THE INTEGRATED BUSINESS CASE:

STUDENT EXPECTATIONS AND STUDENT ENGAGEMENT

by

Leelah Elizabeth Dawson

M.B.A., University of Toronto, 1991

B.A., University of Toronto, 1981

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Name:	**Leelah Elizabeth Dawson**
Degree:	**Doctor of Education**
Title of Thesis:	**The Integrated Business Case: Student Expectations and Student Engagement**

Examining Committee:

Chair: **Dr. Geoff Madoc-Jones**
Senior Lecturer

Dr. Adam Horvath
Senior Supervisor
Professor Emeritus

Dr. Tim Rahilly
Co-Supervisor
Adjunct Professor
Associate Vice-President Students & International
pro tem

Dr. John Nesbit
Internal Examiner
Professor
Associate Dean, Graduate Studies in Education

Dr. Peggy Patterson
External Examiner
Professor, University of Calgary

Date Defended: December 15, 2010

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Abstract

This mixed methods study sought to explore the experiences of students in the context of student expectations about those experiences. The population examined was the full-time students in the first term of their first year in the Business Administration diploma program at a public community college in Victoria BC. The study attempted to measure student expectations and student engagement around a specific educational experience: the Integrated Business Case (IBC). The IBC is a team-based, cross-functional project which is intended to actively involve students in their learning and create explicit linkages between their courses. The research used the Chickering and Gamson (1987) 'Seven Principles for Good Practice in Undergraduate Education' as a theoretical framework for both the qualitative and quantitative analysis. In addition, a predictive model was developed that drew on the services marketing research of Parasuraman, Zeithaml, and Berry (1988).

Data was collected through two surveys, four student focus groups and seven faculty interviews. Results from the survey data were extremely limited, as a pronounced ceiling effect was evident, particularly in the Expectation survey results. Very limited support was found for the proposed model suggesting that surveys of student expectations early in their program may not be a fruitful direction for research.

Focus group results indicated that many students found the IBC to be very engaging along the dimensions of Active Learning and Student-Faculty Contact. In addition, the quasi-Learning Community structure was found to be very valuable. There was also considerable 'negative' engagement experienced in which some students were simultaneously frustrated or angry about the IBC process but still committed to their learning. These results suggest that additional research which undertakes a more layered or nuanced examination of student engagement could contribute to the creation of more effective and rewarding learning experiences.

Keywords: Student engagement, student expectations, business school, Canadian community college

Dedication

I would like to dedicate this work to my parents, John Alfred Dawson and Lillian Frances Dawson, for instilling a love of learning in all their children. I would also like to dedicate this work to my husband, Rhordon Craig Wikkramatileke, for being there.

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Chapter 1: Introduction

This study explored student experiences in the first term of first year in the Business Administration diploma program at Camosun College in the context of student expectations about those experiences. During the first term of the diploma program, full-time students participate in the Integrated Business Case (IBC) project. The IBC experiences are important because positive experiences will lead to increased student engagement. Student engagement has been defined as "…the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes" (Hu & Kuh, 2001 p. 3). Student engagement is important because is has been consistently demonstrated that engagement increases both learning and persistence in completing educational goals (Kinzie & Kuh, 2004). In addition to recognizing the importance of student engagement, there has recently been increasing attention given to the issue of student expectations. For example, the National Association of Student Personnel Administrators (NASPA) developed a guide in 2006 to help post-secondary institutions address student expectations and improve student experiences (Miller, Kuh, & Paine, 2006). Kuh (2005) and others (Braxton, Vesper, & Hossler, 1995; Gonyea, 2001; Kuh, Gonyea, & Williams, 2005; Kuh, 2007; Tinto, 1993) have also argued that students whose expectations are not met are more likely to depart from the post-secondary institution they are attending. By examining student expectations as they relate to engagement this study attempts to identify relationships between these two concepts.

The largest program in the Camosun College School of Business is the Business Administration diploma program. In fiscal 2006-07, there were 690 full-time equivalent

(FTE) students registered in the Business Administration diploma, which represents slightly over half of the FTEs of the School.

The Business Administration diploma program is designed to be two academic years (4 semesters) in length when completed on a full-time basis, and requires students to successfully complete 21 courses. There are seven 'options' or specializations to choose from within the diploma – Accounting, Finance, General Business, Management, Marketing, Tourism Management, and Ch'nook (Indigenous Business). All students enter into a common set of courses in the first term. However, after the first term, students take some different courses depending on their chosen option. For example, Accounting and Finance students take a second financial accounting course in their second term, while all other students take managerial accounting.

Full-time students are organized into cohorts of 38 students for the first term of the program. In Fall 2007 there were 6 cohorts of full-time students, a total of 228 students. There are also many part-time students who are generally not part of the cohorts and do not participate in the Integrated Business Case project.

Educational Purpose for the Integrated Business Case (IBC) Project

The Integrated Business Case (IBC) project was created by the faculty in the School of Business at Camosun College, and was launched for the first time in the Fall 2002 term, in conjunction with a major overhaul of the program. Since 2002, all students who register in the full-time Business Administration diploma program are required to participate in the IBC.

Conceptually, one of the intentions of the IBC is to provide a variety of ways in which students can become more actively involved in their own learning from their first

term in order to engage them and retain them beyond the first term. It is known that many students leave their post-secondary programs without graduating and approximately one-half of these departures occur during or at the end of the first year of the program. For example, one Canadian study reported attrition of 22% of arts students during first term, with a further 31% leaving at the end of first year, for a total of 53% attrition in first year (Grayson & Grayson, 2003 p. 7). If activities such as the IBC increase the likelihood of students completing their first term the likelihood of them continuing in the program through to graduation also increases. No studies regarding retention rates of business students in Canadian community college programs have been located to date.

By creating the IBC as an overarching theme for the first term, the IBC was expected to act as what Kuh has defined as a 'high impact' educational practice: one that is more educationally effective than traditional lecturing and leads to increased engagement (Kuh, 2009a; Kuh, 2009b). Research indicates that while all students may benefit from 'high impact' practices, there is also some evidence that 'at risk' students, such as those that are academically under-prepared, first generation college attenders, or from low income families may benefit even more than the average student from such activities (Kuh, 2009a). As many students attending Camosun College are likely to have one or more of these 'at risk' characteristics, effective 'high impact' educational experiences become even more important. There is also evidence that experiencing one or more high impact educational practices at the beginning of a program has positive effects on student engagement well beyond the first year (Kuh, 2009b).

What is the Integrated Business Case (IBC)?

The IBC is made up of a series of assignments: students work in teams of five or six, and each team is required to create a new business idea. Working in their teams they are then required to complete at least one assignment in each of their first-term courses that fleshes out the original idea in more detail.

For Fall 2007, the courses in the first term were:

- Introduction to Management (Bus 150)
- Business Software Applications (Bus 140)
- Financial Accounting 1 (Acct 110)
- Business Finance 1 (Fin 110)
- Introduction to Marketing (Mark 110)
- English Composition (Engl 150)

At the end of the first term, students formally presented their business idea, incorporating elements from each of the assignments, to their cohort group. Each cohort then selected the best team from that cohort to participate in the school-wide competition which took place on the last day of class, December 7. About half the students attended the school-wide competition.

The IBC documentation provided to the students outlines the goals of the IBC as follows: to "…develop the critical employability skills outlined by the Conference Board of Canada:

- teamwork,
- communication,
- critical thinking

- change management
- and to give students a real understanding of what it's like to run a business" (Camosun College, 2006 p. 1).

These employability skills goals are in addition to the educational goals outlined earlier. Such employability skills can best be learned only through practice, which the IBC is intended to provide. In conjunction with these five specified goals, the name of the IBC (the *Integrated* Business Case) gives us one of the main aims of the project – specifically, to allow students to look at one business from multiple perspectives, which will help them integrate the learning from their various courses. The intention is to provide students with early exposure to an understanding that business problems are multi-faceted and to the challenges and issues involved in establishing a small business (Camosun College, 2006).

The other features of the IBC which further differentiate it from a typical class project include the following:

- The IBC takes place in the first term of first year, providing students with very early exposure to curriculum integration.
- The IBC is usually the first opportunity for students to work in groups at the post-secondary level.
- There are assignments due in each of the six courses which relate to the IBC. The value of each of these assignments range from 5 to 10% of the final mark, depending on the course. In the Introduction to Management course, there are five assignments relating to the IBC, totaling 30% of the final mark in that course.

- All faculty involved in the IBC (usually about 25 - 30 faculty members) meet before the start of term to determine the assignments and to make adjustments based on experiences and feedback from previous years. Faculty also try to meet at least once during the term to discuss any issues or challenges that have arisen.
- The IBC project is competitive. Each cohort will choose a winning team from within the cohort to do a school-wide presentation on the last day of classes. A school-wide winning team is chosen by a panel of judges made up of the School's senior management and industry advisors.

As noted earlier, part of the rationale for the IBC was developed from the Employability Skills 2000+ report by the Conference Board of Canada. This report defines these as "The skills you need to enter, stay in, and progress in the world of work – whether you work on your own or as part of a team." (Conference Board of Canada, 2000 p.2). The reasoning behind adopting employability skills as a focus is because the Business Administration program is a two-year program designed to ensure that graduates are ready to begin entry-level supervisory, managerial, or junior-level professional positions in a wide variety of organizations, including their own businesses, when they graduate. Practically, the IBC is intended to give students a focused way to learn and practice some of these skills from the very beginning of their program.

From an educational perspective, the IBC was intended to create explicit linkages between the courses and to engage students more fully in learning in the first term of the program.

Purpose

The question I explored was whether or not the cohort-based IBC contributes to student engagement and if it does contribute to engagement , how does that engagement occur? Comments collected on student satisfaction surveys completed in later terms suggest that when students look back on the first term, they believe that the IBC was a valuable experience. However, the IBC itself has never been formally studied and student feedback while they are experiencing the IBC has never been gathered, or viewed through the theoretical framework of student engagement. For this study, feedback was collected from students about their first term experiences in the IBC through both surveys and focus groups during the term.

Knowing more about what our students experience during the IBC and how those experiences increase (or decrease) their engagement with their program will provide us with valuable information regarding whether our efforts with respect to the IBC are effective or need improvements and help identify what those improvements might be. As Kuh (2008) notes, for high impact activities to be effective in engaging students, '…these practices *must be done well'* (p. 20, emphasis in original). In addition, because students' early expectations are known to be influential in their subsequent success (Kuh et al. 2005), a greater understanding of student expectations about the IBC may help us both in changing or enhancing the IBC experience and in our early interactions with our students.

As a result of my ongoing interest in the IBC project as a vehicle through which we intend to increase student engagement, I developed the following research questions:

Research Questions

1. Does the Integrated Business Case (IBC) contribute to student engagement in the first term?
2. Does meeting or exceeding students' expectations of engagement in the Integrated Business Case project lead to increased likelihood of persistence into the second term of the program?
3. What are the features of the Integrated Business Case project that students indicate contribute to their engagement in the project?

Significance of Study

This study will contribute to the growing literature in the area of student engagement. As noted earlier, student engagement has been defined as "…the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes" (Hu & Kuh, 2001 p. 3). This definition is more specific than the concept of student involvement as it was used by Astin in his Theory of Student Involvement which includes activities such as living in residence, athletics, and student government in the concept of involvement (Astin, 1999). The more specific definition is useful as it focuses on the heart of post-secondary institutional activities: the intellectual growth of students. I am particularly interested in the notion of engagement with "educationally purposeful activities" for at least two reasons. First, because it is these activities that are the ones that can be influenced and changed by post-secondary institutions. Second, I am interested in practices that are focused on classroom-centred activities, because of the very limited number of extracurricular activities that are available for students at Camosun. Tinto (2006) concludes that for many students in non-

residential settings, if involvement does not occur in the classroom, it is not likely to occur elsewhere.

In addition to learning more about engagement through classroom-based activities, this study provides insights about engagement in a business school in a Canadian community college. There has been a very limited amount of research published on engagement in Canadian colleges, and no studies about engagement in Canadian business schools have been located thus far.

Chapter Summary

In this chapter, I have provided a brief introduction to the IBC, student engagement, and introduced the research questions of this study. In the next chapter, I will review relevant literature related to student engagement and student expectations, as well as literature relevant to the various features of the IBC identified earlier.

Chapter 2: Literature Review

This literature review focuses on developing the concepts of student expectations and student engagement more fully. In addition, literature in the areas of team projects, learning communities, and student competitions is also examined briefly because each of these areas is relevant to the structure of the IBC.

Student Engagement

"What students *do* during college counts more for what they learn and whether they will persist …than who they are…" [emphasis in original] (Kuh et al., 2005, p. 8). As a result, much of the research into student engagement has focused on the activities or behaviours that lead to engagement. The body of research on student engagement developed from two areas: First, in 1987 Chickering and Gamson identified seven principles for good practice in undergraduate education, which have been described as "Perhaps the best-known set of engagement indicators…" ((Kuh et al., 2005, p. 8). These are:

- Encourage student-faculty contact
- Develop reciprocity and co-operation among students
- Encourage active learning
- Give prompt feedback
- Emphasize time on task
- Communicate high expectations
- Respect diverse talents and ways of knowing

These seven principles have been widely used, developed and adapted, and were highly influential in developing the National Survey of Student Engagement (NSSE) (Kuh et al.,

2005) as well as related survey instruments. More information about the NSSE is outlined later in this chapter.

Related to this work, there has also been considerable research into the activities, programs, or learning opportunities created by institutions that are intended to increase student engagement and therefore student success. Examples of such activities include learning communities, which will be discussed further below, as well as co-operative learning, small group methods, or service learning (Pascarella & Terenzini, 2005, Kuh et al., 2005, Tinto, und.).

The second major area of research is the work on student retention. For example Tinto's model of integration hypothesized that successful academic and social integration will increase student persistence (Tinto, 1993). Astin's Theory of Student Involvement (Astin, 1999) makes essentially the same claims although the Tinto model is considerably more detailed.

It can be argued that the concept of engagement is an approach to operationalizing Tinto's concepts of academic and social integration. For example, Tinto (1987) describes academic integration as including the formal academic structure of classrooms and labs, as well as the informal academic culture such as "contact with faculty in informal settings…" (p. 106). Tinto further describes such informal contact as "a critical component to student persistence generally and to student intellectual development in particular" (Tinto, 1987 p. 106). This is entirely consistent with the Chickering and Gamson (1987) principle of encouraging student-faculty contact noted earlier. The NSSE and related surveys ask students questions such as how often they have worked with faculty members on activities other than coursework and how often they have discussed

grades and assignments with faculty members (National Survey of Student Engagement, 2007b). While Tinto's concept of academic integration is not identical to student engagement, by focusing on behaviours and activities that can be described by students and therefore potentially influenced by institutions, engagement allows institutions to understand student attrition more completely, and make planned responses to attrition by examining the patterns of departure and creating appropriate interventions to more successfully integrate students (Kuh et al., 2005).

The result of interactions between these two bodies of research (that developing from the work of Tinto and that from the work of Chickering and Gamson as well as Kuh) has been to increase the focus on engagement with the belief that further research on engagement will provide us with useful information on both learning and persistence.

In his more recent work, Tinto (2006) argues for increased integration of retention activities into mainstream academic life. He specifically references his own studies into freshman learning communities as examples of activities which lead to heightened engagement and persistence (Tinto, 1997; Tinto, 1998) and further notes that in general, faculty involvement in such activities "…is more limited than it should be" (Tinto, 2006 p. 5).

At present, most of the research that has been conducted on student engagement has been concerned with engagement between individual students and the institution they attend. For example, there are several surveys conducted annually that examine student engagement at the institutional level, although only a few Canadian institutions have historically participated in these surveys. The three major surveys of student engagement conducted in the United States annually are:

4. The Community College Survey on Student Engagement (CCSSE) (www.ccsse.org). As of 2007 there were 279 institutions participating in this survey, including one Canadian institution, Douglas College (Community College Survey on Student Engagement, 2006).
5. The National Survey on Student Engagement (NSSE) (http://nsse.iub.edu/index.cfm). In 2007, 610 four-year colleges and universities participated, including 17 Canadian universities and university-colleges (National Survey of Student Engagement, 2007a).
6. The College Student Experiences Questionnaire (CSEQ) (http://www.indiana.edu/~cseq/). Approximately 139 colleges have used this instrument since 1998, none of which were Canadian (College Student Experiences Questionnaire Research Program, 2005).

These surveys provide institutions with information on their students' engagement across a range of constructs. For example, the CCSSE reports on the following constructs: Active & Collaborative Learning, Student Effort, Academic Challenge, and Student-Faculty Interaction. Participating colleges are provided detailed information about their own students as well as benchmark information based on similar institutions across the US. In addition, they provide a wealth of information about the typical demographics of the students attending various institutions. The CCSSE has recently completed a large validation study involving the relationships between student engagement and student outcomes using three different student/institution populations and "…confirmed positive relationships between the construct of student engagement as measured by CCSSE and community college outcomes" (McClenney & Marti, 2006).

A smaller number of studies have looked at engagement relationships differently. For example, Umbach and Wawrzynski (2005) examined the relationship between student engagement and faculty culture using NSSE data and the related Faculty Survey of Student Engagement (FSSE). They reported that "Active and collaborative learning were positively related with …academic challenge and student-faculty interactions…" (Umbach & Wawrzynski, 2005 p. 165).

Handelsman, Briggs, Sullivan & Towler (2005) examined student engagement at the course level using a self-developed Student Course Engagement Questionnaire. Their results indicated that engagement at the course level could be described as having four factors: Skills engagement, such as 'taking good notes in class'; emotional engagement, such as 'applying the course material to my life'; participation/interaction engagement, such as 'having fun in class'; and finally performance engagement, which includes both 'Getting a good grade' and 'Being confident I can learn' (Handelsman, Briggs, Sullivan, & Towler, 2005). The particularly interesting aspect of this study was the level of analysis: between individual and course, rather than being between individual and institution. Both of these studies demonstrate that engagement is a concept that can be looked at from a variety of perspectives and levels.

This discussion and the studies reviewed above lend considerable support to the notion that a variety of classroom-based activities such as those that take place as part of the IBC project should result in increased student engagement and retention. In addition, an examination of the IBC project would provide an opportunity to look at engagement from another level: that of the program, as the IBC is intended to tie individual courses

together into a cohesive package during the first term of the Business Administration program.

Student Expectations

As Tinto notes in the discussion of his Longitudinal Model of Institutional Departure, students enter college with expectations about what their experiences will be and he goes on to state that students whose expectations are not met are more likely to depart from the institution (Tinto, 1993). Tinto suggests that disappointments are most likely the result of unrealistic or mistaken expectations, and earlier research yielded similar results (Stern, 1966). However, without knowing more about expectations we should not assume that students are either mistaken or unrealistic about all aspects of their post-secondary educational experience, although it is entirely possible that their expectations are very high and have not been/may not be met. In the past decade there has been considerably more research into student expectations for several reasons. First, there has been greater recognition of the importance of student expectations both because (as noted above) expectations play a role in retention and because a better understanding of student expectations may influence both various activities on campus and approaches to teaching and learning (Braxton et al., 1995; Kuh et al., 2005).

In order to understand the relationship between expectations and engagement more fully, it becomes important to learn more about student expectations at the beginning of their post-secondary experience. Braxton, Vesper, & Hossler (1995) used Tinto's model to analyze the relationship between expectations and persistence by surveying students at a range of 4-year colleges and universities. Tinto's model hypothesizes that "…expectations serve as a gauge by which individuals appraise their

early experience with the academic and social communities of the institution. Consequently, if such expectations are not met, then there is early disenchantment with these communities" (Braxton et al., 1995 p. 596). Braxton et al. (1995) identified three categories of expectations: academic and intellectual; collegiate atmosphere; and career development. Their results supported the proposition that greater academic integration occurs when academic and intellectual expectations are fulfilled, and that there is also a positive effect on intention to return for a subsequent year of study. Helland, Stallings, & Braxton (2002) tested the relationships between social expectations, social integration, and departure decisions and found that there was a positive indirect relationship between the fulfillment of social expectations and intentions to persist (Helland, Stallings, & Braxton, 2002). Kuh et al. (2005) also examined the relationship between student expectations and experiences using the College Student Expectations Questionnaire (CSXQ) and the College Student Experiences Questionnaire (CSEQ) data (College Student Experiences Questionnaire Assessment Program, 2007). The focus of their study was student expectations and experiences of the general campus environment, and the influence of expectations on students' self-perceived gains in progress towards gains in general education and intellectual skill development. Their results indicate that expectations have considerable influence on experiences which influenced gains, but limited direct influence of expectations on gains was observed. The authors also noted the challenges in trying to measure student expectations in ways that provide useful information for programming or practices at post-secondary institutions.

These studies consistently support the argument that student expectations are important in considering engagement and student persistence decisions.

The Relationship between Expectations and Engagement

My curiosity about the relationship between expectations and engagement has also been influenced by the services marketing literature. There is a considerable body of literature in that area which attempts to measure the discrepancies between customer expectations and perceptions of service quality. This literature has its origins in the work of Parasuraman, Zeithaml, and Berry (1988) who developed a multiple-item scale (known as SERVQUAL) for measuring customer expectations and perceptions of quality. While the notion of measuring and learning from discrepancies between customer expectations and perceptions is an interesting one, viewing students as customers is extremely problematic for at least three reasons: First and most important, students' relationships with the post-secondary institutions that they are attending is fundamentally different than that of a customer in a restaurant in that each student is in part responsible for their own experience. This difference is critical, and considering students solely as customers is an error in the provision of education. Second, consumers of services such as restaurant meals and hotel visits can educate themselves about their likely experiences to a much greater extent than it is feasible for potential students to learn about the post-secondary institution(s) they are considering attending. Finally, the relationship between a student and a college or university is likely to extend over a much longer period of time and/or have much greater frequency of interaction than that of other services such as banks, telephone companies, or restaurants. Also, regardless of level of dissatisfaction, it can be extremely difficult or costly to leave a post-secondary institution at certain points in time, such as mid-way through a term, when the decision to withdraw will likely lead

to the forfeiture of both tuition fees and academic credits, and even the possibility of a tarnished academic record.

