

# Guiding a diverse mix of first-year business students: Implications for teaching and learning

Paper presented in track 5 at the

**EAIR 36<sup>th</sup> Annual Forum in Essen, Germany  
27-30 August 2014**

**Kate McGovern, University of Regina, Office of Resource Planning  
Dr. Wallace Lockhart, University of Regina, Faculty of Business**



# Background & Purpose

- In 2009-10, the Faculty of Business at the University of Regina (UofR) introduced a new elective course, Introduction to Business (BUS100)
- In 2012, the course became part of the mandatory requirement for first year business students and remains an elective course for other UofR students
- A team of faculty who were instrumental in the development of the course (and who teach it) were interested in understanding:
  - A broad range of diversity characteristics among BUS100 students
  - The potential impact of student diversity characteristic on students' outcomes and learning experiences
  - The impact of newly introduced “high-impact” educational practices on students' learning outcomes and experiences
  - How well these students were doing in subsequent years (2nd to 4<sup>th</sup> year in their program)

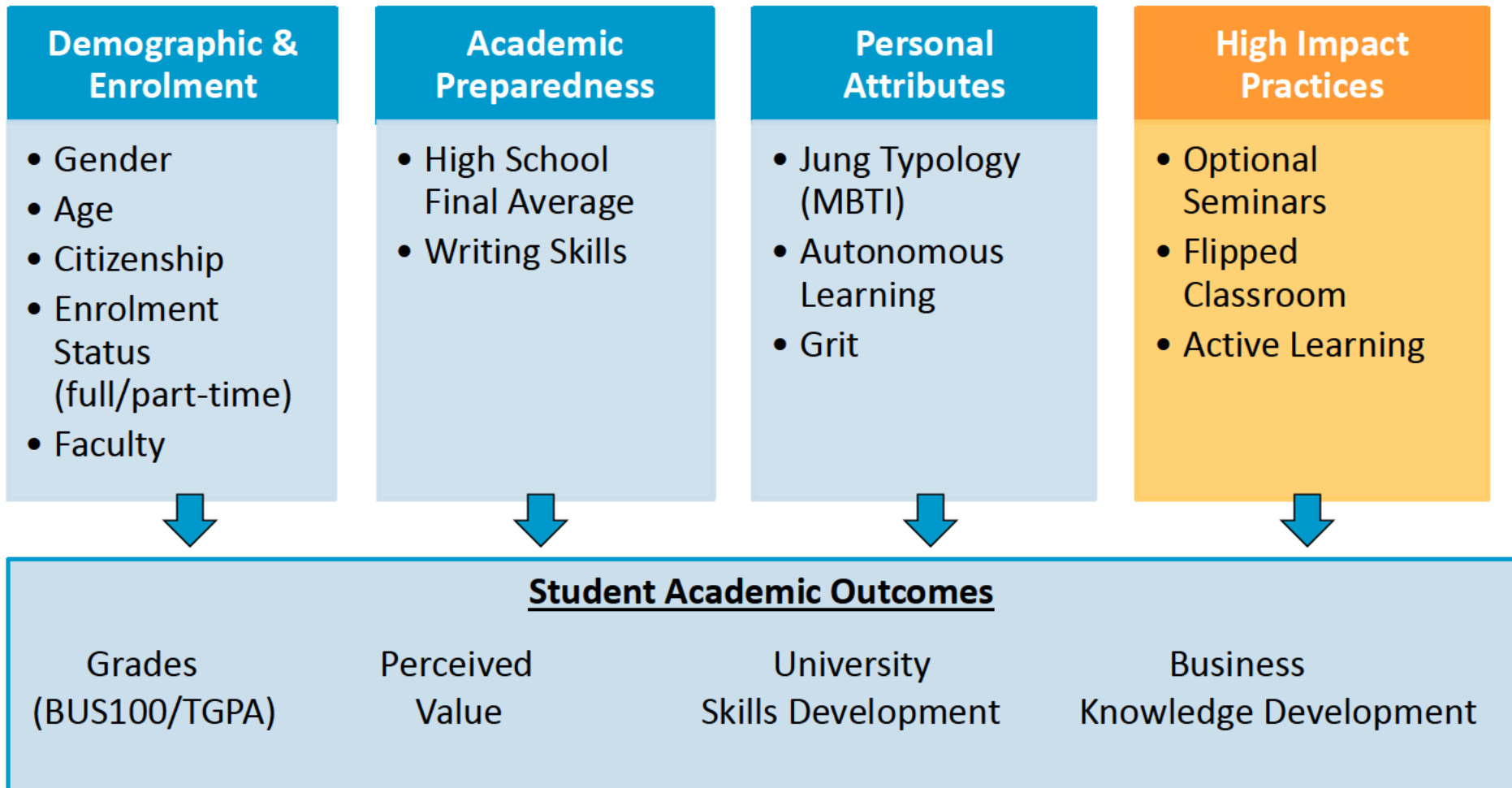
# Business Students' First Year Experience (BSFYE) Project

