction for grades kindergarten through six was started in 1963 by the Learning Research and Development Center of the University of Pittsburgh and the Baldwin-Whitehall public schools. The project became known as Individually Prescribed Instruction (IPI).

The IPI system has been implemented by over 300 schools in the United States. The Research for Better Schools, a Regional Laboratory in Philadelphia, which is largely supported by the National Institute for Education (NIE), was instrumental in the widespread adoption of IPI.

Mathematics, reading, science, handwriting and spelling represent the subject areas. The IPI curriculum is divided into units according to each subject area and level of difficulty. Students are placed in the sequence of learning units in each subject in terms of their current level of mastery. Students are expected to work through each unit by demonstrating mastery (approximately 85 percent level of performance) on each objective and on a test covering the entire unit. Work on each unit follows prescribed methods and materials. Students mostly work individually, however, some group work is prescribed. Students begin work at the place in the units that best suits their current level of mastery. From then on, students work at their own pace, unit-by-unit, objective-by-objective.

Project PLAN (Program for Learning in Accordance with Needs) is another approach to individualized instruction. PLAN has been adopted by over 100 schools in the United States. It is a flexible system that provides various options in planning programs of study.

The project represented a joint effort of the American Institutes for Research, the Westinghouse Learning Corporation, and 12 cooperating school districts. PLAN began with grades 1, 5 and 9 and was extended to other grade levels on a yearly basis. The 1969 PLAN included grades 1-12. The subject areas were language arts, mathematics, science and social studies. PLAN also incorporated guidance and long-range planning activities into the instructional program.

The PLAN curriculum in each subject area consists of Teaching-Learning Units (TLU) grouped into 12 levels. Each TLU has one instructional objective and a description of learning materials and methods to be used by the student in achieving a series of TLU's selected according to the students' interests, needs, and abilities as indicated by Orientation TLU's and by placement/achievement tests. Students are expected to work through the TLU's one-by-one, and demonstrate mastery, as judged by the teacher, on objective tests or on projects.

Students are free to have input in planning the program of studies and in alternate modes of instruction. Individual as well as group work is offered. Students are exposed to a variety of types of learning materials. A computer is used to monitor student progress and to manage record-keeping.

Individualized Instruction in Training Programs

The development of individualized instructional materials has been

on the increase since the last half of the 1960's. Many of these materials have taken the form of instructional software (learning packages). Gillespie and Hecht (1970) stated, "Any routine learning where answers must be exact can be programmed" (p. 124). They discussed programmed instruction as one means of training retail personnel.

At Oklahoma State University, Tate (1976) developed learning packages for use in the fashion work experience courses. These materials have been revised and continue to be one of the techniques utilized by the fashion educators in the work experience class at Oklahoma State University to help prepare students for work in retail stores. Once on the job, the learning packages are designed to provide continued use through activities related to actual job competencies.

Individualized instruction has been criticized as possessing a worthwhile goal, but exhibiting little conclusive evidence to support this approach over all others. Some educators have sought to individualize instruction through the use of learning packages. A critique of this strategy, according to Maginn (1977) may be summed up as follows:

Bright learners, for instance, are turned off by a steady diet of individualized instruction or by remedial sections which cover material designed for the low-ability student. Criterion tests which act as the 'final exam' of many individualized programs are often too easy. . . . Students who have difficulty concentrating on a single task for more than a brief period, who depend heavily on instructor reinforcement, and who are not well motivated to complete the program will get less out of individualized instruction. (p. 23)

Maginn (1977, pp. 23-26) questioned the validity of individualized instruction. Whereas students may study independently and at their own pace through the use of programmed texts, Maginn did not agree this was justification to proclaim instruction to be individualized.

Learning is personal, and for some self-paced individual study may fall short of ideal individualized instruction. It could be construed, however, that as far as teacher evaluation may be deemed reliable, at any given point a student understands and is judged as having satisfactorily achieved on a given set of learnings, through whatever the technique or strategy employed, for that student, the instruction has met individual needs. It could therefore be suggested that the basic notion of individualized instruction has been accomplished.

In some respects training is becoming synonymous with professional enrichment. Many industrial establishments and large corporations employ research scientists. Executive training is not uncommon and the phrase "training the trainers" is receiving recognition. To the professional, training incorporates "a well organized body of knowledge and skills" (Kidd, 1973, pp. 200-201).

Programmed materials are designed to permit individualized learning through their self-instructional, self-paced, self-evaluative characteristics. Sequencing has some merit for the uninitiated or entry level person. A detailed specification of material may eliminate, if not reduce, the confusion often experienced by a novice with limited knowledge of a subject. Some sequencing is both desirable and necessary for potential entrepreneurs with little experience or business expertise.

Self-directed or active learning on the part of the individual student has received much attention since the fifties. Individual work is another characteristic of programmed instruction.

Competency-Based Objectives

Competency-Based Instruction is a "flexible, individualized program that frees both students and teachers to work at their own rates without the fear of failure" (Nagel, 1972, p. 1). A set of criteria (objectives), designed to help the learner make progress and achieve a desired goal, is a requirement of Competency-Based Instruction.

Adults must have a clear understanding of what they want from a course (Neff, 1972, p. 131). Clearly defined objectives are necessary and help the learner make progress. Mager and Beach (1967, pp. 29-30) maintained that objectives should have meaning for the student as well as clarify the instructional content.

Objectives may be of two types. A terminal objective represents the broad concept, competency or over-all goal of the learner. In essence, objectives must measure performance in terms of goals if they are to be useful (Mager, 1962, p. 4). A performance objective is an ordered, detailed specification of criteria expressed in behavioral terms. Successful completion of each performance objective will result in the achievement of the terminal objective.

Readability and Instructional Materials

Attempts to individualize instruction through the use of programmed materials have succeeded in permitting students to become more actively involved in their own learning process. Some materials are appearing which gear the information to the background and reading level of the student.

Readability refers to processes and procedures utilized to improve the capability of written materials to transfer information to intended

readers. Klare (1963) cited three ways in which the term readability has come to be used:

1. To indicate legibility of either handwriting or typography,
2. To indicate ease of reading due to either the interest-value or the pleasantness of writing,
3. To indicate ease of understanding or comprehension due to the style of writing. (p. 1)

A readability formula is intended to be a sort of yardstick for predicting some of the effects a piece of written material will have on its target readers. According to Klare and Buck (1954) formulas are designed to predict the following:

1. Whether readers will be able to read and understand the writing,
2. Whether they will enjoy reading it,
3. What course of action readers will take after reading it. (p. 89)

Various educators have designed formulas to assist writers in determining the grade level of their manuscripts. The Flesch readability formula includes two types of scores (1949, pp. 213-216). The reading ease score involves calculations based on the average syllables per word and the lengths of the sentences. The entire text may be subjected to the formula or a selected sample of 100 words may be used. The human interest score is calculated by a formula based on the number of "personal words" per 100 and the number of "personal sentences" per 100 sentences. Personal words include first-, second-, and third-person pronouns and words that have masculine or feminine natural gender. Certain exceptions are noted by the formula. Personal sentences include direct quotations, questions, commands and other sentences directly addressed to the reader (p. 215).

Klare (1963, pp. 21-25) evaluated several readability formulas. The Flesch Reading Ease formula was cited as the most popular formula, as well as the formula on which the most research data is available. The Flesch formula, however, was also noted as cumbersome (p. 23).

Nonsexist Language in Instructional Materials

Bem (1970) attributed the term "hidden curriculum" to instructional materials that stereotype individuals according to sex. Sex bias reflects deeply rooted habits, traditions and behaviors that have in time come to permeate the general social orientation of the culture.

Levy and Stacey (1973, pp. 105-109; 123) accused the curriculum, extracurriculum, teacher behavior, school structure and organization of sexism and contended such practices are particularly damaging to female students. Bart (1974, pp. 33-55) recommended that education change its sex biased textbooks and restricted curricula to permit both males and females to have the access to instruction that tradition has in the past denied to them.

Sexism refers to any attitude or action which demeans or stereotypes individuals or groups with regard to sex. In recent years educators and other concerned individuals have reexamined approaches to teaching as well as instructional materials in an effort to remedy the problem of sexism in education. Guidelines to assist writers in avoiding sexist language have been made available by several publishers in an effort to eliminate sexist language in future publications (American Psychological Association, 1974; Macmillan, 1975; McGraw-Hill, "n.d."; Scott, Foresman, 1974; and South-Western, 1976).

Review of Related Research

The concept of open entry-exit was examined by Paulsen and Berg (1976). The researchers sought to evaluate selected open entry-exit programs in terms of job entry performance levels of participants and the over-all effectiveness of the programs. Five technical institutes in Wisconsin and one community college in Iowa provided the educational settings in which the sample was taken. Based on the findings of the research, it was suggested that considerations be given to the management system components, job entry performance levels, in-class procedures, and delivery systems employed in open entry-exit settings.

Administrative barriers to the installation of open entry-exit work experiences in cooperative retail clothing programs were studied by Greenwood and Pestle (1977). High school students and adults from Oklahoma City and Tulsa, Oklahoma enrolled in Distributive Education, home economics and adult education programs used competency-based learning packages regarding salesmanship in retail clothing stores. Lack of flexibility in enrollment policies and a lack of an accepted way to establish credit for competency-based achievements of students were included among the barriers to the concept of open entry-exit.

The research of Greenwood, Callsen and Mott (1978) focused on the development and evaluation of individualized instructional materials designed to enable potential apparel shop entrepreneurs to make realistic plans pertaining to the opening of their own shops. The objectives of the study included identifying entrepreneurial competencies, preparing self-instructional, self-paced and self-evaluative learning packages, evaluating the use of the materials by adults in an open entry-exit pilot study, and finally revising the materials. Recommendations

were made by the researchers for continued use of the instructional materials in traditional and non-traditional educational settings to provide adult entrepreneurial competencies which facilitate self-employment in women's or men's apparel stores.

Cremer (1977) developed a buying and merchandising learning package for potential apparel shop entrepreneurs to facilitate the development of realistic store plans pertaining to opening inventory needs and the procurement of merchandise. LeMay (1977) developed an advertising and promotional learning package for training potential apparel shop entrepreneurs. Evaluation in terms of learning package content and utilization was an integral part of both the Cremer and the LeMay research.

During the summer of 1967 Timmons (1971, p. 83) investigated 200 black small businessmen and managers from a low-income area in Washington, D.C. and 200 whites from an economically similar rural community in Oklahoma. The sample served as participants in the Business Leadership Training Project undertaken by McBer and Company for the Economic Development Administration of the United States Department of Commerce. The aim of the research was to train entrepreneurs to think realistically and to develop specific plans for initiating or continuing business operations.

CHAPTER III

PROCEDURES AND METHODS

The major focus of this research was to develop an evaluation system to assess the use of individualized instructional materials and procedures by adults in an open entry-exit setting. The evaluation instruments were designed to determine the characteristics that appeared to contribute to or hinder learning of the trainees and to identify the evidences of achievement or lack of achievement of the objectives of the apparel shop entrepreneurship program. The evaluation system also assessed the effectiveness of the procedures utilized in an open entry-exit setting during an eight week pilot study. This research was made possible through the Apparel Shop Entrepreneurship (ASE) Project described in the background of the study presented in Chapter I.

This researcher developed evaluation instruments used by each participant in the pilot study and assessed the use of the evaluation system incorporated into the larger research project. As a member of the ASE research team, this researcher participated in the implementation and monitoring of the evaluation process, collection of the data, analysis of the results, and the formulation of recommendations for revision of the instructional materials and pilot study procedures.

A discussion of the sample selection and the procedures used in this study is included in this chapter. The procedures were organized

into four phases. Each phase related to one of the objectives for this study.

Selection of the Sample

The target population for adult trainees consisted of any adult interested in becoming an apparel shop entrepreneur. Other members of the population for this pilot test of an educational program included institutions adhering to the open entry-exit concept along with educators receptive to such policies, retailers of apparel shops, and members of the business community.

Members of the research team contacted nine potential educational facilities located in Oklahoma City and Tulsa, Oklahoma. Of those schools, two schools could provide the desired open entry-exit setting within the designated eight week period for the pilot study--June 14 through August 4, 1977.

The research team considered the potential schools in terms of open entry-exit procedures, recruitment policies, interest in programs for adults, and the availability and proximity of merchants and other individuals with appropriate expertise to participate in the pilot study. In view of these criteria South Oklahoma City Junior College (SOCJC) was selected as the site for the adult training program.

The fashion merchandising instructor at the junior college accepted the role of the teacher-coordinator (TC) early in May, 1977. The ASE research team members contacted the teacher-coordinator, prior to the pilot study, to clarify the responsibilities for administering the instructional materials and evaluation instruments, reporting to the researchers, and compiling the trainee folders.

The community service director at South Oklahoma City Junior College agreed to promote and recruit trainees between May 15 and June 15, 1977. Persons interested in opening an apparel store were contacted through the dissemination of a brochure developed by the ASE research team and South Oklahoma City Junior College. The brochure was distributed to administrators at the school setting for the pilot study, to participants in the April, 1977 "Going into Business Seminar" sponsored by the Small Business Administration (SBA) and held in Oklahoma City and Tulsa, as well as to other persons requesting entrepreneurial assistance from the Small Business Administration. A news article about the ASE pilot study also appeared in the South Oklahoma City Junior College newspaper. In addition, a news release in an Oklahoma City newspaper was used to promote the pilot study.

Arrangements were made to recruit 10 or more adult trainees, 12 or more role model merchants (RMM), and 12 or more people to serve on a panel of business experts (PBE). A total of 11 adults (10 females, 1 male) participated in the pilot study as trainees for the apparel shop entrepreneurship program.

Owners of small apparel shops served as consultants to the trainees for each of the retail functions. The selection criteria for a role model merchant specified that each be a successful entrepreneur of a women's or men's apparel shop similar in terms of size and merchandising policies to the prospective business venture being planned by a trainee.

Individuals with expertise in banking, law, accounting and small business management served both as consultants and as evaluators for each trainee during the pilot study period. The Oklahoma City office

of the Small Business Administration assisted the ASE research team to make preliminary contact with prospective panel members. One or more researchers monitored the sessions of the panel of business experts as each trainee presented individual store plans (ISP) to the four member panel.

Phase I--Design and Development of the Evaluation Instruments

The procedures for Phase I were formulated to accomplish the following objective: to design evaluation instruments to assess the effectiveness of an apparel shop entrepreneurship training program by obtaining judgments from the following types of participants: a) teacher-coordinator, b) adult trainees, c) role model merchants, and d) panel of business experts. In order to accomplish this objective the evaluation instruments were developed by the researcher in accordance with the purposes of the research priorities for the larger project. Following is a detailed discussion of the procedural system for evaluation, the development of the instruments, and the plan for data analysis.

Procedural System for Evaluating the ASE Pilot Study

A tentative list of evaluation criteria proposed by the project directors was refined and developed into a plan by a member of the home economics faculty with expertise in evaluation in February, 1977. The criteria and plan appear in Appendix A.

The plan was reviewed by this researcher with the project directors and the ASE research team prior to joining the project. This researcher officially joined the research project in June, 1977 following the resignation of one of the graduate assistants. During May, 1977 the researcher worked closely with the departing graduate assistant who had been assigned the responsibility for the evaluation system.

Development of Evaluation Instruments

Evaluation instruments were designed to assess the effectiveness of the ASE pilot study. This researcher categorized the evaluative statements on the program evaluation instruments according to four headings based on the major concepts for evaluation outlined in the evaluation plan. The following four headings appeared on each program evaluation instrument according to the different types of respondents:

Teacher-Coordinator, Role Model Merchants, Panel of Business Experts

Self involvement of time and expertise
 Reactions regarding advising adults
 Suggestions for revision of materials and procedures
 Satisfaction with participants' achievement

Adult Trainee

Self involvement of time and knowledge
 Reactions regarding content of the learning packages
 Satisfaction with procedures and achievement
 Suggestions for revision.

Seven evaluation instruments were developed to incorporate the use of a type of Likert scale to obtain the responses from the pilot study participants. An example of the statements and the range of possible responses is as follows:

<u>Statement</u>	<u>Extent of Agreement</u>
The role of the RMM was clearly defined prior to the trainees' conferences.	SA (Strongly Agree)
	A (Agree Somewhat)
	U (Uncertain)
	D (Disagree)
	SD (Strongly Disagree)

The principal function of the evaluation instruments was to help the researchers assess the effectiveness of the instructional materials in terms of entrepreneurial competencies exhibited by the trainees and to determine the characteristics of the materials and program procedures which appeared to contribute to or hinder the trainees' learning. Instruments to assess the trainees on the performance and terminal objectives were developed with a twofold purpose: 1) to obtain judgments from a panel of business experts, and 2) to allow trainees an opportunity for self-evaluation.

A tentative draft of the instrument for role model merchants was prepared during the first week in June, 1977 and presented to the project director and one project co-director. The evaluation instrument was critiqued by the two directors. A revised version was submitted within two days and reviewed again by the project director and another member of the home economics faculty. The instrument was revised a third time and reviewed by the project director and the home economics faculty member. The final draft of the role model merchant evaluation instrument served as a model for the development of the evaluation instruments for the panel of business experts, the adult trainees, and the teacher-coordinator. The complete list of evaluation instruments is discussed in Chapter IV.

Additional Evaluation Instruments

Three additional evaluation instruments were designed to collect data from the adult trainees. An example of each appears in Appendix

B. The additional evaluation instruments were as follows:

1. Application Form
2. Trainee's Module Evaluations
3. Progress Record.

The first two instruments were developed and administered by the ASE research team to obtain information related to the educational background and work experience of each trainee, reactions to module characteristics, and achievement of the instructional objectives for each module. Nine module characteristics were developed into statements and included on the module evaluation instrument. The statements related to the directions, rationale, performance objectives, content, content checks, self checks, application of content to store plans, glossary and length. A similar instrument was prepared for each module in a learning package. The progress of each trainee was recorded on the progress record in terms of the completion time for each learning package and the pre- and post-test scores.

Plan for Data Analysis

The ASE research team, assisted by an evaluation consultant in home economics education, developed a plan for the organization of data analysis during September and October, 1977. The plan is presented in Figure 1.

Data collected from the evaluation instruments constituted the data bank. The data were collected and analyzed by the research team.

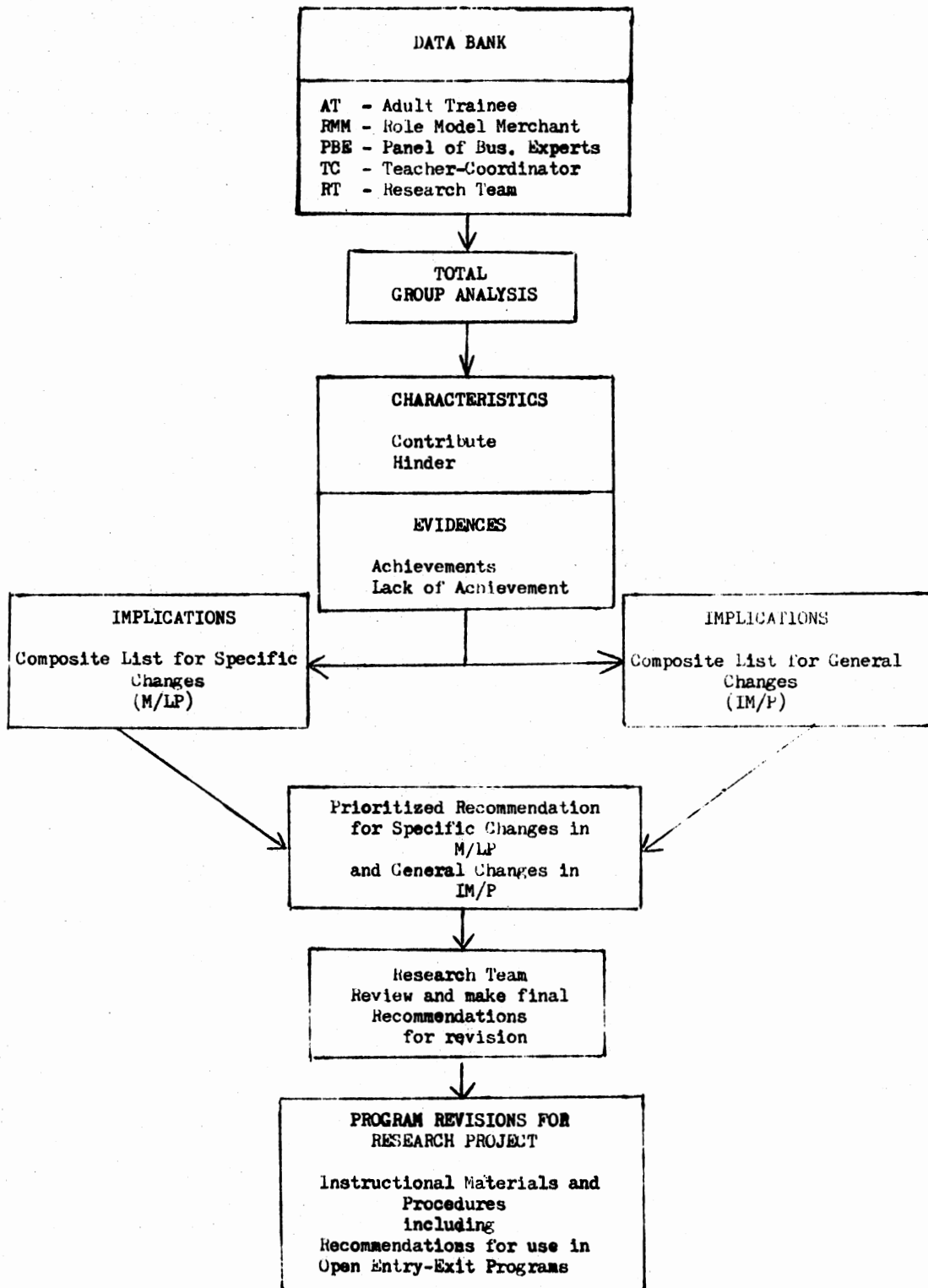


Figure 1. Plan for Organization of Data Analysis for Phases II, III and IV

Characteristics of the instructional materials that contributed to or hindered learning and evidences of achievement or lack of achievement of the instructional objectives incorporated in the five learning packages were identified. Suggestions for improvement were classified as either specific (regarding modules and learning packages) or general (regarding instructional materials and procedures). Recommendations for specific and general changes were prioritized. Final recommendations for program revisions were based on the evaluative responses of the pilot study participants, suggestions from the members on the panel of business experts, and feasibility in terms of project time and money.

Phase II--Data Collection

The procedure of Phase II was designed to accomplish the following objective: to use the evaluation instruments in assessing the effectiveness of individualized instructional materials in an open entry-exit pilot study. In order to achieve this objective the evaluation instruments developed in Phase I were administered to each pilot study participant on an individual basis during June, July, and August, 1977.

The research team kept a log during the adult training program. Problems encountered, suggestions, and procedural changes were recorded in the log in an effort to help the research team assess program efficiency and the extent to which objectives were being met during the pilot study period. After the pilot study, information in the log was examined along with the evaluation data taken from the evaluation instruments.

A tentative schedule was prepared during May, 1977 by the ASE research team for administering the evaluation instruments to each pilot study participant. The schedule is presented in Table I.

The pilot study extended over an eight week period, June 14 through August 4, 1977, on Tuesdays and Thursdays from 7:30 to 10:30 p.m. Trainees could enter the adult training program during the first four weeks of the pilot study and exit the program during the last four weeks. A complete schedule for the adult training program appears in Appendix C.

Twice each week during the pilot study the ASE research team monitored the evaluation process, the role model merchant conferences, and the sessions of the panel of business experts. The researchers also assisted the teacher-coordinator in obtaining information pertinent to the progress of the adult trainees. Weekly meetings were conducted with the teacher-coordinator to maintain the desired procedures for the open entry-exit pilot study.