There has been a limited amount of research done to attempt to assess student satisfaction with their education and specifically to try to measure any discrepancies between expectations and subsequent satisfaction using instruments derived from the work of Parasuraman et al. (1988). One of studies that I have located has focussed almost exclusively on student satisfaction with attributes of lecturers (Voss, Gruber, & Szmigin, 2007). Another study used a broader, 40-item survey instrument which surveyed students on expectations, but not on satisfaction (Markovič, 2006), and included a variety of factors, such as facilities and cost of reading packages which, while they may contribute to satisfaction, have little direct influence on learning. A third study, Blasco et al. (2006) measured desired and minimum expectations as well as perceived performance, but again was examining satisfaction on a number of dimensions including physical facilities, faculty attributes, career planning resources, and service from employees, but not their learning experiences (Blasco & Saura, 2006). The final study found, Appleton-Knapp & Krentler (2006), measured expectations and satisfaction, to try to determine the extent to which expectations influenced satisfaction with respect to being organized into a cohort for core business courses. Appleton-Knapp et al. (2006) explicitly differentiated between satisfaction and learning, arguing that both are important. This study tested satisfaction levels at the end of a semester by comparing them with beginning of semester expectations, and found that exceeding expectations was not a predictor of subsequent satisfaction. However amongst other issues, the results of

this study may have been limited by the small number of participants (33 participants by the end of the study) and the small number of items in the survey (five).

Thus, while the services marketing literature supports the argument that the relationship between expectations and experiences is an important one, although one that may be challenging to measure in the post-secondary context, I would argue that engagement is both a richer and more useful concept than satisfaction because (as noted earlier) it has been demonstrated that engaged students learn more and are more likely to complete their education (Kinzie & Kuh, 2004; Kuh et al., 2005). In addition the concept of engagement is centred on the type of learning environment that students are experiencing as well as the roles that students play in that environment, rather than only the characteristics of instructors or other external factors in the environment.

Teamwork and Team Projects

The use of teams is central to business education generally, and to the IBC project in particular. The use of teams and team projects is widely supported in business education because "…the increased use of teams in the 'real world' has increased students' need for exposure and experience with teams. Therefore, the increased use of teams for class/course projects…is highly justified" (Buckenmyer, 2000 p. 98). Working in teams is also supported in the education literature: Chickering and Gamson (1987) discuss working in teams under the principle 'Reciprocity and Co-operation Among Students' and emphasize that such collaborative learning will increase involvement in learning and deepen understanding. Pascarella and Terenzini (2005) note that research indicates that learning in groups tends to increase problem-solving skills, public speaking, ability to influence others, leadership skills, and ability to work in

groups. Pascarella (2005) also notes that there is considerable evidence that collaborative learning such as small group projects have considerable positive learning effects in terms of content mastery and problem-solving skills when compared to students learning in a competitive environment or on their own (Pascarella, 2005 p. 123).

These observations are also consistent with recommendations in the Employability Skills 2000+ report noted above, and with numerous other writers on business education. For example, Hamilton et al. (2000) identify the use of teams as very likely to achieve the goals of providing students with training in teamwork as well as allowing students to develop closer relationships with their peers (Hamilton, McFarland, & Mirchandani, 2000 p. 119). Scribner et al. (2003) note that the use of group projects should be an excellent way to prepare students for their careers but, like Buckenmyer (2000) note that the acquisition of team skills is not automatic but something that must be planned in both the development and execution of the curriculum (Scribner, Baker, & Howe, 2003).

Young and Henquinet (2000) provide a useful framework for designing group projects, which includes considering the pedagogical purposes, what should be evaluated, and by whom, and the critical factors in project design (Young & Henquinet, 2000).

Young et al. (2000) identify the pedagogical purposes of a group project to be workplace related, student related, and instructor related. Brunel et al. (2006) support this by stating "At the pedagogical core is a belief that teams foster cooperative learning" (Brunel & Hibbard, 2006 p. 16). Briefly, Young et al. (2000) argue that group projects should contribute to the development of group process and time management skills which are important for both work and life. Second, by requiring students to work together,

they have the opportunity to learn more effectively by synthesizing multiple perspectives and through the critical thinking and communication that will occur by presenting (and defending their own viewpoints). Finally, group projects allow instructors to assign more complex and comprehensive projects (Young & Henquinet, 2000 pp. 56-57). Considerable support for the merits of group projects can also be found elsewhere: Brunel et al. (2006) found that high quality team experiences benefited all students, but in particular benefited students with lower incoming GPAs when considering results on *individual* exams (Brunel & Hibbard, 2006) [emphasis added].

The second part of the Young and Henquinet framework considers the possible methods evaluation, including what will be evaluated and who will do the evaluation. They note that both process and product can be evaluated in group assignments. Evaluation of group processes by an instructor has challenges particularly when the same instructor will also be evaluating the products produced by the group, as the process and product outcomes are often highly correlated (Dirkx & Smith, 2004 p. 273). An alternative method, peer evaluation is also not without challenges when course grades are attached. Peer evaluations can result in high levels of anxiety and dissension within groups, particularly when students feel their contributions are/have been inadequately valued by their peers, although Young et al. (2000) argues that some of these problems can be reduced if there are both self-evaluations and progress reports on process throughout the term (Young & Henquinet, 2000 pp. 57-58). Issues that arise in groups should be addressed through thoughtful reflection, behavioural changes and open discussion with ongoing feedback (Dirkx & Smith, 2004; Young & Henquinet, 2000). Not all teams become high functioning and unless adequate training is provided, team

projects can be extremely challenging as a result of the team dynamics (Buckenmyer, 2000; Scribner et al., 2003).

The final component in Young et al. (2000) framework is to consider the factors in project design. These include ensuring that what is evaluated is consistent with the learning objectives for each project.

Competitions Between Student Teams

There are a wide variety of competitions in which business school students can participate. The most common types include business simulations, financial portfolio competitions and case competitions (in person and electronic). In most cases, students are encouraged to participate in these competitions in the later stages of their programs, and they are usually extra-curricular activities involving only a small number of students. For example, Simon Fraser University encourages business students to participate in such competitions as part of business student activities to "…build your competence and your confidence" and to "Take advantage of all these opportunities to get ready for the business world." (Simon Fraser University, 2005)

Given that many business school competitions take place annually and have done so for many years, there is a surprisingly limited amount of research in this area. Orlitzky and Benjamin (2003) examined the influence of various group characteristics on performance in a case competition environment and found that groups with both genders outperformed single gender groups. Doyle and Brown (2000) found that a business simulation competition, when situated within a course, provided a valuable active learning environment for students. Chapman and Skinner (2006) found increasing student demand for participation in a successful entrepreneurship competition. The most

relevant study, Doyle Corner et al. (2006) provides an analysis of a within-school case competition and describes it as a grounded learning exercise, one which is a "…process of learning inductively from interactive involvement with the phenomenon being studied" (Doyle Corner et al., 2006 p. 431). They further define grounded learning as having four elements:

- Real world experience
- Optimizes learning transfer
- Integrates theory and practice
- Shifts learning responsibility more directly to the student (Doyle Corner et al., 2006 p. 433)

One of the interesting factors is the Doyle Corner et al. (2006) description of the optimization of learning transfer through the creation of an environment involving many multi-functional teams. The competition between teams can encourage increased within-team functionality in order to improve overall team standings. Addressing issues to increase team functioning, can also lead to developing strategies that will be useful in future environments such as the workplace (Doyle Corner et al., 2006 p. 437).

In order to assess the shifting of responsibility to the learner, students were asked to assess their own learning by giving scaled responses to statements such as:

- I put a lot of effort into trying to understand course content
- I took responsibility for my own learning
- My confidence developed from contributing to my team and participating in class (Doyle Corner et al., 2006 p. 449).

Questions of this type are interesting because they allow students to explicitly consider their own role in learning. If students perceive that they are contributing significantly to their own learning and to that of their colleagues, it appears that they are engaged and more likely to persist in the program.

Integrating the Curriculum

Integrating business curriculum across the functional areas is not a new idea. Various scholars have raised this issue, with increasing stridency over the past 20 years or so, including pre-eminent organizational theorists such as Jeff Pfeffer and Henry Mintzberg (Cannon, Klein, Koste, & Magal, 2004; Dudley, Dudley, Clark, & Payne, 1995; Gosling & Mintzberg, 2003; Leavitt, 1989; Markulis, Howe, & Strang, 2005; Pfeffer & Fong, 2002).

Traditionally, business schools have taught one or more courses in each functional area (i.e., accounting, finance, or marketing) with few, if any planned linkages to each other. Within functional areas, faculty typically ensure that courses do not overlap greatly and that more advanced courses in the same area build on the foundation-level learning. However, there are generally no programmatic requirements in business schools to make certain that faculty from different disciplines work together to ensure that students understand, for example, the production or financing issues in a marketing problem. This is particularly true in undergraduate business education (Cannon et al., 2004 p. 94). A recent US study by Pharr (2003) indicates that less than half of the schools responding to the survey were involved in integrating the curriculum in any way, and that only 25% of those involved in curriculum integration use or intend integrated programming in the first year of study (Pharr, 2003 p. 24).

Dudley et al. (1995) describes the problem as follows:

> Since the 1960s, there have been significant changes in both the students majoring in business and the business environment. Courses in international business, computers, and business policy have been added, and there is a greater use of cases and experiential-learning exercises. However, the undergraduate business core curriculum has changed little in response to major shifts in the academic and business environment….
>
> A redefinition of how work gets done is also taking place. Firms are breaking down functional fiefdoms--marketing, engineering, manufacturing, and so forth--and redeploying workers into multidisciplinary teams. These positions require interpersonal skills, the capacity to interact effectively with co-workers from a variety of educational disciplines, and the ability to integrate different disciplines. These skills have not been emphasized in the narrowly defined "majors" offered by business schools. (Dudley et al., 1995, pp. 305-306)

As noted in Cannon et al. (2004) a variety of curriculum integration methods have been attempted ranging from introductory survey courses to multi-disciplinary capstone courses to the use of common themes through multiple courses (Cannon et al., 2004 p.94). An earlier study completed by Hamilton et al. (2000) identified positive outcomes, constraints, and challenges associated with various forms integration of the curriculum. This article concludes with a decision model which identifies the approaches to integration which are 'extremely', 'very', or 'somewhat' likely to achieve the various identified goals. For example, they identify live themes or projects as extremely likely to achieve the goals of providing real world perspective and providing a breadth and depth of skills for students, as well as achieving the goals of improving faculty relationships with industry, and good public relations for the institution (Hamilton et al., 2000 p. 118). However, as the authors note, the challenges and constraints (such as resource constraints) may preclude the use of certain types of projects in certain cases. For example, team teaching is identified as an approach that is extremely likely to face several problems with respect to faculty because this approach reduces faculty autonomy

and requires a great deal of time-consuming co-ordination among faculty. Others, including Pharr (2003) and Cannon (2004) have also noted that without resources such as faculty time for co-ordination and curriculum review and renewal, appropriate methods of evaluation, and administrative support that attempts at integration are likely to be unsuccessful (Cannon et al., 2004; Pharr, 2003).

While live cases working with existing organizations are considered to be extremely likely to meet the goals of integration of the curriculum, these are not without risks. In particular, they require ongoing management of the relationships and thus can require a significant amount of time for both faculty and administration (Hamilton et al., 2000). In addition, outside organizations often have specific expectations that may or may not fit well with the needs of the course projects/assignments.

It must also be noted that integrating the curriculum can result in improving relationships between faculty in different disciplines as a result of the need for greater communication and coordination (Hamilton et al., 2000 p. 113). Pharr (2003) takes this further by suggesting that faculty should be encouraged not only to work with others outside their own disciplines, but also to develop cross-functional expertise in existing faculty and/or hire faculty with such expertise (Pharr, 2003 p. 22).

Cohort Model: A Form of 'Learning Community'

Learning communities have long been identified as an effective way to increase student involvement in their learning and also encourage persistence (Pascarella & Terenzini, 2005; Tinto & Goodsell-Love, 1993; Tinto & Russo, 1994). There are a wide variety of approaches taken to create learning communities including first year seminars with special orientation courses, building courses that are thematically linked, creating

learning communities around specific themes, and extracurricular activities associated with these courses. In most cases, students in learning communities are registered in common courses, so that they take at least two or three courses with the same group at the same time. The summary of research finding on learning communities in Pascarella and Terenzini (2005) indicate that there is considerable evidence that such "…communities foster development of supportive peer groups, greater student involvement in classroom learning and social activities, perceptions of greater academic development…" There is also evidence that such communities "…foster a sense of 'educational citizenship' – that is, a sense of responsibility for the learning of others as well as for one's own" (Pascarella & Terenzini, 2005 p. 423).

Full-time students entering the Business Administration program each fall are block-registered into cohorts. The cohort model, combined with the IBC, fits the description of a learning community in that students have common classes, and the IBC itself is a common project that crosses course boundaries. Other common features of some learning communities, such as extracurricular activities or combining traditional courses into one, often around a specific theme, are not present (Killacky, Thomas, & Accomando, 2002).

There has been no research, formal or informal, into the cohort model used at Camosun, and whether or not students perceive it as effective. Therefore, it would be valuable to learn whether or not the cohort model, separately from the IBC project, is influential in student engagement.

Chapter Summary

In this chapter, I have reviewed relevant literature on student engagement and student expectations. I have also reviewed relevant services marketing literature on the discrepancies between satisfaction and expectations and related this to the engagement and expectations literature. Finally, I have reviewed relevant literature on teams and team projects, student competitions, curriculum integration, and learning communities as all of these areas of research are relevant to answering the research questions about the IBC.

Chapter 3: Research Design and Methodology

Introduction

This study was designed to examine whether the student experiences during the IBC project in the first term of the Business Administration program contributed to their engagement. It examined their levels of engagement, using a range of measures described below, both directly as they reported them both during and at the end of the term and also by contrasting these with their expectations at the beginning of the term.

The study used a mixed methods approach to explore the research questions. A mixed methods approach was chosen to conduct this study for the following reasons: First, the quantitative and qualitative data were intended to confirm and cross-validate any findings through a concurrent triangulation approach (Creswell, 2003). Second, while the quantitative data provided an overview of the expectations and engagement of the population of full-time first-year students, the qualitative data provided the opportunity for students to describe their experiences in their own words as well as comparing faculty perspectives with those of the students. It was anticipated that the details provided in the focus groups and interviews would provide a better understanding of the IBC as it relates to student engagement, specifically by asking students about activities or behaviours which are associated with increased levels of engagement. In addition, listening to students in order to enhance their educational experiences is considered critically important for engagement (Harper & Quaye, 2009).

In developing the measures that were used in data collection, I conceptualized engagement as active behaviours involving "…educationally purposeful…" (Kuh et al., 2005, p. 8) tasks. This conceptualization is consistent with much of the existing

engagement research. The reason for this conceptualization was twofold. First, I expected that students would be able to report on and discuss their behaviour when considered in the context of their assignments and the experiences involved in completing those assignments. Second, while there is undoubtedly a cognitive component to engagement I was more interested in learning about students' behaviours and activities than the thinking processes behind such activities or behaviours. The results of their thinking processes rather than the thinking itself is what is of interest. As indicated earlier, one of the goals of this research was to learn more about what students experienced during the IBC as it was taking place.

Data was collected from students through surveys and focus groups. While it would be possible to collect data on engagement activities and behaviours through direct observation, this was not a practical approach for collecting information from a large number of participants, not only because of the significant logistical issues around trying to observe many individuals but also because it was unlikely that students or faculty would be able to ignore my professional role if I was observing behaviours whether in or out of the classroom. The use of surveys and focus groups ensured that to as great an extent as possible, I was obtaining evidence from a large number of students about their own opinions and perceptions about the activities in which they participated.

The data was made up of student reports of their own experiences. Self-reported data is subject to personal biases, memory lapses, and in the case of the focus groups, the influence of other participants. In analyzing the data I was aware of the potential for such issues which are unavoidable when asking for opinions and perceptions. To the extent possible, such limitations were addressed by triangulating the data as discussed in more

detail below. There was no evidence of systematic bias in the data and the limitations are more fully discussed in the analysis and discussion chapters.

The quantitative data was obtained from two surveys. The first survey was structured to measure student expectations and is identified as the Expectations Survey. This data was collected early in the semester. The second survey measured student engagement along the same dimensions by using data collected at the end of the first semester and early in the second semester and is identified as the Engagement Survey. The statements that were used in the surveys were intended to measure levels of student agreement with statements describing various activities or behaviours that are considered to promote student engagement. The activities and behaviours described in the surveys were classified into six categories which will be described below. The two surveys were intended to provide information from the entire population of first-year full-time students about the levels of their expectations and engagement across six categories and examine any statistical relationships between their expectations and their engagement. As will be discussed in detail below, the surveys were administered at the beginning and the end of the Fall term in order to measure student expectations and student engagement along six dimensions.

The qualitative data was comprised of four student focus groups and seven individual interviews with faculty members. The student focus groups were conducted in the latter half of November. The focus groups were designed to ask students about activities that were expected to increase their engagement while they were still involved in the IBC project and to better understand their experiences while they were taking place. Finally, seven faculty members were interviewed in October for the purpose

gaining the faculty perspective on whether or not the IBC engaged students in their individual courses and as a method of validation through triangulating the student responses (Creswell, 2003).

Approval from the Simon Fraser University Research Ethics Board was received for all data collection. Camosun College also granted permission to undertake this research. The Informed Consent and Protection of Privacy documents that were provided to all participants can be found in Appendix 1.

Questionnaire Design

A copy of the Expectations Survey can be found in Appendix 2. The survey questions asked about students' expectations with respect to:

- active learning (questions 1 – 4)
- student-faculty contact (questions 5 – 8)
- time on task (questions 9 – 11)
- respecting diverse talents and ways of knowing (questions 12 – 17)
- reciprocity and co-operation among students (questions 18 – 21)

These are five of the seven principles of good practice in undergraduate education noted earlier, specifically the ones that have been used to construct the NSSE and various other surveys on student engagement (Kuh et al., 2005)}}. These statements were chosen as indicators of student engagement across a range of dimensions because it is not possible to directly measure student engagement as defined earlier ("…the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes") (Hu & Kuh, 2001 p. 3).

The questions were constructed to ensure that I asked students about their expectations in these areas specifically with respect to the IBC, rather than about their expectations and experiences in the School of Business generally. The particular statements chosen were selected because of their relevance to the IBC and were revised from statements in various other surveys to ensure that I was using statements that had been previously validated through other research. Statements were drawn from the following surveys:

- Community College Survey on Student Engagement (CCSSE)
- National Survey on Student Engagement (NSSE)
- College Student Experiences Questionnaire (CSEQ)
- College Student Expectations Questionnaire (CSXQ)
- Student Course Engagement Questionnaire (SCEQ)
- Ontario College Student Engagement Survey (College Student Experiences Questionnaire Assessment Program, 2007; Community College Survey on Student Engagement, 2006; Handelsman et al., 2005; Mohawk College, 2007; National Survey of Student Engagement, 2007b)

In addition to questions regarding the five principles above, three additional questions on Goal Orientation (questions 22 – 24) were included because of the competitive nature of the IBC project. The IBC has had a competitive component to it since its inception, which is fairly common in business school case competitions, although such competitions are more typically extra-curricular activities and/or capstone courses at the end of students' programs (Doyle Corner et al., 2006; Orlitzky & Benjamin, 2003). Teams compete within their cohort and each cohort subsequently

selects a winning team for the school-wide competition. However, as a feature of the IBC that is neither part of the employability skills goals specified in the original design, nor one of the 'Seven Principles of Good Practice', it was a feature that needed to be examined separately.

Finally, students were asked a range of demographic questions and general questions about the specifics of their enrolment in the School of Business.

All of the expectation questions were in the form of statements, with responses on Likert-type scales. With the exception of the questions about reciprocity and co-operation among students (questions 18 – 21), a 6-point scale was used, with responses chosen from Strongly Disagree; Disagree; Tend to Disagree; Tend to Agree; Agree; Strongly Agree. The lack of a neutral point on this scale required students to state their opinion in one direction or the other. The choice of 'Not Applicable' was also available for all of these questions. This ensured that students who did not have an opinion or felt that a particular question was irrelevant could indicate they felt it was not applicable, rather than simply choosing the mid-point. This approach reduces the error caused by forcing a choice from respondents who may not have an opinion on the question and is more likely to ensure respondents who do make a choice actually hold that opinion (Hughes, 1969; Trochim, 2006).

The questions regarding reciprocity and co-operation among students used a different scale because these questions were structured to ask students about the frequency of meeting with their groups, participating in those meetings, and working on assignments with their groups. This scale was a 5-point Likert-type scale with responses

chosen from: More than once a week; Once every 1 to 2 weeks; No more than once every 2 weeks; Once every 3 – 4 weeks or so; Less than once a month.

Procedure

Quantitative Data Collection

A pre-test/post-test set of two surveys (the Expectations Survey and the Engagement Survey) was used for quantitative data collection. The Expectations Survey was administered during the Introduction to Management (Bus 150) classes on Sept 21, 2007. This was the end of the third week of class in the Fall term. Students had formed their IBC groups and had the opportunity to meet once or twice with their groups. It was anticipated that they would have a preliminary understanding of the IBC project and would be able to answer questions about their expectations of it, which would not have been possible if the survey had been administered earlier in the term.

During the week prior to the administration of Expectations Survey, I visited each of the six Bus 150 classes to outline the study and hand out the Informed Consent and Protection of Privacy document (Appendix 1). Students were invited to contact me directly if they had any questions or concerns about the study, with contact information provided in the document. I was not contacted by any students. Copies of the Informed Consent and Protection of Privacy document were also left with the instructors to give to any students who were not in attendance when I visited the class. Additional copies of the Informed Consent and Protection of Privacy document were also offered to students on Sept 21, at the time of the survey administration, in case anyone wanted to review it or in case they had not had a chance to review it earlier in the week.

All students registered in the six full-time, day-time sections of Bus 150 were to be surveyed. On Sept 21, 2007 a total of 221 students were registered in Bus 150 (out of a maximum possible enrolment of 228). It is not know whether the 7 students who had withdrawn from Bus 150 within the first three weeks of class withdrew only from that course or from the entire program. Of the 221 registered students, 192 students completed and returned the survey, yielding a response rate of 86.9%. This is an extremely high response rate and it is reasonable to assume that there were no significant differences between respondents and non-respondents (Nulty, 2008). Based on my observations during the survey administration, it appeared that almost all of the students in attendance completed the survey. The front page of the survey asked students to provide their name, student number and signature indicating their willingness to participate. All responding students except one completed this form. Because this student did not provide their name or student number, it is not known whether the student subsequently completed Engagement Survey, nor was it possible to determine their Winter registration status.