- The three year study was launched in Fall 2012
- This paper reports on the first two years of the study
- The study was aimed at all UofR students enrolled in a BUS100 course
- Data was obtained through two student surveys, two course assignments and the university's Student Information System

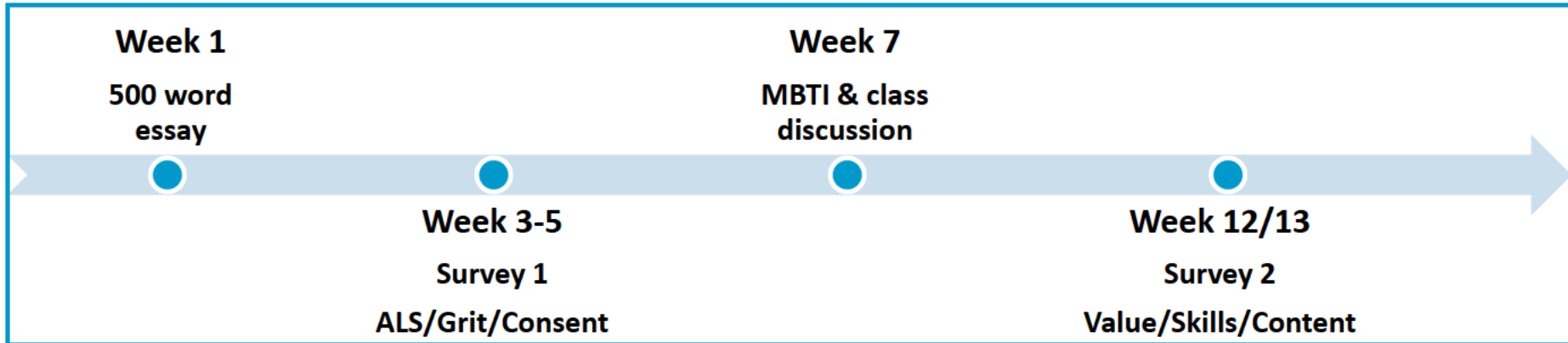
# Project Team

- **Kate McGovern: Office of Resource Planning, Senior Analyst**
- **Dr. Wallace Lockhart: Principle Investigator, BUS100 Instructor**
- Bruce Anderson: Centre for Management Development, BUS100 Instructor
- Brian Schumacher: Associate Dean, BUS100 Instructor
- Don Balas: Graduate student, high school teacher, member of Saskatchewan Education Writing Assessment team.
- UofR Student Success Centre
- UofR Centre for Teaching and Learning

# Research Design



# Instruments



## Writing

- Provincial High School Assessment Tool
  - Organization
  - Fluency

## Autonomous Learning (ALS)

- Macaskill & Taylor UK
  - Independence of learning
  - Study habits

## Grit

- Duckworth et al. USA
  - Perseverance of effort
  - Consistency of Interest

## MBTI

- HumanMetrics online Jung Typology Test
  - Extrovert/Introvert
  - Sensing/Intuitive
  - Thinking/Feeling
  - Judging/Perceiving

**NOTE: Permission was granted for use of these instruments**

# Participation

Term	BUS 100 Students	Project Participants	Survey 1*	Survey 2**	MBTI	Writing
201230	254	201	60%	67%	38%	56%
201310	247	165	52%	57%	44%	38%
201330	342	297	72%	74%	44%	55%
201410	244	211	59%	63%	41%	45%
201420	39	37	41%	74%	28%	
<b>Total</b>	<b>1126</b>	<b>911</b>	<b>61%</b>	<b>67%</b>	<b>41%</b>	<b>47%</b>

\*ALS and Grit scales included in Survey 1

\*\*Measures of students' perceptions of value of various aspects of the course work and their contributions to the development of university learning skills and business knowledge included in Survey 2