Data from the evaluation instruments were obtained by requesting the pilot study participants to review each instrument and indicate the extent to which they agreed with the statements pertaining to the instructional materials and pilot study procedures. Data collected from each trainee during the pilot study were compiled into individual folders. The evaluations of the panel of business experts regarding the trainees' achievement of the terminal objectives were also included in each trainee's respective folder. The remaining evaluation instruments collected from the panel of business experts and the instruments from the role model merchants and the teacher-coordinator were compiled in separate folders according to type of participant. Following the

TABLE I
SCHEDULE FOR ADMINISTERING EVALUATION INSTRUMENTS

Type of Evaluation Instrument	Tentative Time(s)
<u>RMM</u> ^a	
Profile	June 14, 21, 28, and
Evaluation of Program	July 5, 12, 19, 26
<u>AT</u> ^a	
Application Form	Entry into the Program
	June 14, 21, 28 and July 5
Pretests	Before beginning a learning package
Posttests	After completing a learning package
Module Evaluation	After completing each module
Evaluation of Terminal Objectives	Before PBE session
Evaluation of Program	After PBE session
<u>PBE</u> ^a	
Profile	July 14, 21, 28, and
Evaluation of AT's Achievement of Terminal Objectives	August 2,4
Evaluation of Program	
<u>TC</u> ^b	
Evaluation of Program	After completion of the adult training program by all trainees
	August 2, 4

^a Code: RMM--Role Model Merchant, AT--Adult Trainee, PBE--Panel of Business Experts, TC--Teacher-Coordinator.

^b Teacher-Coordinator also used a Record Book to keep an account of enrollments, schedules, problems encountered, and procedural changes. A written evaluation of each trainee was recorded after the trainee's exit conference.

completion of the pilot study this researcher held one meeting with the community service director and two meetings with the teacher-coordinator at South Oklahoma City Junior College to obtain additional information and reactions to the pilot study as well as to note suggestions relative to the future use of the ASE materials.

Phase III--Data Analysis

The procedure of Phase III was designed to accomplish the following objective: to analyze the evaluation data obtained from the participants in the pilot study in terms of a) characteristics that appear to contribute to or hinder learning and b) evidences of trainees' achievement or lack of achievement of the objectives of the apparel shop entrepreneurship program. In this phase of the study the data obtained from the pilot study participants were analyzed according to two broad categories. Data regarding modules and learning packages were categorized as specific. Data regarding instructional materials and procedures were categorized as general. The data were visually inspected to ascertain differences in terms of work experience and educational background of the trainees, scores on the pretests and posttests, and time required to complete the five learning packages.

The procedure for analyzing the data in terms of specific and general categories is presented in Figure 2. A detailed list of the variables relating to each category appears in Appendix D along with the data utilization and instrument code.

Specific and General Characteristics

The application form of the trainees and the profiles of the role

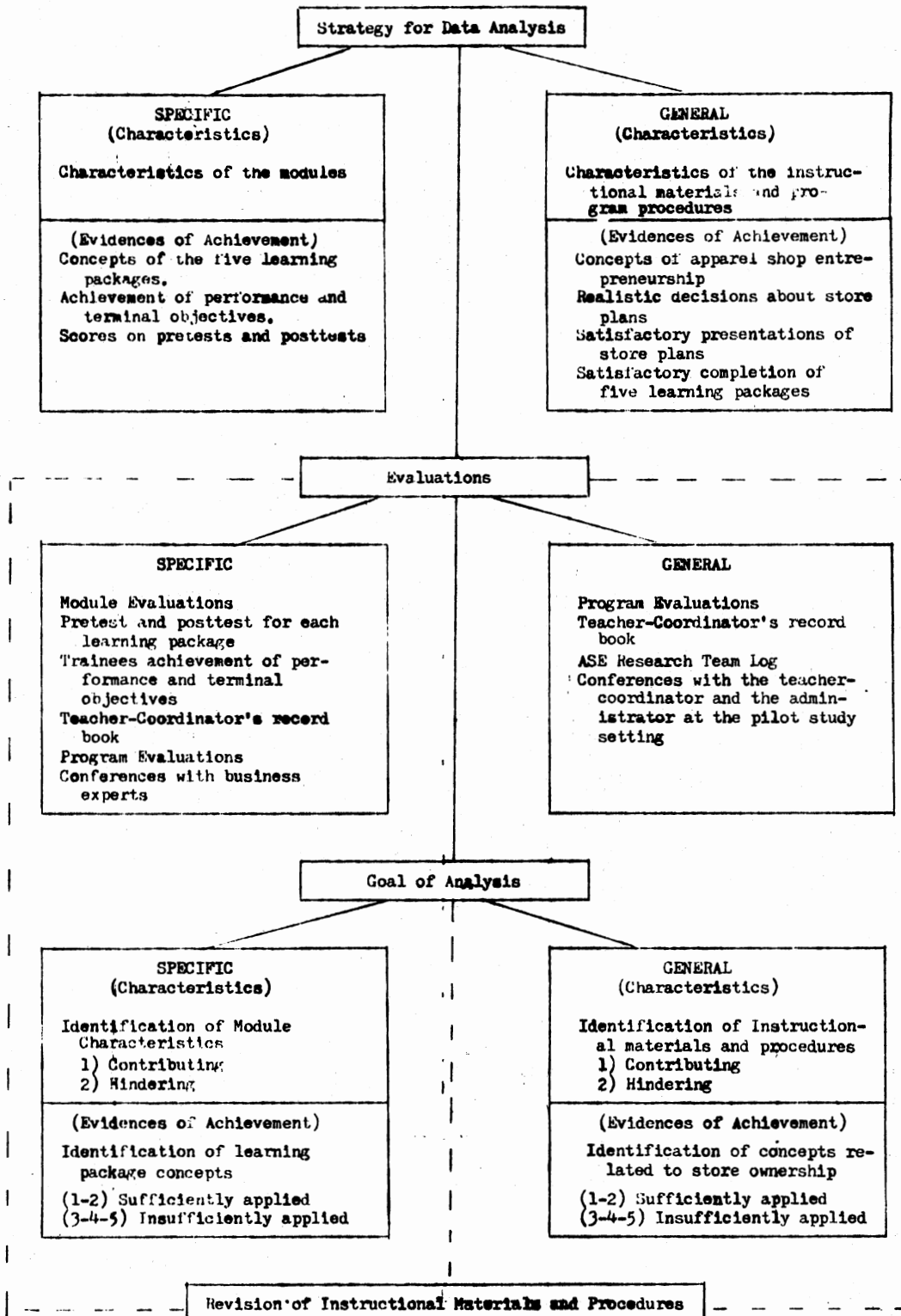


Figure 2. Procedure Utilized in Analyzing the Data for Specific and General Categories

model merchants, the members of the panel of business experts, and the teacher-coordinator were examined by the ASE researchers to obtain background information on each participant in terms of education, work experience, and goals for opening a store. Data taken from each instrument were hand tabulated and are discussed in Chapter IV.

A detailed list of the learning packages and modules is in Appendix E. The trainees were asked to evaluate module characteristics for each of the five learning packages. These data along with the responses to the statements on the program evaluations that related to module characteristics were included in the data analysis. The remaining statements on the program evaluations were analyzed according to the variables designated as part of the general category.

The data were tabulated and the results were studied in order to identify the characteristics of each module that appeared to contribute to or hinder the learning of the trainees. The criteria developed by the ASE research team for the purpose of classifying contributing or hindering characteristics were as follows:

Responses Identifying Characteristics as a Contributing
Characteristic

- 1 - SA (Strongly Agree)
- 2 - A (Agree)

Responses Identifying Characteristics as a Hindering Characteristic

- 3 - U (Uncertain)
- 4 - D (Disagree)
- 5 - (Strongly Disagree).

An examination of the statements included in the instruments revealed that some were negatively stated. The responses indicating the extent to which trainees agreed to these statements were reversed for the purposes of analysis.

This researcher and the graduate assistant who had resigned reviewed the level of difficulty for each question on the pretests and posttests for the five learning packages during May, 1977. All test questions were prepared to be within the knowledge and comprehension levels of the cognitive domain according to Bloom (1956). Questions that were not within the prescribed level of the cognitive domain were revised accordingly. Criteria, established by the ASE research team, for identifying evidences of concept knowledge and/or comprehension included the following:

1. Items on the pretest and posttest which were answered correctly by all of the trainees represented evidences of concept knowledge or comprehension,

2. Items on the pretest and posttest which were answered incorrectly by at least one of the trainees represented evidences of the lack of concept knowledge or comprehension.

The items on the pretests and posttests were taken directly from the content checks on the modules. The content checks were representative questions relating to the performance objectives. The items on the tests were grouped by module according to the pertinent performance objectives. The ASE researchers viewed all posttest questions that had been missed by the adult trainees.

Specific and General Evidences of Achievement

Specific evidences of achievement or lack of achievement regarding the entrepreneurial concepts presented in each learning package were analyzed based on data obtained from the following sources:

1) trainees' self-evaluations of achievement of the performance and terminal objectives, 2) trainees' performance on the posttests for each learning package, and 3) trainees' achievement of the performance and terminal objectives based on perceptions of a panel of business experts. General evidences of achievement or lack of achievement regarding concepts for apparel shop entrepreneurship were analyzed based on data obtained from evaluations of the program and evaluations of the extent of achievement on the performance and terminal objectives according to the following: 1) realistic decisions about store plans, 2) satisfactory presentations of store plans, and 3) satisfactory completion of the five learning packages.

The ASE research team established the criteria for classifying the evidences of achievement or lack of achievement. The data were studied in order to ascertain the extent of achievement of the specific concepts within the learning packages and general concepts of apparel shop entrepreneurship. Key concepts pertaining to evaluation responses coded as either 1 or 2 by the participants were classified as evidences of sufficient concept application. Key concepts pertaining to evaluation responses coded as 3, 4, or 5 by the participants were classified as evidences of insufficient concept application. In comparing overall ratings by the panel of business experts regarding trainees' achievement of the performance objectives with their ratings of the trainees' achievement of the terminal objectives, this researcher utilized the coding combinations shown in Table II.

TABLE II
COMPARABILITY OF CODES FOR ASSESSING ACHIEVEMENT
OF PERFORMANCE AND TERMINAL OBJECTIVES

Performance Objectives	Terminal Objectives
1 - E - <u>Excellent</u> : needs no adjustment	1 - SA - <u>Strongly Agree</u> : agree completely with statement
2 - G - <u>Good</u> : needs minor adjustment	2 - A - <u>Agree</u> : agree somewhat with statement
3 - S - <u>Satisfactory</u> : needs several improvements	
	3 - U - <u>Uncertain</u> : neither agree or disagree with statement
4 - P - <u>Passable</u> : needs re-examination; approval given with reservations	4 - D - <u>Disagree</u> : disagree somewhat with statement
5 - NA - <u>Not Adequate</u> : information not adequate to make judgments	5 - SD - <u>Strongly Disagree</u> : disagree completely with statement

Phase IV--Recommendations for the Revision
of Materials, Procedures and
Evaluation Instruments

The procedure of Phase IV was designed to accomplish the following objective: to assess the reliability of the panel of business experts in evaluating the trainees' achievement of performance and terminal

objectives, and to recommend revisions for the evaluation instruments, the instructional materials, and the procedures used in an open entry-exit pilot study. In order to achieve this objective it was necessary to prioritize the suggested revisions for the instructional materials, procedures, and evaluation instruments based on the data analysis discussed in Phase III. The internal consistency of the evaluation instruments and the inter-rater reliability of each member on the panel of business experts were examined in order to assess the effectiveness of the evaluation system.

The ASE research team proposed strategies for improving the content of instructional materials, procedures, and the evaluation system utilized in the pilot study based on project feasibility in terms of time, money, and available personnel. The procedures for formulating the recommendations for the revisions of materials, procedures and evaluation instruments are presented in Figure 3.

Strategy for Revising Instructional Materials and Procedures

Methods for improving the instructional materials and procedures were established by the ASE research team. Learning packages and modules, as well as cover letters, conference guides, application forms and participant profiles, program evaluations, and evaluations of the trainees' achievement in terms of performance and terminal objectives were all included in the broad term, instructional materials. The criteria developed by the researchers for making specific and general changes is summarized in Appendix F. Additional reference information developed by the ASE researchers to further improve the

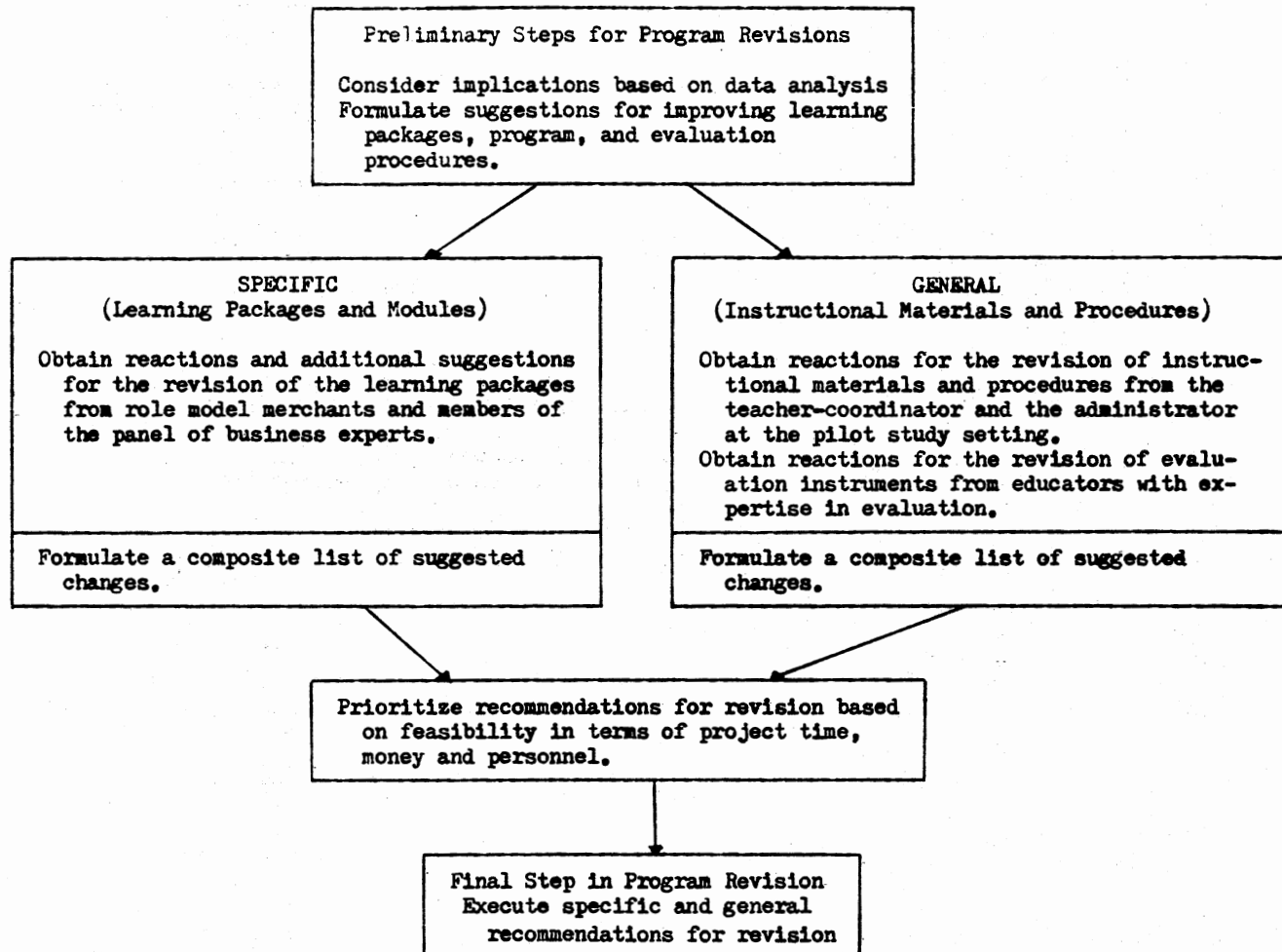


Figure 3. Procedure for Formulating Recommendations for the Revision of Materials, Program Procedures, and Evaluation Instruments

instructional materials is summarized in Appendix G.

As indicated in Phase III learning packages and modules were the principal emphasis of the category designated as specific. The general category was chiefly concerned with instructional materials and procedures. The ASE research team assumed a relationship between the module characteristics and the trainees' development of entrepreneurial competencies. In view of this assumption, the efforts of the ASE researchers focused on the improvement of module characteristics as a mean of increasing the development of entrepreneurial competencies by each trainee.

Additional considerations in formulating suggestions for increasing the development of entrepreneurial concepts were established by the ASE research team. Those considerations included comments and suggestions recorded in the ASE research team log, the teacher-coordinator's record book, and the number, extent and nature of the participants' reactions to specific concepts that were based on the trainees' level of knowledge, comprehension, and application. Data obtained from the module evaluations in terms of hindering characteristics as well as the posttest scores were used by the ASE research team to draw implications for changing the modules. The implications were developed into a list of suggestions for improving each module. These suggestions were presented to one or more role model merchants and members of the panel of business experts. The final recommendations for revision incorporated the suggestions formulated by the ASE research team and those made by the role model merchants and members of the panel of business experts.

Assessment of Reliability of Panel of Business

Experts in Making Evaluations

It is assumed that the evaluation instruments designed to obtain data regarding the trainees' achievement of performance and terminal objectives had content and construct validity. The sampling of competencies on which the program and evaluation instruments focused were based on results of a survey of Oklahoma retailers of apparel. The structure of concepts and program materials were checked by other retailers periodically throughout development.

Each statement on the evaluation instruments was assigned a code number. The data were recorded on separate coding sheets by type of participant. The data pertaining to inter-rater reliability were transferred from the coding sheets to IBM cards, and a correlation matrix was computed. Responses made by members of the panel of business experts on the evaluation of any one trainee's achievement of performance and terminal objectives were intercorrelated to ascertain the inter-rater reliability of panel members.

The analysis of the remaining data was done by hand. The means of the ratings of each business expert on the sets of performance objectives for each trainee were compared with that business expert's ratings on the relevant terminal objectives to assess the internal consistency of an evaluation instrument used by the panel of business experts.

CHAPTER IV

RESULTS

The evaluation system of this project was designed to provide the conceptual framework and model by which the ASE research team could ascertain the extent to which the objectives of the pilot study had been met. The very nature of this systematic approach to evaluation necessitated the integration of the program components such that each component fitted together within the system to provide individualized instruction for each trainee in the pilot study designed for potential apparel shop entrepreneurs. A detailed discussion of the intricacies of the evaluation system is presented in Chapter III.

The results of this research are predicated on the evaluation of instructional materials, procedures, and evaluation instruments utilized in the apparel shop entrepreneurship pilot study that was implemented during July 14 through August 4, 1977. The research procedures are presented in four phases in accordance with the objectives of this study. The results for each objective are presented in the discussion that follows.

Phase I--Evaluation Instruments Developed

The first objective was to design evaluation instruments to obtain pertinent data from each pilot study participant. Evaluation instruments were developed during Phase I of this study.

All evaluation instruments were presented in the format of an evaluation packet. Each packet included a cover letter, guidelines, and an application form or a profile sheet along with the appropriate evaluation instruments. The components of each packet were as follows:

Role-model-merchant (RMM) packet

Cover letter
RMM Conference Guide
RMM Profile
RMM Evaluation of the Program

Panel-of-business-experts (PBE) packet

Cover letter
Guidelines for PBE
PBE Profile
PBE Evaluation of Trainee's Achievement of Terminal Objectives
PBE Evaluation

Adult-trainee (AT) packet

Cover letter
Agenda Memorandum
Application Form
AT-Self Evaluation of Terminal Objectives
Trainee Evaluation of the Program

Teacher-coordinator (TC) packet

Cover letter
Agenda Memorandum
TC Profile
TC Evaluation of the Program

A copy of each evaluation packet appears in Appendix B.

Phase II--Descriptive Data Regarding Utilization of the Evaluation Instruments

The second objective focused on the use of the evaluation instruments in an open entry-exit apparel shop entrepreneurship pilot study. The instruments were administered to each pilot study participant at the appropriate time during Phase II of this study. Table I in Chapter

III presents a detailed listing of the evaluation instruments and the time each was administered to the pilot study participants.

The concept of open entry-exit dictates flexible enrollment procedures. Trainees were able to enter the training program any Tuesday during the first four weeks of the eight week period and exit after completing the requirements of the program. Personal contact transpired between the trainees and the teacher-coordinator during the pretest and posttest situations, occasional point clarification, progress check, and the trainees' exit conferences. Table III summarizes the points of entry and exit for each trainee.

TABLE III
DISTRIBUTION OF TRAINEES ACCORDING TO THE ENTRY
AND EXIT DATES OF THE PILOT STUDY PERIOD

Dates	Number of Trainees (N=11)
Entry dates	
June 14, 1977	6
June 21, 1977	1
June 28, 1977	0
July 5, 1977	3
July 12, 1977 ^a	1
Exit dates ^b	
July 7, 1977	0
July 12, 1977	1
July 26, 1977	3
August 2, 1977	4

^aTrainee initiated enrollment procedure July 5, but was unable to begin the program until July 12.

^bNot all the adult trainees completed the program.

Respondents to the evaluation instruments included 11 trainees, 12 role model merchants (11 individuals with 1 serving twice), 16 members of the panel of business experts (12 individuals with 4 serving twice), and 1 teacher-coordinator. Characteristics of the pilot study participants were derived from the trainees' application forms and the respective profiles of the remaining participants. Some descriptive characteristics of the participants appear in Table IV.

The self-instructional, self-paced aspects of the individualized instructional materials permitted trainees to assume the bulk of the responsibility for the rate and extent of progress through the training program. The pursuit and acquisition of knowledge related to the entrepreneurial concepts presented in the learning packages occurred with limited need for assistance from the teacher-coordinator. After successfully completing a learning package, trainees conferred with the teacher-coordinator to make arrangements to discuss individual store plans pertaining to the respective learning package content.

The fundamental criteria for the selection of a role model merchant was the merchant's ownership of a store similar to the one the trainee was planning. The types of stores owned by the participating role model merchants are presented in Table V.

Each trainee discussed his or her entrepreneurial goals, concepts gained from learning packages, and individual store plans with the role model merchant. The amount of time spent in each conference varied according to the ratio of trainees scheduled to the number of available merchants. No conference, however, transpired in less than a half hour. A summary of the scheduled role-model-merchant conferences appears in Table VI.

TABLE IV
 DISTRIBUTION OF PARTICIPANTS IN THE PILOT
 STUDY ACCORDING TO CHARACTERISTICS

Characteristics	Participants ^{ab}			
	AT N=11	RMM N=11	PBE N=12	TC N=1
Sex				
Male	1	6	10	
Female	10	5	2	1
Educational background				
High school	11	11	12	
Bachelor's	2	6	6	1
Master's	2	0	1	
C.P.A. (Certified Pub. Acct.)	0	0	1	
J.D. (Doctor of Laws)	0	0	1	
Ph.D. (Honorary)	0	0	1	
Courses completed				
Accounting and banking	5	7	8	
Advertising	2	2	5	1
Business mathematics	5	8	4	1
Economics	5	7	10	1
Fashion merchandising	0	0	4	1
Finance	0	0	5	
Law	0	0	4	
Management	2	4	6	1
Marketing	11	5	6	1
Retail mathematics	2	4	0	1
Salesmanship	0	0	0	1
Tax	0	0	1	
Textiles	0	0	1	
Length of retail experience ^c				
Less than 1 year	3	0	0	
1-2 years	2	2	0	
2-4 years	3	1	0	
5-10 years	0	2	1	1
11-20 years	0	1	3	
20 or more years	0	4	8	

^aCode: AT - Adult Trainee, RMM - Role Model Merchant, PBE - Panel of Business Experts, TC - Teacher-Coordinator. This code also applies to subsequent tables.

^bOne RMM and four PBE served twice; therefore, in some analyses the numbers appear as 12 RMM and 16 PBE.

^cPBE reported years of actual business experience which may or may not have been retail oriented. Others reported retail experience.

TABLE V
 DISTRIBUTION OF ROLE MODEL MERCHANTS
 ACCORDING TO STORES OWNED

Characteristics	Number of RMM ^a (N=11)
Store description	
Individually owned	5
Corporation or chain	4
Individually owned corporation	2
Length of store operation	
1 year or less	3
2-4 years	2
5-10 years	2
11-20 years	3
20 or more years	1
Store size	
Small (\$100,000 or less)	2
Medium (\$100,000 - \$250,000)	4
Large (\$250,000 or more)	5
Store type	
Men's apparel	2
Women's apparel	8
Fabric	1

^aOne role-model-merchant (RMM) served twice; therefore, in some analyses the number appears as 12.