The Engagement Survey was initially administered on December 7, 2007, the last day of class in the Fall semester during the final IBC presentations – a school-wide event. On Dec 7, there were 210 students registered in the six full-time sections of Bus 150. The Informed Consent and Protection of Privacy document (Appendix 1) was offered to all students who attended the class. Due to relatively low attendance only 79 surveys were returned that day. Of the 79 surveys, it was subsequently discovered that one of the surveys was handed in with a false name and student number and a second survey was completed by a second year student who was observing the class. These two surveys

were discarded, providing 77 useable surveys, which yielded an initial response rate of 36.7%. As a result of this relatively low response rate, a web survey was developed and administered in January 2008. An amendment to the original ethics approval was sought and received for this change in survey administration method. This development and administration of the website used for the web-based survey was done by a faculty member who volunteered to assist. This ensured that I did not have simultaneous access to identifiers and survey responses for students responding to the web-based survey. The questions on the web Engagement survey were identical to the questions on the paper-based Engagement survey administered in December. All students who did not respond to the paper-based survey were contacted via email requesting that they complete the web-based instrument. The Informed Consent and Protection of Privacy document was attached to the web survey as a pdf document. Students were contacted a total of three times, with an initial request to complete the survey followed by two reminder emails. The web site was closed on January 21, 2008, four days after the second reminder. An additional 39 responses were received, which is 29% of those students who were given the opportunity to respond online, and provided a total response rate of 55.2% between the two administrations. A subsequent review of the surveys revealed that 9 of the respondents to the Engagement survey had not completed the Expectations survey. Therefore the final number of matched pairs of surveys was 107, or 50.9% of the total possible respondents and 55.7% of the respondents to the first survey. Prior to pooling the results from the two versions of the Engagement Survey, a comparison of the responses was done. The results from this comparison are reported in Chapter 4.

There is considerable debate in the current literature regarding adequate response rates for various types of course, program, and teaching evaluation surveys which are administered to students. Survey response rates achieved for this study appear to be consistent with those often achieved (Nulty, 2008; Porter & Whitcomb, 2005; Porter & Umbach, 2006; Richardson, 2005). However, Nulty (2008) theorizes that to avoid non-response bias the required response rate for a class of 200 is 12% under 'liberal conditions' and 77% under 'stringent conditions'. He concludes that when response rates are lower than those specified for the 'stringent conditions' there may be non-response biases (Nulty, 2008). Therefore, it was not possible to assume that there were no differences between respondents and non-respondents to the Engagement Survey, and the data was analyzed accordingly. As will be discussed in the Chapter 4, there were some small differences in the expectations and characteristics between the students who responded to both surveys and those who only responded to the first one.

Questions on the Engagement Survey (both paper and web versions) mirrored the first questionnaire to as great an extent as possible, to allow direct comparison of students' expectations and their reported experiences. (A copy of the Engagement Survey can be found in Appendix 3). Two additional questions were added to the Engagement Survey to ask students about their preferences with respect to being assigned to cohorts for all of their classes. The questions (numbered 66 and 72) asked students to agree/disagree with the following statements, with the same scale used as for other questions:

- Being in a cohort with mostly the same students made it easier for me to get to know other people.

- I would have preferred to have had each of my courses with different people rather than as a cohort.

These questions were included to learn more about students' experiences in a quasi-learning community environment. Finally, students were asked about their intentions to return in the Winter as well as being asked about their plans if they did not intend to return to the Business Administration program.

All of the surveys were collected by a research assistant who also input the data into an Excel spreadsheet. Each survey was assigned an identifier number. Once all of the surveys (web and paper) had been collated into one spreadsheet, the student numbers were removed. The identifier number allowed for reference back to the original surveys should it have proved to be necessary, without providing student identifiers to the principal researcher. The paper surveys and the spreadsheets containing student numbers were held by the research assistant in secure locations that could not be accessed by the principal researcher. The research assistant also accessed the students' registration information in the College's student record system and recorded their registration status on the spreadsheet prior to providing it to the principal researcher. Registration status information was collected at the beginning and again at the end of the Winter 2008 term.

Qualitative Data Collection

Student Focus Groups

Four focus groups were conducted between November 21 and 30, 2007. The focus groups ranged in size from 4 to 8 participants. A total of 23 student volunteers participated. All of the students registered in the six full-time sections of Bus 150 Introduction to Management received written invitations to participate, and just over 10%

of registered students volunteered. This strategy was used to ensure a wide variety of fairly typical students in the program participated (Gall, Gall, & Borg, 2003). As will be discussed in Chapter 5, the focus group participants were quite diverse and were therefore a reasonable reflection of the population of first year Business Administration students, although it is likely that the most disengaged students did not participate.

The focus groups were scheduled in the latter half of November because by then the students had completed most of their IBC project assignments and they had sufficient experience to allow them to comment on the IBC more fully. Conducting focus groups in November also ensured that I received the students' perspectives on their experiences while they were still involved in the IBC, rather than retrospective perspectives later in their programs. In addition, if focus groups had been done in a subsequent semester, students who were no longer registered would not have had the opportunity to participate.

All of the focus groups were conducted by a research assistant who was a 4th year BBA student. This ensured that the students could be completely candid in their responses, as it was possible that students would have felt social pressure to provide 'acceptable' or 'politically correct' answers if the focus groups had been conducted by the principal researcher because of my professional role (at the time) of Associate Dean. The focus groups were each between 1 hour and 90 minutes long.

A copy of the Informed Consent and Protection of Privacy form was attached to each invitation. In addition, copies of the form were available to give to the participants at the time of the focus group. Focus group participants all signed consent forms prior to the beginning of their focus group. It was explained to students that they could leave the focus groups at any time, but that their comments up to the point at which they left would

be included in the analysis. All students participated actively and no students left their focus group prior to the end of the session. Students participating in the focus groups were also be given the opportunity to email either the research assistant or myself with additional feedback if they had further thoughts, or wanted to provide input on issues that they did not want to provide in front of their peers. Neither of us was contacted by any of the focus group participants with additional feedback.

At the time the focus groups were conducted, there were a total of 210 students registered in the 6 cohorts, down from 221 students registered at the time of the administration of the first survey. It is not known if these 11 students withdrew only from Bus 150, from more than one course, or from the entire program. Students from each cohort participated. Between 1 and 7 students participated from each cohort. Three of the four focus groups had participants from more than one cohort. All of the participants in the second focus group were from the same cohort.

A semi-structured approach was used to conduct the focus groups. There were five sets of questions. The questions were derived from three of the seven principles identified by Chickering and Gamson (1987). Specifically, they were asked questions about whether or not the IBC encouraged student-faculty contact; whether or not the IBC encouraged the development of reciprocity and co-operation among students; and finally, whether or not the IBC encouraged active learning. Because students have no particular reason to be familiar with these terms, the following questions were used to introduce these topics:

1. *Student-Faculty Contact*

   Did you talk to your instructors about the IBC? If yes which ones (by subject

area) and what types of things did you talk to them about? Did you talk to them about the IBC assignments more or less than other assignments in their course? If you didn't talk to them, why not?

2. *Reciprocity and Co-operation Among Students*

   What aspects of the IBC project encouraged or discouraged you in working effectively with your group? What were the challenges you encountered working on the IBC? What were the parts that worked well?

3. *Active Learning*

   Did the IBC project help you get involved in your assignments (more so than other assignments and quizzes)? What do you think are the major differences between IBC assignments and other ones?

4. *Learning Communities*

   Leaving aside the IBC for the moment, did you find some things about being in a cohort (with most of your classes with the same classmates) to be valuable? If yes, what characteristics did you find valuable? What were the characteristics of the cohort that were not useful or valuable?

Towards the end of the focus group session, students were asked the following closing questions:

5. *Concluding Comments*

   What are the best aspects of the IBC? What are the aspects that you think must change? What could be added? What could be taken away?

These final questions allowed students to comment on anything they felt was important that had not yet been discussed. The facilitator also asked additional questions

as appropriate to encourage respondents to clarify or expand on their answers as necessary.

Implicit in these questions was my expectation that the IBC does contribute to student engagement in these areas. It was my expectation that the surveys done in September and December 2007 would provide evidence that students do expect to engage in the IBC project in these ways.

Asking students specifically about aspects of the IBC, using a semi-structured approach in a focus group allowed students to express opinions directly and support or disagree with opinions expressed by their classmates.

The focus groups were audio-recorded and the data was transcribed. All names were removed from the transcriptions of the focus groups. All of the focus group participants were sent a copy of the transcription in January and asked to provide any corrections or additional feedback. None of the participants chose to do so.

Faculty Interviews

I interviewed seven faculty members about the IBC. The faculty chosen included the lead instructor for the IBC and one of the faculty members teaching each of the courses in the IBC, as well as the recently retired faculty member who was the lead instructor in the IBC from 2002 until 2006. Five of the faculty interviewed were continuing full-time faculty in the School of Business. The remaining faculty member was a term instructor in English in the School of Arts & Science. These particular faculty were selected both because of the variety of discipline areas represented and with one exception, they had all previously been involved in the IBC for at least one year. The one faculty member who had not been involved previously was the marketing instructor.

This could not be avoided because this was the first year that the marketing course had been delivered as part of the IBC. However, the faculty member interviewed had been with the college for a number of years and could comment knowledgeably on the IBC and the differences observed in the marketing course as a result of including it in the IBC. The particular faculty were chosen as key informants who had a breadth of knowledge and perceptions about the IBC that might otherwise not have been available to me (Gall et al., 2003).

Similar to the student focus groups, faculty were asked questions based five of the seven principles for good practice in undergraduate education (Chickering & Gamson, 1987). The questions to faculty members regarding the IBC assignments in their courses were:

1. *Student-Faculty Contact*

   Does the IBC project contribute to student-faculty contact in your course? If yes, how do you think it contributes? If no, why do you think it does not contribute?

2. *Active Learning*

   Does the IBC project involve students more actively in your course? If yes, how does it involve students? If no, why does it not involve students?

3. *Setting High Expectations*

   Does the IBC project help you set expectations for students? If yes, how does it help? If no, why does it not help?

4. *Reciprocity and Co-operation Among Students*

   Does the IBC project contribute to the ability of students to work in teams? If

yes, how do you think it contributes? If no, why do you think it does not contribute?

5. *Time on Task*

   Does the IBC project encourage students to spend more time on school assignments and activities? If yes, how does it help? If no, why does it not help?

6. *Learning Communities*

   Is the cohort model (with most students in each course being in all of their classes together) valuable? If yes, what do you think are the valuable characteristics? What are the characteristics of the cohort that are not useful or valuable?

7. *Concluding Comments*

   Is there anything else you would like to add about the IBC as it relates to your course?

Faculty were asked to answer these questions based on their actual experiences with the IBC, rather than based on their perceptions of what the IBC should or should not be. Interviews were with individual faculty members and were conducted between October 22 and October 30, 2007. I contacted each faculty member by email asking them to participate. The questions to be asked and the informed consent form were attached to the emails that were sent. All of the faculty who were asked to participate agreed to do so. Almost all of them indicated interest both in their own participation and in the outcomes of the research. None indicated any discomfort in participating, either in email correspondence or during the interviews. At the beginning of each interview,

faculty were told that their participation was voluntary and that they could leave at any time or not answer any questions they did not want to answer. All faculty signed the consent forms at the beginning of each interview and answered all of the questions that were asked.

Contrast Group

The proposal for this study outlined a plan to use the Winter 2008 cohort as a contrast group, since that cohort had never participated in the IBC in previous years. However, the faculty teaching that cohort decided in Fall 2007 to offer a modified IBC to the Winter 2008 cohort. As a result, it was not possible to use the Winter cohort as a contrast group, and no other contrast group was available.

Data Analysis

Student Questionnaires

The following techniques were used to analyze the data gathered in Surveys 1 and 2. First, the descriptive statistics including demographic information and information about their current and planned enrolments were summarized. Means and frequency distributions were obtained for each statement. In cases where it was logical to do so, categories were created to summarize the data and to be used in subsequent analysis. To address the second research question, a calculation of engagement minus (-) expectation discrepancies was made for each response pair.

The expectation and engagement responses were all very negatively skewed. Therefore they were transformed and analyzed in the following ways:

1. The statements in the Develop Reciprocity and Co-operation Among Students category initially had a scale from 1 to 5 with 1 being ‘more than once a

week' and 5 being 'less than once a month'. To be able to compare these responses with the others, they were reverse-scaled and multiplied by 1.2, to allow the same maximum possible score of 6 as all of the other statements.

2. Variable responses were categorized into three groups: Disagree (which included Strongly Disagree, Disagree, and Tend to Disagree); Agree and Tend to Agree; and finally, Strongly Agree. Non-parametric analysis of the responses was undertaken using these categorized variables.

3. Large 'Category' variables were created by adding together the responses for each of the questions on each of the five Principles categories identified earlier, plus Goal Orientation. This resulted in the following variables for Engagement and Expectations: Active Learning; Student-Faculty Contact; Time on Task; Reciprocity and Co-operation among Students; Respect Diverse Talents and Ways of Knowing; Goal Orientation. This is a commonly used method of analysis in which multiple individual items are used to develop a single larger scale variable (Pallant, 2001). Moving the analysis from the micro-level of individual statements to the macro-level of the five Principles plus Goal Orientation allowed the research questions to be addressed more fully.

To test the internal consistency of the Category variables, Cronbach's alpha was calculated. Initially all but two of the values of Cronbach's alpha exceeded 0.70, the minimum acceptable level (Pallant 2001). The two categories that did not have Cronbach's alpha exceeding 0.70 were both Engagement variables: Student-Faculty Contact and Reciprocity and Co-operation Among Students. In order to increase the internal consistency of each of these categories,

one statement was dropped from each. Cronbach's alpha improved to 0.70 in the case of Student-Faculty Contact Engagement when the statement 'The faculty were willing to help with problems I encountered with the IBC project assignments' was removed. For the category Reciprocity and Co-operation Among Students, Cronbach's alpha improved to 0.76 when the statement 'I worked with my IBC group during class on one or more assignments' was removed. Therefore, these two statements were removed from their respective categories and subsequent analysis excluded them. I was then satisfied that there was acceptable internal consistency for each of the Category variables. Results of Cronbach's alpha for all Category variables can be found in Appendix 4.

4. Engagement-Expectation discrepancies were calculated for each of the category pairs, to determine whether 'engagement minus expectations' discrepancies would provide a robust explanation for student persistence or departure decisions. This analysis was specifically to address Research Question 2: *Does meeting or exceeding students' expectations of engagement in the Integrated Business Case project lead to increased likelihood of persistence into the second term of the program?* Negative discrepancies indicate that students' expectations were not met (expectations exceeded engagement). Positive discrepancies would indicate that engagement exceeded expectations. If engagement equaled expectations, the discrepancy would be zero.

5. Each of the category variables was divided by the number of statements in that category in order to be able to compare the mean and median scores in each

category and to determine which categories were the ones in which students had the highest relative expectations, engagement, and discrepancies.

Student Focus Groups and Faculty Interviews

The analysis of the student focus groups and faculty interviews was undertaken with attention to the need for the researcher to demonstrate credibility throughout the research process in order to ensure accuracy of findings. This requires that the data be presented in ways that would resonate or 'ring true' with the participants (Toma, 2006). Credibility also requires that researchers must demonstrate they have not been careless in recording and analyzing data because this is central in demonstrating the strength of the qualitative work.

Focus groups were intended to create "…a carefully planned discussion designed to obtain perceptions on a defined area of interest…Group members influence each other by responding to ideas and comments in the discussion." (Gall et al., 2003, p. 238). However, it is possible that factors such as peer pressure or social desirability can influence responses in a focus group environment. As a result, I was conscious of the need to triangulate the focus group responses with both; the responses received from faculty in interviews, and with the data collected in the two surveys. There was no evidence of a systematic bias influencing the data collected through the focus groups, although the nature of data obtained using these methods is such that such that the possibility of these kinds of influences cannot be categorically excluded.

Creswell (2003) identifies eight strategies that may be used in checking the accuracy of findings. In this study five of these strategies were used in the analysis and/or presentation of the qualitative data, including triangulation, member-checking, and

the use of rich, thick description in reporting findings. This included the presentation of both positive and negative information and perspectives, as well as reflecting on my own biases.

In addition to being the primary researcher, I was also deeply embedded in the organization in the role of Associate Dean. Creswell (2003) and many others (Angrosino, 2005; Bishop, 2005; Marshall & Rossman, 2006; Toma, 2006) indicate that it is important to identify and reflect on any biases that may occur as a result of being an 'insider' in an organization. In my professional role, I was introduced to the IBC by the lead faculty member almost upon arrival. In addition, I was often given updates by various faculty members, and was always asked to be a judge for the final competition each December. Observing both the enthusiasm that was evident at the annual competition and that many of the faculty clearly brought to their classes inclined me to also be enthusiastic about what is an innovative approach to the first term of business education. However, there were occasional negative or concerned remarks, some of which were made by faculty who were both thoughtful and normally positive, that suggested that although the IBC appeared to be extremely successful, there might be more going on than was apparent from the perspective of the Associate Dean. As a result I was very conscious of structuring this study to draw on information from many sources in ways that would allow multiple perspectives to be displayed. In addition, I was conscious of ensuring that the collection, recording, and analyzing of data was approached with considerable care. This included reflecting on and reporting (Angrosino, 2005) statements that did not agree with my own initial perspective, as well as considering alternative explanations after my initial interpretations of the data.

Student focus group data was triangulated with the survey findings in order to examine the themes that were developed. All of the faculty interviewed were sent copies of the transcripts prior to analysis. With the exception of those made by the English instructor, who corrected some minor grammatical errors in the transcription of her interview, no changes or additions were made to the interview transcripts. All of the faculty indicated that the transcriptions reflected their intended meanings. Finally, a process to establish inter-rater reliability for the coding of data was used and resulted in agreement amongst three raters of over 90%.

The analysis of both the interviews and focus groups was started by reading all of the transcripts twice (Creswell, 1998). After the initial readings, coding was done using Atlas.ti software. Preliminary coding resulted in the creation of 16 codes (see Table 1). Twelve of the codes developed in coding the focus groups could be used consistently to code the interviews. Two of the codes used for the focus groups did not get used in the faculty interviews. These were 'August Orientation', which was dropped from the analysis and 'No faculty contact', which was subsequently collapsed into 'Faculty-Student contact'.

There were also two codes that were initially used only for coding the faculty interviews. First was 'Faculty-Faculty Contact', which several of the faculty spoke about. The second code that appeared during the interviews was 'Setting Expectations'. This was something I specifically asked faculty about, but did not explicitly address to students. However, on a subsequent reading of the transcripts several comments from students were added to each of these codes.

Table 1: List of Preliminary Codes and Relationship to Final Codes

Preliminary Code	Final Code
August Orientation	No change
Cohort	No change
Faculty-Faculty Contact	No change
Faculty-Student Contact	No change
Importance of English	No change
Individual vs. Group	Teams
Involvement with Assignments/Application to the Real World	No change
Learning from Group work	Teams
No Faculty Contact	Faculty-Student Contact
Scheduling	Scheduling/Workload
Setting Expectations	Setting Expectations
Suggested Changes	No change
Team Leader	Teams
Teamwork	Teams
Winning the IBC	Winning the IBC
Workload	Scheduling/Workload

After the preliminary coding, two faculty colleagues from the School of Business at Camosun College, who were also postgraduate students, were each asked to code one of the focus group transcripts using the established codes. This was to ensure that I was coding the data consistently and that the codes I was creating made sense to informed outsiders (Gall et al., 2003). I provided my list of 16 codes as a codebook, but indicated that they could add codes if they felt there were codes missing. One colleague added one additional code, but only to provide a more fine-grained analysis in one area. As the primary code on those comments was identical to mine, I did not incorporate this additional code into my codebook. Initial overall comparison of my coding with that of my two raters indicated a high level of agreement for the main codes. With one of the two, the commonality of coding was initially over 80%, with the other it was about 70%.

Because of these differences, further analysis of my own coding as well as that of my colleagues was undertaken.

It was revealed through the coding done by my colleagues as well as their feedback on the coding that some of the codes could easily be grouped together. For example, in my initial coding I had created the codes 'Faculty-Student Contact' and 'No faculty contact'. Comparison with my colleagues' coding showed clearly that these two codes represented the positive and negative aspects of the same theme and therefore could be grouped together under 'Faculty-Student Contact'. In addition, one of my raters commented that she had difficulty differentiating between the codes relating to group-work, therefore, I revisited the four codes I had created which were about groups or teams: Individual versus group; Learning from group-work; Team Leader; Teamwork. After re-examining the comments in these groups, some of which had been assigned to up to three of these codes, it was apparent that one code could be created from the four. Therefore, all comments in these four groups were assigned to the one code 'Teams'. Finally, the codes 'Workload' and 'Scheduling' had a high level of overlap, and some of the disagreement between myself and the others was because one of us assigned 'Workload' while the others assigned 'Scheduling' and vice versa. Collapsing these two codes into one large code titled 'Scheduling/Workload' resolved these differences.

In addition, in reflecting on some of the coding differences between myself and my colleagues, I could see their reasoning. Therefore, I reviewed all of the focus group transcripts again, and added some additional comments into some of the codes where I could see the justification for doing so.

After reducing the number of codes from 16 to 11, through the collapsing of smaller codes into larger ones as described above, I compared the commonality of coding with my two raters for a second time. Commonality amongst raters was now very high: over 94% with one, and 91% with the other. Variances were primarily for secondary or tertiary codes assigned to a paragraph.

As a final step prior to undertaking analysis of the qualitative data, I re-examined the quotes contained in each of the eleven codes. Two of the codes, specifically 'August Orientation' and 'Importance of English' contained few comments that were directly relevant to the IBC project. These were both small codes containing only a small number of comments. As a result, both were dropped from the analysis. The final codes used in the analysis are summarized in Table 2:

Table 2: Summary of Final Codes Used in Analysis

Cohort
Faculty-Faculty Contact
Faculty-Student Contact
Teams
Involvement with Assignments/Application to the Real World
Scheduling/Workload
Setting Expectations
Suggested Changes
Winning the IBC

Chapter Summary

In this chapter, I outlined the initial research design, which was a mixed methods study to collect data on both student expectations and student engagement. Data collected included two surveys, the Expectations Survey and the Engagement Survey (at the beginning and end of the term respectively) as well as four student focus groups and

seven faculty interviews. In addition, I outlined the approaches taken to analyzing the data.

Chapter 4: Quantitative Data Results and Analysis

- There are four parts to the presentation of the results of the quantitative data analysis. First, a comparison of the responses to the web- and paper-based administrations of the Engagement Survey will be discussed. Second, there was a ceiling effect evident in both surveys, particularly noticeable in the Expectations Survey, which is addressed. Third, descriptive statistics of the surveyed population will be provided. Finally, the first two research questions will be addressed.

Analysis of the survey data presented special challenges. As noted earlier and discussed in detail below, there was a strong ceiling effect evident and consequently I ended up with very skewed distributions and limited variance in the data. Thus the distribution of the data deviated significantly from the normal, and attempts to remedy these problems by a number of different transformations proved futile.

The survey data was ordinal in character. Normally one can treat such data as 'quasi-interval' and apply the standard parametric analytical procedures. However, in this case, the violation of the assumption of normality was of such high degree that I had concerns about the validity and appropriateness of applying parametric statistical tests. The more conservative alternative to using parametric analysis is the use of non-parametric statistical analysis as these procedures are thought to be robust in situations where the data is neither ratio or interval nor is the underlying distribution close to normal. While the use of nonparametric or distribution-free procedures is conservative there is also a cost associated with taking this route: there are fewer non-parametric tools available compared to parametric statistical tests, and what is available is arguably less sensitive to detecting significant differences between sets of data than parametric tests.