# Profile by Term

		All Terms (n=686)	201230 (n=152)	201310 (n=129)	201330 (n=245)	201410 (n=144)	201420* (n=16)
<b>Gender</b>	Female	<b>53%</b>	51%	53%	54%	52%	56%
	Male	<b>47%</b>	49%	47%	46%	48%	44%
<b>Age *</b>	<20	<b>47%</b>	63%	27%	58%	31%	33%
	20-23	<b>36%</b>	32%	54%	25%	43%	20%
	>23	<b>17%</b>	6%	19%	16%	26%	47%
	Average Age	<b>21</b>	20	22	21	23	26
<b>Citizenship *</b>	Canadian Resident	<b>75%</b>	85%	78%	72%	66%	63%
	Permanent Resident	<b>6%</b>	5%	5%	8%	6%	6%
	International Student	<b>19%</b>	10%	17%	20%	28%	31%
<b>Enrolment Status *</b>	Full-time	<b>89%</b>	98%	89%	90%	83%	44%
	Part-time	<b>11%</b>	2%	11%	10%	17%	56%
<b>Faculty *</b>	Business	<b>77%</b>	94%	64%	87%	58%	50%
	Arts	<b>10%</b>	3%	18%	3%	20%	13%
	Other	<b>13%</b>	3%	18%	10%	22%	38%

\* Denotes statistically significant difference based on first four terms; 201420 excluded due to the small sample size



# Diversity Characteristics vs. Student Outcomes

	BUS100 Grade			Value	U-Skills	B-Skills
	<i>p</i>	Grp diff*	ADJR <sup>2</sup>	<i>p</i>	<i>p</i>	<i>p</i>
GENDER	0.000	4.7%	0.038	0.037	0.803	0.791
AGE	0.256	2.5%	0.004	0.265	0.231	0.026
<b>CITIZENSHIP</b>	0.000	12.4%	0.173	0.003	0.005	0.356
ENROLMENT STATUS (FT-PT)	0.024	3.4%	0.006	0.404	0.501	0.935
FACULTY	0.305	5.3%	0.005	0.580	0.012	0.010
<b>HS FINAL AVERAGE</b>	0.000	10.0%	0.159	0.067	0.230	0.303
<b>WRITING - ORGANIZATION</b>	0.000	10.2%	0.098	0.323	0.163	0.105
<b>WRITING - FLUENCY</b>	0.000	10.2%	0.139	0.175	0.167	0.488
MBTI- EXTROVERT vs. INTROVERT	0.061	2.0%	0.005	0.587	0.543	0.157
MBTI-JUDGING vs. PERCEIVING	0.000	7.4%	0.049	0.110	0.207	0.011
ALS - INDEPENDENCE	0.312	3.7%	0.007	0.092	0.032	0.023
<b>ALS - STUDY HABITS</b>	0.000	10.3%	0.09	0.334	0.124	0.615
GRIT - CONSISTENCY	0.003	5.9%	0.049	0.180	0.012	0.339
GRIT - PERSEVERANCE	0.025	4.4%	0.042	0.016	0.013	0.099
SEMINARS	0.000	6.3%	0.04	0.009	0.002	0.062

# Student Demographic Diversity

## Key Findings

- Changing student mix
  - ↑ International, mature, part-time & non-business students
- Citizenship is the strongest predictor of BUS100 grades (17%)
- International students lag behind domestic students (12% gap)
- Female students outperform male students (5% gap)
- Few differences in student perceptions of learning

## Implications

- **Institution:** recruitment initiatives, intake standards and assessment, student transition and support services
- **Instructors:** course design, instructional practices - *one size does not fit all*
- **Students:** challenges and opportunities of a cross-cultural classroom

# Personal Learning Attributes

## Key Findings

- Study Habits (ALS) – fifth highest predictor of BUS100 grades (9%); group difference of 10%
- MBTI – *Judging* students outperform *Perceiving* types (diff of 7%)
- Grit – grittier students perform better, especially based on *consistency of effort* (diff of 6%)
- Few differences in student perceptions of learning

## Implications

- **Institution:** student supports aimed at improving study habits; broader understanding of these attributes
- **Instructors:** assessment and intervention (early in term); instructional design; incorporate self-assessments into pedagogy
- **Students:** increased self-awareness

# Academic Preparedness

## Key Findings

- Next to citizenship, academic preparedness variables are the strongest predictors of BUS100 grades
- High school grades account for 16% of the variation
- Writing fluency and organization, each account for 14% and 10% of the variation
- No differences in student perceptions of learning

## Implications

- **Institution:** intake standards and assessment; provision of transitions and learning supports
- **Instructors:** early identification of problems and guidance in accessing supports
- **Students:** awareness of probable outcomes