TABLE VI
 DISTRIBUTION OF ROLE-MODEL-MERCHANT CONFERENCES
 ACCORDING TO THE SCHEDULE OF EACH TRAINEE

Merchant's Description	June 23	June 30	July 7	July 14	July 19	July 21	July 28
Number of RMM available for conference ^a	2	2	1	2	1	2	2
Number of trainees scheduling conferences ^b	4	3	2	5	1	6	3
Learning package content discussed per trainee during each RMM conference ^c							
Introductory Profiles	4	0	1	2	1	1	0
Accounting and Control	1	0	1	0	1	3	1
Buying and Merchandising	2	3	1	0	1	1	1
Operations and Management	1	0	0	1	1	3	3
Advertising and Promotion	0	2	0	2	1	1	2

^aOne RMM served twice; therefore, in this analysis the number of RMM appears as 12.

^bNot all trainees completed the program.

^cAt a given conference a trainee may have discussed content from one or more learning packages.

The guidance of the role model merchants helped the trainees to refine the individual store plans before the trainees presented their ideas to the panel of business experts. The panel members reviewed the store plans developed by each trainee who completed the apparel shop entrepreneurship training program.

Both the role model merchants and the members of the panel of business experts were asked to indicate the extent of their expertise according to the four retail functions. A summary of the responses taken from the respective profiles is presented in Table VII. A summary of the trainees' work experience and entrepreneurial goals is presented in Table VIII.

A total of 8 of the 11 trainees completed the program. An apparel shop was opened immediately following the program by 1 trainee. The opening of a shop was seriously considered by 2 trainees, but these individuals, after conferring with the role model merchants and the members of the panel of business experts, decided to obtain more retail experience before attempting to become entrepreneurs.

The utilization of the module evaluations, program evaluations, self-evaluations of the trainees, and evaluations of the panel of business experts provided the necessary data to assist the ASE researchers in making decisions pertaining to the revisions of the instructional materials and procedures. A detailed discussion of the analysis of the data is presented in the discussion that follows.

TABLE VII
 DISTRIBUTION OF EXPERTISE AND CURRENT POSITIONS
 BY ROLE MODEL MERCHANTS AND MEMBERS OF THE
 PANEL OF BUSINESS EXPERTS

Characteristics	Participants ^{ab}	
	RMM N=11	PBE N=12
Business position		
Store owner	11	4
Store manager	0	2
Banker	0	2
SCORE member (retired)	0	3
Business expertise in accounting and control		
None	0	0
Some	6	4
Much	4	5
Business expertise in buying and merchandising		
None	0	3
Some	2	0
Much	9	5
Business expertise in operations and management		
None	0	0
Some	1	4
Much	10	6
Business expertise in advertising and promotion		
None	0	2
Some	3	3
Much	8	5

^aOne RMM and four members of the PBE served twice; therefore, in some analyses the numbers appear as 12 RMM and 16 PBE.

^bAll of the participants did not respond to all of the items on the evaluation instrument.

TABLE VIII
 DISTRIBUTION OF TRAINEES ACCORDING TO WORK
 EXPERIENCE AND ENTREPRENEURIAL GOALS

Characteristics	Number of Trainees (N=11) ^a
Type of retail experience	
Sales	6
Buying	1
Management	1
Other work experience	
Clerical	3
Service professions (health, recreation)	2
Teacher	2
Wholesale	1
Entrepreneurial goals	
Own women's apparel store	5
Own a fabric store	1
Own a shoe store	1
Desired learning goals from ASE program	
How to open an apparel store	3
Specifics on buying and management	3

^aAll trainees did not respond to all items on the application form.

Phase III--Evaluation Data Analyzed

The third objective was to analyze the data obtained from administering the evaluation instruments to the pilot study participants to determine characteristics that appeared to contribute to or hinder learning and evidences of the trainees' achievement or lack of achievement of the program objectives. In Phase III the data were categorized according to two broad categories identified as either specific or

general. The data reported are based on the responses of 11 trainees, 12 role model merchants and 16 members of the panel of business experts. Of the 11 trainees that initially enrolled, 8 completed the program.

Evaluation of Specific Characteristics of Modules

Data categorized as specific were directly related to the modules and learning packages. As stated in the procedures, the ASE research team developed the criteria for classifying characteristics (contributing or hindering) obtained from the responses of the pilot study participants on the evaluation instruments. As little as one response coded as a hindrance was deemed important enough to be considered as a factor to be improved during the revisions of the materials by the research team. The module characteristics which were considered to contribute to learning and those characteristics considered to hinder learning are summarized for each learning package in Tables IX, X, XI, XII, XIII, and XIV. The titles of the learning packages are as follows:

Introductory Profiles. Table IX presents the evaluative responses of the trainees regarding the Introductory Profiles learning package. Based on the trainees' evaluations of the three modules contained in this learning package, the contributing characteristics included:

1. rationale,
2. performance objectives in terms of being attainable,
3. content in terms of need,
4. glossary.

The hindering characteristics included:

1. directions,
2. performance objectives in terms of being understandable,
3. content in terms of understanding and adequacy,
4. content checks,
5. self checks,
6. apply to your own store plans,
7. length.

The hindering characteristic identified for all three modules was the length. One or more trainees indicated that each module was too short. The evaluation of Module 3 resulted in the identification of six hindering factors: Module 2, five hindering factors; Module 1, two hindering factors.

Accounting and Control. Tables X and XI present the evaluative responses of the trainees regarding this learning package. The contributing characteristics identified by the trainees for all modules included:

1. directions,
2. rationale,
3. performance objectives,
4. content in terms of understanding and need,
5. content checks,
6. self checks,
7. glossary.

The hindering characteristics included:

1. content in terms of adequacy,
2. apply to your own store plans,
3. length.

The length of the modules was noted as too short. Module 3 was the only module to generate as many as three hindering factors according to the trainees' evaluations.

Buying and Merchandising. Table XII presents the evaluative responses of the trainees regarding this learning package. The

TABLE X
 DISTRIBUTION OF TRAINEES' EVALUATIONS OF
 CHARACTERISTICS OF MODULES 1 AND 2
 OF THE ACCOUNTING AND CONTROL
 LEARNING PACKAGE

Characteristic	Statement	Module 1					Module 2				
		SA	A	U	D	SD ^a	SA	A	U	D	SD ^a
Directions	The directions for the module were easy to understand.	3	5				3	5			
Rationale	The rationale for the module emphasized the importance of the content	4	4				4	4			
Performance Objective	The performance objectives were easily understood.	4	4				2	6			
	The performance objectives were attainable.	4	4				2	6			
Content	The content was easily understood.	4	4				3	5			
	The content was adequate.	4	3	1			5	3			
	I felt that I needed the information in this module.	6	2				5	3			
Content Checks	The content checks enabled me to apply the information to my store plans.	3	5				5	3			
Self Checks	The self checks were helpful.	3	5				4	4			
Apply To Your Own Store Plans	The apply to your own store plans section helped me to make my own store plans.	1	7				2	4	2		
Glossary	The glossary was helpful.	3	5				3	5			
Length	The module was too short.		1	3	3	1	1	1	3	3	

Note: N=8 trainees.

^aCode: Contributing Factors Hindering Factors
 SA - Strongly agree U - Uncertain
 A - Agree D - Disagree
 SD - Strongly disagree

contributing characteristics included:

1. directions,
2. rationale,
3. performance objectives,
4. content in terms of understanding and need,
5. self checks,
6. apply to your own store plans.

The hindering characteristics included:

1. content in terms of adequacy,
2. content checks,
3. glossary,
4. length.

The glossary and short length were perceived by the trainees as hindrances. A total of three hindering characteristics were identified in both modules based on the trainees' evaluations.

Operations and Management. Table XIII presents the evaluative responses of the trainees regarding this learning package. The contributing characteristics included:

1. directions,
2. rationale,
3. performance objectives,
4. content in terms of understanding and adequacy,
5. apply to your own store plans.

The hindering characteristics included:

1. content in terms of need,
2. content checks,
3. self checks,
4. glossary,
5. length.

The glossary and short length were identified as hindrances in all three modules of the learning package. The evaluations of Module 2 resulted in the identification of five hindering characteristics.

Advertising and Promotion. Table XIV presents the evaluative responses of the trainees regarding this learning package. The

contributing characteristics included:

1. directions,
2. rationale,
3. performance objectives,
4. content in terms of understanding,
5. content checks,
6. glossary.

The hindering characteristics included:

1. content in terms of adequacy and need,
2. self checks,
3. apply to your own store plans,
4. length.

The self checks and the section pertaining to the application of content to store plans were considered as hindrances to learning in both modules. The evaluation of Module 2 resulted in the identification of five hindering characteristics.

Evaluation of Specific Evidences of Achievement from Pretests and Posttests

The ASE research team considered the test data when drawing implications for making changes in the five learning packages. The data were visually inspected by this researcher to ascertain the following:

1. differences between pretest and posttest scores,
2. differences in pretest scores for trainees with retail experience and trainees without retail experience,
3. differences in amount of time needed per trainee to complete each learning package.

Items on each pretest and posttest were analyzed to measure the trainees' knowledge and comprehension of the learning package concepts. Test items were taken from the "content checks" of each module. The ASE researchers viewed all test items on which trainees had erred.

Differences in Pretest and Posttest Scores. A visual inspection of the data in Table XV revealed differences in the number of incorrect responses on the pretests and posttests when examined by trainee and by learning package. Therefore, the response to the question as to whether differences exist between the pretest and posttest scores for each learning package was affirmative.

The largest number of test items missed was 9 on any pretest. The mean number of incorrect responses on pretest items was 4. Trainees tended to score considerably higher on the posttests than on the pretests. The mean number of test items missed was 1 on any given posttest. On one occasion a trainee missed 7 posttest items. This trainee, however, did not recycle the learning package nor did the trainee complete the program. All other trainees met the 80 percent correct criterion for passing the posttests upon first attempt.

Table XVI summarizes the results on the pretests and posttests for each learning package from a different perspective. Details for each learning package are shown in Tables XVI, XVII, XVIII, XIX, and XX in Appendix H.

Pretest performance indicated the trainees had less difficulty with concepts in the Introductory Profiles and the Advertising and Promotion learning packages as evidenced by the mean number of trainees responding correctly per item on the pretests. With regard to the number of items with correct responses, the trainees had the greatest difficulty with the Operations and Management learning package concepts. There was an increase in the mean number of trainees responding correctly on the posttest for four of the five learning packages. No

TABLE XV

RETAIL EXPERIENCE AND NUMBER OF INCORRECT RESPONSES
ON PRE- AND POSTTESTS FOR EACH LEARNING
PACKAGE FOR EACH TRAINEE

Trainee	Retail Experience ^a	IP ^a		A/C ^a		B/M ^a		O/M ^a		A/P ^a		Mean Per Trainee	
		Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post		
1	X	6	1	1	2	3	0	5	1	6	0	4	1
2	X	5	0	5	1	6	2	5	0	3	2	5	1
3	X	3	0	4	0	4	1	5	0	2	0	4	0
4	X	2	0	2	0	3	0	7	2	2	1	3	1
5	X	4	0	4	1	2	0	6	0	4	0	4	0
6	X	7	2	1	0	1	0	8	1	1	0	4	1
7	X	6	1	4	1	1	0	5	0	4	0	4	0
8	X	5	2	6	0	3	0	4	2	4	2	4	1
9 ^b	0	3	0	4	2	-	-	7	0	-	-	5	1
10 ^b	0	4	1	-	-	-	-	9	7	-	-	6	4
11 ^b	X	7	2	-	-	-	-	8	2	4	-	6	2
Mean per test per learning package		5	1	3	1	3	0	6	1	3	1	4	1

^aCode: X = trainees with previous retail experience; 0 = trainees without previous retail experience; IP = Introductory Profiles; A/C = Accounting and Control; B/M = Buying and Merchandising; O/M = Operations and Management; A/P = Advertising and Promotion.

^bTrainee did not complete the program.

change was indicated in terms of the mean number of correct responses by trainees on the Advertising and Promotion learning package.

TABLE XVI
MEAN NUMBER OF TRAINEES RESPONDING CORRECTLY PER
ITEM FOR EACH LEARNING PACKAGE AND TEST

	<u>Pretests</u>		<u>Posttests</u>		Number of Trainees Responding
	n	%	n	%	
Introductory Profiles	8	73	11	100	11
Accounting and Control	7	78	9	100	9
Buying and Merchandising	7	88	8	100	8
Operations and Management	6	60	8	80	10
Advertising and Promotion	7	88	7	88	8

The pretest items were identical to the posttest items for each learning package. In view of the identical nature of the tests it is not possible to determine whether the trainees' test performance can be attributed to test history or to their knowledge and comprehension of learning package content or both. The small size of the pilot study sample made it impossible to generalize beyond this group of trainees.

Differences in Pretests Associated with Retail Experience. It was also queried as to whether there are differences in relevant background knowledge, as determined by the pretest scores, between trainees with

retail experience and trainees without retail experience? A visual inspection of the data presented in Table XV indicates that of the trainees participating in the program, only two were without retail experience, and neither completed the program. The small sample size coupled with the failure of some trainees to complete the program prevented this researcher from making a conclusive statement regarding this research question.

Differences Between Trainees in Time Required. It was queried as to whether there are differences in the amount of time needed for individual trainees to complete the five learning packages? Table XVII presents the amount of time expended by each trainee to complete a given module for each of the five learning packages.

The amount of time needed to complete any one module ranged from a minimum of 30 minutes ($\frac{1}{2}$ hour) to a maximum of 150 minutes ($2\frac{1}{2}$ hours). On the average trainees spent about 48 to 52 minutes on each module. Differences did occur among trainees in the time required to complete each module in the learning packages. The data also revealed differences in time required for various modules.

Evaluation of Specific Evidences from Performance and Terminal Objectives

The trainees' achievement of the performance and terminal objectives related to the entrepreneurial concepts presented in each of the five learning packages, as perceived by the trainees and the members of the panel of business experts, is summarized in Tables XVIII, XIX, XX, XXI, XXII, and XXIII. The data are based on the responses of 8

TABLE XVII
 NUMBER OF MINUTES NEEDED PER TRAINEE TO COMPLETE
 EACH MODULE IN LEARNING PACKAGES

Trainees (N=11)	IP ^a Modules			A/C ^a Modules					B/M ^a Modules		O/M ^a Modules			A/P ^a Modules		Average Per Module
	1	2	3	1	2	3	4	5	1	2	1	2	3	1	2	
1	30	30	30	30	30	30	30	30	30	-	30	30	30	30	-	30
2	30	60	120	30	30	90	45	45	120	90	90	90	90	150	150	82
3	30	30	30	30	60	60	-	30	-	-	60	120	60	-	90	55
4	30	60	120	60	60	60	60	30	60	60	90	60	90	60	-	64
5	60	90	90	30	30	30	30	30	120	-	30	30	30	30	60	49
6	60	60	60	30	30	30	30	30	60	30	60	60	30	60	30	44
7	30	60	60	30	30	30	30	30	60	60	60	30	30	30	60	42
8	30	60	90	30	30	60	30	30	90	90	60	60	60	60	30	54
9 ^b	-	-	-	-	-	-	-	-	-	-	30	30	30	-	-	30
10 ^b	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11 ^b	30	30	30	-	-	-	-	-	-	-	-	-	-	-	-	30
Average per trainee	37	53	70	34	38	49	36	32	77	66	57	57	50	60	70	48 52

^aCode: IP = Introductory Profiles; A/C = Accounting and Control; B/M = Buying and Merchandising; O/M = Operations and Management; and A/P = Advertising and Promotion.

^bTrainee did not complete the program.

trainees and the 32 reactions of the 16 panel members who served as evaluators. A four-member panel evaluated the individual store plans of each adult trainee who completed the training program for potential apparel shop entrepreneurs. Overall the members of the panel tended to rate the trainees' applications of learning-package concepts lower than the trainees evaluated themselves.

As stated in the procedures, the ASE research team established the criteria for determining the extent to which the learning package concepts had been applied. According to the evaluation coding procedure, any one concept identified as insufficiently applied was considered by the research team as a factor to be improved during the revision of the materials.

Introductory Profiles. Table XVIII presents a summary of the extent of application of learning package concepts as perceived by the trainees and the members of the panel of business experts. Of the 11 concepts presented in the learning package 4 were sufficiently applied according to the perceptions of the 8 trainees who completed the program. There were 7 concepts perceived as insufficiently applied by 1 or more of the trainees. As indicated in the table, a majority of the trainees were positive in their perceptions of 6 of the 7 concepts that were identified as insufficiently applied for the purposes of the pilot study.

The perceptions of the members of the panel of business experts resulted in the identification of 11 insufficiently applied concepts pertaining to this learning package. Nevertheless, a majority of the ratings of business experts indicated that 8 of the 11 concepts were

TABLE XVIII

DISTRIBUTION OF RATINGS BY ADULT TRAINEES AND PANEL
OF BUSINESS EXPERTS ON ACHIEVEMENT OF PERFORMANCE
OBJECTIVES FOR THE INTRODUCTORY PROFILES
LEARNING PACKAGE

Performance Objectives	Concepts	Adult Trainees ^a					Business Experts ^b				
		E	G	S	P	NA ^c	E	G	S	P	NA ^c
Realistic reasons for wanting to become a small business entrepreneur	Entrepreneurship-reasons	2	6				5	15	10	1	1
Recognition of personal traits desirable for entrepreneurship	Entrepreneurship-personal traits	3	5				7	16	8		1
Appropriate reasons for the type of ownership selected	Ownership	5	3				6	16	6	3	
Appropriate identification of type of store	Store Type	5	2	1			5	15	8	3	1
Appropriate identification of potential target customers	Target Customers	3	5				8	10	12	2	
Appropriate identification of store image	Store Image	3	4	1			3	16	11	2	
Appropriate identification of store name	Store Name	1	3	3	1		8	17	4	2	1
Realistic selection of location and site	Location and Site	1	4	1		2	2	17	9	2	2
Realistic projection of gross annual sales	Gross Annual Sales	1	4	3				5	16	5	6
Realistic appraisal of square footage	Square Footage	2	3	3			2	8	19	2	1
Proposed store budget realistically projected expenses and income	Budget	2	5	1				2	13	8	8

^aN=8 trainees.

^bA total of 32 ratings represents evaluations of 8 trainees by each of 4 business experts. All respondents did not respond to all of the items.

^cCode: Concepts Sufficiently Applied Concepts Insufficiently Applied

E - Excellent	S - Satisfactory
G - Good	P - Passable
	NA - Not Adequate

sufficiently applied by the trainees. There was an agreement by a majority of the trainees and a majority of the business experts in terms of the sufficiency of the application of 7 of the 11 concepts in the learning package.

Accounting and Control. Table XIX presents a summary of the sufficiency or insufficiency of concept application by the trainees for this learning package. Of the 9 learning package concepts only 1 was considered to be sufficiently applied by all trainees. It was noted, however, that 7 of the 8 concepts which were considered insufficiently applied were perceived by a majority of the trainees to be sufficiently applied in terms of their individual store plans.

Members of the panel of business experts did not perceive any of the 9 concepts to have been sufficiently applied by the trainees. The responses of the panel members did not concur with the trainees' perceptions of their achievement of the concepts in the learning package.

Buying and Merchandising. Table XX presents a summary of the extent of application of the learning package concepts of the 7 entrepreneurial concepts presented in the learning package. The trainees perceived they had sufficiently applied only 1. Although the remaining concepts were considered to be insufficiently applied by 1 or more trainees, the data indicated that a majority of the trainees perceived that they had sufficiently applied these concepts in their individual store plans.

None of the 7 concepts was perceived to be sufficiently applied by the members of the Panel of Business Experts who evaluated the individual store plans of the 8 trainees. Thus, the trainees' perceptions of

TABLE XX

DISTRIBUTION OF RATINGS BY ADULT TRAINEES AND PANEL OF BUSINESS
EXPERTS ON ACHIEVEMENT OF PERFORMANCE OBJECTIVES FOR THE
BUYING AND MERCHANDISING LEARNING PACKAGE

Performance Objectives	Concepts	Adult Trainees ^a					Business Experts ^b				
		E	G	S	P	NA ^c	E	G	S	P	NA ^c
Realistic plans for beginning of the month inventory	Beginning of the Month Inventory	2	5				8	11	1		6
Realistic plans for end of the month inventory	End of the Month Inventory	1	4	2		1	5	13	2		9
Realistic plans for monthly open-to-buy	Open-to-buy		5	2		1	1	4	11	4	8
Profitable planned markup	Markup	1	5	1		1	5	9	10	2	1
Appropriate selection of merchandise to be emphasized	Merchandise Classification	1	5	1		1	3	15	5	3	1
Appropriate decision regarding use of buying office	Buying Office	2	4	2			3	6	11	5	1
Appropriate identification of fashion market centers	Market Centers	4	3	1			5	12	6	2	1

Note: All of the respondents did not respond to all of the items.

^aN=8 trainees.

^bA total of 32 ratings represents evaluations of 8 trainees by each of 4 business experts.

^cCode: Concepts Sufficiently Applied Concepts Insufficiently Applied
 E - Excellent S - Satisfactory
 G - Good P - Passable
 NA - Not Adequate

their application of the 7 learning package concepts were not supported by the responses of the panel members who served as evaluators of the trainees' store plans.

Operations and Management. Table XXI presents a summary of the sufficiency or insufficiency of concept application by the trainees for this learning package. The 8 trainees did not indicate that they had sufficiently applied any of the 5 learning package concepts. Of the concepts that were perceived as insufficiently applied, however, three concepts were perceived as sufficiently applied by a majority of the trainees. On the other hand the majority of the panel members did not perceive the trainees as having sufficiently applied any of the seven operations and management concepts.

Advertising and Promotion. Table XXII presents a summary of the extent of application of the learning package concepts on advertising and promotion. The eight trainees perceived they had sufficiently applied all four of the learning package concepts. The members of the panel of business experts rated the trainees as insufficiently applying all four of the learning package concepts; therefore, they did not support the evaluations of the trainees.

The application of the concepts presented in each learning package was evaluated by both the trainees and the members of the panel of business experts who participated in the Apparel Shop Entrepreneurship pilot study. Each concept that was considered insufficiently applied by one or more of the eight trainees and one or more of the 16 business experts was utilized by the ASE research team in the evaluation process to draw implications and to support suggested changes in the

TABLE XXI

DISTRIBUTION OF RATINGS BY ADULT TRAINEES AND PANEL OF BUSINESS EXPERTS ON ACHIEVEMENT OF PERFORMANCE OBJECTIVES FOR THE OPERATIONS AND MANAGEMENT LEARNING PACKAGE

Performance Objectives	Concepts	Adult Trainees ^a					Business Experts ^b				
		E	G	S	P	NA ^c	E	G	S	P	NA ^c
Store layout well planned	Store Layout		3	2	1	2	4	5	13	3	6
Realistic allocations for remodeling, decorating, fixtures and equipment	Budget Allocation		3	4		1	1	5	17	6	1
Employee job descriptions appropriate for proposed type of store	Employee Responsibilities	1	4	3			1	9	16	2	2
Adequate number of employees proposed	Number of Employees	1	4	2		1	4	9	9	6	1
Realistic decisions pertaining to store operation	Store Operation	2	3	3			3	12	13	2	1

Note: All respondents did not respond to all items.

^aN=8 trainees.

^bA total of 32 ratings represents evaluations of 8 trainees by each of 4 business experts.

^cCode: Concepts Sufficiently Applied Concepts Insufficiently Applied
 E - Excellent S - Satisfactory
 G - Good P - Passable
 NA - Not Adequate

TABLE XXII

DISTRIBUTION OF RATINGS BY ADULT TRAINEES AND PANEL
OF BUSINESS EXPERTS ON ACHIEVEMENT OF PERFORMANCE
OBJECTIVES FOR THE ADVERTISING AND PROMOTION
LEARNING PACKAGE

Performance Objectives	Concepts	Adult Trainees ^a					Business Experts ^b				
		E	G	S	P	NA ^c	E	G	S	P	NA ^c
Realistic advertising budget for the store	Budget	1	7				6	8	12	4	1
First month's advertising budget well planned	Advertising Plan	1	7				4	9	14	2	1
Appropriate selections of advertising media proposed for type of store	Media	3	5				3	11	13	3	1
Realistic allocations made in advertising budget for each medium selected	Activities	3	5				1	8	14	5	3

Note: All respondents did not respond to all items.

^aN=8 trainees.

^bA total of 32 ratings represents evaluations of 8 trainees by each of 4 business experts.

^c Code: Concepts Sufficiently Applied	Concepts Insufficiently Applied
E - Excellent	S - Satisfactory
G - Good	P - Passable
	NA - Not Adequate

instructional materials and procedures.