This means analyses using non-parametric tests are more prone to type II error (accepting the null hypothesis when it is false) (Gall et al., 2003 p. 640) .

Taking these issues into consideration, both types of analysis were used: parametric and distribution free non-parametric. In the overwhelming majority of cases the two procedures yielded comparable results. For the sake of parsimony in this chapter I present the more conservative, nonparametric, results. Where two statistical approaches yielded different results, such discrepancies are noted in the text.

Therefore, statistically significant relationships are reported using Kendall's tau correlation coefficient unless otherwise indicated. Kendall's tau was the best choice for the following reasons:

- It is a non-parametric statistic, so no assumptions about the distribution of the data were necessary.
- The demographic and student enrolment data was either nominal or ordinal in nature.
- Expectation and engagement statements had direction.
- Interval data (such as Age) could be readily classified into categories for this analysis.

Comparison Of Responses To Web And Paper Surveys

As discussed in Chapter 3, there were two separate administrations of the second (Engagement) survey. First, a paper survey was distributed to all attendees at the final presentations of the IBC on December 7, which yielded 77 usable responses. Because of this relatively low response rate, a web survey was administered in January 2008. The questions on the web survey were identical to those on the paper survey. All non-

respondents to the paper-based survey were invited to participate in the web survey. This resulted in an additional 39 useable surveys being submitted.

As a result of the two different administrations of the Engagement survey, it was necessary to analyze the responses separately to determine whether or not there were differences in the two groups of respondents, prior to undertaking any analysis to compare the Engagement and Expectations surveys. There were three facets to this analysis: First, to determine whether any of the demographic characteristics of the two groups of respondents were significantly different, second, to determine whether their expectations were significantly different, and finally, to determine whether their responses to the engagement statements on the Engagement survey were significantly different.

Two small but significant differences were identified in the demographic categories. First, students who responded to the paper survey (were in attendance for the final presentations) were somewhat more likely to be taking a full load of six courses (0.251, $p< 0.05$). This difference suggests that students taking a full load of courses were more likely to participate in extra activities at the school, such as the final presentations, which were considerably longer than a regular class and took place outside of class time. In addition, students who indicated that they lived with financially dependent adults were somewhat more likely to complete the web based survey (0.241, $p< 0.05$). Students with dependent adults have more outside obligations than those who do not. As will be discussed in more detail below, only a very small number of our students indicated that they were living with financially dependent adults (9%). Because of their obligations,

these students may have chosen not to attend the final presentations, but were still willing to provide feedback when the survey was provided to them in an accessible way.

A comparison of the responses to the statements on the Expectations Survey revealed no significant differences between the two groups. There were also no significant differences between the responses from the two different survey administrations for any of the 24 statements on the Engagement Survey which paired with expectation statements from the earlier survey.

However, for the two statements that appeared only on the Engagement survey, small but significant differences were found between the two groups: the statements about being in a cohort (Q66 and Q72). Students who completed the paper-based survey indicated a slightly stronger preference for taking their classes in a cohort (0.197, $p < 0.05$). Conversely, students who completed the web-based survey indicated slightly more strongly that they would have preferred to have taken their classes with different people, rather than as a cohort (0.210, $p < 0.05$). It is perhaps not surprising that students who were not in attendance for the final presentations were apparently less invested in the cohort model than those that were in attendance to either present their business idea (as finalists) or cheer their classmates on.

These small differences in demographic characteristics appear to be indications of the range of students in the Business Administration program and their preferences with respect to special events and modes of survey administration. However, because no differences were found in either the 24 expectation or the matching engagement statements there is no evidence that the IBC is of greater or lesser importance or effectiveness for respondents who used the web survey compared to those who responded

on paper. The differences identified regarding preferences about being in cohorts (or not) appears to suggest preferences around participation in activities and also methods of survey administration rather than with respect to the IBC. Because of these findings, all of the results from the Engagement Survey were combined, and no further analysis was done separating the web and paper-based survey responses.

Ceiling Effects

It is clear from the responses to Expectations Survey that in September students had very high expectations both of themselves and of the IBC experience. As a result, there was a noticeable 'ceiling effect' observed for the results of all of the expectation statements. The mean scores for each statement ranged from a low of 4.77 out of a possible 6, to a high of 5.84. Standard deviations were quite small, ranging from 0.62 to 1.24. Median scores were either 5 or 6. The percentage of students responding either 'Agree' or 'Strongly Agree' to each statement ranged from a low of 60.5% to a high of 97.9%. The scores for each statement, along with the percentage of students answering either 'Agree' or 'Strongly Agree' can be found in Table 24 located in Appendix 5.

One reason ceiling effects may occur is because the scale is not appropriate and does not allow for sufficient variability in response (Cramer & Howitt, 2004 p. 21). However, this does not appear to have been the case with this survey – it is unlikely that providing a longer scale would have increased the range of responses. The vast majority of students responded to each statement with either 'Agree' or 'Strongly Agree', confirming the findings in the literature that students' expectations are very high when entering post-secondary education (Braxton et al., 1995; Smith & Wertlieb, 2005; Stern, 1966).

The histograms in Figures 1 and 2 illustrate the range of responses received. Statement 1 responses had the highest mean score with the lowest standard deviation. Statement 6 had the lowest mean score and one of the largest standard deviations.

Figure 1: Most Extreme Distribution for Expectation Statements

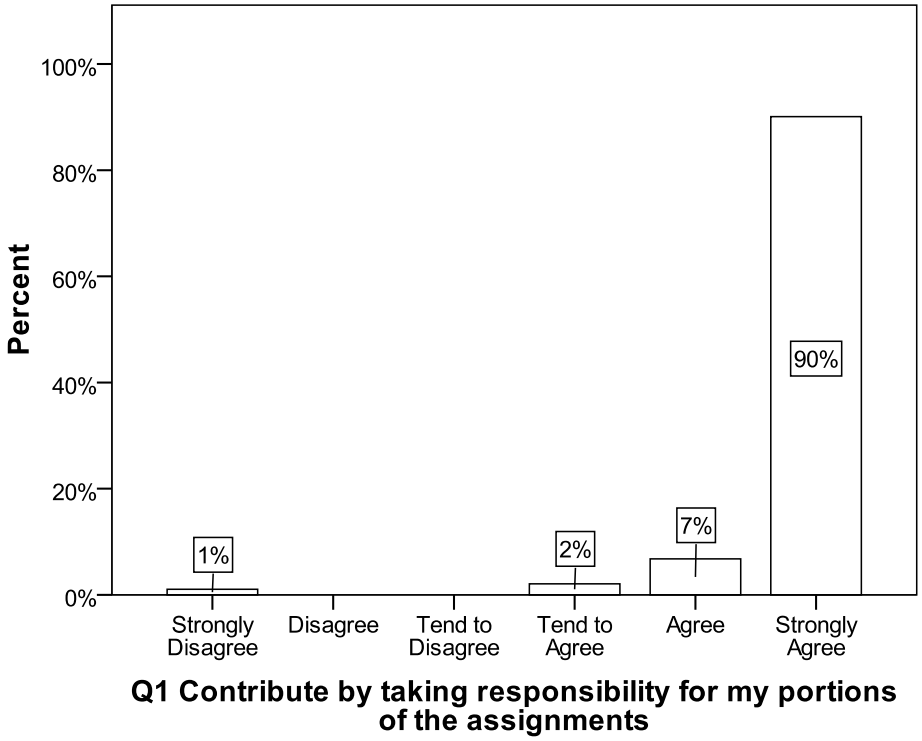
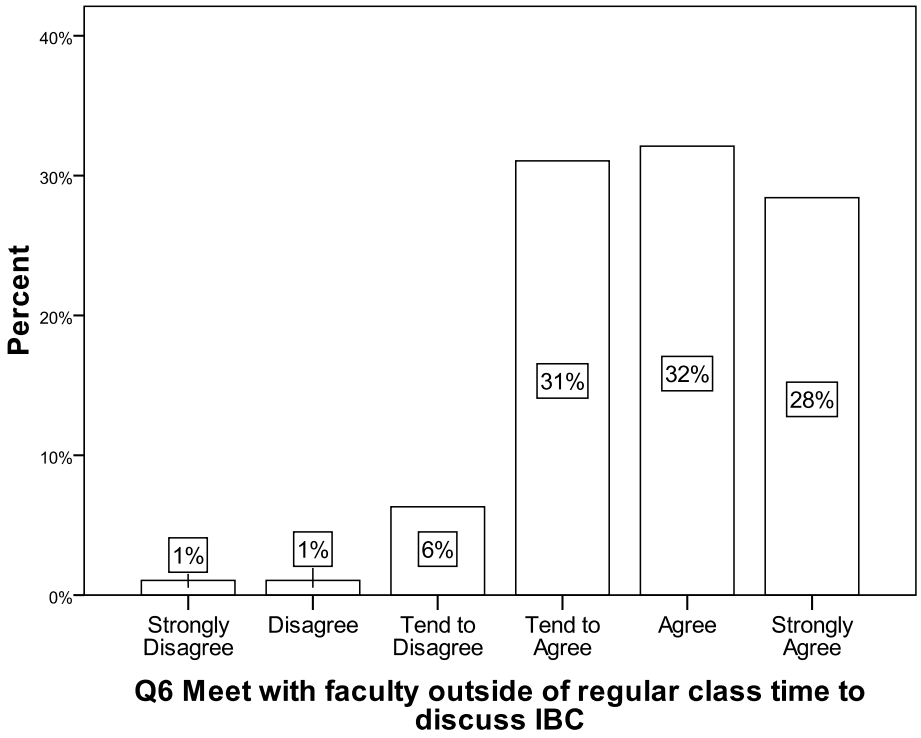
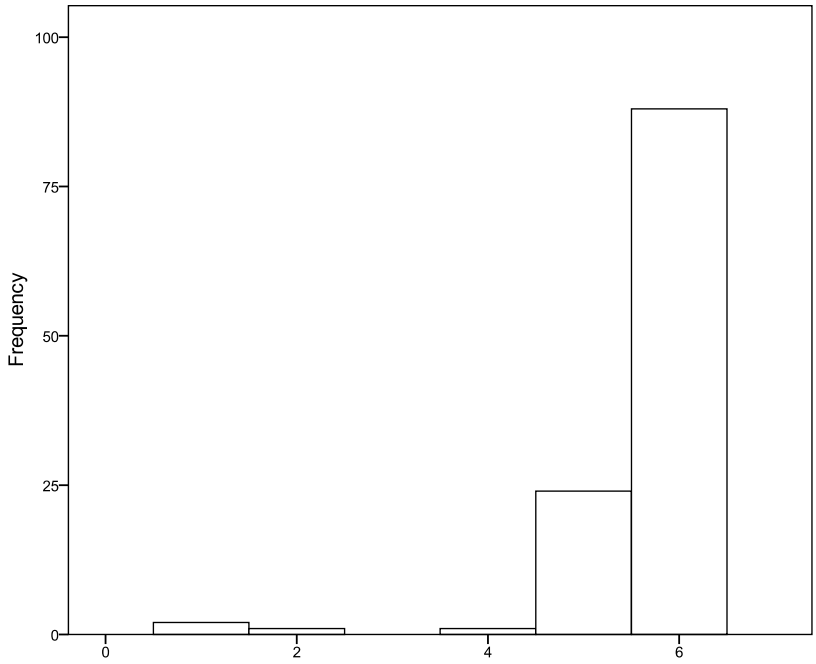


Figure 2: Least Extreme Distribution for Expectation Statements



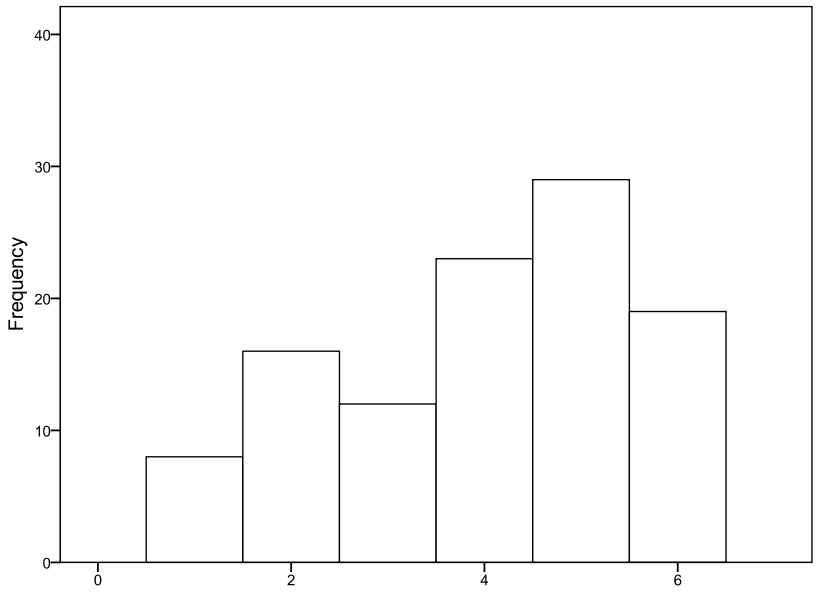
The responses to the Engagement Survey, while still high, showed more variability. Figures 3 and 4 below illustrate the range of responses received for the engagement statements. The scores for each statement, along with the percentage of students answering either 'Agree' or 'Strongly Agree' can be found in Table 26 located in Appendix 6. The lack of variability in both surveys increases the likelihood of Type II errors (accepting the null hypothesis when it is false) (Gall et al., 2003 p. 640). As a result, because of the non-normal distributions of the data (as indicated earlier in Chapter 3), analysis was done using non-parametric measures. Transformation of the data was also undertaken but the results were similar and therefore are not included in this report of the findings. In addition, because of the relative lack of variability in the data, results are more tentative than might otherwise have been the case.

Figure 3: Most Extreme Distribution for Engagement Statements



Q51 Post: Contributing by taking responsibility for my portions of assignments

Figure 4: Least Extreme Distribution for Engagement Statements



Q64 Post: Have serious discussions with others with different ethnic backgrounds

Descriptive Statistics

The descriptive statistics of the six cohorts which made up the first year full-time class are provided in the discussion below and statistically significant correlations between demographic and/or student enrolment characteristics are also reported. Cramer's V is reported for nominal variables; Kendall's tau for ordinal variables. Interval data (such as Age) was classified into categories for this analysis.

Table 3: Demographic Characteristics of Survey Respondents

Demographic Characteristic		Percentage
Gender		
	Male	44
	Female	56
Citizenship		
	Canadian citizen	90.5
	Permanent resident	5.3
	Visa student	4.2
Age		
	20 or younger	59.6
	21 or older	40.4
	Mean age (Median: 20; Mode: 18)	21 years
Employment Status		
	Not working	33%
	Average worked per week	20 hours
Marital Status		
	Single	81
	Married	15
	Separated/Divorced/Other	4
Prior Post-Secondary Experience		
	Yes	39
	No	61
Second year option selected		
	Yes	58
	No	42
Expected Option Choice (if known)		
	Accounting	45
	Finance	9
	General Business	7
	Management	12
	Marketing	19
	Tourism Management	4
	Public Administration	3

Additional details regarding the demographic characteristics can be found in Appendix 7.

Previous and Expected Academic Performance: Self-Reported. Students were asked to assess their previous academic performance and rate themselves as one of the following: Below Average, Average, Good, Excellent. Self-reported grades were sufficient for the purposes of this study, and as noted in Kuncel, Credé and Thomas

(2005), self-reported grades tend to be reasonably reliable, although they found that students with lower grades tend to over-report their grades. This may be one of the reasons why no student indicated that their previous academic performance was below average.

Students were also asked to indicate their expected academic performance in the Business Administration program using the same scale, and again, no student expected to achieve below average academic performance in Business Administration program.

Students with prior post-secondary experience were more likely to describe themselves as Excellent or Good students, compared to those who had only completed high-school (.268, $p<.001$). Students who had no prior post-secondary were slightly more likely to expect their future performance to be better than past performance (0.181, $p<.05$).

As can be seen by comparing Figures 5 and 6, students had high expectations of their own future performance. Most students expected that their academic performance in Business Administration would be better than what they reported they had achieved thus far in their academic careers. There was a moderate significant relationship between previous and expected performance (0.342, $p<.001$).

Figure 5: Previous Performance as a Student (Self-Reported)

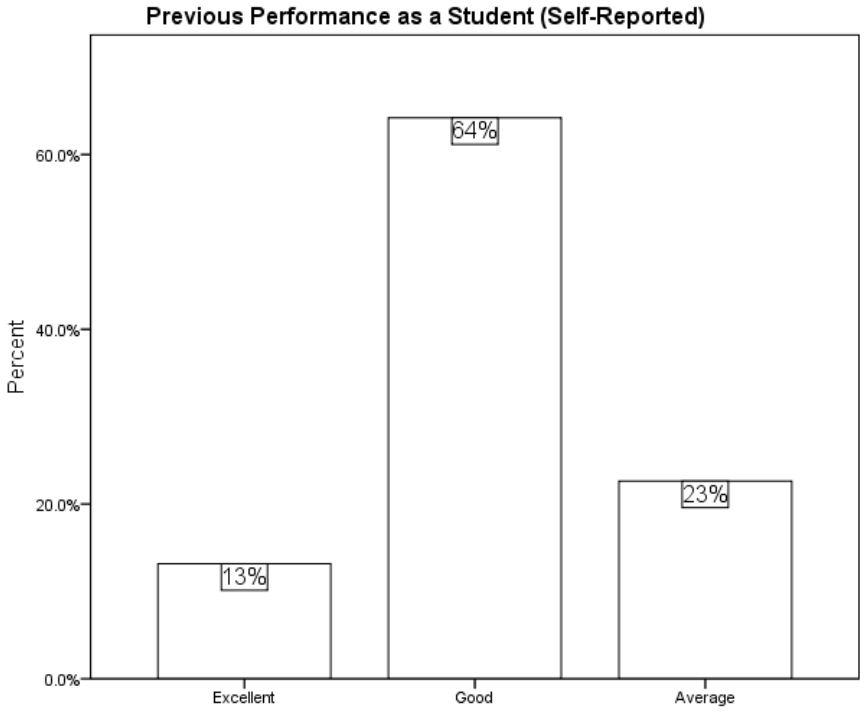
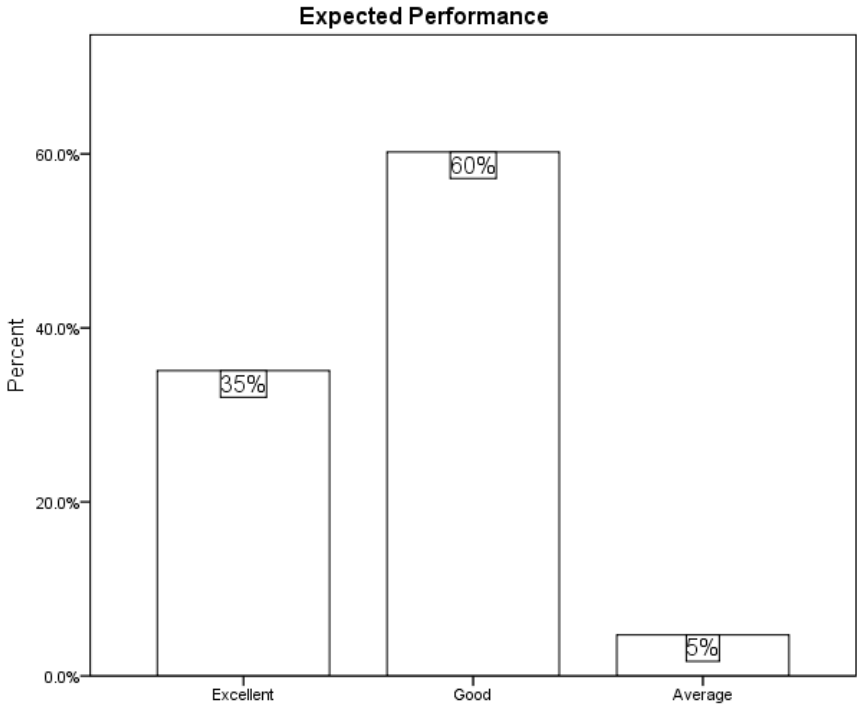


Figure 6: Expected Performance



Research Question 1: Does The Integrated Business Case (IBC) Contribute To Student Engagement In The First Term?

As discussed in Chapter 3, the Engagement Survey, which was conducted at the end of the first semester measured engagement along the following dimensions:

- Active learning
- Student-faculty contact
- Time on task
- Respect diverse talents and ways of knowing
- Reciprocity and co-operation among students
- Goal orientation
- Preference for being in a cohort

The first five of these dimensions were derived from Chickering and Gamson (1987) principles for good practice in undergraduate education. The latter two (Goal orientation and Preference for being in a cohort) were included because of their relevance to the IBC. The findings with respect to the last category, preference for being in a cohort, will be discussed separately later in this chapter.

Overall results indicated that students were generally engaged with the IBC project. As described in Chapter 3, a score of 5 indicated 'Agree' on the scale used, with the highest possible score being 6 for 'Strongly Agree'. Table 4 reports the means and medians for the six categories and shows that mean scores for four of them were above 5, while the category Goal Orientation had a mean slightly below 5 and a median of 5. The category Diverse Talents and Ways of Knowing had the lowest mean, and was the only category with a median also below 5. There is evidence that students were disengaged or

experiencing 'negative' engagement in the category Diverse Talents and Ways of Knowing, which will be discussed further below.

Table 4: Survey 2 Engagement Scores

	Mean	Std. Dev.	Median	% of respondents with scores > 5.0*	% of respondents with scores > 4.5*
Active Learning	5.02	0.84	5.25	68.8	83.0
Student-Faculty Contact	4.97	0.91	5.00	57.9	73.7
Time on Task	5.25	0.83	5.33	75.9	86.6
Reciprocity/Co-operation	5.10	0.99	5.20	61.2	75.9
Diverse Talents/ Knowing	4.31	1.10	4.50	34.6	45.2
Goal Orientation	4.81	1.04	5.00	58.3	67.8

*Maximum possible score was 6.0

In particular, the results revealed the following:

- Highest levels of engagement were reported with respect to Time on Task. More than three-quarters of students indicated agreement or strong agreement with the statements in this category.
- Levels of engagement with respect to Student-Faculty Contact, Active Learning, and Developing Reciprocity and Co-operation Among Students were slightly lower, but still high, with all means above 5.0.
- Engagement with respect to Goal Orientation was slightly lower, although neither the mean nor the median was significantly different than the next closest category (Developing Reciprocity and Co-operation Among Students).
- The lowest levels of engagement were recorded for the category Respecting Diverse Talents and Ways of Knowing. The mean and median were both lower than for all other categories and the standard deviation was the greatest. The level of

engagement for Diverse Talents and Ways of Knowing was significantly lower than for all five of the other categories ($Z = 4.225$, $p < .001$). The Wilcoxon Signed-Rank test was used for comparison between the categories Diverse Talents and Ways of Knowing and Goal Orientation, which had the next lowest scores. The Wilcoxon Signed-Rank test was the appropriate test because although the responses are related, there is no assumption about the form of the distribution of the responses (Lind, Marchal, & Wathen, 2008 p.680).