# High Impact (HI) Practices

## Key Findings

- Higher rates of attendance in non-compulsory seminars is associated with better educational outcomes
- Traditional Practices > HI Practices in perceived value and contribution to skills and content development
- Perceived value of HI Practices is comparable across groups

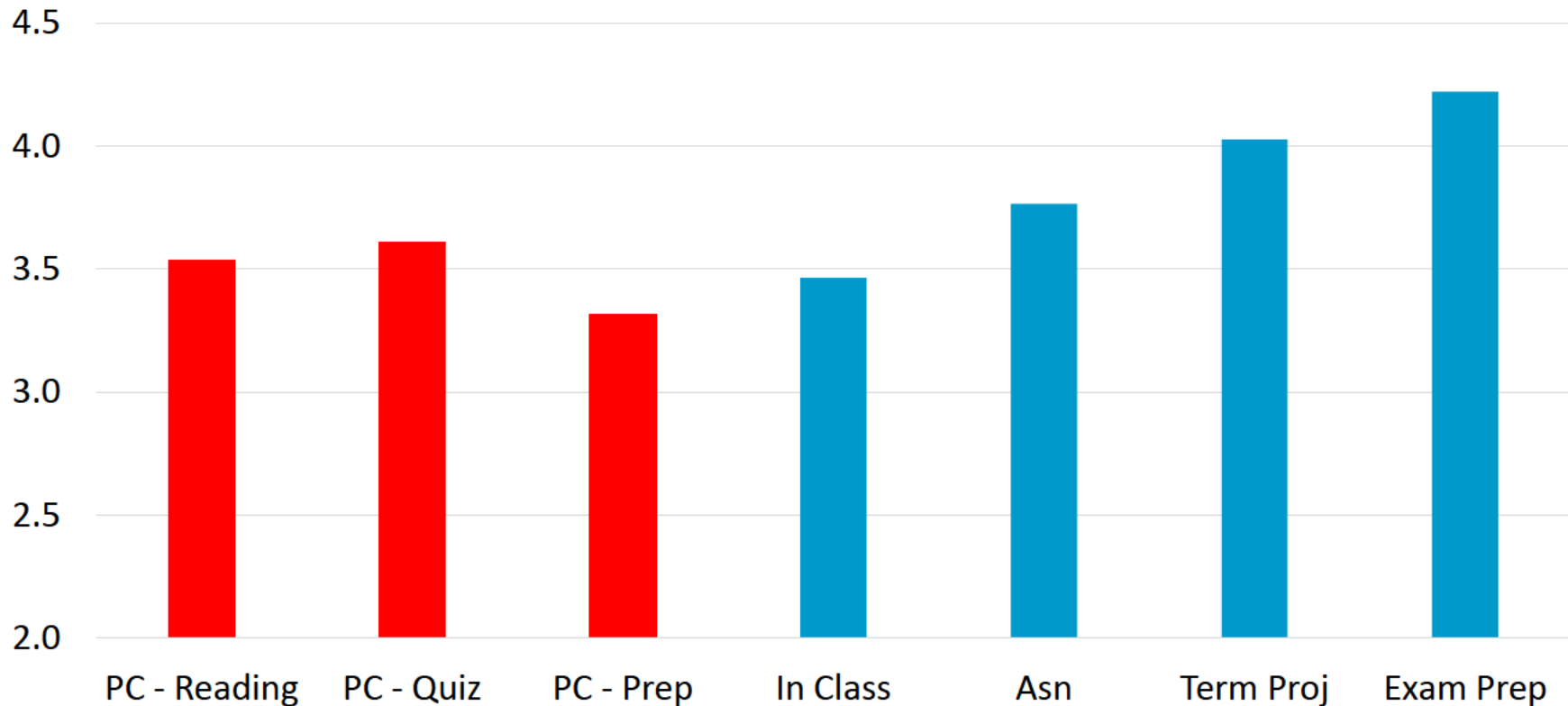
## Implications

- **Institution:** support and rewards for teaching innovation
- **Instructors:** HI practices can be effective, but like any new craft it takes time to master!
- **Students:** more opportunities for deeper learning and retention