Achievement of the Terminal Objectives. The trainees' achievement of the terminal objectives for each of the learning packages was evaluated by the trainees and the members of the panel of business experts. Table XXIII presents a summary of those terminal objectives considered to be achieved or not achieved by the eight trainees who completed the program. Of the five terminal objectives, two objectives were considered to be achieved in an uncontested manner.

The members of the panel of business experts did not perceive any of the terminal objectives to be achieved by the trainees. A majority of the reactions of the business experts indicated that two of the terminal objectives were achieved by the trainees. The majority of the reactions in both groups concurred on the achievement of the terminal objectives concerned with the concepts of entrepreneurship, store profile and budget and advertising budget and media.

Evaluation of General Characteristics of
Instructional Materials and Procedures

Data categorized as general were directly related to the instructional materials and procedures. The term instructional materials includes learning packages, the orientation manual, memorandums, cover letters, conference guides, and evaluation instruments.

Participants' responses to statements on the program evaluation instruments were analyzed to draw implications and make recommendations for revisions. As stated in the procedures the ASE research team established the criteria for classifying relevant contributing or hindering characteristics in the general category. One or more

responses coded as hindrances were considered by the research team as factors to be improved as program revisions were planned.

Overall Program Evaluation. Statements on the program evaluations were arranged according to four broad areas. Table XXIV presents a summary of the responses to these areas made by the teacher-coordinator, role model merchants, and members of the panel of business experts.

All three types of participants perceived themselves to have the necessary background to function in their respective roles. The role model merchants and the members of the panel of business experts were somewhat divided in their view of the adequacy of time for preparing to function in their roles. The teacher-coordinator perceived as adequate the time spent in preparation prior to functioning in her role. The majority of these participants perceived their role performance and the effective use of their time and expertise as contributing factors; however, dissenting viewpoints were indicated by a few participants.

The teacher-coordinator perceived the study of role definition, trainees' receptiveness to suggestions, preparation of store plans, and realism in terms of making decisions regarding the store plans as contributing factors. The role model merchants and business experts expressed a dissenting viewpoint although the majority of these participants did concur with the view of the teacher-coordinator. The teacher-coordinator and the majority of the merchants did not perceive a need for more time to interact with the trainees, although the members of the panel of business experts did perceive more time was needed for them to interact with trainees.

The role-model-merchant conferences and sessions with the panel of business experts were perceived as contributing factors by the majority

TABLE XXIV
 DISTRIBUTION OF SELECTED CONTRIBUTORS AND HINDRANCES OF
 THE PROGRAM AS PERCEIVED BY THE TEACHER-COORDINATOR,
 ROLE MODEL MERCHANTS AND BUSINESS EXPERTS
 ACCORDING TO RESPONSES TO STATEMENTS ON
 THE PROGRAM EVALUATION INSTRUMENTS

Instrument Concept	Reactions of Participants					
	TC (N=4)		RM (N=12)		FB (N=16)	
	Contributor ^a	Hindrance ^b	Contributor ^a	Hindrance ^b	Contributor ^a	Hindrance ^b
Self involvement of time and expertise						
Adequate time to review pertinent materials before functioning in the role (1, 2, 1) ^a	1		6	5	9	7
Possessed necessary background to function in role (3, 4, 4) ^a	1		10		16	
Overall performance in role perceived as satisfactory (4, 5, 5) ^a	1		9	1	13	3
Time and expertise effectively used in assigned role (2, 3, 3) ^a		1	6	4	11	5
Reactions regarding advising adults						
Responsibilities clearly defined before functioning in role (1, 1, 1) ^a	1		10	1	12	4
Perceived trainees as carefully thinking through the preparation of store plans (9, 4, 3) ^a	1		9	2	10	6
Perceived trainees as receptive to suggestions made (8, 10, 7) ^a	1		10	1	15	1
Perceived trainees to have made realistic decisions about store plans (10, 11, 8) ^a	1		7	4	9	7
Perceived more time was needed for interaction with trainees (14, 12, 9) ^a	1		9	2	3	13
Suggestions for revision						
Perceived RM and/or FB conferences as important part of procedures (13, 12, 3, 2) ^a	1 (FB)	1 (RM)	8	3	13	3
Satisfaction with participants' achievements						
Perceived trainees as having realistic decisions about store plans (2, 2, 2) ^a	1		9	1	11	5

^aNumbers in parentheses are item numbers on program evaluation instruments for teacher-coordinator, role model merchants, and panel of business experts, respectively.

^bCode: Contributor Hindrance
 1 - Strongly Agree 1 - Strongly Agree
 2 - Agree 2 - Agree
 3 - Uncertain 3 - Uncertain
 4 - Disagree 4 - Disagree
 5 - Strongly Disagree 5 - Strongly Disagree

of the merchants and business experts. The teacher-coordinator perceived the sessions with the panel of business experts to be a contributor, but was uncertain as to the extent of contributions made by the role model merchants.

In general all three types of participants perceived the trainees to have made realistic decisions about their respective store plans. All but one merchant and one business expert perceived the trainees to be receptive to suggestions made during the role model merchant conferences and the sessions with the panel of business experts. Although the majority of the merchants and business experts did however concur, one merchant and five business experts did not agree that the trainees had made realistic decisions regarding their respective store plans.

The statements on the trainees' program evaluation instruments were based on four broad areas in a manner similar to those statements on the evaluation instruments of the teacher-coordinator, merchants and business experts. Table XXVI summarizes the responses made by the trainees on the program evaluation instruments.

As indicated in Table XXV, the majority of the trainees perceived the program characteristics as contributing to their learning. In all instances except one the hindering characteristics were noted by no more than one trainee. The single exception which was noted pertained to the trainees' perceptions of the benefit of past work experience in terms of completing the program. Any characteristics that were identified as hindrances as a result of the data analyses, however, were noted by this researcher and submitted to the remaining members of the research team for their consideration as strategies were planned to revise the instructional materials and procedures.

TABLE XXV

DISTRIBUTION OF TRAINEES ACCORDING TO THEIR
EVALUATIONS OF SELECTED CONTRIBUTORS
AND HINDRANCES OF THE PROGRAM

Instrument Concept	Contributor ^b	Hindrane ^b
Self involvement of time and knowledge		
Adequate time to complete the learning packages (2)	8	
Past work experience helpful in completing the program (4)	6	2
Trainee's overall performance was satisfactory (3)	7	1
Effective use of time and knowledge (1) ^a	8	
Reactions regarding content of the learning packages		
Module format (1)	8	
Presentation of information (2)	7	1
Organisation of content (3)	8	
Value of the resource center (5)	7	1
Satisfaction with procedures and achievement		
Clarity of the orientation session (1)	8	
Freedom to work independently (3)	8	
Freedom to work at home (2)	8	
Satisfactory completion of store plans per learning package (5)	8	
Assistance of role model merchant in making realistic decisions (8)	7	1
Help gained to refine store plans from the session with the business experts (13)	7	1
Suggestions for revision		
Provision of enough content information to realistically plan a store (11)	8	

Note: N=8 trainees.

^aNumbers in parentheses indicate item numbers on program evaluation instrument.

^bCode: Terminal Objective Achieved
 1 - SA-Strongly Agree
 2 - A-Agree
Terminal Objective Not Achieved
 3 - U-Uncertain
 4 - D-Disagree
 5 - SD-Strong Disagree

TABLE XXVI
 DISTRIBUTION OF TRAINEES ACCORDING TO THEIR
 EVALUATIONS OF SELECTED INSTRUCTIONAL
 MATERIALS AND PROCEDURES

Instrument Concept and Item Number	Contributor ^b	Hindrance ^b
Modules		
Sequencing of first learning package (2) ^a	7	1
Format (1) ^a	8	
Organisation of information (3) ^a	7	1
Apply to your own store plans (3) ^a	8	
Adequate information for individual store plan development (1) ^a	8	
Ability to understand information (4) ^a	8	
Ability to satisfactorily complete (2) ^a	8	
Color coding (3) ^a	5	3
Tests		
Questions fairly represented content	8	
Grading preference:		
by teacher-coordinator (11) ^a	3	4
during conference (6) ^a	4	3
by adult-trainee (5) ^a		7
Orientation		
Importance of orientation session in terms of defining trainee role expectations (1)	8	
Conferences		
Perceived adult-trainee confidence in individual store plan development	6	2
Scheduling conferences with teacher-coordinator prior to exit conference (7)	4	3

Note: N=8 trainees.

^aNumber in parentheses represents an item number on the instrument.

^bCode: Terminal Objective Achieved
 1 - SA-Strongly Agree
 2 - A-Agree
Terminal Objective Not Achieved
 3 - U-Uncertain
 4 - D-Disagree
 5 - SD-Strongly Disagree

Learning Packages and Modules. The bulk of the evaluative statements pertaining to the learning packages, tests, resource center and orientation process were directed to the adult trainees. Table XXVI provides a summary of the trainees' evaluations of the instructional materials and their use.

The majority of the trainees perceived the instructional materials in a favorable manner. Only one of the eight trainees rated the organization of learning package information as a hindrance.

Tests and Conferences. The trainees were divided in their views as to when tests should be graded as shown in Table XXVI. During the pilot study tests were graded by the teacher-coordinator. Of the eight trainees seven perceived self-grading to be a hindrance, three perceived grading during a conference to be a hindrance, and four perceived grading by the teacher-coordinator to be a hindrance. Only one of the eight trainees desired to work with the same role model merchant. The trainees were again divided in opinion in terms of scheduling conferences with the teacher-coordinator prior to the exit conference as indicated by four rating this as a contributor and three as a hindrance.

Guidance and/or Assistance. The role model merchants and the members of the panel of business experts were asked to respond to the following statement concerning their respective counseling roles:

This RRM [or PBE] was able to point out to the trainees potential trouble spots in their plans [or ISP] that might arise.

Ten role model merchants categorized this statement as a contributor, one as a hindrance. Of the business experts 14 indicated this was a

contributor, 2 a hindrance. These responses strongly reflect concurrence with an early result in which the role model merchants and the panel members each expressed confidence in their backgrounds for their respective roles as well as overall satisfaction with their performance as role model merchants or business experts.

Adequate Numbers of Participants. In order to ascertain whether sufficient numbers of merchants and business experts were available to confer with trainees, the responses of the role model merchants and the members of the panel of business experts were checked. The statement was as follows:

There were enough RMM [or PBE] to adequately confer with [or assist] trainees.

Of 12 role model merchants, 8 described the condition as contributing, 2 as hindering, and 2 did not respond. All 16 responses of business experts agreed the condition was contributing. Thus, the majority of the merchants and business experts agreed that their numbers were sufficient to assist the adult trainees.

Open Entry-Exit Procedures. Statements regarding open entry-exit procedures, administrative responsibilities and attitude were directed to the teacher-coordinator, who identified each of the following as a contributor (Item numbers are in parentheses.):

Open entry-exit

Flexible pacing provided for trainees (15)

Advisement of trainees under a flexible attendance policy (3)

Administrative responsibilities

Opportunity to assist trainees while maintaining administrative responsibilities (14)

Time required to grade pre- and posttests (6)

Ease of maintaining records (10-11)

Attitude of the administration at the pilot study site

Support of administration in recruiting trainees (2)

The teacher-coordinator consistently perceived the concept of open entry-exit as employed during the pilot study with favorable reactions. The teacher-coordinator indicated no difficulty in assuming administrative responsibilities as a classroom facilitator. Assistance to trainees did not hamper the maintenance of necessary records. The flexible nature of the enrollment and attendance policies were viewed as contributing characteristics by the participants.

Evaluation of General Concept Application

General evidences of achievement or lack of achievement related to the extent of perceived concept application. Conclusions were based on evaluation statements made by the participants regarding the satisfactory completion of the learning packages, realistic decisions about individual store plans, and the satisfactory presentation of store plans before a panel of business experts. A summary of the evaluative responses of the trainees, role model merchants and the panel of business experts is presented in Table XXVII.

All eight trainees perceived they had satisfactorily completed the five learning packages based on the development of their individual store plans. The majority of the merchants perceived the trainees had satisfactorily completed the store plans for each learning package.

When asked to respond to whether the trainees appeared to have ability to make realistic decisions, 11 of the 16 panel members

TABLE XXVII

DISTRIBUTION OF TRAINEES, MERCHANTS AND BUSINESS EXPERTS
ACCORDING TO RESPONSES TO SELECTED STATEMENTS
ON THE PROGRAM EVALUATION INSTRUMENTS

Instrument Concept	Participants					
	AT		RMM		FBE	
	Concepts Applied	Concepts Insufficiently Applied	Concepts Applied	Concepts Insufficiently Applied	Concepts Applied	Concepts Insufficiently Applied
Learning packages						
Satisfactory completion of the five learning packages based on completion of individual store plans (AT - 5; RMM - 3) ^b	8	-	6	3	- ^c	-
Realistic store plans						
Perceived ability of trainees to make realistic decisions regarding individual store plans (AT - 6; RMM - 2; FBE - 2) ^b	5	3	5	5	11	4
Trainees made realistic decisions regarding individual store plans (RMM - 11; FBE - 8) ^b	-	-	7	4	9	7
Presentation of store plans by the trainees in a satisfactory manner (AT - 12; FBE - 1) ^b	6	2	-	-	13	2

Note: N=8 adult trainees (AT), 12 role model merchants (RMM), and 16 business experts (FBE). Not all participants responded to all evaluative statements.

^aCode: Concept Applied Concept Insufficiently Applied
1 - SA-Strongly agree 3 - U-Uncertain
2 - A-Agree 4 - D-Disagree
 5 - SD-Strongly disagree

^bNumbers in parentheses indicate item numbers.

^cCode: Indicates the participant was not asked to evaluate this concept.

perceived the trainees to have the ability to make realistic decisions regarding their store plans. The majority of the trainees (AT=5) responded to the evaluative statements in a similar manner. The merchants were divided in their perceptions.

When asked, however, to respond to whether or not the trainees did in fact make realistic store decisions, 7 of the merchants and 9 of the business experts concurred, although 4 merchants and 7 panel members perceived insufficient concept application.

For three of the concepts at least one of the types of participants was not asked to respond to the evaluative statement. It would appear the evaluation instrument should be revised to provide opportunity to obtain such data to help generate a clearer picture.

As in the case of the data analysis for the specific category characteristics and evidences, the data pertaining to the general category were analyzed by the ASE research team as a basis for making changes in the instructional materials and program procedures. The implications were formulated into recommendations for needed revisions. The ASE researchers then prioritized the recommendations and proceeded to implement those changes that could be executed within the project constraints of time, money and available personnel.

Phase IV--Assessment Reliability and Recommended Revisions

The fourth objective focused on the reliability of the assessment of the trainees' achievement of performance and terminal objectives and the recommendations for revising the evaluation instruments, instructional materials and procedures used in the apparel shop

entrepreneurship training program. During Phase IV of this study the data were examined in terms of the reliability of panel members in making judgments regarding the trainees' achievement of instructional objectives and the internal consistency of the evaluation instruments. Recommendations were then made by this researcher for revising the evaluation instruments. The ASE research team revised the instructional materials based on the results of the analysis of the data discussed in Phase III.

Intermember Reliability of Panel of Business Experts

Sessions with the panel of business experts convened on four separate occasions for the purpose of assessing the individual trainee's extent of achievement of the performance and terminal objectives of the apparel shop entrepreneurship learning packages. Table I (page 59) indicates the distribution of presentations by date and number of trainees. The intermember reliability of each panel of business experts in evaluating the extent of each trainee's achievement (across performance and terminal objectives) is indicated in Table XXVIII.

The Pearson product-moment coefficients of correlation significant at least at the .01 level, are noted. The Pearson product-moment coefficient of correlation represents the degree of straightline relationship between two sets of ratings by panel members. The correlation coefficient reflects the extent to which panel members tend to vary together in terms of rating trainee achievements.

Only one set of panel members was consistent among themselves as they assessed trainees. The panel of business experts who met on

TABLE XXVIII

CORRELATION MATRICES BASED ON THE ASSESSMENTS OF
THE TRAINEES' ACHIEVEMENT OF PERFORMANCE AND
TERMINAL OBJECTIVES AS RATED BY THE MEMBERS
OF THE PANEL OF BUSINESS EXPERTS

Trainees	PBE	July 12				July 26				August 2				August 2			
		12	7	6	5	10	8	4	1	16	14	11	2	3	13	15	9
1	12																
	7	21															
	6	14	23														
	5	33	09	(42)													
8	10																
	8					29											
	4					19	35										
	1					03	22	31									
7	10																
	8					16											
	4					01	09										
	1					31	26	02									
4	10																
	8					38											
	4					29	31										
	1					31	13	(39)									
2	16																
	14								25								
	11								12	29							
	2								15	13	17						
5	16																
	14								48								
	11								35	03							
	2								(44)	(43)	24						
3	3																
	13												(54)				
	15												(61)	(47)			
	9												(48)	(68)	(57)		
6	3																
	13												(50)				
	15												(54)	(44)			
	9												(69)	(54)	(55)		

Note: Correlation coefficients significantly different from zero at least at the .01 level are encircled. Variations in the magnitude of correlation coefficients required for significance at the .01 level are associated with variations in number of pairs of data used in the computations.

August 2, 1977, to assess Trainees 3 and 6 were consistent among themselves as they rated the achievement of each individual trainee. The correlation coefficients are not indicators as to whether the panel members rated the trainees as achievers or non-achievers of the instructional objectives, but whether regardless of the rating, the panel members were consistent (intermember consistency) in their assessments per trainee.

In this pilot study the ratings of each panel member have been given equal weight even though there was a lack of consistency among panel members. The ratings of each business expert are assumed to be valid. The amount of training to facilitate common understanding among members of the panel of business experts was minimal but probably realistic in terms of real life situations. The business experts appear to bring different perspectives to the analytical process. Trainees would probably need assistance in making optimal use of the different perspectives.

Validity and Internal Consistency of the Evaluation Instruments

The reliability of an evaluation instrument pertains to the capacity of the instrument to yield consistent information (Cross, 1973, p. 72). According to Kerlinger (1973, p. 443) reliability refers to the accuracy or precision of an instrument.

The validity of an evaluation instrument pertains to the extent to which the instrument measures what it claims to measure (Cross, 1973, p. 75). Reliability can occur within an instrument with or without validity (Ahman and Glock, 1975, p. 243). That is to say it is

possible for an evaluation instrument to generate information in a consistent manner regardless of whether the specific purposes under scrutiny have been served or not. Kerlinger (1973) expressed the value of reliability in the following manner:

To be interpretable, a test [evaluation instrument] must be reliable. Unless one can depend upon the results of the measurement of one's variables, one cannot, with any confidence, determine the relation between the variables. (pp. 454-455)

This researcher sought to examine the following aspects of reliability of the evaluation instruments:

1. The extent to which each panel member was consistent in the rating of all trainees on all learning packages in terms of interobjective consistency,
2. The extent to which panel members were consistent among themselves in terms of their interobjective (performance and terminal) consistency in assessing all learning packages of each trainee,
3. The extent to which ratings of two types of objectives (performance and terminal) for each learning package were consistent across all trainees and business experts.

The results of this analysis are presented in Table XXIX.

The means on sets of performance objectives were compared with the ratings of the relevant terminal objectives to assess the interobjective consistency of the panel members' judgments of the extent to which the trainees had achieved each learning package objective. The panel members' ratings of evaluative statements taken from the instrument, PBE Evaluation of Trainee's Achievement of Terminal Objectives, were paired in the following manner:

Rating on the terminal objective

Rating on the performance objective

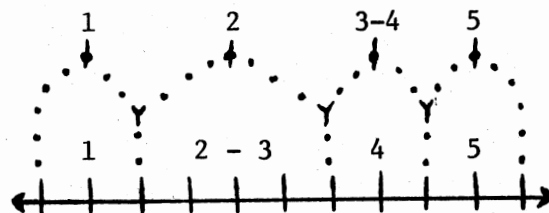


TABLE XXIX
 DISTRIBUTION OF PAIRS OF RATINGS OF TERMINAL AND
 PERFORMANCE OBJECTIVES FOR EACH PANEL MEMBER,
 TRAINEE, AND LEARNING PACKAGE

Type of Analysis	Actual Pairs	TO>PO ^a		TO=PO ^a		TO<PO ^a	
		N	%	N	%	N	%
Across all trainees and learning packages							
PBE 1 & 2	24	6	(25)	15	(63)	3	(12)
3	10	2	(20)	8	(80)		
4	15	2	(13)	13	(87)		
5	5	1	(20)	4	(80)		
6	5	1	(20)	3	(60)	1	(20)
7 & 8	20	4	(20)	14	(70)	2	(10)
9	9	4	(44)	5	(56)	0	(0)
10 & 11	24	6	(25)	15	(63)	3	(12)
12 & 13	15	7	(47)	7	(47)	1	(6)
14	10	7	(70)	3	(30)		
15	10	6	(60)	4	(40)		
16	6	2	(33)	4	(67)	0	(0)
Across PBE and learning package							
Trainee 1	20	4	(20)	14	(70)	2	(10)
2	20	6	(30)	13	(65)	1	(5)
3	19	8	(42)	11	(58)	0	(0)
4	19	8	(42)	10	(53)	1	(5)
5	15	8	(53)	7	(47)	0	(0)
6	20	10	(50)	10	(50)		
7	20	1	(20)	16	(80)	3	(15)
8	20	3	(15)	14	(70)	3	(15)
Across all trainees and PBE							
Learning Package							
1	32	8	(25)	24	(75)		
2	30	12	(40)	15	(50)	3	(10)
3	29	12	(42)	16	(55)	1	(3)
4	31	15	(48)	12	(39)	4	(13)
5	32	2	(6)	28	(88)	2	(6)

^aCode: TO = terminal objectives; PO = performance objectives.

The paired ratings were judged to be comparable. Table II explains the meanings of ratings (see page 65). Reliability was judged to occur when at least half of the ratings of the terminal objectives were equal to the ratings of the performance objectives.

Panel Member Ratings Across Trainees and Learning Packages. As indicated in Table XXIX three-fourths of the panel members consistently rated the trainees' achievement of the terminal objective equal to the performance objective. Panel members 12-13, 14, and 15 gave comparable ratings to the trainees' achievement of the terminal and performance objectives less than 50 percent of the time. Panel members 14 and 15 tended to rate the terminal objectives higher than the performance objectives. Thus, their overall assessment tended to be higher than the assessments of individual components. One limitation taken into account in this analysis is that panel members did not all rate the same trainees. It is assumed that the differences in trainees would not affect the comparability of ratings on the two kinds of objectives.

Ratings of Each Trainee Across Business Experts and Learning Packages. Each trainee was rated by a panel of four business experts. The consistency in ratings of achievement of the two types of objectives for trainees rated by a given panel varied considerably. The panel members' evaluations of Trainees 7 (80 percent) and 8 (70 percent) showed the greatest consistency in terms of an equal rating of the terminal and performance objectives. These two trainees were assessed by the same panel on the same night. The least amount of consistency occurred during the ratings of Trainees 5 (47 percent) and 6 (50 percent).

Ratings of Each Learning Package Across Trainees and Business

Experts. Panel members indicated the greatest amount of consistency in the two types of ratings across all trainees in terms of achievement of the instructional objectives for Learning Package 5, Advertising and Promotion. The least amount of consistency on the two types of objectives was in the rating of Learning Package 4, Operations and Management, as indicated in Table XXIX.

It is speculated by this researcher that any lack of consistency may be attributed to one or a combination of three factors. The first factor is that respective panel members may have been careless in recording the ratings on the evaluation instrument. The second factor is that respective panel members may have experienced a lack of understanding as to how to make ratings. That is, panel members may not have clearly differentiated between the codes for the performance and terminal objectives. The third factor is that respective panel members may have individually lacked the ability to make ratings utilizing a dual coding system.

Recommended Revisions for the Evaluation Instruments

The data were examined in terms of the extent of consistency of the ratings made by panel members in response to statements on the evaluation instrument administered to them for the purpose of assessing the trainees' achievement of the performance and terminal objectives. The overall lack of consistency on the part of the panel members in responding to some evaluative statements led this researcher to carefully note such occurrences. In view of the data analysis, this

researcher proposes the following recommendations for the revision of the evaluation instrument used by panel members to assess trainee achievement of instructional objectives with implications for application where appropriate, to other evaluation instruments:

1. If different codes are utilized for assessing the terminal and performance objectives, it is recommended that the codes be identical or matched. Identical codes would help eliminate evaluator confusion. All statements would have to be written such that a single code would be appropriate for evaluating both performance and terminal objectives. Matching codes would still necessitate precise directions. If dual codes are used for the performance and terminal objectives, it would be imperative that the descriptive statements in each category be paired with one another as precisely as possible.