Table 2 also provides the percentage of respondents whose average response in each category was greater than each of 4.5 and 5.0. A score of 4.5 represents the mid-point between 'Tend to Agree' and 'Agree'. A score of 5.0 represents 'Agree'. Students whose average score exceeded either 4.5 or 5.0 were indicating moderate to strong agreement with the engagement statements in that category. Over two-thirds of respondents to Survey 2 had average scores of 5.0 or higher for the categories Active Learning, Student Faculty Contact, and Time on Task. Over half of the students had average scores greater than 5.0 for Reciprocity and Co-operation Among Students, and Goal Orientation.

In rather stark contrast to all of the other categories, only about one-third of students had agreement levels of 5.0 or higher with respect to Diverse Talents and Ways of Knowing. This was also the only category where more than half of the respondents had scores below 4.5, and 28% indicated some level of disagreement with the statements in this category. This evidence suggests one of two possibilities. The first possibility is that students became disengaged as a result of working with others that were different from themselves or working in ways that were different than they were accustomed to

work, because they did not want to take on these challenges. The second possibility is what could be described as 'negative' engagement. That is, that the students were not disengaged, so much as they were engaged but frustrated about the level of effort and the requirements to be successful in these areas, but were still determined to put in the effort. The differences between disengagement and what I have described as 'negative' engagement will be discussed further in the analysis of the focus group data. What is apparent is that engagement is a complex and layered concept, and a linear scale is insufficient to fully encompass it. However, it is beyond the scope of this study to fully develop and examine these two concepts.

Also of note was that only about two-thirds of respondents indicated moderate or high agreement levels with respect to Goal Orientation. As shown in Table 5, the individual statements making up the Goal Orientation category illustrate that while students indicated high to very high levels of agreement with respect to wanting their group to do well on IBC assignments, their level of agreement was much more moderate with respect to their learning or with respect to winning the IBC. Winning the IBC competition was apparently the least important goal statement for many students. Using the Wilcoxon Signed-Rank test, it was determined that the responses to Statement 71 'I worked as hard as I could in order to win the IBC' were significantly lower than both the other goal orientation statements. (For statements 69 and 71, $Z = -2.749$, $p < .01$; for statements 70 and 71, $Z = -5.728$, $p < .001$).

Table 5: Goal Orientation Engagement Statements

	Mean	Std. Dev.	Median	% Agree or Strongly Agree
I worked as hard as I could to make sure I learned as much as I could from the IBC (Statement 69)	4.76	1.13	5	65.2%
I worked as hard as I could so that my group did well on the IBC assignments (Statement 70)	5.22	1.09	5.5	84.5%
I worked as hard as I could so that my group would win the IBC (Statement 71)	4.41	1.46	5	56.9%

In summary, these results provide evidence that in general, students were highly engaged with respect to four categories: Active Learning, Student-Faculty Contact, and Time on Task, and Reciprocity and Co-operation Among Students.

An analysis of student demographics and enrolment characteristics was undertaken to determine whether some groups of students had reported higher levels of engagement as measured when compared to other groups within the population. Table 6 provides the statistically significant correlations. There was no significant difference found with respect to Student-Faculty Contact for any demographic or enrolment characteristic. Correlations using Pearson's r were compared to the correlations reported in Table 6 using Kendall's tau. All of the significant relationships reported below were also significant using Pearson's r with the exception of the very weak correlation between Respect Diverse Talents and Ways of Knowing and Are you currently working at a paid job?, which was not significant using Pearson's r. In addition, using Pearson's r revealed a weak negative correlation between Develop Reciprocity and Co-operation Among Students and Citizenship (-0.25, $p < .01$) which is not significant using Kendall's tau.

Table 6: Statistically Significant Correlations between Engagement Categories and Demographic and Student Enrolment Characteristics

Engagement Variables	Citizen-ship (Cdn Y/N)	Age (20 or less/21 or greater)	Currently Working? (Y/N)	HS or some Post-Sec	6 courses vs < 6	Option Chosen (Y/N)	Preferred Option: Acct/Fin or MMPA /Tour	Previous Grades (Self Re-ported)	Expected Grades
Active Learning		0.23**					-0.38**		-0.21*
Student-Faculty Contact									
Time on Task								-0.28**	-0.24**
Respect Diverse Talents and Ways of Knowing	0.18*		0.18*			-0.19*	-0.31**		
Develop Reciprocity and Co-operation Among Students						0.20*			
Goal Orientation				0.23**	-0.17*		-0.26*	-0.24**	-0.28**

Abbreviations: Acct: Accounting; Fin: Finance; MMPA: Marketing, Management, or Public Administration; Tour: Tourism
Note: Table does not include Qs 66 & 72 (questions regarding preferences for being in a cohort)
Kendall's Tau * $p < 0.05$; ** $p < 0.01$

In examining the columns of results, the group that generally reported higher levels of engagement were students who indicated at the beginning of the semester that they intended to choose either Accounting or Finance as an option. These students reported much higher levels of engagement across three categories: Active Learning, Respect Diverse Talents and Ways of Knowing, and Goal Orientation when compared to students who planned to select other options.

Also, students who reported higher previous grades as well as higher expected grades indicated that they had spent more time on task and were more goal oriented than other students.

While it is clear that students responding to the second survey were regarded themselves as engaged along several of the measured dimensions, I was unable to determine whether these students were more engaged than students who did not have an IBC project. The lack of availability of a contrast group meant that it was not possible to extend Research Question 1 in this way. A further limiting factor is that there appears to have been some non-response bias to the second survey, which will be discussed greater detail below. The question of whether the IBC contributes to student engagement in the first term will be further explored using the qualitative data derived from the focus groups and interviews.

Research Question 2: Does Meeting Or Exceeding Students' Expectation Of Engagement In The Integrated Business Case Project Lead To Increased Likelihood Of Persistence Into The Second Term Of The Program?

As noted earlier, student expectations were very high: all of the means and medians for the expectation variables were above 5.0. Only one category, Goal

Orientation, had a standard deviation greater than 1.0. Student expectations were highest in the three categories: Reciprocity and Co-operation Among Students; Active Learning; and Time on Task. Student expectations were lowest with respect to the following two categories: Student-Faculty Contact and Respecting Diverse Talents and Ways of Knowing.

Table 7 contains the mean, standard deviation, and median for each of the six large category variables that were created from the twenty-four individual statements on each of the two surveys. In all cases, the corresponding standard deviations of the engagement categories were larger than those of the corresponding expectations category.

Table 7: Comparison of Expectations, Engagement, and Discrepancies for Each Large Variable

	Expectations*			Engagement*			Discrepancy (Engagement – Expectations)		
	Mean	Std. Dev.	Median	Mean	Std. Dev.	Median	Mean	Std. Dev.	Median
Active Learning	5.55	0.65	5.75	5.02	0.84	5.25	-0.60	1.02	-0.50
Student-Faculty Contact	4.95	0.84	5.00	4.97	0.91	5.00	0.00	1.07	0.00
Time on Task	5.55	0.62	5.67	5.25	0.83	5.33	-0.35	1.06	-0.33
Reciprocity/Co-operation	5.68	0.59	6.00	5.10	0.99	5.20	-0.70	0.99	-0.40
Diverse Talents/ Knowing	5.06	0.79	5.17	4.31	1.10	4.50	-0.78	1.17	-0.66
Goal Orientation	5.35	1.10	5.67	4.80	1.04	5.00	-0.48	1.63	-0.67

*Expectation and Engagement results based on all responses. Discrepancies calculated on paired cases.

The differences between engagement and expectations were found to be significant for all categories except Student-Faculty Contact. Results are presented in Table 8. For the category variable Student-Faculty Contact, the means and standard deviations of the expectation and engagement variables were almost identical, and the median was unchanged.

Table 8: Wilcoxon Signed-Rank Tests of Differences Between Engagement and Expectation Variables

Expectation / Engagement Category	Z	Probability
Active Learning	-6.488	.000
Student-Faculty Contact	-.035	.972
Time on Task	-4.114	.000
Diverse Talents and Ways of Knowing	-5.965	.000
Reciprocity and Co-operation Among Students	-6.425	.000
Goal Orientation	-7.327	.000
Total	-5.879	.000

To help answer research question 2, the following hypotheses were developed:

H_1: Students who expect high levels of engagement and report high levels of engagement ('Engaged') in the IBC are more likely to persist.

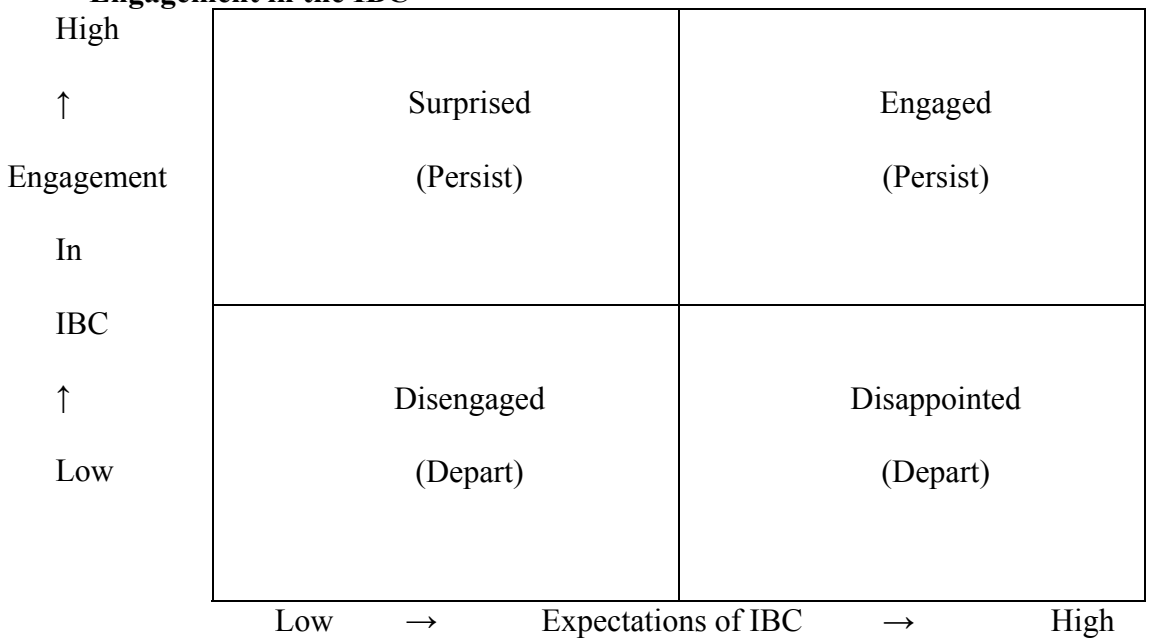
H_2: Students who expect low levels of engagement and report high levels of engagement ('Surprised') in the IBC are more likely to persist.

H_3: Students who expect high levels of engagement and report low levels of engagement ('Disappointed') in the IBC are more likely to depart.

H_4: Students who expect low levels of engagement and report low levels of engagement ('Disengaged') in the IBC are more likely to depart.

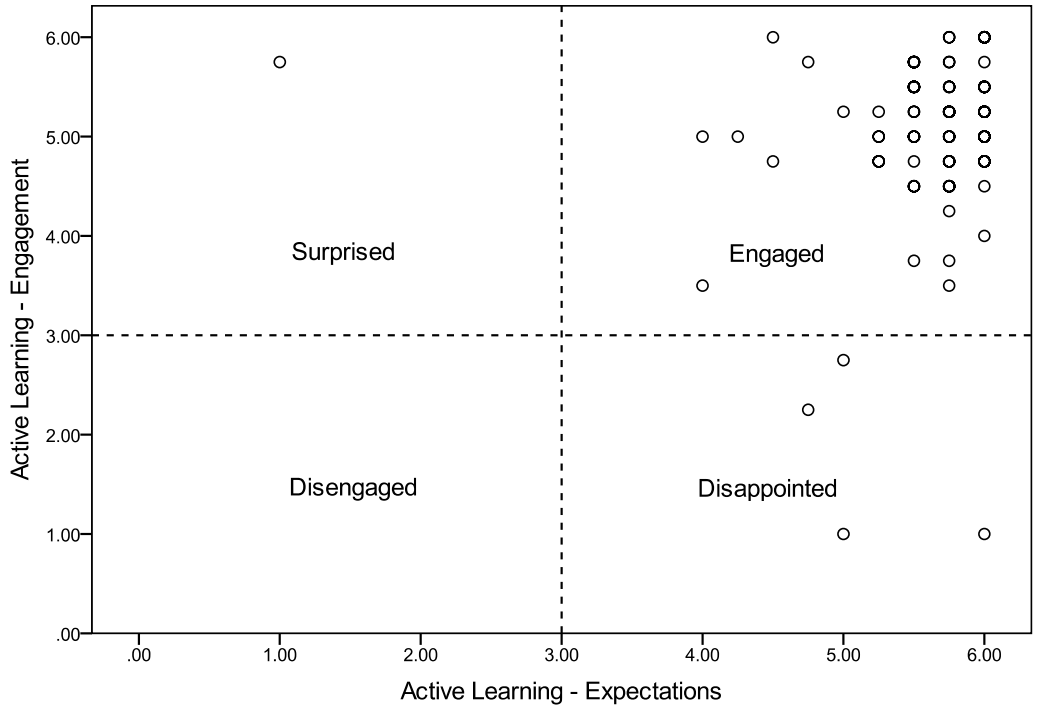
The model in Figure 7 is a graphic representation of the possible categories into which students would fit:

Figure 7: Model of Anticipated Relationship Between Expectations and Engagement in the IBC



However, as discussed earlier, almost all students indicated high to very high expectations at the beginning of the semester. Of the 192 responses to the first survey, between 2 and 18 students indicated any level of disagreement on single questions. The scatter-plot in Figure 8 below is fairly typical of the scatter-plots for each of the category variables.

Figure 8: Scatterplot Comparison of Expectations and Engagement for Active Learning



Therefore, the scatter-plot shows that hypotheses H_2 and H_4 did not hold for this data as there were insufficient numbers of students in the 'Surprised' and 'Disengaged' quadrants to fully test these hypotheses.

However, correlation analysis did provide limited support for hypotheses H_1 and H_3, that a negative discrepancy between engagement and expectations would increase the likelihood of departure, in the case of one of the six category variables. Students whose expectations with respect to Student-Faculty Contact were met or exceeded were very slightly more likely to be registered in the Business Administration program in January compared to those students whose expectations were higher than their level of engagement (0.214, $p<0.05$). However, when registration status in April was tested, no

significant correlation was found. No significant results were found for the other five categories. Therefore, there is some very limited support for hypotheses H_1 and H_3.

It must be noted that student retention from first term to second term was very high. As summarized in Table 9, 88% of students who completed one of the surveys were registered in January for the Business Administration in the Winter term, and a further 7.5% were registered in other programs. At the end of the Winter term, 82% of students remained registered in Business Administration and had completed at least one course. Thus, the variability of the dependent variable was smaller than anticipated, meaning that the hypotheses cannot be fully evaluated.

Table 9: Registration Status in January and April 2008

	Registered in January	Registered in April
Business Administration	176 (88%)	164 (82%)
Other	15 (7.5%)	10 (5%)
Not Registered	9 (4.5%)	26 (13%)

In addition, about 45% of the students did not complete the second survey, in spite of several reminders with respect to the availability of the web-based survey. Table 10 summarizes the April registration status. When the April registration status was analyzed it was found that students who had completed the Engagement Survey were significantly more likely to still be registered in Business Administration in April (0.265, $p< 01$). This suggests that students who did not complete the Engagement survey may have been less engaged than students who did participate, which is not terribly surprising.

Table 10: April Registration Status and Completion of the Engagement Survey

Registration Status in April	Engagement Survey	
	Completed	Not Completed
Business Administration	105	59
Other	4	6
Not Registered	7	19

Further analysis was conducted to see if there were any differences in the Survey 1 responses between students who responded to Survey 2 and those who did not. Students who completed Survey 2 were slightly more likely to be taking a full load of courses (0.146, $p<0.05$) and slightly more likely to be working fewer than 20 hours per week (0.181, $p<0.05$), suggesting that students who did not complete the survey had more outside obligations than those who did fill it out or were otherwise less interested or willing to complete a survey. In addition, an analysis of the expectation responses of these two groups indicated that students who completed Survey 2 had somewhat higher initial expectations in three categories:

- Active Learning (0.160, $p<0.05$)
- Time on Task (0.212, $p<0.01$)
- Reciprocity and Co-operation Among Students (0.158, $p<0.05$)

Therefore, when completion of Survey 2 is used as a proxy measure for engagement, students entering with lower expectations who also had lower engagement levels were 'disengaged' and less likely to continue into second term. These results provide a small amount of support for H_4: Students who expect low levels of engagement and report low levels of engagement ('Disengaged') in the IBC are more likely to depart.

Because both expectations and engagement were found to be high, an analysis of student demographics and enrolment characteristics was undertaken to determine whether some groups of students had higher expectations and/or engagement scores when compared to other groups within the population.

It was found that expectations were generally high across all types of students. However, some variation in expectations was found between different groups of students with respect to Time on Task. Table 11 provides the significant correlations. The following groups: women, married students, students over 21, students with previous post-secondary experience, and students who self-reported higher grades had slightly higher expectations of their own willingness and ability to undertake the work. Students with high expectations with respect to their own academic performance also had significantly higher expectations across several categories. Correlations using Pearson's r were compared to the correlations reported in Table 11 using Kendall's tau. All of the significant relationships reported below were also significant using Pearson's r with the exception of the very weak correlations between Time on Task and Age, High School or some Post-Secondary Education, and Self-Reported Grades in Previous Education, which were not significant using Pearson's r.

Table 11: Statistically Significant Correlations between Expectation Categories and Demographic and Student Enrolment Characteristics

Expectation Variables	Gender (M/F)	Marital Status (S/M/D/ Sep/Oth)	Age (20 or less/21 or greater)	HS or some Post-Sec	Prev. Grades (Self Rep.)	Expected Grades
Active Learning						-0.16*
Student-Faculty Contact						-0.21**
Time on Task	0.18*	0.12*	0.16*	0.18**	-0.15*	-0.30***
Respect Diverse Talents and Ways of Knowing						
Develop Reciprocity and Co-operation Among Students	0.15*					
Goal Orientation						-0.23***

Kendall's Tau: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

Two questions on the second survey had no matching expectation questions from the first survey. These questions were Q66 and Q72. Q66 asked students their level of agreement (or disagreement) with the statement: "Being in a cohort with mostly the same students in each class made it easier for me to get to know other people". The mean response was just over 5, indicating a fairly strong preference from most students for taking their classes in cohorts. Question 72 asked students if they would have preferred to have each of their courses with a variety of people, rather than as a cohort. It was a negatively worded question therefore the mean score of 2.86 also suggested that there was a fairly strong preference for a cohort-based model. The results for these two statements are presented below, with the Q72 scale of results reversed for comparability.

Table 12: Student Preferences for Classes in Cohorts

Statement	Mean	Standard Dev.	Median
Q66 Preference for Cohort	5.06	1.2	5.0
Q72 (reverse scale) Preference for *not* having each class with different students	4.14	1.6	5.0

Question 66, which asked students if they preferred being in a cohort because it made it easier to get to know others, proved to be a further predictor of persistence into January. Students who indicated stronger agreement were significantly more likely to register in January (0.245, $p<0.01$). However, while agreement with this statement was still a significant predictor of registration in April, the level of correlation was lower (0.172, $p<0.05$), suggesting that the effects of being in a cohort for the first term, while important in the short term (January registration) did not have as much influence on events and decisions later in the Winter term.

In summary, some very limited support was found for three of the hypotheses: H_1, H_3, and H_4, although support for H_4 was found only by using the proxy variable. No support was found for H_2 from this data. The answer to Research Question 2 is therefore that there is extremely limited evidence that meeting or exceeding students' expectations about the Integrated Business Case will be a predictor of persistence into the second term of the program.

Chapter Summary

The survey data was intended to address Research Question 1 in part, and to address Research Question 2. Results for Research Question 1 indicate that students had high levels of engagement in four of the six categories tested, moderate engagement in one, and considerable disengagement or 'negative' engagement in the last one: Diverse Talents and Ways of Knowing. The results for Research Question 2 were extremely limited and suggest that attempts to compare student expectations with subsequent experiences using surveys may not be fruitful. The qualitative data results, presented in

the next chapter, complete the analysis for Research Question 1, and address Research Question 3.

Chapter 5 - Qualitative Data Results and Analysis

Introduction

There are four parts to the presentation of the qualitative data, which was collected to further address both Research Question 1: *Does the Integrated Business Case (IBC) contribute to student engagement in the first term?*, and to address Research Question 3: *What are the features of the Integrated Business Case project that students indicate contribute to their engagement in the project?* First, the introduction provides an overview of why these questions were asked and how they will be answered, as well as a brief description of the participants and the code categories. Second, Research Question 1 is answered. Next, Research Question 3 is answered. The chapter concludes with a comparison of the results of the quantitative and qualitative data and a discussion of the changes that were suggested by students during the collection of the qualitative data.

Research Question 1 was developed because of the importance of student engagement in post-secondary education. Student engagement was earlier defined as "…the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes" (Hu & Kuh, 2001 p. 3). This question was analyzed using both quantitative and qualitative data to ensure that the breadth of experiences across the population of first year full-time students was captured, to explore more fully the students' perceptions of their experiences, and to examine student engagement from more than one perspective (Creswell, 2003).

Research Question 3 was developed because gathering student feedback while the students were experiencing the IBC was anticipated to provide potentially rich information that would be of value both in extending the literature on student engagement

and for future program planning and initiatives. This question could not be adequately addressed using quantitative data, because of its exploratory nature.

There was considerable diversity evident among the focus group participants. Each focus group had some male and some female participants, for a total of 10 male and 13 female participants, which was roughly the same gender split as the entire full-time class. Two of the participants identified themselves as international students. At the time the focus groups took place, the research assistant noted that the participants in the first two groups were generally much younger than those in the latter two groups. For example, there were six participants in the second group, five of whom had graduated from high school one year before starting the program (the other participant had graduated six years earlier). By comparison, of the eight participants in the third group, seven had been out of high school for at least 2 and as many as 26 years. The remaining participant had graduated from high school one year earlier. During the thematic analysis it is noted that the focus groups made up primarily of older students responded somewhat differently than the younger students in some areas.