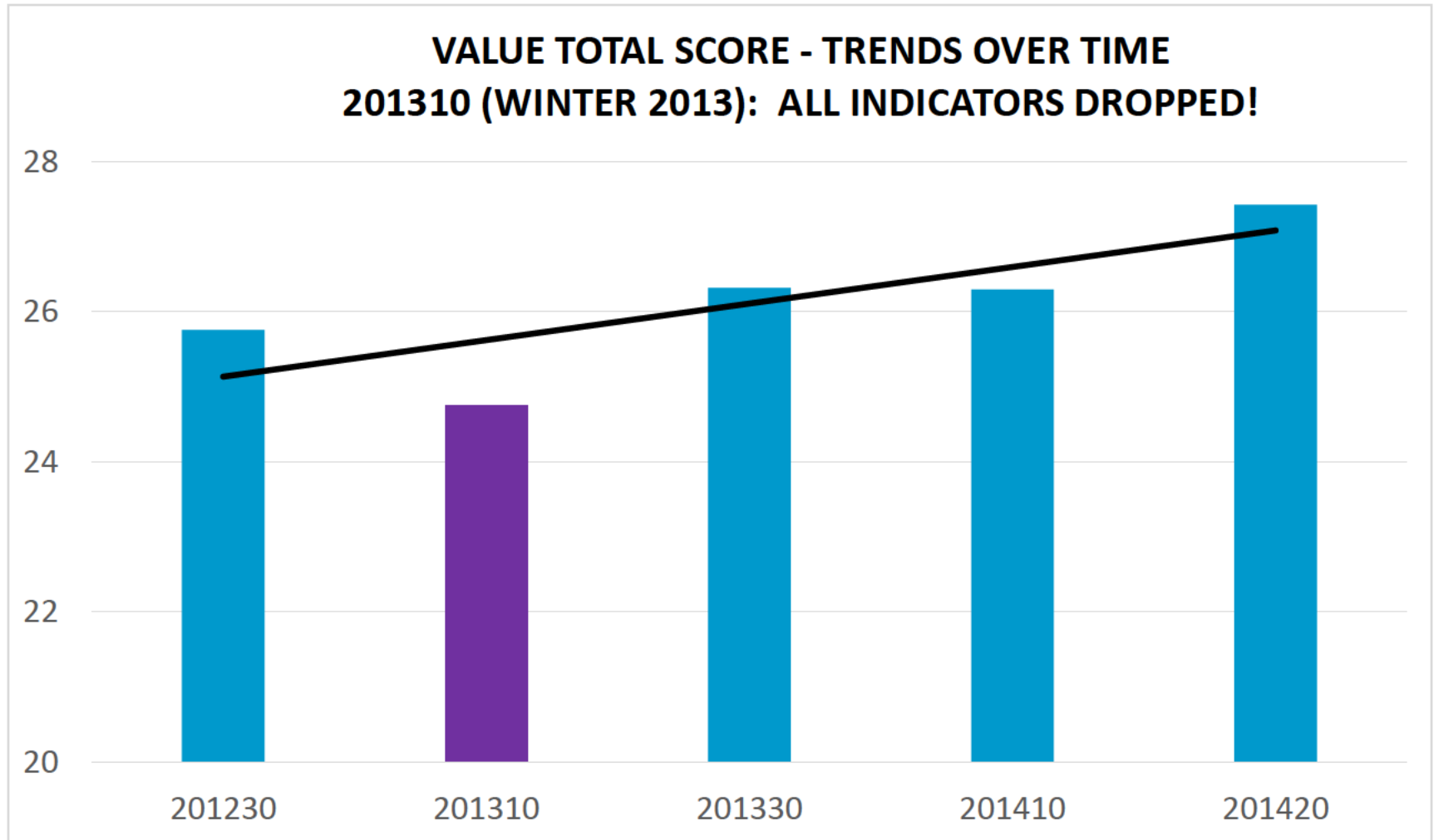
# Value of Learning Experiences By Category

## Student Perceived Value: By Class Experience / Activity

Flipped Class (Pre-Class, PC): We Still Have Work To Do!



# Value of Learning Experiences Over Time



# Closing the Loop: From Research to Practice & Policy

- Research meets pedagogy
  - Course design now includes: MBTI, ALS, Grit
  - Greater instructor awareness of student diversity and its implications for learning
- Research informs practice and policy
  - Spreading the word
  - Influencing entrenched practices and policies



# Contact

- **Kate McGovern**

Office of Resource Planning, University of Regina  
[kate.mcgovern@uregina.ca](mailto:kate.mcgovern@uregina.ca)

- **Dr. Wallace Lockhart**

Paul J. Hill School of Business University of Regina  
[wallace.lockhart@uregina.ca](mailto:wallace.lockhart@uregina.ca)