2. The initial use of a numerical code would eliminate subsequently reverting to number rankings and is therefore recommended. A code of 1 through 10 allows opportunity for a larger spread in terms of ratings provided the evaluators have been adequately trained to utilize such a system. A code of 1 through 100 would allow an even greater opportunity for the evaluators to make fine discriminations among ratings.

3. All wording on evaluation instruments should be consistently stated in either a positive or negative manner. Special care should be taken not to mix the manner of presenting the evaluative statements.

4. All statements should be checked to eliminate compound sentence structure as such structure reduces the opportunity for the respondent to make a precise judgment.

Sample evaluative statement

The resource center was worthwhile and gave this trainee access to additional information which was of help in

making plans for owning an apparel shop.

Proposed revision

This trainee found the resource center to be a worthwhile addition to the learning packages.

The resource center gave this trainee access to additional information which was of help in making plans for owning an apparel shop.

5. The four principal sections pertaining to the program evaluation instruments should be reexamined for cases of statement duplication.

Sample evaluative statements

The trainees were able to make realistic decisions about their store plans. (PBE - Satisfaction with participants' achievement)

Trainees made realistic decisions about their ISPs. (ISP = Individual Store Plans) (PBE - Reactions regarding advising adults)

6. Statements presented in each section should be comparable in nature and content to the same section on other instruments for program evaluation.

7. The following open-ended statement should be added to the comment section on the program evaluation instruments to gain more information as to the participants' perceptions of the concept of open entry-exit:

Sample evaluative statement

To me, open entry-exit means _____

 _____.

8. In an effort to provide a clearer picture of each participant's reactions, several evaluative statements need to be added to some of the evaluation instruments. A sample of the specific types of statements pertaining to this recommendation is presented in Table XXX.

Recommended Revision for the Learning Packages

Suggestions for improving each module in a learning package were submitted by the ASE researchers, role model merchants, and members of the panel of business experts. A summary of the suggestions incorporated into the revised learning packages by the ASE research team is presented in this discussion. A more detailed description of the revisions is presented in Appendix I.

Introductory Materials

The trainee's orientation manual originally provided introductory information for the trainees. It was recommended by the ASE research team that a facilitator's guide be developed and included as part of the instructional materials to introduce participants to the intricacies of the program.

Facilitator's Guide. The purpose of the facilitator's guide was to serve as a reference for the person or persons who implement the use of the apparel shop entrepreneurship learning packages. The ASE researchers recommended the facilitator's guide should include information pertaining to the monitoring of the progress of participants, development of tests, maintenance of records according to program needs, and the scheduling of community business experts as needed according to the objectives of the program.

Orientation Manual. It was also recommended that the orientation manual for the trainees continue to be a part of the instructional materials. The purpose of the orientation manual was to serve as a guide for the trainees who use the apparel shop entrepreneurship

learning packages. The ASE researchers recommended the content of the manual remain basically the same but reflect any changes in terminology as dictated by the revision of the five learning packages.

Organization and Use of Instructional Materials

For the most part the self-instructional, self-paced and self-evaluative format of the learning packages remained unaltered. A detailed description of the format of the modules before and after revision is presented in Appendix J. Other recommendations regarding the learning packages, program procedures, resource center, role model merchants and business experts, and continued use of the instructional materials in traditional and non-traditional settings are presented in the following discussion:

Learning Packages. The ASE research team recommended that the Introductory Profiles learning package continue to be the first study package. Trainees could then select the remaining learning packages in the order of preference. Trainees are to complete all modules within a given learning package before proceeding to another. Trainees may or may not engage in one or more of the suggested activities in the optional learning guide, as well as strive to complete their individual store plans for each learning package before proceeding to the next learning package.

Merchants and Business Experts. The ASE research team recommended that the learning packages include concepts related to the utilization of the expertise of business people as an integral part of programs

designed to train potential apparel shop entrepreneurs. It was also recommended that the facilitator initiate contacts within the community to obtain support from merchants to serve as role models and from others with business expertise to serve as consultants for the trainees.

Resource Center. The ASE research team recommended the continued use of a resource center in the educational setting. It was further recommended that a list of suggested references for each learning package be included in the facilitator's guide to assist the facilitator in establishing such a learning center.

Facilitator. The ASE research team recommended the facilitator monitor progress of trainees and develop pretests and posttests for each learning package to evaluate the participants' progress when records are needed in particular programs. The facilitator should also schedule community business experts as needed to counsel trainees.

Recruitment of Participants. The ASE research team recommended that the recruitment procedures of the educational setting be utilized to disseminate information to potential participants. It was also recommended that the educational setting encourage the cooperation of the Small Business Administration and investigate the possibility of utilizing "Going Into Business Seminars."

Traditional and Non-traditional Educational Settings. It was recommended by the ASE researchers that the apparel shop entrepreneurship instructional materials be made available for use in traditional and non-traditional settings. The self-instructional, self-paced, and

self-evaluative aspects of the materials make them adaptable for use by individuals either independently or as participants in groups.

CHAPTER V

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

The systems approach to program planning focuses upon 1) the assessment of needs, goals and feasibility in terms of constraints and resources, 2) the establishment of performance objectives, 3) the formulation and development of specific strategies and alternate strategies for the achievement of objectives, 4) the allocation of resources necessary to achieve objectives, and 5) the evaluation of the expenditures of resources in order to ascertain how effectively and efficiently the objectives were achieved. A systems approach is a rationale and logical procedure which allows problem solving techniques to be applied to both individual and interrelated elements within a given context.

A system may be referred to as any set of interrelated and interdependent elements within the confines of a specific, goal-oriented context. Performance objectives must be set in order to transform the goals into expressions of specific types of behavior. Evaluation is a continuous systems process which seeks to determine the extent to which objectives have been achieved. The instruments used for evaluative purposes affect rating, summarizing and in some cases quantifying the effectiveness of the program.

A systematic approach to evaluation requires a careful consideration of all program elements. As a systems process, evaluation begins

by gathering related concepts that are pertinent to the program under scrutiny and terminates when a system or pattern of connected ideas has been produced. The point of termination is short-lived, however, for feedback from the evaluation process continuously provides a data base for making revisions and reevaluating the system. The overriding function of evaluation is to employ a methodology which systematically transforms relevant data in such a way as to improve the information base upon which decisions are made regarding program development and execution.

The Larger Research Project

Evaluation played a key role in a research project partially funded by the United States Office of Education and entitled Instructional Materials for Adult Entrepreneurship of Apparel Shops. The goals of the research project were to 1) develop and test a set of occupationally specific learning packages in an open entry-exit pilot study for adults interested in becoming owners of small apparel shops, 2) to evaluate and revise the learning packages and program procedures, and 3) to make recommendations for the continued use of the learning packages in educationally traditional and non-traditional settings.

The seven-member (5 females, 2 males) apparel shop entrepreneurship research team consisted of a project director, two co-directors, and four graduate assistants. The fields of home economics education; clothing, textiles and merchandising; and business education represented the interdisciplinary instructional orientations of the project researchers.

Content of the learning packages included current information pertaining to the following four major retail functions: accounting and control; buying and merchandising; operations and management; and advertising and promotion. The format of the self-instructional, self-paced, and self-evaluative learning packages centered around the trainees' achievement of performance and terminal objectives related to selected entrepreneurial concepts.

Objectives of Present Research

This study was a part of the larger research project. The major focus in this research was the development of an evaluation system to determine the effectiveness of individualized instructional materials used in an open entry-exit program designed to instruct apparel shop entrepreneurs.

The four objectives of this study were:

1. To design evaluation instruments to assess the effectiveness of an apparel shop entrepreneurship training program by obtaining judgments from the following types of participants:
a) teacher-coordinator, b) adult trainees, c) role model merchants, and d) panel of business experts.
2. To use the evaluation instruments in assessing the effectiveness of individualized instructional materials in an open entry-open exit pilot study.
3. To analyze the evaluation data obtained from the evaluation instruments in terms of a) characteristics that appear to contribute to or hinder learning and b) evidences of trainees' achievement or lack of achievement of the objectives of the

apparel shop entrepreneurship program.

4. To assess the reliability of the panel of business experts in evaluating the trainees' achievement of performance and terminal objectives, and to recommend revisions for the instructional materials, procedures, and the evaluation instruments utilized in an open entry-exit pilot study.

As a part of Objective 4, the following hypothesis was examined based on the intercorrelations of the data:

1. There is no correlation between the assessments of the performance of the same trainees by different members of the panel of business experts (PBE).

Because of the sample size in the pilot study, a statistical test of only this one hypothesis was conducted.

In addition to the hypothesis, several research questions were explored through visual inspection of the data:

1. Are there interrelationships between the panel of business experts' ratings of the performance objectives and of the terminal objectives?
2. Are there differences between the pretest and posttest scores on each learning package?
3. Are there differences in relevant background knowledge, as determined by the pretest scores, between trainees with retail experience and trainees without retail experience?
4. Are there differences in the amount of time needed for individual trainees to complete the five learning packages (15 modules)?

Procedure of Present Research

This study was conducted in four phases. In Phase I evaluation instruments were designed to obtain judgments from the adult trainees, role model merchants, members of the panel of business experts, and the teacher-coordinator in order to assess the effectiveness of an apparel shop entrepreneurship pilot study. The pilot study was conducted on an open entry-exit basis.

Phase II included a procedural system for evaluating the pilot study. The evaluation instruments were administered to each participant according to the plan for data analysis from June 14 through August 2, 1977. The data were categorized as either specific or general. The specific category included data regarding learning packages and modules. The general category included data regarding instructional materials and procedures.

Phase III was designed to obtain data from the evaluation instruments. The data were analyzed in terms of a) characteristics that appeared to contribute to or hinder learning and b) evidences of the trainees' achievement or lack of achievement of the pilot study objectives. Suggestions for revising the instructional materials and program procedures were submitted by the ASE research team following the data analysis and follow-up contact with role model merchants, members of panels of business experts, and an administrator and the teacher-coordinator at the pilot study setting. Suggested changes were incorporated according to the goals of the apparel shop entrepreneurship research project.

In Phase IV, the reliability of the evaluation instruments and the ratings made by the members of the panel of business experts that pertained to the trainees' extent of achievement were assessed. The suggested revisions were prioritized with regard to the instructional materials, procedures and evaluation instruments based on the data analysis discussed in Phase III. The internal consistency of the evaluation instruments and the inter-rater reliability of members on the panel of business experts were examined. Recommendations were made for the revision of the evaluation instruments, and for the future use of the instructional materials in educationally traditional and non-traditional settings.

Results of Present Study

Evaluation instruments were presented in the form of evaluation packets for the teacher coordinator, role model merchants, members of the panel of business experts, and adult trainees. Three additional instruments used with adult trainees were an application form providing information on educational background and work experience, module evaluations providing reactions to the nine characteristics of the modules, and progress records encompassing time required and pre- and posttest scores.

A total of 12 merchants, 16 business experts, 11 adult trainees, and 1 teacher-coordinator participated in the pilot study. All trainees, 10 women and 1 man, had received a high school diploma, one had a bachelor's degree, and two had master's degrees. All but two trainees had retail experience ranging from a few months to several years. Members of the panel of business experts, 14 men and 2 women, ranged

in educational level from bachelor's to law degrees to an honorary doctorate. All had five or more years of business experience. Role model merchants had two or more years of business experience and had educational backgrounds of high school diplomas or bachelor's degrees. Merchants were approximately equally divided by sex. The teacher-coordinator, a woman, had a bachelor's degree and at least two years of experience in retail management.

Eight trainees completed the pilot program. One trainee opened a shop soon after completing the program. Two other trainees seriously considered opening a shop but decided that they needed more retail experience after conferring with role model merchants and business experts.

Trainees identified different specific characteristics of the various modules as contributing or hindering learning. This information was used as a basis for formulating suggested changes in the learning packages. Suggestions were checked with business experts and then prioritized by the research team. Implementation of the recommended changes was based on project feasibility in terms of time, money, and project personnel.

General characteristics were identified by all program participants as contributing or hindering learning based on responses to statements on program evaluation instruments. Follow-up contacts were made with an administrator and the teacher-coordinator at the site of the pilot study. Otherwise, suggestions were handled in a manner similar to the treatment of data regarding specific characteristics.

Differences between pre- and posttest scores of trainees for each learning package were found as a result of the visual inspection of the

data. Scores were higher on the posttests for all trainees except in one instance. The one trainee did not recycle the learning package and repeat the posttest.

Interrelationships between the ratings of performance and terminal objectives by business experts were detected based on visual inspection of the data. Approximately three-fourths of the pairs of ratings (mean of ratings of performance objectives paired with rating of relevant terminal objective) were equal.

The hypothesis of no correlation between the assessments of the performance of the same trainees by different members of the panel of business experts was tested by means of correlation matrices. The hypothesis was not rejected because assessments by different panel members correlated significantly at the .01 level for only two of the eight trainees.

Recommendations regarding evaluation instruments included adding items to instruments for different types of participants, revising evaluative statements and the scales for responding for the purpose of clarity, and altering evaluative statements to obtain data on comparable items from all types of participants. As a member of the ASE research team, this researcher helped to formulate recommendations regarding the organization and use of instructional materials for apparel shop entrepreneurship.

Implications and Recommendations for Continued Research

During the pilot study period the adult trainees responded positively to the utilization of the self-instructional, self-paced, and

self-evaluative learning packages. The pursuit and acquisition of knowledge related to the entrepreneurial concepts presented in the learning packages occurred with limited need for assistance from the teacher-coordinator. After completing the introductory learning package the trainees were free to individually select the sequence for using the four remaining learning packages.

The concept of open entry-exit allowed the trainees some flexibility in terms of enrollment procedures, class scheduling, and pursuit of individual study. Help was available when needed. Personal contact transpired between the trainees and the teacher-coordinator during the pre-test and posttest situations, occasional point clarification, progress checks, and the trainees' exit conferences.

The expertise and counsel of successful merchants served as an effective supplement to the learning packages. The positive response regarding the role model merchants suggests their potential inclusion in similar occupationally specific programs.

Information regarding reliability to the evaluation instruments and the responses of participants can be of assistance to program facilitators. Such information may assist in the development of criteria for the selection of people who serve as role models and evaluators.

Due to the lack of utilization of a representative sample during the pilot study, the extent to which generalizations can be made with respect to a broad population is severely limited. Various aspects of this study, however, do have implications for the development and execution of more extensive research regarding apparel shop entrepreneurs. Recommendations for further research are as follows:

1. Validating the individualized instructional materials by potential apparel shop entrepreneurs in a field test,
2. Training facilitators in the procedures of open entry-exit, assisting them in the implementation and utilization of the apparel shop entrepreneurship instructional materials, and evaluating results,
3. Developing and testing guidelines for optimum use of the individualized instructional materials by potential apparel shop entrepreneurs in a field test situation representing both educationally traditional and non-traditional settings,
4. Investigating successful apparel shop entrepreneurs to identify specific entrepreneurial traits,
5. Using the apparel shop entrepreneurship learning packages as models for the development and evaluation of learning packages for other types of merchandise such as children's wear, fashion accessories, fabrics and notions, shoes and sporting goods.

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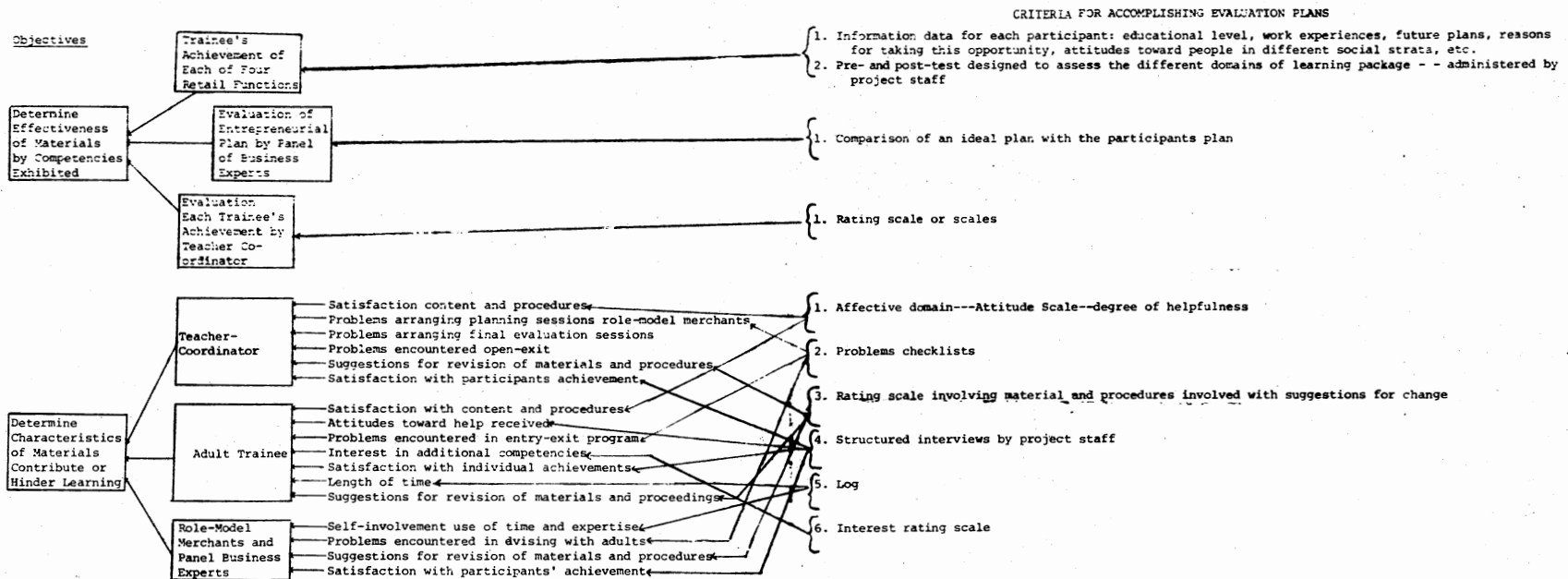
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APPENDIXES

APPENDIX A

PLAN FOR EVALUATION OF ACHIEVEMENT OF OBJECTIVES
FOR THE APPAREL SHOP ENTREPRENEURSHIP
RESEARCH PROJECT

PLAN FOR EVALUATION OF ACHIEVEMENT OF OBJECTIVES FOR THE APPAREL SHOP ENTREPRENEURSHIP RESEARCH PROJECT



APPENDIX B

APPLICATION FORM, PROGRESS RECORD,
TRAINEE'S MODULE EVALUATION FORM,
AND EVALUATION PACKETS

Application Form
for
Starting Your Own Apparel Shop Seminar

NAME _____

ADDRESS _____ CITY _____

TELEPHONE _____ SEX _____ AGE _____

OCCUPATION _____ BUSINESS TELEPHONE _____

***EDUCATIONAL BACKGROUND:**

Check the type of school you have attended. _____ High school _____ Junior college _____ College/University _____ Other (List) _____	Check the kinds of courses you have had. _____ Acct/Bnkg. _____ Mgmt. _____ Retail Math _____ Mktg. _____ Advtg. _____ Bus. Math _____ Economics	Check the kind of diploma you have obtained and indicate the date received _____ High School _____ Date _____ Jr. College _____ Date _____ B.S. or B.A. _____ Date _____ M.S. or M.A. _____ Date _____ Other (list) _____ Date
--	--	---

***RETAIL EXPERIENCE:**

Year	WHEN? Length of Time	WHERE? Name of Firm	Location
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

What kind of duties did you perform? _____

What other kinds of work experiences have you had (paid or non-paid)? _____

***FUTURE STORE PLANS:**

If you plan to open a store please complete the following:
 When? _____ What type? _____
 Where? _____
 What do you hope to learn from the seminar? _____
 If you do not plan to open a store please indicate why you are enrolling in this seminar? _____

***DATE YOU PREFER TO START THE SEMINAR:**

This is an open entry-exit program. You will be able to start the seminar any of the four dates listed below and complete the individualized learning materials at your own pace.

Please check the date you prefer to start: Tuesday Nights 7:30 - 10:30 p.m.

June 14	June 21	June 28	July 5
()	()	()	()

Trainee's Name _____

Progress Record

Date Entered the Program: _____

Dates for RMM Conference:	Completed	ISPs	Duplicated
Conference 1 _____	_____	_____	_____
Comments: _____			
Conference 2 _____	_____	_____	_____
Comments: _____			
Conference 3 _____	_____	_____	_____
Comments: _____			
Conference 4 _____	_____	_____	_____
Comments: _____			
Conference 5 _____	_____	_____	_____
Comments: _____			

Date ASE Folio Completed (5 ISPs): _____

Date for PBE Presentation: _____	Approx. time needed to complete the LP	Final Posttest Score (%)	If posttest was repeated, indicate previous test score (%)	Check (✓) where LP was completed		Check Module Evalua.
				School	Home	
Introductory Profiles LP _____ date completed						
Accounting and Control LP _____ date completed						
Advertising and Promotions LP _____ date completed						
Buying and Merchandising LP _____ date completed						
Operations and Management LP _____ date completed						

Other Comment: (Exit Conference): _____

Name _____

Trainee's Module Evaluation

Module # : _____

DIRECTIONS: Please check the box which indicates how you feel about the following statements and note any comments.

Strongly agree; agree completely with the statement
 Agree: agree somewhat with the statement
 Uncertain: can neither agree nor disagree with the statement
 Disagree: disagree somewhat with the statement
 Strongly disagree: disagree completely with the statement

1. The directions for the module were ease to understand.
2. The rationale for the module emphasized the importance of the content.
3. The performance objectives were easily understood.
4. The performance objectives were attainable.
5. The content was easily understood.
6. The content was adequate.
7. The content checks enabled me to apply the information to my own store plans.
8. The self-checks were helpful.
9. The apply to your own store plans section helped me to make my own store plans.
10. The glossary was helpful.
11. The module was too short.
12. I felt that I needed the information in this module

SA	A	U	D	SD	COMMENTS

DIRECTIONS: Please write suggestions for improving this module below.

AMOUNT OF TIME SPENT: _____ 30 min. _____ 1 hr. _____ 1 1/2 _____ more than 1 1/2

Role Model Merchant, Packet

**M E M O R A N D U M**

DATE June - August, 1977

TO Role Model Merchants Participating in the Research Project

FROM Research Team: Dr. Kathryn Greenwood, Director
Dr. Margaret Callsen, and
Dr. Dennis Mott, Co-directors
Gene Rupe
Jo Anne LeMay
Mary Cremer
Delilia Diggs, Graduate Assistants

SUBJECT Reactions to Role Model Merchant's (RMM) Conference

Thank you for serving as a Role Model Merchant in our research project. We appreciate you sharing your knowledge and experience with adults interested in apparel shop entrepreneurship.

Your RMM Conference Guide, the Role Model Merchant Profile, and the Role Model Merchant Evaluation are attached.

Please fill out the Role Model Merchant Profile first and return it to one of the researchers present. We would like for you to fill out the evaluation form after you have completed all your RMM Conferences. Your honest reactions will be appreciated in regard to the learning packages and the use of your time and expertise. Your suggestions for revisions will help us to improve the learning packages and make them available for future use.

**M E M O R A N D U M**

DATE June - August, 1977

TO Role Model Merchants Participating in the Research Project

FROM Research Team: Dr. Kathryn Greenwood, Director
Dr. Margaret Callsen, and
Dr. Dennis Mott, Co-directors
Gene Rupe
Jo Anne LeMay
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Delilia Diggs, Graduate Assistants

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Your RMM Conference Guide, the Role Model Merchant Profile, and the Role Model Merchant Evaluation are attached.

Please fill out the Role Model Merchant Profile first and return it to one of the researchers present. We would like for you to fill out the evaluation form after you have completed all your RMM Conferences. Your honest reactions will be appreciated in regard to the learning packages and the use of your time and expertise. Your suggestions for revisions will help us to improve the learning packages and make them available for future use.

**M E M O R A N D U M**

DATE June - August, 1977

TO Role Model Merchants Participating in the Research Project

FROM Research Team: Dr. Kathryn Greenwood, Director
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Thank you for serving as a Role Model Merchant in our research project. We appreciate you sharing your knowledge and experience with adults interested in apparel shop entrepreneurship.

Your RMM Conference Guide, the Role Model Merchant Profile, and the Role Model Merchant Evaluation are attached.