The nine codes used for the analysis of the qualitative data are summarized in Table 13. With the exception of the three codes Cohort, Faculty-Faculty Contact, and Suggested Changes, which conclude the chapter, the results are presented based on the volume of comments received for each code, with the most heavily discussed topics presented first. The number of comments recorded in Table 13 provides information on the approximate relative frequency with which comments were made on each topic. Because of the nature of the focus groups, a discussion on a particular topic that was coded as a single comment could involve more than one speaker. For example, a

discussion which was coded as one comment involved students from different sections comparing their experiences with having time in class to work on their group projects. Similarly, a comment that elicited agreement from several individuals within the group was also coded as a single comment. Therefore, it was not possible to perform any additional numerical analysis as comments cannot be assumed to represent individuals. However, there was no expectation within the research design that any such analysis would be possible. In addition, based on my multiple readings of the transcripts and of the data once it was grouped into codes, I concluded that a finer grained analysis of the number of comments under each code would not enhance the analysis of the focus group data. The proportion of comments was unlikely to change much except to increase the number of comments in the topic codes that were already the largest.

Codes which contained a large number of comments, such as Teams, were the topics that the students spent the greatest amount of time discussing, and ones which they returned to throughout the discussion. As discussed in Maxwell (2010), a quantitative summary (such as Table 13) contributes to presenting "…evidence for your interpretations and to counter claims that you have simply cherry-picked your data…" (p.479). Therefore, an examination of the frequencies provided by counting the comments under each code provided evidence of the relative importance of these topics to the students, as these were the topics they spent the most time addressing. In addition, the frequencies also assisted in identifying patterns in the data that would not necessarily have been evident from the "…unquantitized qualitative data" (Maxwell, 2010, p. 479).

Table 13: Frequency of comments in each code used in analysis of qualitative data

Code	Number of Student Comments	Number of Faculty Comments	Relevant Chickering & Gamson (1987) Principles
Teams	163	51	Reciprocity & Co-operation Among Students and Respecting Diverse Talents & Ways of Knowing
Scheduling/Workload	77	18	Time on Task and Setting High Expectations
Involvement with Assignments/Application to the Real World	71	60	Active Learning
Student-Faculty Contact	58	22	Student-Faculty Contact
Setting Expectations	10	14	Setting High Expectations
Winning the IBC	10	5	
Cohort	38	22	
Faculty-Faculty Contact	2	19	Giving Prompt Feedback
Suggested Changes	37	7	

To explore the concept of engagement in a multi-dimensional way, the seven principles for good practice in undergraduate education identified by Chickering and Gamson were used to help provide a framework of analysis, and to examine the dimensions that students identified as more or less engaging (Chickering & Gamson, 1987). The activities or behaviours described by these principles are considered to be indicators of engagement (Kuh et al., 2005) and as such are useful for analyzing the student comments regarding the IBC. As highlighted in Table 13 above, three of the codes developed mapped directly to the three of the seven Chickering and Gamson (1987) principles. Three additional codes mapped more indirectly to the principles. All seven of the principles were therefore discussed in some way as part of the focus groups, the interviews, or both.

The remaining three codes did not relate directly to any of the seven principles. The code Winning the IBC relates specifically to one of the features of the IBC. The remaining two codes: Cohort and Suggested Changes, were not specifically related to the Chickering and Gamson (1987) principles but are nonetheless relevant to the results and discussion.

Research Question 1: Does The Integrated Business Case (IBC) Contribute To Student Engagement In The First Term?

Comments received in all of the focus groups provided considerable evidence that the IBC contributed to students' awareness of the importance of what they were learning and as a result, to their engagement in their learning. The student comments demonstrated engagement in a variety of ways that highlighted the challenges, both positively and negatively. Positive comments included: "It [the IBC] forces me out of my comfort zone, which is probably the only thing that helps me grow." (Focus Group 1) Another student put it this way: "I think it actually helped get me involved. It makes you work because you don't want to let the people around you down." (Focus Group 2)

Also evident is what I have begun to call 'negative engagement'. By 'negative engagement', I mean that students indicated significant frustration or dissatisfaction with some aspect of the IBC, but remain committed to being successful, intended to succeed, and were continuing to put forth considerable effort in spite of that frustration or dissatisfaction and therefore remain engaged. For example:

> …it is frustrating to know that people in our group who haven't really had any input whatsoever, are going to get an 80 in that course, because of my work, or the work of select members. But it is also a control issue of mine. I would love to let them do the work, but I am afraid that they are going to get us Cs (Focus Group 2).

There is extensive evidence of both self reported engagement and self reported 'negative engagement' throughout the focus group discussions. Students indicated that they wanted to do well and had a lot of pride in their accomplishments in the IBC. Engagement was evident when either the process or the product was something that they felt was valuable:

> Also at the end, I am kind of getting this little rush of excitement when I think about my project. I am stoked to be done and have completed something that is really is a huge accomplishment to do it and know that we have done it really well (Focus Group 3).

Negative engagement was evident or occurred primarily when there were substantial process challenges that individuals or their groups had difficulty overcoming. These will be discussed in more detail in the thematic analysis which addresses Research Question 3. Negative engagement among students occurred mainly under conditions such as the following:

- when some team members are disengaged as evidenced by either not attending, not participating, producing what is perceived (by their engaged teammates) as low/inadequate quality work, or not producing their portion of the assignment at all,
- when some team members prioritize other commitments and either can't or don't show up at team meetings,
- administrative challenges occurring that made it difficult for students to move on to the next part of the IBC with confidence.

These are the typical issues that arise in group projects in any discipline and are not specific to the IBC. However, all of these conditions could potentially lead either to disengagement, or to 'negative' engagement. They manifested as 'negative' engagement in the focus group discussions because students who voluntarily participated in focus

groups were most likely students who were generally highly engaged in spite of the frustration or difficulties they were encountering. Truly disengaged students were much less likely to participate in the focus groups: by the time the focus groups occurred, roughly eleven weeks into the semester, these students were not likely to volunteer for any additional activities related to their academics, particularly when they occurred outside of regular class hours.

In summary, the evidence from the focus group indicates that the IBC does contribute to student engagement for some students in the first term, an affirmative answer to Research Question 1. The answer to Research Question 3 provides a multi-faceted analysis of the features of the IBC and how these features contribute (or fail to contribute) to engagement.

Research Question 3: What Are The Features Of The Integrated Business Case Project That Students Indicate Contribute To Their Engagement In The Project?

The features of the IBC were analyzed using the thematic codes that developed out of the focus groups and interviews. All of the features identified in Chapter 1 were discussed at some level by the students in the focus groups. The following discussion will identify the ways in which students' self reported engagement was affected by examining the dimensions of engagement that were discussed by the students and faculty.

Teams

The overriding story of the IBC as told by the students was one of teams – the benefits and challenges of working in teams, preferences for individual or group work, rewards and perceived rewards, teams meeting or not meeting, productive and non-productive contributions, and so on.

Table 14: Sample Comments regarding Teams

Teams	Student	Faculty
Chickering and Gamson (1987) Principles: Reciprocity & Co-operation Among Students and Respecting Diverse Talents and Ways of Knowing)	Positive: I guess what I really liked about the IBC, is the group work and the fact that all groups encountered challenges and it really teaches you how to work in a group. (Focus Group 4)	Positive: I know that we get a lot of feedback every year that the group work was the greatest thing that they experienced, when they are looking back, and I certainly wouldn't expect that answer during the process, but I think they see the benefits of it after the fact. (Faculty Member E)
	Negative: I had a hard time with the group. I found different attitudes toward school. It was a discouraging aspect of the group work. One or two people wanted to do well, and two or three people don't care. It is really hard on the people who do care. (Focus Group 1)	Negative: I have had several people in this week, and the main reason they come to see me about the IBC at this point is because they are complaining about their group. So it is more trouble shooting group expectations. (Faculty Member G)

The comments under the code Teams related to two of the Chickering and Gamson (1987) principles: Reciprocity & Co-operation Among Students and Respecting Diverse Talents and Ways of Knowing. The results indicate that considerable engagement occurred along the dimension Reciprocity & Co-operation Among Students. Most students, regardless of whether or not their own team was working well together, saw great value in working in teams for three reasons:

- they recognized the potential benefits of learning and working in a group
- they believed they would need to be able to work in groups in their future careers
- they acknowledged that the IBC project was too large to be successfully undertaken as an individual project.

Working in teams was something students found to be very engaging: "I think that the reason we got so involved in the IBC project was because it was other people's marks at risk…it was way more important and you had to put the other people first" (Focus Group 3). Most students acknowledged that working in teams was beneficial and engaging for them, even in situations where they did not consider their own teams to be functioning well. In those cases, most students wished they were working in a different team. Only a very few students indicated that they would have preferred to work completely on their own as the ability to work in a team was seen to have intrinsic value beyond the IBC:

> I also value the IBC and working as a group because you know, we are not going to be little hermits, hiding behind rocks… We are going to be working together in teams and I think it is a good skill to learn, to work in teams. (Focus Group 1)

However, learning to work with people they didn't know who were different from themselves was something that many students found to be extremely difficult. These challenges can be considered under the principle Respecting Diverse Talents and Ways of Knowing. Many students found it very challenging to rely on others they didn't know well, particularly if it became apparent that other members of their group did not necessarily have the same performance goals. Because the same grade was received by everyone in the group on each assignment, there was considerable consensus that this meant group assignments took precedence over individual assignments, and also meant

that the people had to rely on their group members to perform, something which presented a challenge for some students: "If I had known that 20% of my marketing grade was going to be based on 5 other people in the group that I don't know, I wouldn't have done it." (Focus Group 2) The failure of some group members to perform at the expected standards created considerable 'negative' engagement for students, and was a topic of considerable discussion in the focus groups. Negative engagement occurred primarily when students were required to deal with diversity: classmates who were different from themselves.

Scheduling/Workload

The issues identified under Scheduling/Workload are relevant to the principles Emphasizing Time on Task and Setting High Expectations from the Chickering and Gamson (1987) framework. Both are identified as important to ensuring that students understand and put in the effort needed to be successful. It was apparent from the student comments that there were expectations surrounding both the volume and type of work involved in the IBC which were not anticipated by the students. Faculty recognize the challenges but indicated that they either cannot or in some cases should not be changed. In addition, it may be that although faculty communicate their expectations with respect to their courses, the expectations about courses are seen by the students (and possibly by some of the faculty themselves) as different or unrelated to the expectations about the IBC. It appeared some students viewed the IBC as separate from their courses. As one student put it: "I keep asking myself why 6 courses plus IBC outside of class time." (Focus Group 1) Sample comments regarding the benefits and challenges regarding scheduling and workload are found in Table 15:

Table 15: Sample Comments regarding Scheduling/Workload

Scheduling/ Workload (Chickering and Gamson (1987) principles Time on Task and Setting High Expectations)	Student	Faculty
	Positive: I think one of the best aspects of the IBC is that it really teaches you how to deal with time management, which I think, especially for people coming fresh out of high school is an awakening experience. (Focus Group 4)	Positive: I quite like it because it has to be in bite size chunks. It can't be much larger, simply because there are just so many other things to do. It is manageable. It really is. They make more of a meal out of it than it actually is. (Faculty Member C)
	Negative: Right off the bat we couldn't get together, because two guys, hockey is more important than school, and another guy's soccer is more important than school. And I work 50 hours a week on top of going to school full time, so it is hard for me to meet. It didn't work out right away. (Focus Group 2)	Negative: I think there is potentially a great opportunity there for them. Unfortunately the more I see it, the reality sinks in a little bit though that they have 6 courses and they are working full time, and to them the opportunity part is very much lost. Only a few students get that. If they didn't have as many pressures, I think the integrated project could be really neat. (Faculty Member G)

Scheduling and workload issues were identified as challenging by most of the participants in all of the focus groups. There were several aspects to scheduling and workload that were highlighted including:

- Many students underestimating the workload of a full-time college student, particularly the younger students,
- Challenges of arranging meetings, particularly for groups in which the members were not in all the same classes,
- Assigning work within the student groups,
- Provision of time in class to work on assignments.

The issues that were discussed appeared to be at least in part the result of a disparity between the assumptions by the School and its instructors about what it means to be a full-time student and the students' understanding of the time needed to handle the post-secondary workload of a full-time student. Some students were clearly more prepared than others to incorporate the demands of post-secondary education into their lives, and there were several comments that indicated that students who were recently out of high school were, in general, the least prepared to handle the workload. For example, one student remarked:

> I like the whole first year experience so far. But taking a year off high school and then coming into college, I was expecting a slow year for the first year to ease me back into things…I personally found the whole IBC intimidating. It is getting better now. (Focus Group 2)

The older students also commented on how ill-prepared their younger colleagues were:

> A lot of the people fresh out of high school are finding the IBC very overwhelming. I think it is a rude awakening for them to realize that it is not high school anymore. I know that they have been complaining a lot. As someone who is sitting back and listening, I kind of want to shake them and say, "You are gaining benefits in this, you just don't realize." (Focus Group 4)

This point of view was reiterated by many of the participants in a variety of ways. Older students had their prior job experience as a comparison for the workload, and one remarked: "I found that the amount of time that I was spending on the project was no different than the amount of time that I spent at work." (Focus Group 3)

All of the issues and challenges raised by the students indicated that many had underestimated the amount of time it would take for them to engage fully in the IBC and in at least some cases they were unwilling or unable to increase the time available for their education. In addition, it was also clear that their expectations regarding how their

time would be spent was different from the reality. Specifically, many did not expect to spend much time outside of class meeting with others and as a result often divided up the work simply to avoid meetings. All of these aspects of scheduling and workload resulted in frustration for some, resulting in 'negative' engagement in which those students who were frustrated but wanted to do well found themselves taking on extra work to complete group assignments. Students who would not or could not handle the workload appear to become disengaged:

> I guess our group was a little bit dysfunctional. I think the group attendance was a big part because one of the girls was coming from Duncan. She had different classes, at different times... So that made it quite a challenge for us. We were having a lot less group meetings than others… (Focus Group 4)

Overall, the challenges of the workload and scheduling appeared to be frustrating for many students, and simply disengaging for some who became overwhelmed. This appears primarily to occur because there is a stark contrast between the reality of the IBC experience and (especially) the younger students' expectations about both their ability to manage school and extensive outside commitments as well as their expectations that there would be sufficient time in class to complete homework. Students who are unable or unwilling to accommodate the demands of the IBC appeared to be likely to disengage either from their group (by becoming a free rider) or by withdrawing from one or more courses. By contrast, more mature students overcame the challenges by finding ways to engage effectively: "I found that we got over that aspect by spending a lot of time talking on MSN, emailing stuff back and forth to each other." (Focus Group 4) This provides evidence that students who expected and were prepared to commit significant amounts of time to the IBC found ways to do so productively, thus increasing their reported engagement.

Involvement with Assignments/Application to the Real World

The focus group feedback indicated that the IBC assignments engaged many students because they could see the applicability beyond the classroom. The creating of a business idea and applying the theories and concepts introduced in the classroom directly to that business was a process that the students found to be engaging. The name for this code emerged when students were asked about whether or not the IBC helped them become involved in their assignments. In answering, they almost inevitably referred to how the assignments helped them understand the real world of running a business: "All that stuff we learn in the classes is not just textbook knowledge we are really putting it into use, which makes a big difference." (Focus Group 3) The sample comments in Table 16 outline the benefits that both students and faculty see in the IBC.

Table 16: Sample Comments regarding Involvement with Assignments/Application to the Real World

Involvement with Assignments/ Application to the Real World (Chickering and Gamson (1987) principle Active Learning)	Student	Faculty
	It is one thing to read from a book, but it is another thing when you are actually constructing it. That hands-on is 10 times more important. (Focus Group 1)	They are learning all the content but they are also learning something way more important, which is to learn how to critically think and link ideas, from one day or from one course to the next. (Faculty Member D)

What was also apparent early in the analysis was that while the older students in Focus Groups 3 and 4 had a great deal to say on this topic, the younger students in Groups 1 and 2 offered only a few comments, most of which were brief (see Table 17 below), because the younger students had little context for the IBC. By contrast, the older students in particular could see how the knowledge would be applicable in contexts in which they were familiar:

> I was a sous chef. I knew how to run my kitchen. I didn't necessarily know the fundamentals behind what I was doing, whereas now I am learning about that. So this has really opened my eyes, to 'Oh, that is why we did things that way. That makes so much sense.' (Focus Group 4)

Table 17: Frequency of Comments on Involvement/Application to the Real World

Focus Group Number	Frequency of Comments
1	6
2	10
3	33
4	22

The students consistently indicated that they felt all of the assignments were relevant and had value, but as discussed in the previous sections, most of the challenges arose around working with their teams and finding the time to get everything done. The students also indicated that they could see the relevance and applicability of the material presented in class and were able to use it directly in the preparation of their IBC assignments: "…everything in our classes has been applicable to the next project that has been coming up." (Focus Group 3)

In addition, students acknowledged the importance of coming up with their own business idea, and that this created a certain pride of ownership that then translated into the quality of work they were trying to produce:

> The other thing too, if you design your own business, then you have a lot of respect for it, and you want to do a really good job. So to you it almost becomes a business, even though you are actually not doing it. You take it a little more seriously than just a class assignment. (Focus Group 3)

The faculty comments were consistent with the student views on the applicability of the assignments and the increased level of involvement that resulted. The benefits identified included both improved class attendance in IBC sections, and students finding

it easier to recognize the value of what they were learning in class because they could see the relevance.

> I like it because it makes them aware of other things beyond the textbook…You have to apply it. They are applying a little bit of what they have learned. The textbook can give you all kinds of examples, but they are typically not real world. This is better. (Faculty Member C)

The main concerns identified by faculty with respect to IBC assignments was in the courses where there was only one small assignment relating to the IBC. In these cases, while the faculty may see value in IBC they didn't necessarily see a close tie-in between the IBC assignment and their course. This was a cause for concern for some because "…there is still something missing for the more stand-alone kinds of assignments." (Faculty Member E) Another faculty member articulated this in a different way, by indicating that it is possible for students to almost ignore or de-emphasize the smaller assignments:

> The trouble is that it is such a small assignment, it seems almost like an add-on to the rest of the IBC. It doesn't relate to their main focus. (Faculty Member G)

The IBC assignments clearly increase engagement for students because they can see the applicability and it helps to focus their learning. The faculty also found this compelling although the relevance to course content as well as applicability was more pronounced in the courses with several or larger IBC assignments.

Student-Faculty Contact

As noted earlier, classes in the first year of the Business Administration program are a maximum of 38 students which is intended to enhance the learning environment and facilitate contact between students and faculty. This is because smaller classes are generally considered to be less intimidating learning environments compared to large

lectures. Ease of contact between students and faculty is therefore expected to result in increased engagement.

In examining the comments relating to student-faculty contact, there were four main areas of discussion identified by the students:

- student willingness to connect with faculty
- role of the student team leader
- role of faculty in addressing group dynamics issues
- issues with new faculty who do not have a full understanding of the IBC project as a whole or the part that their course plays in it

All of these areas had the potential to impact on student engagement and will be discussed in that context.

Table 18: Sample Comments Regarding Student-Faculty Contact

Student-Faculty Contact (Chickering and Gamson (1987) principle Student-Faculty Contact)	Student	Faculty
	Positive: I enjoy all of them. They always have great feedback and a lot of good information comes out. (Focus Group 3)	Positive: I see a lot of them in teams squished into my office, outside of class. It is an important part of the process. (Faculty Member D)
	Negative: The instructions we got were extremely general so we pretty much had to go and see instructors to get help. I thought that was pretty difficult. (Focus Group 2)	Negative: The big problem I find is that it is usually one person in the group who does this piece. So the other 4 or 5 I never see period. (Faculty Member G)

First, while it was apparent that the students participating in the focus groups generally found faculty to be accessible, there was a clear difference between some of the younger students in the first two groups and the older participants of the final two groups.

The younger students appeared to consider consulting with faculty on anything only as a last resort, as one student in the first focus group put it:

> I actually haven't spoken to most teachers or any of the teachers about the IBC. I find that most of the teachers address IBC in their course. If I had any other questions, peers, who have spoken to professors, have always been able to inform me. (Focus Group 1)

This sentiment was reiterated by others, and was surprising in that it appeared that these students would prefer to take the risk of receiving incorrect or incomplete information rather than speaking directly to faculty. It did not appear that these students were intimidated or uncomfortable about the notion of consulting with faculty, just that they didn't seem to think it was necessary. In some cases, it appeared that the belief was that any need to consult faculty was an indication that the instructor had not provided sufficient initial guidance: "…the assignments are not really explained very well…I definitely have used all of the teachers to explain … because it is not clear." (Focus Group 2) There was a certain amount of resentment evident in this comment.

By contrast, the older students were clearly making an effort to seek out their instructors both for advice on their IBC projects and on various other matters. Most of the students in Focus Groups 3 and 4 appeared to be making a practice of consulting with faculty on each of their assignments:

> We have talked to just about every teacher. The marketing and management [instructors] the most…they show so much interest in what we are doing, that it is hard not to have some questions. What is really cool is that we are able to take our ideas, and take our drafts and start calling it a draft, because it always changes. "This is what you are looking for, what do you see? What feedback can you give us?" They are always willing to do that. (Focus Group 3)

However, it appears that regardless of whether or not students felt they were forced to see their instructors or that interacting with their instructors was a benefit, in all cases such interactions seem to lead to increased engagement, as even 'forced' interaction

appeared to lead to increased effort. This highlights one of the challenges that could be explored through the further development of the concept of 'negative engagement': Do students who initially believe they were forced to interact with faculty become more positively engaged or do they become 'negatively engaged', believing that such interactions are merely unnecessary work? If they are 'negatively engaged' what are the implications for their learning and persistence in the program and for future changes to the program, particularly given that Chickering and Gamson (1987) indicate that student-faculty contact is the most important of the seven principles? It is beyond the scope of this paper to develop and explore the concept of 'negative engagement' fully, but this raises several potentially interesting questions for future research.

It also seems that for some teams, an important function of the team leader is to connect with faculty:

> I talked to pretty much to all of my instructors now about the IBC. I have taken a leader role in my group, just to clarify what they want... I find that I haven't talked to them very much about other things, just IBC. (Focus Group 1)

The function of team leader was not consistently identified across all of the focus groups, although when it was mentioned it seemed that the team leader was quite consistently the main faculty liaison for the team. Not only did the students who described themselves as team leaders attach some importance to that role, they also indicated that they had taken it on because they were prepared to, or felt they had to, put more effort into the IBC than their teammates, thus increasing engagement for those students acting as team leaders.