Please fill out the Role Model Merchant Profile first and return it to one of the researchers present. We would like for you to fill out the evaluation form after you have completed all your RMM Conferences. Your honest reactions will be appreciated in regard to the learning packages and the use of your time and expertise. Your suggestions for revisions will help us to improve the learning packages and make them available for future use.

RETAIL STORE DESCRIPTION:

1. Check (✓) type of store you represent.

- individually owned
- partnership
- corporation or chain

2. Check (✓) the number of years your store has been in operation.

- 1 year or less
- 2-4 years
- 5-10 years
- 20 or more years

3. How many employees do you have?

- _____ Full-time
- _____ Part-time

4. Check (✓) the category you consider identifies your store to be small, medium; or large by the following sales volume?

- \$100,000 or less (Small)
- \$100,000-\$250,000 (Medium)
- \$250,000 or more (Large)

5. Check (✓) each of the kinds of merchandise carried in your store.

Men's Wear List major merchandise classifications:

Women's Wear List major merchandise classifications:

Other List major merchandise classifications:

(specify)

EDUCATIONAL BACKGROUND:

Check (✓) the type of school you have attended.

- High School
- Junior College
- College/University
- Other (List) _____
- _____
- _____

Check (✓) the kinds of courses you have had.

- Acct./Bkkg.
- Retail Math
- Advertising
- Economics
- Fashion Mdse.
- Management
- Marketing
- Business Math
- Others (list) _____
- _____

Check (✓) each kind of diploma you have obtained and indicate the date received.

- High School _____ (date)
- Jr. College _____ (date)
- B.S. or B.A. _____ (date)
- M.S. or M.A. _____ (date)
- Other (list) _____ (date)
- _____ (date)
- _____ (date)

THANK YOU FOR COMPLETING THE RMM PROFILE

ROLE MODEL MERCHANT EVALUATION

This evaluation instrument is designed to give you an opportunity to react to your experience as a Role Model Merchant (RMM). There are no right or wrong answers. Please respond frankly to all parts of the instrument. All the responses will be confidential.

Name: _____

Date: _____

Trainee Conferences: _____

DIRECTIONS: You are asked to rate the statements below in terms of your agreement or disagreement. Draw a circle around the letter that best describes your response to a statement.

- Code → SA - Strongly agree: agree completely with the statement
 A - Agree: agree somewhat with the statement
 U - Uncertain: neither agree or disagree with the statement
 D - Disagree: disagree somewhat with the statement
 SD - Strongly disagree: disagree completely with the statement

Self involvement of time and expertise

- | | | | | | |
|----|---|---|---|----|--|
| SA | A | U | D | SD | 1. There was enough time for this Role Model Merchant (RMM) to review the contents of the learning package before conferring with trainees. |
| SA | A | U | D | SD | 2. The time the trainees took to review the modules provided enough information for this RMM to make suggestions on their Individual Store Plans (ISPs). |
| SA | A | U | D | SD | 3. Personal time and expertise were effectively used by this RMM. |
| SA | A | U | D | SD | 4. This RMM had the necessary background to help trainees develop realistic ISPs. |
| SA | A | U | D | SD | 5. The overall performance of this RMM was satisfactory. |

Reactions regarding advising adults

- | | | | | | |
|----|---|---|---|----|--|
| SA | A | U | D | SD | 1. The role of the RMM was clearly defined prior to the trainees conferences. |
| SA | A | U | D | SD | 2. There were enough RMMs to adequately confer with trainees. |
| SA | A | U | D | SD | 3. Trainees seem to understand the information and complete the learning packages satisfactorily. |
| SA | A | U | D | SD | 4. Trainees seem to have carefully thought through and prepared the <u>Apply to Your Own Store Plans</u> section of the modules. |
| SA | A | U | D | SD | 5. Trainees asked a variety of questions which concerned the future plans of operating a retail clothing store. |

Code → SA - Strongly agree
 A - Agree
 U - Uncertain
 D - Disagree
 SD - Strongly disagree

- SA A U D SD 6. Trainees were able to openly discuss their performance in the Apply to Your Own Store in each module in the learning packages.
- SA A U D SD 7. Trainees were able to discuss the store plans with this RMM and to develop the ISPs effectively.
- SA A U D SD 8. Trainees appeared to be self-confident about the ISPs.
- SA A U D SD 9. This RMM was able to point out to the trainees potential trouble spots in their plans that might arise.
- SA A U D SD 10. Trainees seemed receptive to the suggestions that were made regarding the ISPs during the RMM Conferences.
- SA A U D SD 11. Trainees made realistic decisions about their ISPs.
- SA A U D SD 12. Trainees needed more than the allotted time for the RMM Conferences.

Suggestions for revision of materials and procedures

- SA A U D SD 1. The content of each module seemed to provide adequate information for the adult trainees to complete the ISPs.
- SA A U D SD 2. The Apply to Your Own Store seemed to help the adult trainee in developing and completing the Individual Store Plans.
- SA A U D SD 3. The Role Model Merchant Conference seemed to be an important part of the procedures to help adult trainees develop realistic ISPs.

Satisfaction with participants achievement

- SA A U D SD 1. The trainees were able to explain each module satisfactorily.
- SA A U D SD 2. The trainees were able to make realistic decisions about their store plans.
- SA A U D SD 3. The trainees were able to complete the ISPs for each learning package.

Write here any suggestions you may have for revising the learning packages and making changes in the procedures to help the RMM better advise the trainees. (If more space is needed, use the back side of the page.)

THANK YOU FOR COMPLETING THIS EVALUATION FORM.

Panel of Business Experts' Packet



MEMORANDUM

DATE June - August 1977

TO Panel of Business Experts

FROM Research Team: Dr. Kathryn Greenwood, Director
 Dr. Margaret Callsen, and
 Dr. Dennis Mott, Co-directors
 Gene Rupe
 Jo Anne LeMay
 Mary Cremer
 Delilia Diggs, Graduate Assistants

SUBJECT Reactions to the Panel of Business Experts (PBE) Presentations

Thank you for your help on our research project. The PBE is composed of men and women in business who represent the fields of banking, law, and the retailing functions of accounting, merchandising, management, and advertising. You, as a member of the PBE, made it possible for the trainees to have a final critique of their Individual Store Plans (ISPs). We appreciate you sharing your business experience and skill with future apparel shop entrepreneurs.

Attached are your PBE Guidelines, PBE Profile, PBE Evaluation of Trainee's Achievement of Terminal Objectives and the PBE Evaluation form. We would like for you to complete and return the PBE Profile to one of the researchers present. Please follow the PBE Guideline on the next page in order to complete the remaining evaluation instrument.

Your honest reactions will be appreciated in regard to the trainees' presentations and the use of your time and expertise. Your suggestions for revisions will help us to improve the learning packages and make them available for future use.

GUIDELINES FOR PANEL OF BUSINESS EXPERTS

You have consented to share your time and expertise, as a member of our Panel of Business Experts (PBE), along with other men and women in business. Each trainee participating in our research will discuss their plans for opening a women's or men's apparel store in a final presentation before four PBE members. Your role is to ask questions and offer suggestions which will help each trainee make a realistic evaluation of their Individual Store Plans (ISPs).

Proposed Time Allotment for Trainees' Sessions with the PBE

- 10 minutes will be allotted at the beginning of the three hour session for orientation of the PBE members
- Three presentations of approximately one hour each will be scheduled for the PBE
- Ten minutes will be set aside at the beginning of each session for the PBE to review the ISPs prepared by the scheduled trainee
- Ten minutes will be allotted for the trainee to present the ISPs
- Twenty minutes will be allotted for the PBE to question the trainee and make suggestions related to the ISPs
- (Trainee exits the conference room)
- Ten minutes will be allotted for each PBE to evaluate the trainee's achievement of the terminal objectives as proposed in each learning package (SEE PBE EVALUATION OF TRAINEE'S ACHIEVEMENT OF TERMINAL OBJECTIVES)

The above procedure will be repeated for each scheduled trainee.

- Ten minutes will be set aside at the end of the three hour session for the PBE to evaluate the research project (SEE PANEL OF BUSINESS EXPERTS' EVALUATION)
- PBE Sessions have been scheduled from 7:30 - 10:30 p.m. on the following Tuesday nights:

July 12, 19, 26 August 2

PANEL OF BUSINESS EXPERTS (PBE) PROFILE

Thank you for sharing your time and expertise to help adults interested in going into business for themselves. We appreciate your willingness to serve as a member of our Panel of Business Experts (PBE) for our research project. As a research participant we ask that you please fill in the following information concerning your business experience. THIS INFORMATION WILL BE KEPT CONFIDENTIAL.

DATE _____

Person responding: _____

Position: Store Owner Store Manager Lawyer Accountant Banker

Other (specify) _____

Name of Business _____

Business address: _____
 (street) (city) (state) (zip)

Telephone: _____

Would you be willing to serve as a PBE in the future? Yes No

If you answered "yes," please circle the date(s) you would be willing to serve.

7/19 7/26 8/2 8/4
 * * * * * * * *

RETAIL EXPERIENCE:

1. Check (✓) the boxes below which best describe the extent of your expertise related to the following:

	NONE	SOME	MUCH
Accounting and Control			
Buying and Merchandising			
Operations and Management			
Advertising and Promotion			
Law			
Finance			

2. How many years of actual business experience do you have? (Check (✓)).

1 year 2-4 years 5-10 years 10-20 years 20 or more years

3. List the three most recent business positions you have held.

YEAR	POSITION	LENGTH OF TIME	NAME OF FIRM	LOCATION

EDUCATIONAL BACKGROUND:

Check (✓) the type of school you have attended

- High School
- Junior College
- College/University
- Other (List) _____
- _____
- _____
- _____

Check (✓) the kinds of courses you have had

- Acct./Bkkg.
- Retail/Bus. Math
- Advertising
- Economics
- Fashion Mdsq.
- Management
- Marketing
- Law
- Finance
- Other (List) _____
- _____
- _____
- _____

Check (✓) each kind of diploma you have obtained and indicate the date received

- High School _____
(Date)
- Jr. College _____
(Date)
- B.S. or B.A. _____
(Date)
- M.S. or M.A. _____
(Date)
- J.D. _____
(Date)
- Other (List) _____
_____ (Date)
_____ (Date)

THANK YOU FOR COMPLETING THIS PBE PROFILE.

PBE EVALUATION OF TRAINEE'S ACHIEVEMENT OF TERMINAL OBJECTIVES

Dear Panel of Business Experts:

You have just heard the trainee discuss his or her Individual Store Plans (ISPs) in an oral presentation. The trainee developed five ISPs after studying each learning package. The major goal of each learning package was stated as a terminal objective.

We would like for you to evaluate the trainee's achievement of the terminal objective through a two-step process. First, evaluate the trainee's achievement of the set of criteria. Next, rate the trainee's achievement of the terminal objective based on your over-all reaction to the set of criteria.

NAME OF PBE _____

DATE _____

NAME OF TRAINEE _____

DIRECTIONS: Circle the code letter that best describes your reactions to the set of criteria and the terminal objective listed below. Read and react to the criteria first, then, rate the trainee's achievement on the terminal objective.

CRITERIA:

Code → E - Excellent: needs no adjustment
 G - Good: needs minor adjustment
 S - Satisfactory: needs several improvements
 P - Passable: needs reexamination; approval given with reservations
 NA - Not Adequate: information not adequate to make judgments

TERMINAL OBJECTIVES:

Code → SA - Strongly Agree: agree completely with statement
 A - Agree: agree somewhat with statement
 U - Uncertain: neither agree or disagree with statement
 D - Disagree: disagree somewhat with statement
 SD - Strongly Disagree: disagree completely with statement

1. CRITERIA FOR INTRODUCTORY PROFILES

- a) Realistic reasons for wanting to become a small business entrepreneur
 E G S P NA
- b) Recognition of personal traits desirable for entrepreneurship
 E G S P NA
- c) Appropriate reasons for the type of ownership selected
 E G S P NA
- d) Appropriate identification of type of store
 E G S P NA
- e) Appropriate identification of potential target customers
 E G S P NA

1. TERMINAL OBJECTIVE

The trainee has realistically identified the characteristics of an entrepreneur, developed a store profile and proposed a store budget.

SA A U D SD

CRITERIA FOR INTRODUCTORY PROFILES CONTINUED ON NEXT PAGE.

CRITERIA:

Code → E - Excellent
 G - Good
 S - Satisfactory
 P - Passable
 NA - Not Adequate

TERMINAL OBJECTIVES:

Code → SA - Strongly Agree
 A - Agree
 U - Uncertain
 D - Disagree
 SD - Strongly Disagree

-
- f) Appropriate identification of store image
 E G S P NA
- g) Appropriate identification of store name
 E G S P NA
- h) Realistic selection of location and site
 E G S P NA
- i) Realistic projection of gross annual sales
 E G S P NA
- j) Realistic appraisal of square footage
 E G S P NA
- k) Proposed store budget realistically projected
 expenses and income
 E G S P NA
-

2. CRITERIA FOR ACCOUNTING AND CONTROL

- a) balance sheet realistic
 E G S P NA
- b) Personal financial statement adequate
 E G S P NA
- c) Appropriate use of store's sales slip
 E G S P NA
- d) Realistic plans for determining cash
 proof
 E G S P NA
- e) Realistic plans for determining cash
 flow
 E G S P NA
- f) Realistic short-range and long-range
 goals for the store
 E G S P NA
- g) Use of customer credit carefully planned
 E G S P NA

2. TERMINAL OBJECTIVE

The trainee has constructed the
 necessary financial statements
 to open an apparel store.

SA A U D SD

CRITERIA FOR ACCOUNTING AND CONTROL. CONTINUED ON NEXT PAGE.

CRITERIA:

Code → E - Excellent
 G - Good
 S - Satisfactory
 P - Passable
 NA - Not Adequate

TERMINAL OBJECTIVES:

Code → SA - Strongly Agree
 A - Agree
 U - Uncertain
 D - Disagree
 SD - Strongly Disagree

h) Knowledgeable about insurance needs

E G S P NA

i) Knowledgeable about trade credit policies

E G S P NA

3. CRITERIA FOR BUYING AND MERCHANDISING

a) Realistic plans for B.O.M. Inventory

E G S P NA

b) Realistic plans for E.O.M. Inventory

E G S P NA

c) Realistic plans for monthly open-to-buy

E G S P NA

d) Profitable planned markup

E G S P NA

e) Appropriate selection of merchandise to be emphasized

E G S P NA

f) Appropriate decision regarding use of buying office

E G S P NA

g) Appropriate identification of fashion market centers

E G S P NA

3. TERMINAL OBJECTIVE

The trainee has developed a realistic opening inventory buying plan for an apparel store.

SA A U D SD

4. CRITERIA FOR OPERATION AND MANAGEMENT

a) Store layout well planned

E G S P NA

b) Realistic allocations for remodeling, decorating, fixture and equipment

E G S P NA

c) Employee job descriptions appropriate for proposed type of store

E G S P NA

4. TERMINAL OBJECTIVE

The trainee has developed a realistic operational budget and made sound management decisions for an apparel store.

SA A U D SA

CRITERIA FOR OPERATION AND MANAGEMENT CONTINUED ON NEXT PAGE.

CRITERIA:

Code → E - Excellent
 G - Good
 S - Satisfactory
 P - Passable
 NA - Not Adequate

TERMINAL OBJECTIVES:

Code → SA - Strongly Agree
 A - Agree
 U - Uncertain
 D - Disagree
 SD - Strongly Disagree

d) Adequate number of employees proposed

E G S P NA

e) Realistic decisions pertaining to store operation

E G S P NA

5. CRITERIA FOR ADVERTISING AND PROMOTION

a) Realistic advertising budget for the store

E G S P NA

b) First month's advertising budget well planned

E G S P NA

c) Appropriate selections of advertising media for proposed type of store

E G S P NA

d) Realistic allocations made in the advertising budget for each medium selected

E G S P NA

5. TERMINAL OBJECTIVE

The trainee has developed a realistic advertising budget and selected appropriate advertising media for an apparel store.

SA A U D SA

Code → SA - Strongly Agree
 A - Agree
 U - Uncertain
 D - Disagree
 SD - Strongly Disagree

Suggestions for revision of materials and procedures

- SA A U D SD 1. The format of the ISPs seemed to be conclusive enough to help the trainees realistically plan to open an apparel shop.
- SA A U D SD 2. The trainees' presentations before the PBEs seemed to be an important part of the procedures to help them improve the ISPs.

Satisfaction with participants' achievements

- SA A U D SD 1. The trainees were able to present their ISPs in a satisfactory manner.
- SA A U D SD 2. The trainees were able to make realistic decisions about their store plans.

Write here any suggestions you may have for revising the learning packages and making changes in the procedures to help the PBE better advise the trainees. (If more space is needed, use the back side of the page.)

THANK YOU FOR COMPLETING THIS EVALUATION FORM

APPENDIXES

Adult Trainee Packet



M E M O R A N D U M

DATE June - August, 1977

TO Adult Trainees

FROM Research Team: Dr. Kathryn Greenwood, Director
 Dr. Margaret Callsen, and
 Dr. Dennis Mott, Co-directors
 Gene Rupe
 Jo Anne LeMay
 Mary Cremer
 Delilia Diggs, Graduate Assistants

SUBJECT Trainee's Reactions to Learning Packages and Achievements

We want to thank you for participating in our research project. We hope that the learning packages and their accompanying modules helped you to realistically plan your future as an apparel shop entrepreneur.

Attached are your Instructions for the Trainee Exit Conference, the Self-Evaluation of the Terminal Objectives and the Trainee Evaluation of the Program. We would like for you to complete the Self-Evaluation of the Terminal Objectives first. Please refer to the next page for further instructions.

Please react honestly in regard to the learning packages and your achievements. Your suggestions for revisions will help us to improve these learning packages and make them available for future use by other individuals interested in starting their own retail clothing store.



MEMORANDUM

DATE June - August, 1977

TO Adult Trainees

FROM Research Team: Dr. Kathryn Greenwood, Director
 Dr. Margaret Callsen, and
 Dr. Dennis Mott, Co-directors
 Gene Rupe
 Jo Anne LeMay
 Mary Cremer
 Delilia Diggs, Graduate Assistants

SUBJECT Instructions for the Trainee's Panel of Business Experts (PBE)
 Presentation and Exit Conference

1. Trainee to complete self-evaluation of terminal objectives for each learning package (SEE TRAINEE'S SELF-EVALUATION OF TERMINAL OBJECTIVES).
2. Trainee to deliver a 10 minute presentation to the PBE members.
3. Trainee to complete an evaluation of research project (SEE TRAINEE EVALUATION OF PROGRAM).
4. Trainees to have a 15 minute exit conference with the teacher-coordinator:
 - a) Discuss the self-evaluation
 - b) Consider strengths and weaknesses of the program
 - c) Other discussion
5. Trainee to turn in two evaluation instruments to the teacher-coordinator:
 - a) Trainee's Self-Evaluation of Terminal Objectives
 - b) Trainee Evaluation

BEST WISHES AS AN APPAREL SHOP ENTREPRENEUR.

TRAINEE'S SELF-EVALUATION OF TERMINAL OBJECTIVES

Dear Trainee:

In a short while, you will discuss your Individual Store Plans (ISPs) before a Panel of Business Experts (PBE). Listed below are the terminal objectives of each ISP and a set of criteria. Please use the criteria to evaluate your ISPs, then rate your achievement of the terminal objective.

NAME _____

DATE _____

DIRECTIONS: Circle the code letter that best describes your reactions to the set of criteria and the terminal objective listed below. Read and react to the criteria first, then, rate your achievement on the terminal objective.

CRITERIA:

- Code → E - Excellent: needs no adjustment
 G - Good: needs minor adjustment
 S - Satisfactory: needs several improvements
 P - Passable: needs reexamination; approval given with reservations
 NA - Not Adequate: information not adequate to make judgments

TERMINAL OBJECTIVES:

- Code → SA - Strongly Agree: agree completely with statement
 A - Agree: agree somewhat with statement
 U - Uncertain: neither agree or disagree with statement
 D - Disagree: disagree somewhat with statement
 SD - Strongly Disagree: disagree completely with statement

1. CRITERIA FOR INTRODUCTORY PROFILES

- a) Realistic reasons for wanting to become a small business entrepreneur

E G S P NA

- b) Recognition of personal traits desirable for entrepreneurship.

E G S P NA

- c) Appropriate reasons for the type of ownership selected

E G S P NA

- d) Appropriate identification of type of store

E G S P NA

- e) Appropriate identification of potential target customers

E G S P NA

- f) Appropriate identification of store image

E G S P NA

- g) Appropriate identification of store name

E G S P NA

1. TERMINAL OBJECTIVE

This trainee has realistically identified personal characteristics necessary for an entrepreneur, developed a store profile and proposed a store budget.

SA A U D SD

CRITERIA FOR INTRODUCTORY PROFILES CONTINUED ON NEXT PAGE.

CRITERIA:

Code → E - Excellent
 G - Good
 S - Satisfactory
 P - Passable
 Na - Not Adequate

TERMINAL OBJECTIVES:

Code → SA - Strongly Agree
 A - Agree
 U - Uncertain
 D - Disagree
 SD - Strongly Disagree

- h) Realistic selection of location and site
 E G S P NA
- i) Realistic projection of gross annual sales
 E G S P NA
- j) Realistic appraisal of square footage
 E G S P NA
- k) Proposed store budget realistically projected expenses and income
 E G S P NA

2. CRITERIA FOR ACCOUNTING AND CONTROL

- a) Balance sheet realistic
 E G S P NA
- b) Personal financial statement adequate
 E G S P NA
- c) Appropriate use of store's sales slip
 E G S P NA
- d) Realistic plans for determining cash proof
 E G S P NA
- e) Realistic plans for determining cash flow
 E G S P NA
- f) Realistic short-range and long-range goals for the store
 E G S P NA
- g) Use of customer credit carefully planned
 E G S P NA
- h) Knowledgeable about insurance needs
 E G S P NA
- i) Knowledgeable about trade credit policies
 E G S P NA

2. TERMINAL OBJECTIVE

This trainee has constructed the necessary financial statements to open an apparel store.

SA A U D SD

CRITERIA:

Code → E - Excellent
 G - Good
 S - Satisfactory
 P - Passable
 NA - Not Adequate

TERMINAL OBJECTIVES:

Code → SA - Strongly Agree
 A - Agree
 U - Uncertain
 D - Disagree
 SA - Strongly Disagree

3. CRITERIA FOR BUYING AND MERCHANDISING

- a) Realistic plans for B.O.M. Inventory
 E G S P NA
- b) Realistic plans for E.O.M. Inventory
 E G S P NA
- c) Realistic plans for monthly open-to-buy
 E G S P NA
- d) Profitable planned markup
 E G S P NA
- e) Appropriate selection of merchandise to be emphasized
 E G S P NA
- f) Appropriate decision regarding use of buying office
 E G S P NA
- g) Appropriate identification of fashion market centers
 E G S P NA

3. TERMINAL OBJECTIVE

This trainee has developed a realistic opening inventory buying plan for an apparel store.

SA A U D SD

4. CRITERIA FOR OPERATION AND MANAGEMENT

- a) Store layout well planned
 E G S P NA
- b) Realistic allocations for remodeling, decorating, fixture and equipment
 E G S P NA
- c) Employee job descriptions appropriate for proposed type of store
 E G S P NA
- d) Adequate number of employees proposed
 E G S P NA
- e) Realistic decisions pertaining to store operation
 E G S P NA

4. TERMINAL OBJECTIVE

This trainee has developed a realistic operational budget and made sound management decisions for an apparel store.

SA A U D SD

CRITERIA:

Code → E - Excellent
 G - Good
 S - Satisfactory
 P - Passable
 NA - Not Adequate

TERMINAL OBJECTIVES:

Code → SA - Strongly Agree
 A - Agree
 U - Uncertain
 D - Disagree
 SD - Strongly Disagree

5. CRITERIA FOR ADVERTISING AND PROMOTION

a) Realistic advertising budget for the store

E G S P NA

b) First month's advertising budget well planned

E G S P NA

c) Appropriate selections of advertising media for proposed type of store

E G S P NA

d) Realistic allocations made in the advertising budget for each medium selected

E G S P NA

5. TERMINAL OBJECTIVE

This trainee has developed a realistic advertising budget and selected appropriate advertising media for an apparel store.

SA A U D SD

TRAINEE EVALUATION OF THE PROGRAM

This evaluation instrument is designed to give you an opportunity to react to your experience as a trainee. There are no right or wrong answers. Please respond frankly to all parts of the instrument. All the responses will be confidential.

Name _____

Date _____

DIRECTIONS: You are asked to rate the statements below in terms of your agreement. Draw a circle around the letter that best describes your response to a statement.

Code → SA - Strongly Agree: agree completely with the statement
 A - Agree: agree somewhat with the statement
 U - Uncertain: neither agree or disagree with the statement
 D - Disagree: disagree somewhat with the statement
 SD - Strongly Disagree: disagree completely with the statement

Self-involvement of time and knowledge

- | | | | | | |
|----|---|---|---|----|--|
| SA | A | U | D | SD | 1. The trainees' time and knowledge were effectively used in this training program. |
| SA | A | U | D | SD | 2. The training program was long enough for me to complete the five learning packages. |
| SA | A | U | D | SD | 3. The overall performance of this trainee was satisfactory. |
| SA | A | U | D | SD | 4. The past work experience of this trainee was helpful in completing the training program for apparel shop entrepreneurs. |

Reactions regarding content of the learning packages

- | | | | | | |
|----|---|---|---|----|--|
| SA | A | U | D | SD | 1. This trainee liked the format (performance objectives, content, content checks, etc.) of the module. |
| SA | A | U | D | SD | 2. This trainee liked the way the information was presented in five learning packages, each divided into two or more modules. |
| SA | A | U | D | SD | 3. The way the modules were organized helped this trainee to understand the information and to make plans for owning an apparel shop. |
| SA | A | U | D | SD | 4. The learning packages were easy to understand without the help of the teacher-coordinator or members of the research team. |
| SA | A | U | D | SD | 5. The resource center was worthwhile and gave this trainee access to additional information which was of help in making plans for owning an apparel shop. |

Satisfaction with procedures and achievement

- | | | | | | |
|----|---|---|---|----|--|
| SA | A | U | D | SD | 1. The orientation session clearly defined what was to be expected of this trainee as a participant in the adult training program. |
| SA | A | U | D | SD | 2. This trainee liked being able to work on the learning packages at home. |

Code → SA - Strongly Agree
 A - Agree
 U - Uncertain
 D - Disagree
 SD - Strongly Disagree

- SA A U D SD 3. This trainee liked working independently rather than in a work group.
- SA A U D SD 4. After completing the Introductory Profiles, this trainee liked being able to select and complete the remaining learning packages in the order preferred.
- SA A U D SD 5. This trainee was able to satisfactorily complete the ISPs for each learning package.
- SA A U D SD 6. This trainee would not have been able to make realistic decisions regarding the ISPs without the help of the RMM.
- SA A U D SD 7. Organizing ideas helped this trainee to maximize the time spent reviewing the ISP in the RMM Conference.
- SA A U D SD 8. The Role Model Merchant (RMM) Conference helped this trainee to develop store plans in a more realistic manner.
- SA A U D SD 9. This trainee needed more time to carefully study the modules before taking the posttest for a learning package.

Name of Learning Package(s)

- SA A U D SD 10. It took too much time to get the results of my posttests before this trainee could go on to another learning package.
- SA A U D SD 11. This trainee preferred having the teacher-coordinator grade his or her posttests.
- SA A U D SD 12. This trainee presented the Apparel Shop Entrepreneurship (ASE) Folio at the PBE Conference in a confident manner.
- SA A U D SD 13. The Panel of Business Experts (PBE) Conference helped this trainee to revise and refine his or her Individual Store Plans (ISPs).

Suggestions for revision

- SA A U D SD 1. The learning packages provided enough information for this trainee to plan his or her own store in a realistic manner.
- SA A U D SD 2. The color coding helped this trainee to use the learning packages more efficiently.
- SA A U D SD 3. The Apply to Your Own Store Plans section of the modules helped this trainee to realistically develop his or her own ISPs.

Code → SA - Strongly Agree
 A - Agree
 U - Uncertain
 D - Disagree
 SD - Strongly Disagree

- | | | | | | | |
|----|---|---|---|----|-----|---|
| SA | A | U | D | SD | 4. | The questions on the posttest were a fair representation of the content presented in the modules. |
| SA | A | U | D | SD | 5. | This trainee preferred grading the posttests. |
| SA | A | U | D | SD | 6. | This trainee preferred that the posttests be graded during a conference with the teacher-coordinator. |
| SA | A | U | D | SD | 7. | Conferences should be scheduled with the teacher-coordinator prior to the exit conference. |
| SA | A | U | D | SD | 8. | This trainee would have preferred to work with the same RMM during each conference. |
| SA | A | U | D | SD | 9. | This trainee felt that he or she needed to have the RMM Conferences in order to make realistic ISPs. |
| SA | A | U | D | SD | 10. | The PBEs seemed to be familiar with this trainee's ISPs. |
| SA | A | U | D | SD | 11. | This trainee felt that the PBE presentation helped in revising the ISPs. |

Write here any suggestions you may have for revising the learning packages and for making changes in the procedures to help trainees realistically develop plans to open an apparel shop (i.e., content, format, graphics or illustrations, orientation sessions, ISPs and RMMs, ASE Folio and PBE, TC and Research Team, etc. If more space is needed, use the back side of this page.)

THANK YOU FOR COMPLETING THIS EVALUATION FORM.

Teacher-Coordinator Packet



M E M O R A N D U M

DATE June - August, 1977

TO Teacher Coordinators

FROM Research Team: Dr. Kathryn Greenwood, Director
Dr. Margaret Callsen, and
SUBJECT Dr. Dennis Mott, Co-directors
Gene Rupe
Jo Anne LeMay
Mary Cremer
Delilia Diggs, Graduate Assistants

SUBJECT Reactions of the Teacher-Coordinator

Thank you for participating in our research project as the teacher-coordinator. Your role was a key factor in providing guidance to the potential apparel shop entrepreneurs under your tutelage.

Attached are your Instructions for the Trainee Exit Conference and the Teacher-Coordinator Evaluation of the Program. Please refer to the next page for further instructions.

Your honest reactions to the statements regarding the content and use of the learning packages, the trainees' achievements, and the use of your time and expertise are encouraged. Your suggestions for revisions will help us to improve these learning packages and make them available for future use by other individuals interested in starting their own retail clothing store.



MEMORANDUM

DATE June - August, 1977

TO Teacher-Cordinator

FROM Research Team: Dr. Kathryn Greenwood, Director
Dr. Margaret Callsen, and
Dr. Dennis Mott, Co-directors

SUBJECT Gene Rupe
Jo Anne LeMay
Mary Cremer
Delilia Diggs, Graduate Assistants

SUBJECT Instructions for the Trainee Exit Conference Following the Panel of Business Experts (PBE) Presentation

1. Trainee to complete self-evaluation of terminal objectives for each learning package before meeting with the PBE.
2. Trainee to complete the evaluation of the research project following the PBE.
3. Trainee to meet with the teacher-coordinator for a 15 minute exit conference:
 - a) Discuss the self-evaluation
 - b) Consider strengths and weaknesses of the program
 - c) Other discussion (incl. learning packages, Individual Store Plans, Role Model Merchants, Panel of Business Experts, Teacher-Cordinator)

(Following exit conference)
4. Teacher-Cordinator records a written evaluation of each trainee in the Teacher's Record Book. Include:
 - a) Estimate of trainee's overall achievement level
 - b) Strengths and weaknesses observed in the trainee
 - c) Other observations
5. Teacher-Cordinator to complete the Teacher-Cordinator Evaluation of the Program and turn the instrument in to one of the members of the research team after conferring with all trainees participating in the training program (August 4).

TEACHER-COORDINATOR PROFILE

Thank you for sharing your time and expertise to help adults interested in going into business for themselves. We appreciate your willingness to serve as the teacher-coordinator in our research project. As a research participant we ask that you please fill in the following information about yourself. THIS INFORMATION WILL BE KEPT CONFIDENTIAL.

Date: _____

Person responding: _____

Position: _____

Employer: _____

Business Address: _____
(street) (city) (state) (zip)

Telephone: _____

* * * * *

EDUCATIONAL BACKGROUND:

1. How many years of actual teaching experience have you had? Check (✓).

___ 1 year ___ 2-4 years ___ 5-10 years ___ 10-20 years ___ 20 or more years

2. Indicate the type of school or schools in which you have taught. Check (✓).

___ High School ___ Jr. College ___ College/University ___ Trade or Industrial
___ Vocational-Technical ___ Other (List) _____

3. a) Have you taught adult classes before? Check (✓) ___ Yes ___ No

b) If you answered "Yes," describe the situation(s) below.

Comments: _____

4. a) As a teacher have you used learning packages before in your class or classes?

Check (✓) ___ Yes ___ No

b) If you answered "Yes," describe the use of the materials and your involvement below.

Comments: _____

5. a) Have you had previous experience in open entry-exit programs? Check (✓) ___ Yes ___ No

b) What do you perceive the advantages of open entry-exit to be? (If additional space is needed, write on the back of this page.)

Advantages

6. a) Did you encounter any problems with the open entry-exit pilot study?

Check (✓) Yes No

b) Please list below any disadvantages or problems that you encountered with open entry-exit in the pilot study. (If additional space is needed, write on the back of this page.)

Disadvantages or Problems

c) What strategy would you propose to eliminate the disadvantages or problems listed above?

Comments: _____

7. Check (✓) the type of school(s) you attended.

- High School
- Junior College
- College/University
- Other (List)
- _____
- _____

Check (✓) the kinds of courses you have had.

- Acct./Bkkg.
- Retail Math
- Advertising
- Economics
- Fashion Mdse.
- Management
- Business Math
- Others (List)
- _____
- _____

Check (✓) each kind of diploma you have obtained and indicate the date received.

- High School _____ (Date)
- Jr. College _____ (Date)
- B.S. or B.A. _____ (Date)
- M.S. or M.A. _____ (Date)
- Other (List) _____ (Date)
- _____ (Date)
- _____ (Date)

RETAIL EXPERIENCE:

1. Check (✓) the boxes below which best describe the extent of your expertise concerning the retail functions.

	NONE	SOME	MUCH
Accounting and Control	_____	_____	_____
Buying and Merchandising	_____	_____	_____
Operations and Management	_____	_____	_____
Advertising and Promotion	_____	_____	_____

2. a) Do you feel your expertise in the above retail functions was necessary in your role as a teacher-coordinator? Check (✓) Yes No
- b) Do you feel you needed expertise in any other areas pertaining to retailing? Check (✓) Yes No
- c) If you answered "Yes," above, please identify the additional areas below. (If additional space is needed, write on the back of this page.)

Comments: _____

3. How many years of actual retail apparel store experience do you have? Check (✓)
 None 2-4 years 5-10 years 10-20 years 20 or more years

4. Describe the positions you have held in an apparel store.

Position	Duty or Responsibility	Length of Time	Year	Name of Firm	Location

THANK YOU FOR COMPLETING THIS TEACHER-COORDINATOR PROFILE.

TEACHER COORDINATOR EVALUATION OF THE PROGRAM

This evaluation instrument is designed to give you an opportunity to react to your experience as a Teacher-Coordinator (TC). There are no right or wrong answers. Please respond frankly to all parts of the instrument. All the responses will be confidential.

Name _____

Date _____

DIRECTIONS: You are asked to rate the statements below in terms of your agreement or disagreement. Draw a circle around the letter that best describes your response to a statement.

Code → SA - Strongly Agree: agree completely with the statement
 A - Agree: agree somewhat with the statement
 U - Uncertain: neither agree or disagree with the statement
 D - Disagree: disagree somewhat with the statement
 SD - Strongly Disagree: disagree completely with the statement

Self involvement of time and expertise

- | | | | | | | |
|----|---|---|---|----|----|--|
| SA | A | U | D | SD | 1. | There was enough time before the training program began for this Teacher Coordinator to thoroughly review the contents of the five learning packages. |
| SA | A | U | D | SD | 2. | Personal time and expertise were effectively used by this TC. |
| SA | A | U | D | SD | 3. | This TC had the necessary background to help guide trainees toward completion of the training program. |
| SA | A | U | D | SD | 4. | The overall performance of this TC was satisfactory. |

Reactions regarding advising adults

- | | | | | | | |
|----|---|---|---|----|----|--|
| SA | A | U | D | SD | 1. | The role of the TC was clearly defined prior to beginning the training program. |
| SA | A | U | D | SD | 2. | The administration of this institution was supportive and helpful in recruiting trainees to participate in the training program. |
| SA | A | U | D | SD | 3. | The flexible attendance policy made it possible for the TC to have time to advise with each trainee individually. |
| SA | A | U | D | SD | 4. | The orientation session clearly defined what was to be expected of each trainee participating in the adult training program. |
| SA | A | U | D | SD | 5. | Trainees seemed to understand the information and to be able to complete the learning packages satisfactorily. |
| SA | A | U | D | SD | 6. | Taking the pretests seemed to upset the trainees. |
| SA | A | U | D | SD | 7. | Trainees promptly asked this TC questions whenever parts of the learning packages puzzled them. |
| SA | A | U | D | SD | 8. | Trainees seemed receptive to the TC's suggestions and guidance throughout the training program. |

- SA A U D SD 8. Trainees seemed to try to carefully think through and follow the guidelines in the modules when developing their individual store plans.
- SA A U D SD 9. Trainees developed Individual Store Plans (ISPs) in a realistic manner.
- SA A U D SD 10. Trainees seemed to carefully study or review each learning package before taking a posttest.
- SA A U D SD 11. Taking the posttests seemed to upset the trainees.
- SA A U D SD 12. Trainees seemed to refer to the Orientation Manual instead of asking this TC questions regarding procedures.
- SA A U D SD 13. It was difficult for this TC to assist the trainees and to keep up with the administrative responsibilities (give pre/posttests; score and record results of tests; confer with each trainee after tests; discuss improvements; keep Progress Record; fill out Teacher Record Book, etc.)
- SA A U D SD 14. Trainees needed more than the allotted time for the exit conference.

Suggestions for revision of materials and procedures

- SA A U D SD 1. The regular class schedule allowed ample time for trainees to work on their own.
- SA A U D SD 2. Trainees regularly used the additional references that had been placed in the resource center.
- SA A U D SD 3. The color coding helped the trainees to use the learning packages more efficiently.
- SA A U D SD 4. The content of each module seemed to provide adequate information for the trainees to complete the ISPs.
- SA A U D SD 5. The Apply to Your Own Store Plans section in the modules seemed to help the trainees develop realistic ISPs.
- SA A U D SD 6. Grading the pretests and posttests required too much additional time.
- SA A U D SD 7. The color coding helped the TC keep up with the number of ISPs completed by each trainee.
- SA A U D SD 8. Having the learning packages provided this TC with more time to use with trainees who needed individual help.
- SA A U D SD 9. This TC liked using the learning packages during the Apparel Shop Entrepreneurship Program, with the trainees in class.
- SA A U D SD 10. The trainees' Progress Records were easy to keep up.
- SA A U D SD 11. The Teacher Record Book required too much time to keep up.
- SA A U D SD 12. The Role Model Merchant Conferences seemed to be an important part of the procedures to help trainees develop realistic ISPs.

- SA A U D SD 13. The Panel of Business Experts (PBE) seemed to be an important part of the procedures to help the trainees revise their ISPs.
- SA A U D SD 14. The Orientation Sessions were effectively used to insure that each trainee understood the program and procedures.
- SA A U D SD 15. The open entry-exit concept was effectively used to provide flexible pacing for adult trainees.

Satisfaction with participants' achievements

- SA A U D SD 1. Trainees were able to satisfactorily complete the five learning packages.
- SA A U D SD 2. Trainees were able to plan their apparel shops in a realistic manner.
- SA A U D SD 3. Trainees were able to complete the ISPs for each learning package.
- SA A U D SD 4. Trainees were able to satisfactorily present their store plans to members of the PBE.

Write here any suggestions you have for revising the learning packages and making changes in the procedures to help a teacher-coordinator better advise trainees. (If more space is needed, use the back side of this page.)

a) Learning Packages (content, format, graphics or illustrations, etc.):

b) Orientation Sessions:

c) ISPs and RMMs:

d) ASE Folio and PBEs:

e) Trainee Records:

f) Other (i.e., Research Team):

THANK YOU FOR COMPLETING THIS EVALUATION FORM.

APPENDIX C

SCHEDULE FOR OPEN ENTRY-EXIT APPAREL

SHOP ENTREPRENEURSHIP PILOT STUDY

TENTATIVE SCHEDULE FOR OPEN ENTRY-EXIT APPAREL SHOP ENTREPRENEURSHIP PILOT STUDY

Tuesdays - (June 14, 21, 28)
(July 5, 12, 19, 26)
(August 2)

(1st Night)- Teacher-Coordinator (TC)
--Introduce Self, Research Team and
Adult Trainees
--Complete applications & enrollments
--Start Adult Trainee folders
--Observe Orientation session

Research Team (RT)--Orientation Session
--Part I (Introduction)
--Part II (Video)
--Part III
--Pretest for 1st LP
--Work on 1st LP

(Remaining Tuesday Nights)

TC --Administer Pre and Posttest
(Room # --Give module evaluation forms
3 hours (pre and posttest)
--Learning Packages
--Record progress in folder
--Schedule Role Model Merchants (RMM)
--Exit Conferences (last 4 Tuesday nights)

1st 4 Tuesday Nights

RT --Orientation Session
(Room # --Parts I, II, and III
3 hours --Pretest for 1st LP
--Work on 1st LP

Last 4 Tuesday Nights

RT --Monitor PBE Presentations
(Room 3
3 hours

Thursdays - (June 16, 23, 30)
(July 7, 14, 21, 28)
(August 4)*

TC --Continue same as Tuesday Night
(3 hours)

RT --Monitor RMM Conferences
(3 hours)

*Final Thursday night for PBE presentations for
any Adult Trainee who has not completed.

APPENDIX D

VARIABLES PERTAINING TO THE SPECIFIC AND
THE GENERAL CATEGORIES AND THE DATA
UTILIZATION AND INSTRUMENT CODE

Variables Pertaining to the Specific and General Categories

1. Characteristics

Specific (Content of LPs)

Directions
 Objectives
 Rationale
 Content
 Content Checks
 Self Checks
 Length
 Apply to Your Own Store Plans
 Glossary of Terms (Formulas)

General (Instructional Materials and Procedures)

Revision of Modules
 Module Content
 Format/Organization of LPs
 Use of LPs
 Color Coding
 Understanding Modules
 ISP Content
 Tests
 Conferences (RMM, PBE, TC)
 Guidance and/or Assistance
 Adequate Number of Participants (RMM, PBE)
 Ats' Receptiveness to Suggestions
 Participants' Roles Defined
 Background and/or Work Experience
 Use of time, expertise and knowledge, or work experience
 Open Entry-Exit
 Administrative Attitude
 Attendance
 Scheduling of Classes
 Ats' Work Schedules
 Ats' Work Habits
 Administrative Responsibility of TC
 Resource Center

2. Evidences

Specific

TOs for each LP
 POs for each Module
 Pretests/Posttest for each LP

General

Satisfactory Completion of Modules and LPs
 Realistic Decisions about ISP
 Satisfactory Presentations of ISP

LP - Learning Packages

ISP - Individual Store Plans

RMM - Role Model Merchants

PBE - Panel of Business Experts

TC - Teacher-Coordinator

ATS' - Adult Trainees'

TOs - Terminal Objectives

POs - Performance Objectives

DATA UTILIZATION AND INSTRUMENT CODE

1. Data Utilized

<u>Characteristics</u>	<u>Instrument Code</u>
Specific	AT 5 TC 15
General	AT 7 TC 14/15 RT 16 PBE 12 RMM 9

<u>Evidences</u>	<u>Instrument Code</u>
Specific	AT 3/4/6 TC 15 PBE 11
General	AT 7 TC 14/15 RMM 9 PBE 12

2. Instrument Code

AT

1. Application Form
2. Progress Record
3. Pretests
4. Posttests
5. Module Evaluation
6. AT Self-Evaluation of Terminal Objectives
7. AT Evaluation of the Program

RMM

8. RMM Profile
9. RMM Evaluation of the Program

PBE

10. PBE Profile
11. PBE Evaluation of AT's Achievement of Terminal Objectives
12. PBE Evaluation of the Program

TC

13. TC Profile
14. TC Evaluation of the Program
15. TC Record Book

RT

16. RT Log

APPENDIX E

TITLES AND COLOR CODE FOR THE FIVE APPAREL
SHOP ENTREPRENEURSHIP LEARNING PACKAGES
AND ACCOMPANYING MODULES

Titles and Color Code for the Five Learning
Packages and Accompanying Modules
Utilized in the Pilot Study

<u>Learning Packages (LP)</u>	<u>Modules (M)</u>	<u>Color Code</u>
Introductory Profiles	1. Entrepreneurship 2. Store Profile 3. Store Budget	Gold
Accounting and Control	1. Balance Sheet 2. Income Statement 3. Sales Slip 4. Cash Flow and Control 5. Credit and Insurance	Blue
Buying and Merchandising	1. Dollar Merchandise Plan 2. Buying Plan	Yellow
Operations and Management	1. Store Layout and Fixturing 2. Management Decisions 3. Store Employees	Green
Advertising and Promotion	1. Advertising and Promotion Budget 2. Selection of Media and Activities	Pink
Trainees Orientation Manual		White

Titles and Color Code for the Five Revised
Learning Packages and Accompanying Modules

<u>Learning Packages (LP)</u>	<u>Modules (M)</u>	<u>Color Code</u>
Introductory Profiles	1. Entrepreneurship 2. Store Profile	Gold
Accounting and Control	1. Financial Statements 2. Financing the Store 3. Record Keeping	Blue
Buying and Merchandising	1. Merchandise Plan 2. Buying Plan	Yellow
Operations and Management	1. Store Layout and Fixturing 2. Management Decisions 3. Store Employees	Green
Advertising and Promotion	1. Advertising/Promotion Budget 2. Selection of Media and Activities	Pink

A complete set of the instructional materials also included:

Facilitator's Guide	Beige
Trainees' Orientation Manual	White

NOTE: The Facilitator's Guide was not a part of the instructional materials utilized in the pilot study. Its development was a result of recommendations made by the ASE research team following the pilot study.

APPENDIX F

PROCEDURES, SUGGESTIONS AND CRITERIA FOR
MAKING SPECIFIC AND GENERAL CHANGES

Procedures and Criteria for Drawing Implications

1. Procedures to be used

- List implications based on criteria
- Receive feedback from RMM/PBE
- Formulate specific changes
- Receive feedback from RMM-PBE
- Receive feedback from RT

2. Criteria to consider

- Responding participant (AT, PBE, TC, RMM)
- Nature of responses
- Number of responses
- Observations by the Research Team members

CODE:

RMM - Role Model Merchant

PBE - Panel of Business Experts

RT - Research Team

AT - Adult Trainee

TC - Teacher-Coordinator

Suggestions for Improving the Hindering Characteristics of Modules

DIRECTIONS

- restate
- more detailed
- less detailed
- format

CONTENT CHECK

- questions of different type
- prerequisite to apply
- more questions

RATIONALE

- restate
- emphasis importance of concepts

SELF CHECK

- explanation for answer
- relocation

PERFORMANCE OBJECTIVES

- clarify
- reorganization
- reexamination of criteria for
stating performance objectives

APPLY TO YOUR OWN STORE PLANS

- apply factual information and
other (in store, resource
center) sources
- insure possibility of all content
represented

CONTENT

- examples
- more factual
- restatement of sentence structure
- reorganization

GLOSSARY

- cross reference
- index
- additional terminology

Guidelines for Improving the Module Characteristics

1. Restate
 - a. restructure sentence
 - b. increase readability
2. Clarify
 - a. adding or deleting explanatory information related to existing concepts
 - b. adding or deleting explanatory information related to additional concepts.
3. Reorganization of format
4. Reexamine criteria for learning package content

Guidelines for Prioritizing Specific and General Changes

1. Evaluation results based on the participant's response to statements on the evaluation instruments.
 - a. Who said it
 - b. What rating
 - c. Comments made
 - d. Evidence of lack of application or lack of comprehension in terms of materials or procedures
2. Reactions of panel of business experts and role model merchants
 - a. Suggestions for additions to the content of the instructional materials
 - b. Suggestions for deletions from the content of the instructional materials
 - c. Other ideas regarding revisions in the content of the instructional materials
3. Reactions of the ASE Research Team to specific and general changes
4. Feasibility of executing specific and general changes
 - a. Time remaining for project completion
 - b. Money remaining for project completion
 - c. Manpower hours available from three graduate assistants

APPENDIX G

GUIDELINES FOR READABILITY AND AVOIDING SEXISM
CONSIDERED BY THE RESEARCH TEAM IN DEVELOPING
THE APPAREL SHOP ENTREPRENEURSHIP
LEARNING PACKAGES

Readability Checks for Modules

Flesch Readability Formula:

(Flesch, R. The Art of Readable Writing. New York: Harper and Row, 1974.)