It was also evident that some groups had divided the assignments by discipline area and personal preference, so that only the student responsible for the assignment

would speak to that faculty member. This appeared to be particularly true with respect to subjects in which there were only single small assignments for the IBC. Because personal preference was one of the ways that the assignments were allocated, this resulted in students working on assignments they were more interested in doing and interacting with faculty in the areas of their greatest interest, thus also increasing engagement for those students.

A third aspect of student-faculty contact that was identified by the students was the role that faculty play when the team runs into difficulty, usually with one person who is perceived by the other group members to be not performing to a standard acceptable to the group. Students find the process challenging both because it can be lengthy and because there is reluctance to face someone in class after they've been pushed out of the group. The role of faculty may vary from simply listening to providing guidance and suggestions. The decision to fire a team member is a good example of the difference between 'negative' engagement and disengagement. The team members indicated considerable frustration about having to go through a firing process, but in all cases where firings were discussed the reason was that the individual who was eventually fired was completely disengaged: they did little work, usually of poor quality, and rarely attended.

> The person that we fired…she was never here, so it was really really easy to go and talk to our teachers. If she was here, it would have been a lot harder. We went regularly and talked to our Management and Marketing instructors and said 'what should we do, we don't want to carry her through.' (Focus Group 3)

The faculty in the marketing, management, and computing courses indicated that they had increased contact with students as a result of the IBC. These courses contain the most substantive IBC projects, so it is not unexpected that the instructors also receive the

most contact with respect to the IBC. In addition, the instructors interviewed in these areas all indicated that the IBC increased the amount of contact they had with students relative to non-IBC sections of the same course. One faculty member noted:

> It's mostly by email, although even my office hours have increased. So it could also be due to the fact they're really new, they might be a little more hesitant to actually go and talk to a faculty because some of them are still at the 'Mrs. [Surname]' stage. (Faculty Member A)

Another instructor also noted that the IBC provided a way for faculty to interact with students a different way:

> It gives faculty a chance to simply ask an easy question, 'what is your company?' So it is not just the faculty having to talk to them about what they think they should do, they can ask 'what are you doing?' so that it is much easier to get into a non-lecture kind of conversation, where the students are the knowledgeable ones. The experts. It is so easy because you can always ask them what is happening with their business. (Faculty Member F)

This is evidence that from the perspective of the faculty in some areas, it is clear that the IBC increases student-faculty contact.

Faculty teaching accounting, finance, and English (courses with very small assignments for the IBC) saw little difference in the amount of student contact as a result of the IBC when compared to non-IBC sections: "It does contribute to student-faculty contact in a similar way to my other assignments..." (Faculty Member B)

The other challenge discussed by the students was that the faculty teaching some sections of some courses were new to the College and did not have a full understanding of the IBC. In the courses which only had a single small assignment for the IBC, it appeared to the students that the faculty did not understand the IBC and did not attach a great deal of importance to it: "She didn't seem to be that knowledgeable about it. So we didn't bother talking to her…it is only worth 5% in those courses." (Focus Group 4) When this occurred, it was both frustrating for the students and appeared to reduce their

engagement with the IBC in those particular subject areas: the students perceived that the instructors felt this assignment was unimportant, so the students treated it the same way. This was found only in the courses in which both the instructors were new and the assignments were small, and speaks to the need for better orientation of new faculty if the IBC is to continue in its current format.

Overall, the comments from most of the students and faculty indicate that a project like the IBC does increase engagement through student-faculty contact in a variety of ways including consulting with faculty as both subject experts and coaches as well as providing a platform for less formal interactions. However, the interaction is not spread evenly across all faculty teaching IBC sections, but is focussed primarily on faculty teaching courses which have several major assignments associated with the IBC. It is also of note that at least some younger students seem to be less willing or perhaps feel less able to initiate contact with faculty, even if they are struggling. While this difference did not appear in the survey results, the survey would not have necessarily have captured the differences between students contacting faculty willingly and those who made contact only when they believed there was no alternative.

Setting Expectations

Although setting high expectations is one of the seven principles outlined in the Chickering and Gamson (1987) framework, it was not one that I asked the students about. This was because I did not expect student to be able to comment knowledgeably on whether or not their instructors had used the IBC as a vehicle for setting high expectations, whether or not high expectations had been set in their courses, or what other methods might have been used by instructors to set expectations. Not surprisingly

therefore, more than half the comments in this code came from instructors, who were asked specifically about whether the IBC contributed to setting expectations in their courses.

The IBC was of the greatest benefit in terms of setting expectations in the Introduction to Management course (the course that houses it), because most of the assignments in that course are tied to the IBC. Students are first introduced to the IBC by watching a video of the previous year's winner: "We have a finished product to discuss and compare, and to use as an example in the classroom. There is no question that it motivates…along the way." (Faculty Member D) Assignment requirements and grading rubrics for all of the assignments in every course are explicit and handed out to the students as a package: "So they know what to expect. That is absolutely critical for it…They don't always read it." (Faculty Member F)

An instructor who was teaching Marketing, a course that was part of the IBC for the first time that year indicated:

> …I don't think from my perspective it helps any more than when I had them doing a team project that wasn't integrated…my expectations of what they need to learn are the same but from the students' perspective, they seem to think it's a lot more important…Before, if it was only the one assignment in the one course, there didn't seem to be near the pressure …you can scrounge a bit at the last minute and do okay in one course but to try to do it across all courses…from their perspective it makes things a lot more important. (Faculty Member A)

This was interesting because while the faculty member hadn't set their expectations any higher, the students believed that expectations were higher because of the integrated nature of the project. However, as the instructor indicated: "…they can't blow off my project and still do well in other courses" (Faculty Member A). Because performance on some of the early assignments could impact results in later assignments

or assignments in other courses it is not surprising that students felt more pressure to perform.

By contrast, instructors in courses that had only one small assignment for the IBC found that there was little impact: "…by the time the project comes to my course, half way through, my expectations are pretty clear." (Faculty Member B) For these courses the value of the IBC assignment in terms of setting course expectations was limited, and also provides evidence that for the courses with smaller assignments, the IBC is clearly not a theme throughout the course, but simply one assignment. Although, as one instructor put it: "I like it because it makes them aware of other things beyond the textbook." (Faculty Member C)

For instructors, the IBC generally did not change the expectations they set in their courses, although the integration between assignments across some of courses created more pressure for the students than was observed when the same courses were taught stand-alone.

In addition to comments on setting course expectations, both faculty and students indicated that the IBC could support students in setting expectations with their team-mates. As one instructor commented "…the project works really, really well as that 'pull your socks up and actually apply yourself' kind of lecture that typically came from other students." (Faculty Member A) Students similarly indicated:

> Well there is motivation to talk to the person, inform them and say, 'we need you here'…It is not acceptable at work, it shouldn't be more acceptable at education, and I think people should know that. (Focus Group 1)

Overall, while the IBC did not explicitly contribute to setting high expectations in the courses, it did contribute to engagement because students believed that the integrated

assignments were more demanding than the when the same assignments occurred in stand-alone courses.

Winning the IBC

Students were not asked specifically about whether or not they wanted to win the IBC but the topic was raised in both the second and third focus groups. Sample comments can be found in Table 19:

Table 19. Sample Comments regarding Winning the IBC

Winning the IBC	Student	Faculty
	Going into the IBC I didn't really care so much about winning. But as soon as I started the project, it was like a switch went… it would be awesome if we did win. (Focus Group 2)	You can see there are groups now that said, "you know what, we are doing this, we are loving each other, and this is interesting, but we don't want to be that winner. We are not even going there." Because of perceptions of what it takes to do that. (Faculty Member D)

While some students indicated that their main motivation was their interest in winning, a more common response was that while winning would be nice, the learning was more important:

> I knew about the rewards, but I was more interested in finding out what the whole experience would be like and seeing how all these classes integrate and how the basic base of businesses actually start. I really wasn't thinking about the reward (Focus Group 2).

Winning the IBC competition was engaging for some, but it also had the potential to be disengaging. One faculty member commented on the stress that was evident as the end of the term approached, particularly for teams which had not been particularly well organized or functional:

> It has a big life of its own. IBC is a very big thing. For those that aren't engaged at the high level, it is definitely problematic and it causes stress, because they see the outcome, they know there is something that is

> supposed to look perfect and polished, but not everyone is able to work at the same rate to get there. So for some people it is really big. If you are behind right now, it is really hard for those people to see how they can get there. That is the difference between an IBC group that I teach and a night group. The IBC group has a much bigger thing looming out there…It is something for us to be mindful of because we use that to pull them forward, but we also need to be really sensitive that it doesn't work the same for everybody. (Faculty Member D)

The notion of winning and the level of commitment required to win IBC apparently engages some students, but it is clear it may be intimidating for others. This indicates that while the goal of winning the IBC may contribute to engagement for some students it is far from universal.

Cohort

Although the cohort model is not part of the IBC, it is closely associated with the experience. It would be unmanageable for the students to participate in the IBC if their courses were not organized into cohorts. The scheduling of cohorts to facilitate the IBC creates a quasi-learning community environment. Because learning communities have been identified as an effective way to increase student involvement in their learning and encourage persistence, (Kuh, 2009b; Tinto et al., 1994; Tinto, und.) students were asked to discuss the cohorts separately from the IBC project. Sample comments about the cohort model are in Table 20:

Table 20: Sample Comments Regarding Cohorts

Cohort	Students	Faculty
	Positive: When I went to [a large university] I skipped class a lot, I didn't have any friends in my class, it was so big. I didn't have any ownership in actually showing up, but now if I feel that if I don't show up, somebody is going to chastise me for not being there. I also feel a lot more comfortable speaking out in class, asking questions. (Focus Group 2)	Positive: It allows them to have that degree of familiarization which takes time and energy and they don't have to do that in [all] their…classes. I see it as a bonding source to have them in week one. They walk together in the hallways, they form study groups early on. (Faculty Member D)
	Negative: You find yourself getting annoyed with some students because in your classes it is the same 30 people… (Focus Group 3)	Negative: You are with the same people all the time…if there is one person who is always monopolizing they are going to do that in every single class unless the instructor can deal with them. (Faculty Member E)

Students were generally extremely positive about having been organized into cohorts for their first term courses. A variety of advantages were identified, including that it provided them with a more comfortable learning environment, helped them to get to know others, helped people who were new to Victoria feel welcome, provided a natural network, made it easy to get notes or handouts if a class was missed, etc.:

> I think it has been great. One thing that happened in my cohort is that we all study together, on non-IBC related material. One thing that I notice that we do, is that we actually end up going to class ahead of time, on tests, and practice questions on the board. A great result in that is that other students from different cohorts …come and join us. (Focus Group 1)

There were numerous comments which indicated that the cohort model did increase engagement for students. Even students who (for a variety of reasons) were not in cohort, but taking their classes with several different groups could describe the benefits

of the cohort and how the experience could increase engagement: "I am not getting to know anybody and actually being able to have a study buddy, or someone to talk with about missed subjects and stuff like that." (Focus Group 1) A few students indicated that they would have preferred to have more variety in the people they were meeting, but overall, the organization into cohorts was seen to increase engagement.

Favourable comments were over nine times more frequent than negative comments. As noted in Chapter 3, it is likely that the focus group participants were more likely to be engaged, rather than disengaged students. Therefore, for engaged students, the cohort organization contributed to their engagement.

Faculty-Faculty Contact

Contact between faculty members was not anticipated as an area for analysis. However, through the reading of the transcripts, it was apparent that this was an area of some importance and in particular spoke to the Chickering and Gamson principle Giving Prompt Feedback. Although co-ordination amongst or between faculty was identified as an issue by only small number of students, it was raised by six of the seven faculty who were interviewed. Sample comments are in Table 21:

Table 21: Sample Comments Regarding Faculty-Faculty Contact

	Student	Faculty
Faculty-Faculty Contact (Chickering and Gamson (1987) principle Giving Prompt Feedback)	A lot of our teachers are first year teachers this year. They don't really understand the IBC. I think there needs to be more communication among the teachers. (Focus Group 4)	Faculty don't connect with each other all that much and in some ways that is good because we can resource it. And in some ways it is not, because we don't know about all those other amazing things that go on. (Faculty Member F)
		Negative: If the faculty came together and we did a little bit more integrated teaching then the concept could be driven home. For now, there is a bunch of somewhat related assignments and they each take one piece and go in different directions. (Faculty Member G)

Another student summed it up this way:

> I think there needs to be more communication amongst the teachers. There were points where we had to go to the teacher and say, "you have to mark this for us, because we have to do another project based on this project…we need it back." And a lot of them didn't realize that, which made it harder for us. (Focus Group 1)

The faculty acknowledged this issue, which was in part due a change in the courses included in the IBC this year, in part due to some new faculty participating in the IBC, and in part the integration that is central to the IBC.

> The other thing that has been a challenge is us handing assignments back. [One course] had an assignment that they needed to do their planning document for the very next week. Some students' …assignments … hadn't been marked. So we are asking them to use a piece of data that they don't have feedback on. That sort of a thing was a bit of an "ah hah" for us. The good news is it shows how connected they are. So we have learned something about integration and we have learned something about giving timely feedback. (Faculty Member D)

This delay in providing sufficiently prompt feedback led to some level of disengagement amongst students: it did not provide them with educational challenges, simply challenges about having the appropriate information to go forward. In this regard lack of co-ordination by faculty can be said to lead to disengagement or 'negative' engagement.

Faculty also acknowledged the resource constraints involved with trying to co-ordinate. The particular challenge identified was to maintain a balance that provides sufficient but not excessive information sharing and co-ordination. The level of interest in involvement in the IBC clearly varies even among faculty who are supportive of the project itself.

> I think it [the IBC] is a good idea. Do I really need to know what is going in Marketing? I don't think we need to know the day to day stuff. Just how it would affect us. If you have tons of information, and you are not going to use it, then there is no point. (Faculty Member C)

By contrast, another faculty member commented on his/her concerns about the IBC as they related to interacting with other faculty. This faculty member was concerned that not all of the assignments related to each other well, and more importantly, were not always closely tied to the core curriculum in the applicable course.

> I think the other instructors don't have much sense of [the course I teach]…It may be worthwhile to make the IBC instructors sit down and spend time learning about the other courses at some point. (Faculty Member G)

For faculty who are used to having considerable control over their entire course, an assignment that is not entirely under their control is discomforting, and may be viewed as less valuable or relevant as a result. In addition, concern was expressed by the same faculty member (Faculty Member G) about whether the small assignments contributed in a meaningful way to the final IBC presentations. It appears from these comments that the

smaller assignments do not have an easy fit in either the courses in which they occur or in the project overall.

While faculty-faculty contact is not something that leads directly to student engagement the comments captured here suggest that increased co-ordination and understanding among faculty could provide more certainty about the process for students as well as reducing their frustration somewhat and therefore potentially lead to increased engagement. Based on the comments received the lack of co-ordination may lead to disengagement or 'negative' engagement. In some cases students did not receive feedback in a sufficiently timely way, and lack of understanding by some faculty also appears to lead to IBC assignments being treated less seriously than other assessments in these courses, something which was apparent to students as well: "…the ones that are only worth 5% you are not going to care about them as much." (Focus Group 1) These assignments may therefore be viewed as 'make-work projects' rather than work that contributes meaningfully to students' learning.

Suggested Changes

At the end of each focus group, students were invited to make recommendations for change for future IBC projects. This gave students the opportunity to more explicitly identify things that they found problematic, excessively challenging, or not worthwhile. While there was a wide range of suggestions provided, including giving students the option of whether or not to participate, none of the students indicated that they thought it should be eliminated. The suggested changes tended to revolve around the following themes:

- too challenging for a first term project

- seeing the IBC as a separate course
- preference for individual rather than group grades/individual rather than group work
- too many assignments in some courses, too few in others

The younger students in particular tended to describe the IBC as something that was separate from and in addition to their coursework and found therefore to be very challenging: "I keep asking myself why 6 courses plus IBC outside of class time?" (Focus Group 1), and some students even thought it should be structured as a separate course. There was also some agreement with the notion that a project of this type should occur later in the program, rather than in the first semester.

Although faculty indicated that the IBC assignments were no different than the assignments they would give in non-IBC sections, the fact that they were related to each other seemed to increase the level of challenge as far as the students were concerned:

> …a lot of the people fresh out of high school are finding the IBC very overwhelming. They think it should be a separate class. They don't really have any business experience. (Focus Group 4)

However, while students were inevitably able to make many suggestions about things that could or should change, many of them then ended their recommendations with comments such as "As it stands, I think it is pretty good." (Focus Group 1) While changes are certainly possible and adjustments have been made each year to try to improve the learning experience, one faculty member also offered an insightful comment that the inherent nature of the IBC provides a certain challenge for both faculty and students, because it crosses what are normally boundaries between courses:

> …one thing that I have always said about this thing, and it is really important to remember, it is messy, it is always going to be messy, because there are so many people involved in it. Hang in there and have faith in the process, and it will happen right. (Interview – Faculty Member F)

Summary of Features of the IBC

Table 22 provides a summary of the results to address Research Question 3: What are the features of the Integrated Business Case project that students indicate contribute to their engagement in the project? In addition, the table provides a comparison of the qualitative and quantitative results.

Table 22: Summary of Qualitative Analysis and Comparison to Quantitative Analysis

Code	Features which Increase Engagement?	Comparison to Quantitative Data
Teams	Mixed. Students see the need to learn to work in teams and consider working in teams to be engaging. However, 'negative' engagement occurred in many teams, in particular those which had difficulty functioning together due to member goal incongruence and different approaches and interest in the required tasks.	Mixed. No direct comparison between 'Teams' and a single quantitative category. The category 'Teams' incorporates both 'Reciprocity and Co-operation Among Students' and 'Diverse Talents and Ways of Knowing'. The first of these categories had high engagement scores while the second had the lowest engagement scores.
Scheduling/ Workload	Mixed. Expectations of workload and time necessary to succeed not well understood or accepted, particularly by younger students. Some students manage well, most learn to cope, some become overwhelmed. In some cases frustration resulted in 'negative' engagement. In others, the volume of work or administrative difficulties resulted in disengagement.	Partially consistent. Time on Task had the highest levels of engagement and was positively correlated with grade expectations.
Involvement with Assignments / Application to the Real World	Yes. Considerable evidence nature of assignments in IBC increases engagement. Some assignments and subjects are more engaging than others. Older students appeared to have a better grasp of the relevance of assignments.	Consistent. High level of engagement reported on this dimension. Also, moderate correlation between Active Learning and Age, indicating older students were more engaged than younger ones.

Code	Features which Increase Engagement?	Comparison to Quantitative Data
Student-Faculty Contact	Yes. Some students very positive about faculty contact. Others contact faculty only reluctantly and when no other alternative is readily available. Regardless of reluctance, effort and engagement increased as a result of contact.	Consistent. One of the categories in which engagement levels were high. Also, Student-Faculty Contact was the only category in which expectations from the beginning of the semester were met or exceeded.
Setting Expectations	Yes. The integrated nature of some of the assignments resulted in students feeling more pressure to perform on assignments than in comparable stand-alone courses.	Not applicable. No statements in the surveys regarding setting expectations.
Winning the IBC	Mixed. The competition is a factor for engagement for some students, but can also be too intimidating.	Mixed. Lower levels of engagement in the Goal Orientation category. In addition, winning was identified as less important than learning by most students.
Cohort	Yes. Considerable evidence the cohorts contribute to engagement. Even students who were not taking classes with a single cohort could see benefits.	Consistent. High levels of agreement on statement about preference for being organized into cohorts. In addition, preferring the cohorts was found to be a predictor of persistence into 2nd semester.
Faculty-Faculty Contact	Not definite. Current issues may lead to disengagement for some students. It appears increased co-ordination among faculty has the potential to lead to increased engagement, by reducing uncertainty for students and therefore increasing engagement.	Not applicable. No statements in the survey regarding faculty-faculty contact.

Chapter Summary

In this chapter, qualitative data was presented to examine Research Questions 1 and 3. There is considerable evidence that the IBC leads to student engagement, an affirmative answer to Research Question 1. Findings for Research Question 3 indicated

that the features of the IBC students which led to engagement were: the nature of the assignments, which are grounded in the real world, and contact with faculty. Also, it appears that students believe that what is expected of them is greater than when the same assignments relate only to one course. Finally, scheduling students into cohort groups also contributes to student engagement.

For some students, working in teams leads to either engagement or 'negative' engagement as they wrestle with the challenges of working with others who are different from themselves. Similarly, the heavy workload may lead to engagement, 'negative' engagement, or in some cases, disengagement. Disengagement occurs when students become overwhelmed with the workload and simply give up or withdraw. The competitive aspect of the IBC is engaging for some, but for many it is either irrelevant or intimidating. Finally, most faculty believe that increased co-ordination and interaction amongst faculty would help improve the student experience.

Chapter 6: Discussion and Conclusions

This study examined student engagement during the first term of the first year in a two-year Business Administration diploma program by specifically examining student engagement with the Integrated Business Case (IBC) project. Self-report measures were developed using the Chickering and Gamson (1987) principles as indicators of engagement. These measures were used to collect information about the various activities and behaviours that are associated with the broad concept of student engagement. In addition to examining student engagement in this context, student expectations were also examined and contrasted with engagement. This study was about the first-year of a program in business at a commuter college and served to confirm that the principles identified by Chickering and Gamson (1987) do result in high levels of student engagement. However, the study differed from earlier engagement studies in that it examined student engagement at the program, rather than institutional level. This study also extended the existing survey research on engagement because it was done in the very first term: much of the existing work has been collected in later terms, when some students have already departed. In addition, it appears that this is one of the few studies undertaken in the context of a Canadian community college business school.

The IBC project was originally developed to teach students some of the skills they would need to be successful in business and to begin to integrate that knowledge across disciplines. The motivation for this study was the belief that not only was the IBC an effective way to accomplish those goals, but it might also be an effective way to engage students in their learning.

The study used a mixed methods approach to investigate the research questions for several reasons. First, the surveys conducted in September and December were designed to ensure that the early expectations and subsequent experiences of the population of first-year full-time students in Business Administration were examined as comprehensively as possible. Second, the focus groups, which were conducted in late November, allowed me to gather data based on students own perceptions in discussing their IBC experiences. Finally, the interviews with faculty provided faculty perspectives as appropriate and were also used to confirm and compare the students' experiences with the intended educational outcomes of the IBC. The data collected through the focus groups and interviews proved to be a richer source for analysis of the research questions.