Procedure:

1. Select sample: second paragraph in the first content section of each module.
2. Figure the average sentence length in 100 words.
3. Count the syllables included in 100 words.
4. Refer to Reading Ease Chart. Reading Ease Score is determined by the intersection of "average words per sentence" and "syllables per 100 words".

Findings:

<u>READABILITY SAMPLE</u>	<u>READING EASE SCORE</u>	<u>INTERPRETATION</u>
Standard Instructions	(19/132) = 75	Fairly Easy
Orientation Manual	(33/124) = 65	Standard
B/M - Module One	(17/166) = 50	Fairly Difficult
B/M - Module Two	(20/135) = 72	Fairly Easy
A/P - Module One	(17/153) = 60	Standard-Fairly Difficult
A/P - Module Two	(14/156) = 61	Standard-Fairly Difficult
O/M - Module One	(25/150) = 55	Fairly Difficult
O/M - Module Two	(11/150) = 69	Standard
O/M - Module Three	(25/141) = 62	Standard
A/C - Module One	(17/146) = 65	Standard
A/C - Module Two	(17/156) = 57	Fairly Difficult
A/C - Module Three	(33/136) = 55	Fairly Difficult
A/C - Module Four	(17/137) = 73	Fairly Easy
A/C - Module Five	(25/157) = 50	Fairly Difficult
I/P - Module One		
I/P - Module Two	(20/154) = 57	Fairly Difficult
I/P - Module Three	(25/169) = 39	Difficult

READING EASE INTERPRETATION SCALE:

- 95 = Very Easy
- 85 = Easy
- 75 = Fairly Easy
- 65 = Standard
- 55 = Fairly Difficult
- 40 = Difficult
- 15 = Very Difficult

Conclusions:

- Flesch does not correspond reading ease scale to grade level; but it is proposed that the ASE research team aim for "standard" readability.
- There does not appear to be a lot of consistency in writing styles. For example, the sample of one module within a learning package is not always the same for another sample within the learning package. Because of the lack of consistency, it is proposed that the team conduct a fairly extensive readability evaluation before final duplications.
- In the meantime, the researchers can be aware and try to improve readability.

Guidelines for increasing readability:

- a) use the "you" as often as possible
- b) shorten sentences. Compound sentences (ands, buts) are not so bad. Look for the points where conjunctions (if, because, as, etc.) are and split the sentences up.
- c) shorten words. This is a little more difficult. Avoid prefixes and suffixes (pre, re, de, ality, ness, ization). Use simple synonyms as replacements for the following words:

encourage	urge
continue	keep up
supplement	add to
acquire	get
as to	about
for the purpose of	for
for the reason that	since, because
in order to	to
in the case of	if
in the nature of	like

Guidelines for increasing readability continued:

in terms of	in, for
on the basis of	by
prior to	before
accordingly	20
consequently	so
for the reason	so
furthermore	then
in addition	besides, also

Readability Guide for Modules

- Do not begin a sentence with the indefinite pronoun "this".
- Avoid using colloquial expressions which may be meaningful to certain groups of people but not to others.
- Use parentheses to set off explanations.
- Use abbreviations only after a full explanation of the abbreviation has been provided, except where the abbreviation is very widely known.
- Use only those symbols that are very common; otherwise, spell out the symbol.
- Do not omit an article for the sake of brevity.
- Do not omit the word that.
- Do not omit a verb.
- Place modifiers as close to the word they modify as possible.
- Avoid splitting infinitives unless the sentence would be awkward.
- Avoid using the word and to connect two unrelated ideas; either rephrase the sentence using other connectives or write two sentences.
- Use the active voice rather than the passive voice.
- Avoid the following sentence structures:
 - prepositional phrases,
 - compound sentences, and
 - complex sentences.

(Source: Seigel, A. I. Increasing evaluating the readability of air force written materials. Lowry Air Force Base: Colorado, Air Force Human Resources Laboratory, Technical Training Division, 1974.)

GUIDE FOR AVOIDING SEXISM

Sexism refers to all those attitudes and actions which demean or stereotype individual or groups because of their sex. The term sexism was coined, by analogy to racism, to denote discrimination based on gender. Although females are a majority of the American population, in many ways their history has been that of a minority group. Because of past discrimination, the same care must be taken in portraying women as in portraying blacks, Puerto Ricans, Chicanos, American Indians and other minorities.

Guidelines for Writing to Avoid Sexism

1. The actions and achievements of women should be recognized.
2. Women and girls should be given the same respect as men and boys.
3. Abilities, traits, interests, and activities should not be assigned on the basis of male or female stereotypes (i.e., females should be shown as having and exercising the same career options as males.)
4. Males should not always be first in order of mention. Instead, alternate the order, sometimes using: women and men, gentlemen and ladies, she or he, her or his.

The following examples provide some possible alternatives in an attempt to avoid sexist language:

5. Change from singular to plural.

<u>Sexist Language</u>	A small business owner must develop his... he... she... (OK to use the above singular pronouns when target group is specifically defined as comprising only one sex.)	<u>Possible Alternative</u>	Small business owners must develop their... they...
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6. Change the pronoun to an article.

<u>Sexist Language</u>	The individual student must determine his own goals.	<u>Possible Alternative</u>	The individual student must determine personal goals.
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Guidelines for Writing to Avoid Sexism:

7. Use job titles or functions as a basis for descriptions.

<u>Sexist Language</u>	Career girl or Career woman	<u>Possible Alternative</u>	Name the woman's pro- fession. Maria San- chez, a journalist; Attorney Judith Sloan; Anne Hicks, advertising executive.
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8. Change to the passive voice.

<u>Sexist Language</u>	Time is spent telling the merchant why he should feature the merchandise in both windows and interior displays.	<u>Possible Alternative</u>	Time is spent telling the merchant why the merchandise should be featured in both win- dows and interior dis- plays.
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9. Where possible, use terms that can apply to either sex as substi-
tutes for occupational terms ending with man.

<u>Sexist Language</u>	businessman businessmen	<u>Possible Alternative</u>	business person business executives, business managers, business leaders, en- trepreneurs, merchants, industrialists, opera- tors of small business, business men and women
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References

- Macmillan Company. Guidelines for Creating Positive Sexual and Racial Images in Education. New York: Macmillan, 1975.
- McGraw-Hill Book Company. Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications. New York: McGraw-Hill, (n.d.).
- Scott, Foresman, and Company. Guidelines for Improving the Image of Women in Textbooks. Glenview, Illinois: Scott, Foresman, 1974.
- South-Western Publishing Co. Fair and Balanced Treatment of Minorities and Women. Cincinnati: South-Western Publishing, 1976.

APPENDIX H

DISTRIBUTION OF TRAINEES RESPONDING CORRECTLY
BY CONCEPT, ITEM NUMBER, AND TESTS
FOR EACH LEARNING PACKAGE

DISTRIBUTION OF TRAINEES RESPONDING CORRECTLY
BY CONCEPT, ITEM NUMBER, AND TEST FOR THE
INTRODUCTORY PROFILES LEARNING PACKAGE

Concept and Item Number	Pretest	Posttest
Entrepreneurship		
(1)	2	11
(7)	10	10
(8)	9	9
(9)	11	9
Target Customers		
(2)	11	11
Store Name/Logo		
(3)	7	11
Location and Site		
(4)	6	11
Gross Annual Sales		
(5)	3	11
Square Footage		
(6)	2	11
Ownership		
(10)	11	11
(11)	5	9
(12)	5	9
Store Types		
(13)	10	11
(14)	10	11
Store Images		
(15)	11	11
(16)	11	11

Note: A total of 11 trainees enrolled in the ASE program, but not all trainees completed the pretests and posttests.

DISTRIBUTION OF TRAINEES RESPONDING CORRECTLY BY
 CONCEPT, ITEM NUMBER, AND TEST FOR THE
 ACCOUNTING AND CONTROL
 LEARNING PACKAGE

Concept and Item Number	Pretest	Posttest
Balance sheet		
(1)	4	9
(2)	5	7
Income statement		
(3)	4	8
(4)	8	9
Remittance slips		
(5)	2	9
Store credit		
(6)	6	9
(7)	6	6
Sales slip		
(8)	8	9
Cash flow		
(9)	9	9
(10)	9	9
Loans		
(11)	8	9
(12)	7	9
Customer credit		
(13)	8	9
Insurance		
(14)	9	9
(15)	9	9
(16)	9	9

Note: N = 9 trainees

DISTRIBUTION OF TRAINEES RESPONDING CORRECTLY BY
CONCEPT, ITEM NUMBER, AND TEST FOR THE BUYING
AND MERCHANDISING LEARNING PACKAGE

Concept and Item Number	Pretest	Posttest
Dollar merchandise plan		
(1)	5	8
Monthly sales		
(2)	7	8
EOM inventory		
(3)	7	8
Cost price		
(4)	8	8
Markets		
(5)	8	8
(14)	7	8
(15)	8	8
(16)	7	8
Buying office		
(6)	1	8
Stock-sales ratio		
(7)	8	8
Open-to-buy		
(8)	7	8
(9)	6	8
Markup		
(10)	7	8
Retail price		
(11)	8	8
Merchandise classifications		
(12)	4	7
(13)	7	7

Note: N = 8 trainees.

DISTRIBUTION OF TRAINEES RESPONDING CORRECTLY BY
CONCEPT, ITEM NUMBER, AND TEST FOR THE
OPERATIONS AND MANAGEMENT
LEARNING PACKAGE

Concept and Item Number	Pretest	Posttest
Store layout		
(1)	4	8
(2)	3	10
Store hours		
(3)	3	8
Store supplies		
(4)	2	8
Salaries		
(5)	7	10
(6)	2	7
Fixturing		
(7)	2	6
Security		
(8)	10	9
Maintenance		
(9)	3	7
Employees responsibilities		
(10)	6	8
Employees hours		
(11)	10	9
Store policies		
(12)	8	8
Customer services		
(13)	9	9
(14)	10	9
(15)	8	8
(16)	8	9

Note: N = 10 trainees

DISTRIBUTION OF TRAINEES RESPONDING CORRECTLY BY
CONCEPT, ITEM NUMBER, AND TEST FOR THE
ADVERTISING AND LEARNING PACKAGE

Concept and Item Number	Pretest	Posttest
Ad plan		
(1)	3	8
Budget		
(2)	8	8
Media		
(3)	9	8
(4)	9	8
(5)	6	6
(6)	8	7
(7)	9	7
(8)	9	7
(9)	7	7
(10)	6	5
(11)	6	6
Activities		
(12)	6	7
(13)	6	7
(14)	8	7
(15)	8	7
(16)	5	7

Note: N = 8 trainees

APPENDIX I

ASE RESEARCH TEAM RECOMMENDATIONS FOR
REVISION OF INSTRUCTIONAL MATERIALS
AND PROGRAM PROCEDURES

ASE Research Team Recommendations for Revision of Instructional Materials and Program Procedures

The recommended revisions of the ASE research team were based on the analysis of the data and in accordance with the entrepreneurial objectives of the pilot study. The following suggestions were made relative to the revisions of instructional materials and program procedures.

Facilitator's Guide

This guide contains information about the ASE instructional materials and suggestions for use of the learning packages in educational settings under the supervision of a facilitator or teacher-coordinator. The format and content of the learning packages are described. Suggestions are given for open entry-exit scheduling, recruitment activities, evaluation and record systems, and utilization of the optional learning guide.

Orientation Manual

This manual acquaints the trainee with ASE learning materials and explains how the materials may be used in an individualized manner. What's in store for the trainee is presented in a cartoon fashion. Answers are given for questions the trainee might ask, such as: What can I expect out of the program? How will I reach my goal? What is individualized instruction? How does it work? What can it do for me? What is an individual store plan (ISP)? What is an Apparel Shop Entrepreneurship Folio (ASEF)? How do I use the ISP and the ASEF? What is included in a learning package (LP)? What does a module look like? What information will be included? How will I proceed? What is included in the Introductory Profiles LP? The Accounting and Control LP? The Buying and Merchandising LP? The Operation and Management LP? The Advertising and Promotion LP? The Orientation Manual also contains a suggested list of Small Business Administration (SBA) Materials for each LP. These materials are available on request at the state or regional SBA offices.

Learning Packages and Modules

Each of the five learning packages contains two or more modules. The terminal objective for the learning package (LP) and the performance objectives for each module are stated in behavioral terms. The content and learning activities relate directly to each performance objective in the learning activities. Terms defined in each module are summarized. The optional learning guide for each module contains suggestions for gaining a more realistic understanding about entrepreneurship. Suggestions refer to additional resource materials and kinds of information which can be obtained by interviews with merchants and other business experts in the community.

ASE Folio

Each learning package has an Individual Store Plan (ISP) which provides an opportunity for the trainee to make entrepreneurial decisions related to the content of each module. The trainee is instructed to prepare an ASE Folio composed of the ISP for each of the five learning packages. The complete ASE Folio provides each trainee with a concise and orderly record of specific decisions and detailed plans for opening their own women's or men's apparel shop.

Recommendations for Use of ASE Instructional Materials in Educational and Noneducational Settings

The ASE instructional materials were developed and revised in such a manner as to accommodate flexible usage. Adults may use self-instructional, self-paced and self-evaluative materials in an educational setting or in their own home or business setting, with or without a facilitator or teacher. Thus, accessibility and utilization of the materials can be maximized for adults whose needs may vary in terms of timing, previous experiences, interests and business goals.

Educational Settings

The following suggestions were developed relative to use of the ASE materials in educational settings.

1. Facilitators. A facilitator is anyone who assumes the responsibility for initiating and directing the use of the ASE instructional materials by one or more adults who are interested in opening their own apparel shop.

In the educational setting facilitators may be: 1) directors, teachers, or teacher-coordinators for adult programs in vocational areas such as Home Economics, Distributive Education, Business education and other occupationally oriented options; 2) instructors in traditionally structured courses in community colleges, junior colleges, universities; 3) representatives of the Small Business Administration (SBA), officers and members of the Service Core of Retired Executives (SCORE) chapter of volunteer business consultants; and 4) merchants or business experts who are interested in helping someone start their own apparel shop.

2. Procedures. The facilitator is responsible for implementing the ASE program needs to determine and/or clarify policies regarding open entry-exit scheduling, evaluation and record systems, optional learning activities and other administration procedures.

Open Entry-Exit Scheduling. Opportunities should be provided for adults to have access to the ASE Instructional Materials upon request. The facilitator should arrange for adults to enter the ASE program on a continuous enrollment basis throughout the year. Adults should be able to work at their own pace in a classroom or conference setting, and/or

in their home or a business setting. The facilitator should enable each adult to finish or exit from the ASE program at a time determined by the individual's goals and achievements. The scheduling policies will need to be established within the operational framework of the educational setting in which the open entry-exit program is to be implemented.

Evaluation. The facilitator should assess the progress of adults enrolled in the ASE program according to existing policies in the educational setting. Pretests and/or posttests can be developed readily from the self-evaluation sections of each module. Records for each adult enrolled might include dates and scores for pretests and/or posttests, participation in optional learning activities, and attendance as deemed necessary. Grades may or may not need to be determined depending on the policies in the educational setting.

Optional Learning Activities. The learning styles and needs of adults enrolled in the ASE program may vary greatly. Some adults may want to complete the five learning packages and exit from the program without further involvement. Other adults may be motivated to find related references available in libraries and from other sources such as the Small Business Administration, the National Retail Merchants Association, and the Bank of America. Some adults may wish to seek advice from merchants and business experts in the community or in other communities. The facilitator may have a number of adults enrolled in the ASE program and it might be feasible to set up a series of speakers representing local businesses. It might be possible to obtain speakers by contacting the state or regional offices of the Small Business Administration (SBA). Members of the SCORE Chapter of volunteer business consultants sponsored by the SBA are often available as speakers and as consultants on an individual basis.

Individual Store Plans and ASE Folio. Adults who want to make special plans to open their own apparel shop should complete the Individual Store Plans (ISP) for each of the five learning packages. The facilitator should arrange in advance for adults to have individual conferences with apparel merchants and other business experts such as bankers and tax accountants and lawyers. These conferences could be scheduled as each adult completes the ISP for one of the five learning packages; however, conferences could be scheduled when all the ISPs have been completed and compiled into the ASE folio. The facilitator may consider arranging for several business experts to review the ASE folio of each adult who has a serious interest in opening an apparel shop. Such activities may prove most helpful to the adults and can contribute to the public relation efforts in the community. Some adults may want to carry out their plans to open their own store and others may decide not to become entrepreneurs. The needs and goals of the individual should serve as a guide for the optional learning activities.

3. Recruitment of Adults. The success of an on-going ASE program may depend on continuous recruitment activities. Recruitment of adults may be the responsibility of the facilitator as well as other personnel

in the educational setting. Only one or two adults may be interested in the ASE program at any given time. However, over a period of time a number of adults may indicate an interest in opening an apparel shop or learning more about the various functions involved in managing a small retail business.

Some of the following suggestions may aid the facilitator in recruiting adults:

- a. High school Distributive Education seniors and graduates have retail experience and some may have a strong desire to own and operate their own women's or men's apparel shop.
- b. Some retail employees in the community may have acquired enough experience to open their own apparel shop. At least they may want to investigate the possibility and feasibility by enrolling in the ASE program.
- c. Owners of existing apparel shops may need to improve their retailing techniques in order to increase their profits. Much of the information in the ASE program could be modified to help individual store owners in finding solutions for merchandising and management problems.
- d. Some adults may want to develop plans to open small businesses other than apparel shops. The four retail functions designated in the ASE Instructional Materials are common functions in various kinds of small businesses, as well as in large businesses. The facilitator can use the ASE learning packages as a guide in helping adults develop their own plans for other types of stores such as fabric shops, gift shops and children's shops.

The facilitator of the ASE program may accelerate the recruitment activities by contacting the SBA representative for the respective area of the state and arranging for a "going into business" seminar. These seminars are scheduled regularly throughout the year in Oklahoma City and Tulsa. The SBA representative in the area can assist facilitators in setting up one or more "going into business" seminars within the educational setting and they will be in business with a successful ASE program. The ASE materials are occupationally specific and provide supplementary information for the SBA seminars.

Adults who want to open their own apparel shop will have an opportunity to prepare an ASE folio by enrolling in the ASE program. This ASE folio can be used in initiating financial arrangements for opening an apparel shop. The preparation of an ASE folio might make a difference between the success and failure during the first year or two in an apparel business. If some of the adults decide not to open an apparel shop the ASE program can still be considered successful. The decision to open or not to open a shop should be based on a better understanding

of entrepreneurship and a knowledge of the four functions of retailing: accounting and control; buying and merchandising; operation and management; advertising and promotion.

The flexibility of the ASE program is greatly enhanced by the versatile manner in which the instructional materials can be used to meet the needs of the adults in the community.

Non-Educational Settings

The following suggestions are made relative to use of the ASE instructional materials in non-educational settings.

1. Small Business Administration. The ASE materials could be made available on an individual basis through the Small Business Administration offices across the country. The ASE materials could be obtained free or for a nominal charge to cover duplicating costs. Volunteer members of the SCORE Chapter of the SBA could serve as consultants and assist the adult user in obtaining advice from merchants and other business experts in the community. "Going into business" seminars held periodically by the SBA representative could provide opportunities for the ASE materials to be utilized by adults interested in opening apparel shops.

2. Bank, finance and Loan Companies. The ASE materials could be made available on an individual basis to adults who express an interest in Apparel Shop Entrepreneurship. The completion of the ASE Folio would insure a more concise and orderly discussion of individual store plans by adults who want to borrow money to open their own apparel shop.

3. Better Business Bureaus, Chambers of Commerce and Merchants' Associations. The ASE materials could be used in community efforts to improve the quality of apparel shop entrepreneurship and to decrease the rate of failures of new apparel shops.

4. Apparel Manufacturers, Sales Representatives and Market Associations. The ASE materials could be utilized by manufacturers and other groups in the apparel industry in an effort to assist potential and new apparel shop owners in establishing sound retail operations.

TABLE XXX
 SELECTED RECOMMENDED REVISIONS IN
 EVALUATIVE STATEMENTS

Participants ^a Originally Asked to Respond	Original Evaluative Statement	Proposed Evaluative Statement	Proposed Participant Asked to Respond ^a
TC	Trainees seemed to refer to the Orientation Manual instead of asking this TC questions regarding procedures.	This trainee referred to the Orientation Manual instead of asking the teacher-coordinator (or facilitator) questions regarding procedures.	AT
AT	This trainee preferred grading the posttests.	This teacher-coordinator (or facilitator) would prefer to grade all posttests.	TC
AT	This trainee preferred having the teacher-coordinator grade his or her posttests.	This teacher-coordinator (or facilitator) preferred having the trainee (or participant) grade his or her posttests.	TC
AT	This trainee preferred that the posttests be graded during a conference with the teacher-coordinator.	This teacher-coordinator (or facilitator) preferred the posttests be graded during a conference with the trainee (or participant).	TC
TC	Trainees regularly used the additional references that had been placed in the resource center.	This trainee (or participant) regularly used the additional references that had been placed in the resource center.	AT
RHM, PBE	Trainees made realistic decisions about their ISPs.	Trainees (or participants) made realistic decisions about their ISPs.	TC
		This trainee (or participant) made realistic decisions about the ISPs.	AT
RHM, PBE	There were enough (RHM or panel members) to confer with trainees.	There were enough available (RHM or panel members) to confer with this trainee (or participant).	AT
		There were enough (RHM or panel members) to confer with trainees (or participants).	TC
TC	Trainees promptly asked this TC questions whenever parts of the learning packages puzzled them.	This trainee (or participant) promptly asked the teacher-coordinator questions whenever parts of the learning packages were puzzling.	AT

Note: In future programs the role of the teacher-coordinator may be referred to as the facilitator. Trainees may be known as program participants or by some other term.

^aCode: AT - adult trainees; RHM - role model merchants; TC - teacher-coordinator; PBE - panel of business experts; ISP - individual store plan.

APPENDIX J

DESCRIPTION OF THE FORMAT FOR EACH MODULE
BEFORE AND AFTER REVISION

Module Format Before Revision

<u>Instructions:</u>	Standard instructions to identify the parts of the module and inform the trainee of the procedures to be used in the completion of a module
<u>Rationale:</u>	Information about the nature and importance of the concepts within each module
<u>Terminal Objective:</u>	Explicit statement to describe what the trainee will be able to do upon completion of a learning package
<u>Performance Objectives:</u>	Explicit statement to describe what the trainee will be able to do upon completion of each content segment within a module
<u>Content:</u>	Factual information about each performance objective
<u>Content Check:</u>	Multiple choice, true-false and matching items that represent definitions and application of concepts
<u>Self Check:</u>	Correct answers to the content check items
<u>Apply to Your Own Store Plans:</u>	Instructions to apply content segments to develop plans for opening an apparel shop
<u>Glossary:</u>	Definitions of terms and mathematical formulas in the module
<u>Individual Store Plans:</u>	Composite of the several Apply to Your Own Store Plans from each module within a learning package
<u>Pretest/Posttest:</u>	Multiple choice, true-false and matching items to measure knowledge and comprehension of concepts in each learning package

Module Format After Revision

<u>Instructions:</u>	Standard directions to identify parts of the module and provide information pertaining to the completion of the module
<u>Rationale:</u>	Information pertaining to the reasons for and the importance of each module
<u>Terminal Objective:</u>	Ultimate goal of the learning package; description of the necessary behavior for the completion of the learning package
<u>Performance Objective:</u>	Description of the behavior that is to exhibit in order to complete each module
<u>Content:</u>	Narrative of factual information and examples pertinent to the accomplishment of the performance objectives
<u>Learning Activities:</u>	Content questions to reinforce learning of the factual information; self-checks to evaluate learning; simulated exercises to provide opportunity to apply learning to situations that could occur in the real world; self-checks to evaluate the simulated learning experiences
<u>Summary of Terms:</u>	List of the terms presented in the factual information to serve as an easy reference
<u>Optional Learning Guide:</u>	Resource center includes suggested sources whereby additional information to the learning package content may be obtained; community learning activities are included which encourage visitation and communication regarding places and business leaders relevant to one or more retail functions presented in the module

VITA

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Thesis: EVALUATION OF AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM FOR
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