Student Expectations Considered In The Context Of Student Engagement

The findings of this study with respect to student expectations were consistent with earlier studies in that it found student expectations at the beginning of their post-secondary education were extremely high (Blasco & Saura, 2006; Braxton et al., 1995; Kuh et al., 2005; Smith & Wertlieb, 2005). This was a somewhat unexpected result. While most earlier studies had surveyed entering students on their expectations about their non-academic experiences and in some cases surveyed students prior to beginning their post-secondary programs, I had expected that by administering the survey during the third week of the program students would have more awareness of what to expect and how they would handle the requirements of the IBC. In addition, as I was asking them about expectations of their academic experiences, as opposed to their expectations of other experiences (such as campus life), I did not expect the level of enthusiasm reported. Nonetheless, it was evident from the results of the first survey that students had very high

expectations of the IBC experience and also of themselves. In most cases, it would have been difficult, if not impossible for the actual experiences to live up to the early expectations of the students.

As a result of the very high reported expectations and the high levels of engagement reported in the second survey there was extremely limited support for the proposed model, and only for one of the six category variables that were tested: Student-Faculty Contact. While it was reassuring to see the result that faculty do matter for student persistence, the correlations were sufficiently weak to indicate that the model as proposed was inadequate.

In addition, as I considered the feedback received from the students in their focus groups it became evident through their comments that while many students were highly engaged, their expectations were not being met. Reflection on these results caused me to develop the concept of 'negative' engagement, meaning that students reported themselves as being highly engaged in the IBC they were simultaneously feeling frustration or dissatisfaction about their experience. This emotional component to engagement, meaning that engaged students may be experiencing contentment (positive engagement) or frustration/anger (negative engagement) was not considered in the development of the model. When engagement is considered it is often assumed that there are positive emotions associated with it, such as "enthusiasm, optimism, curiosity, and interest" (Skinner & Belmont, 1993, p. 572). These findings suggest that a more nuanced and layered approach to considering engagement may be necessary. Therefore, looking back at the model that was developed to help answer Research Question 2, it appears that the linear continuum from engagement to disengagement is inadequate. In that model, I had

one axis defined as moving from low to high levels of engagement, with low levels of engagement defined as disengagement while the second axis defined expectations. The qualitative data provided some evidence that a third axis appears to be necessary to more fully test the model, that being an axis from engagement (meaning positive engagement) to negative engagement. The results suggest that students who are experiencing negative engagement are not having their expectations met, but (like their counterparts who are experiencing positive engagement) are still devoting high quality and also a high quantity of effort to educationally purposeful activities. The exploration undertaken through the focus groups suggests that negatively engaged students are probably as likely as positively engaged students to persist in their studies, but that they may seek to avoid specific types of educational experiences. For example, students who have had negative experiences with their team may in future avoid courses with a heavy emphasis on working in teams. In addition, while students who are 'negatively' engaged may continue and complete their own studies, they may also advise friends and family members to go elsewhere, thereby potentially damaging the reputation of the program and the College.

While some frustration is not unusual or even inappropriate in challenging learning environments, and in fact may be an indication of an effective learning environment, there were indications that some of the frustrations that occurred during the IBC may not have been of the type that subsequently led to increased learning. By this I mean that when students are challenged by a difficult problem but undertake to work hard until it is solved, they may be frustrated during the process, but will recognize that they have learned something when they come to the end. By contrast, frustration that occurs

because of inadequate support structures or unnecessary administrative hurdles may remain long after the completion of the process, and may not result in increased learning. Reducing or eliminating the latter types of frustration could potentially lead to increased engagement by reducing both 'negative' engagement and possibly also disengagement.

This study provides additional evidence that student expectations at or near the beginning of their programs tend to be very high regardless of the dimensions being measured. Because expectations tend to be almost universally high, it is almost certain that any subsequent experiences, academic or otherwise, are not likely to live up to initial expectations. As a result, attempts to measure expectations may not be the most effective use of resources. However, awareness of the high expectations of entering students suggests that more efforts to manage expectations both prior to entering and at the beginning of programs may have considerable value.

Teams Considered

Working in teams was not only central to the IBC experience, it was also the most challenging and potentially frustrating part of the IBC. Most students found the concept of working in a team appealing and expected their teams to function well. This was apparent not only from the high expectation and engagement scores in the area of 'Reciprocity and Co-operation Among Students', but also from the discussions which occurred in the focus groups. While students appreciated and valued the importance of working in teams, the reality for many of the students was that their teams did not function particularly well for two main reasons: difficulty in arranging times outside of class to meet and difficulty or frustration with quality and/or quantity of work received from some group members.

The frustration expressed about being in groups with classmates who were disengaged or apparently not performing adequately appears to be the way students addressed the issues that were categorized as Diverse Talents and Ways of Knowing in the survey instruments. The responses on the second survey to the items in this category, (such as having serious discussions with students who had a variety of characteristics that were different than themselves) had the lowest scores of all of the survey items, indicating both 'negative' and disengagement in this area. In the focus groups there was considerable discussion about other students who:

- were considered free riders,
- would not or could not meet due to outside commitments,
- did not provide work that met the standard expected by the students commenting,
- did not complete work or provide feedback in a timely fashion.

While most students saw great value in working in teams, both because of the size and scope of projects that could be undertaken as a result, and because they saw benefit in learning to work in groups, many students clearly had difficulty accepting that others in their groups worked differently or had different ways of contributing. Students also discussed the challenges of being in groups with people that they didn't know well in advance, and their belief that if they knew their classmates better they would be able to determine whose goals and work ethic were compatible with their own. Many of these issues appeared to be not simply a situation of more capable students having to look after their less capable colleagues, but also a lack of understanding about the different ways in which people contribute and potentially a lack of tools to use when the group did not function as expected.

For example, while the Group Roles and Implementation Plans (GRIP) assignment prepared early in the Fall was intended to provide students with a broad plan for the IBC and a set of criteria for group behaviours, there was little within it to identify interim actions that could be taken prior to 'firing' a group member. While it was possible for teams to 'fire' a non-performing (likely disengaged) member, this was undertaken only as a last resort because the process for firing a team member could be lengthy and created additional work for the remaining team members who were already feeling overworked. As one student put it: 'We actually talked about kicking him out. We didn't because I personally am a nice person and I don't want to have to do a whole bunch of work' (Focus Group 2). In addition, students realized that even after firing a group member they would still see that person in class, which had the potential to be an uncomfortable situation. Just as termination is undertaken only as a last resort in any organization it should also be undertaken only as a last resort in an academic setting. What appears to be missing from the IBC process are formalized interim steps to increase individual accountability to both the group and to the course instructor. In addition, there is no opportunity for group members to undertake self-reflection or provide any sort of peer feedback either during or at the end of the IBC.

The work on Team-Based Learning (known as TBL) that originated with Larry Michaelsen and has been extended by Michaelsen, Sweet, and others appears to offer some promise as a way to accomplish the goals of the IBC while reducing the amount of non-productive friction occurring within groups (Michaelsen, 2002; Michaelsen & Razook, 1999; Michaelsen & Sweet, 2008; Sweet & Michaelsen, 2007). The formal structures of Team-Based Learning as outlined by Michaelsen provide individual

accountability to both the team and the instructor. In addition, many TBL environments also incorporate peer evaluation mechanisms. Both of these serve to help facilitate learning environments that have been documented in research and practice as being effective in encouraging deeper understanding of course content while simultaneously providing students with the opportunity to learn about the process of working in groups (Michaelsen & Sweet, 2008). The results of this study suggest that incorporating more individual accountability and peer evaluation methods into group projects would be beneficial for all students involved in such projects.

Competition Considered

The IBC is structured as a competition, and while the competition generates some enthusiasm towards the end of the semester, there appears to be limited benefit to this feature of the project. The focus group comments indicated that learning, rather than winning was more important. This was further supported by the responses to the Goal Orientation items in the surveys. These were both consistent with motivational theories which suggest that intrinsic rewards are more effective in motivating individuals than extrinsic rewards (Daft, Marcic, Bradford, & Stevens, 2009).

When comparing the IBC to other more typical case competitions, it is both longer (a full semester) and more comprehensive (involving multiple courses) than is the norm. In addition, participation is not voluntary. Based on the findings of this study, the competitive nature of the IBC is a feature that should be de-emphasized to a certain extent. The pressure of competition appears to be negatively impact learning for students who are not as motivated by the extrinsic rewards and find the size and scope of the IBC

project intimidating without the added pressure of feeling the need to perform at a level they may believe to be unattainable.

Cohorts Considered As A Form Of Learning Community

While students were not organized into cohorts specifically because of the IBC, the IBC could not exist in its current structure without students being in cohort groups. As discussed earlier, the cohorts have some but not all of the characteristics of learning communities. The most noticeable difference is that the current format of the IBC requires little interaction between faculty, while most formal learning communities require more extensive faculty cooperation and interaction.

The findings indicate that students found the cohorts to be very beneficial when considered separately from the IBC, which is consistent with the literature on learning communities. At a minimum, students found the cohorts made it easier to get to know classmates and more supportive for class participation. Some students leveraged both their IBC groups and their cohort to form effective study teams for non-IBC assignments or tests. Overall, the cohort structure has many benefits for students, faculty, and administration, and the focus groups in particular demonstrate that the students see the benefits of this structure for their first semester.

Faculty-Faculty Contact: Curriculum Integration Considered

Integration across disciplines occurs to some extent through the IBC project, as all of the assignments relate to the original business idea conceived by the students. Therefore, the students, in the preparation of their various assignments begin to learn about the different aspects of a small business. However, as one student summed it up:

> …not one of the projects has combined any of the classes together. We have all been doing individual parts that apply to your business, but I

> don't know if we have done anything really combines all of our classes into one project until the very end, but even that's just a presentation. (Focus Group 3)

This is not entirely accurate as some of the later assignments cannot be completed without the research that was completed in earlier assignments. However, the current model implicitly assumes that students will make the connections, but does not require them to do so. If groups divided the assignments so that individuals only participated in some, it is possible the links will not be made completely.

To create more formal links between and across the assignments would require additional faculty time for co-ordination. There are potential benefits to this, not only for the students and the IBC, but for the faculty themselves. Increased co-ordination across disciplines is likely to lead to integrative exercises in later parts of the program as well as interesting conversations about effective teaching practices for increasing student engagement. However, as Kuh et al. (2005) indicate, in US schools that are acknowledged leaders in undergraduate education increasing demands on faculty and staff in order to increase engagement has meant that "…the pace and amount of their work [is] spiralling out of control" (p. 290). Requirements for additional co-ordination must therefore be considered carefully.

Limitations

This study was conducted with student participants of one specific class: the Fall 2007 first-year full-time Business Administration program. As such, the findings are not necessarily transferable to other programs or to other classes, although the composition of the 2007 class appears to be similar to that of several previous and subsequent years. The focus groups were an exploration of the experiences of students from the same entering class and a sample of convenience was used. Therefore, it cannot be assumed that the

participants were fully representative of the class, and in fact were likely not representative of the more disengaged elements. Nonetheless, the focus groups clearly identified features of the IBC that were they saw as engaging and these findings would likely be transferable to other similar situations.

One of the major challenges of this study was the almost uniformly high expectations reported in the first survey. On reflection, it is not surprising that student expectations are high. Not only does this reflect the general optimism of youth, but in retrospect it seems unlikely that individuals with low expectations of post-secondary education would bother to enrol. The focus groups discussions also suggest that while students expect their post-secondary experiences to be different and 'better' when compared to high school, they do not necessarily have any idea how they will be different or 'better'. This presents significant challenges to the researcher in terms of how to more effectively examine and learn about student expectations, but these cannot be ignored. Continued research in this area will increase our understanding of what students expect in the first year of their post-secondary experience. However, based on these results as well as those of earlier studies in which early expectations on a wide variety of items proved to be extremely high, it may be that surveying students regarding their expectations may not be particularly fruitful for further research. Managing expectations through increased and more effective communications is critically important for program planning purposes and awareness of student expectations can play a role in developing those communications.

This study was also limited by the lack of a contrast group because it was not possible to determine whether the IBC was more engaging for students than taking the

same courses in a format that did not link them together in any way. Such as contrast group was part of the original proposal but changes to program delivery meant that a reasonable contrast group was no longer available.

The model proposed to test Research Question 2 yielded extremely limited results, with slight support found for only one of the six category variables: Student-Faculty Contact. It appears that the model needs reconsideration and at least one dimension ('negative' engagement) added before further testing is likely to yield useful results. Further development of the concept of 'negative' engagement may allow for a more finer-grained analysis of engagement-expectation discrepancies by adding a third dimension to the model. This assumes that a more effective way is found to gather expectations data than was the case in this study.

Implications For Practice

Over the years since its inception, the IBC has become embedded in the School and is actively supported by the senior administration of the School. It is described as a 'School-wide' activity. This appears to be both beneficial and costly. It is beneficial because faculty who are involved in the IBC have the opportunity to have their work highlighted beyond the classroom, and over the years, additional resources have been allocated to the IBC. However, in some ways it is also costly. Although the main activities take place in the Introduction to Management course, the assignments that make up the project are owned by everyone, and thus, by no-one. In addition, because of the support from senior administration and broad acceptance, some faculty appear to have difficulty indicating that they do not particularly support the IBC, or do not find it adds value in their course(s). Both the ownership (or lack thereof) and the broad acceptance

make it difficult to consider making major changes to the IBC. This represents an organizational challenge that is beyond the scope of this study to resolve. Regular reviews are also particularly critical because, as noted in Kuh (2009b) "One of the reasons so many college impact studies show equivocal or mixed findings is because the program … was not implemented effectively." (p. 697)

Recommendation 1: A regular multi-disciplinary review of the IBC project should be undertaken biannually, to ensure that faculty who are encountering challenges with the IBC in their courses can suggest revisions in an environment that is open to such suggestions.

The findings of this study with respect to teams, competition, and the effectiveness of the smaller assignments in the IBC should generate considerable discussion in the first such review. In particular we need to consider how to better introduce and manage the experience of being in teams. To a great extent teams are left on their own to manage the processes independently of any input from faculty. There is little opportunity to formally reflect on or provide feedback about the team experience: neither the Introduction to Management course nor any other course provides this opportunity. The opportunity to evaluate the team experience more formally appears to hold some promise in terms of increasing understanding and potentially improving future experiences involving working in teams.

Recommendation 2: The IBC processes, particularly team processes, need to be evaluated formally in addition to the products. Requirements for self reflection and peer evaluation should become formalized parts of the IBC. This will require

changes to or elimination of other assignments in order to ensure that the workload remains manageable.

It was evident, in particular from the focus group comments, that while many students found the IBC very engaging, some students became overwhelmed. Both the younger students themselves and their older counterparts commented on how challenging the IBC appeared to be for students who were recently out of high school. It seems that the scope of the IBC was considerably greater than anything they had encountered in their prior educational experiences. The volume of work, the need to complete significant amounts of homework outside of class, the need to meet outside of scheduled classes with their team-mates, and lack of personal experience to help contextualize their learning were all factors that appeared to create more challenges for younger students. Those that were engaged became more engaged through the IBC. However, those whose levels of engagement were initially lower appeared to be at considerably greater risk of becoming negatively engaged or disengaged. It would appear that the students recently out of high school expect similar demands on their time while in college, and find the substantially increased requirements overly challenging.

Recommendation 3: Interviews and/or focus groups involving students who are recently out of high school may provide some preliminary additional information about the discrepancies between their expectations and what they subsequently experience. It is recommended information be collected from both students who continue in Business Administration and those who switch programs or withdraw from the college within the first year.

In considering the implications for the School it appears that we need to consider how to more effectively manage students' expectations prior to and upon their arrival at the College. In particular, earlier communication is needed both about the type of experience they are likely to have and about how much time students need to plan to devote to their educational activities. Student expectations of the IBC were extremely high at the time of the first survey, but a number of students commented during the focus that they were not aware of the existence of the IBC prior to starting classes. In addition, many students had outside commitments that were far greater than what could reasonably be managed in addition to a full load of courses. More upfront information to students and potential students as well as to those that influence their decisions, such as parents and counsellors would help bring expectations closer to reality.

Recommendation 4: A package of information (virtual or hard copy) should be provided to key decision influencers, as well as to students, applicants, and potential students so that entering students are more knowledgeable about the type of experience they are going to have when they enter the Business Administration program, and the time required per week to be a successful full-time student.

In addition to ensuring that entering students have a better understanding of the nature of the first semester, new faculty should also have more orientation to the IBC, to ensure that it is appropriately incorporated into their course(s). New faculty are often working intensively to get their courses prepared for the Fall. Small assignments for the IBC which occur late in the term are often only glanced at until closer to their due dates. Not surprisingly, the faculty in these situations, along with their students, tend to see the IBC assignment as being of limited value in the course.

Recommendation 5: New faculty should be assigned one or more 'IBC mentors' who will assist them in incorporating the IBC assignment more effectively into the relevant courses. The 'IBC mentors' will review the requirements and outline both how the assignment fits within the IBC and how it can be incorporated successfully into the course material.

At present, there is little formal integration across the curriculum in the IBC. Linkages are left to be made by the students, and the extent to which such connections are made is uncertain. There is little need for faculty to interact beyond setting deadlines for the various assignments within the IBC. Increased co-ordination could also lead to faculty in the courses with smaller assignments becoming more engaged in the IBC, potentially leading to increased student-faculty contact in those courses. To increase curriculum integration and potentially student engagement through the IBC, additional faculty co-ordination is needed, along with a final assignment to focus the integration.

Recommendation 6: Additional resources should be allocated in order to increase co-ordination across disciplines in the IBC. In addition, a short project to highlight the integrative nature of the IBC should be created in order to ensure students more fully integrate their learning.

Suggestions for Further Research

This study explored student engagement by examining engagement in the context of the Integrative Business Case (IBC). There is potential for extending the research in several areas. First, it would be interesting to further examine the multi-dimensional aspects of academic engagement and in particular the concept of 'negative' engagement, which I earlier defined as a situation in which students are frustrated by their experiences

but still determined to learn and persist. 'Negative' engagement is fundamentally different than disengagement, but could potentially lead to disengagement or have other unintended consequences if the conditions that are creating the frustration cannot be successfully mitigated. Thinking about engagement in a more complex way could contribute to our understanding of how to create more effective learning experiences.

A second area of research that has potential to contribute to the literature on student engagement is to examine more fully faculty co-ordination in environments that are structured as learning communities. Such co-ordination can easily become overly time-consuming and seen as excessive unless the efforts of faculty are acknowledged resources are appropriately allocated. Research to explore what co-ordination is effective without being overly resource intensive would be valuable.

Third, as was noted early in this paper, there has been a very limited amount of research done on engagement amongst business students. Additional research examining engagement amongst both college and university undergraduate business students could provide new perspectives on engagement. Additional discipline-based studies of engagement would also be enriching and contrasting findings would provide further depth to our understanding of engagement.

Fourth, it is apparent from these findings that there are differences in the ways in which different types of students engage, and that these may be influenced by demographic characteristics. Further study on the ways in which part-time or older engage may provide valuable insight into more effective educational practices for engaging non-traditional students.

Fifth, successful transition from high school to post-secondary appears to involve considerable challenge for younger students even in an environment that is intended to be supportive such as a community college. Therefore, additional research on effective transitioning would have considerable value.

Sixth, as noted earlier, the IBC is what Kuh (2008) would call a 'high impact educational activity'. There are many recommendations for 'capstone' or final activities in post-secondary education. The IBC is potentially particularly impactful because it occurs early in a student's course of study. Further research could examine other high impact educational activities that have the potential to help students understand the culture of their disciplines.

Finally, future research could explore whether there are any the long-term effects of participation in the IBC. As an example, a longitudinal study to determine whether IBC participants are more likely to complete their diplomas and/or subsequently complete a degree when compared to non-IBC participants would be very valuable.

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List of Appendices

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Appendix 1: Informed Consent and Protection of Privacy Forms

a) **SURVEYS 1 and 2: INFORMED CONSENT AND PROTECTION OF PRIVACY**

Participation in this survey is strictly voluntary.

The University and those conducting this research study subscribe to the ethical conduct of research and to the protection at all times of the interests, comfort, and safety of participants. This research is being conducted under permission of the Simon Fraser University Research Ethics Board. The chief concern of the Board is for the health, safety and psychological well-being of research participants.

Should you wish to obtain information about your rights as a participant in research, or about the responsibilities of researchers, or if you have any questions, concerns or complaints about the manner in which you were treated in this study, please contact the Director, Office of Research Ethics by email at hweinber@sfu.ca or phone at 778-782-6593.

Your signature on the survey cover page will signify that you have received a copy of this document which describes the procedures, whether there are possible risks, and benefits of this research study, that you have received an adequate opportunity to consider the information in the documents describing the study, and that you voluntarily agree to participate in the study.

Title: The Integrated Business Case: Student Expectations and Student Engagement

Investigator Name: Leelah Dawson

Investigator Department: Faculty of Education, Simon Fraser University

Purpose and goals of this study:
This study is intended to explore student experiences in the first term of first year in the Business Administration diploma program when the students participate in the Integrated Business Case (IBC) project.

Benefits of study to the development of new knowledge:
This study has the potential to identify both the challenges and the rewards that college business students face in their first term as a result of their activities in the IBC. In addition to learning more about engagement through classroom-based activities, this study could provide insights about engagement in a business school in a Canadian community college. There has been a very limited amount of research published on engagement in Canadian colleges, and no studies about engagement in Canadian business schools have been located thus far.

The risks to participants of this study:
There are no foreseen risks for participants in this study.

Voluntary Participation:
Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. Refusal to participate will have no adverse effects on your grades or evaluation in your classes or courses. If you do withdraw from the study any data from this survey that can be attributed to you will be destroyed and will not be used in the study.

Statement of confidentiality:
The data of this study will maintain confidentiality of your name and the contributions you have made to the extent allowed by the law.

Statement of anonymity:
Participant names and/or data about specific individuals will not be included in any reports of this study.

In order to protect your anonymity, your identifying information (name and student number) are on a separate sheet and will be detached from the survey by a research assistant prior to the surveys being reviewed or handled by the principal investigator (Leelah Dawson). Your student number will be used to match this survey to the survey that was administered earlier in the Fall term. It will also be used to determine whether or not you register in the Winter term. A research assistant will assign a unique identifier number to each survey and maintain a table of student numbers and identifiers. This information will not be available to the principal investigator and will be destroyed once the data collection is complete.

Researcher's Relationship with Participants
The principal investigator has a relationship to potential participants as College Administrator/Student. To help prevent this relationship from influencing your decision to participate, the following steps to prevent coercion have been taken: As noted above, the surveys will not be available to the principal investigator until all identifying data has been removed. The table which will contain your student number and the unique identifier number for your survey will be stored in a location that is not accessible to the principal investigator.

Consent for use of data in the future or in other studies:
You will not be contacted for use of this data in future studies. It is possible that the data of this study may be used at a future time or in other studies. Examples of such usage include publishing articles in professional or scholarly journals, presenting at Camosun College or other forums, or presenting at conferences. Your signature on this consent form indicates that you will allow the data collected in this survey to be used in this study as well as for other future uses consistent with the uses described above.

I understand that I may withdraw my participation at any time. I also understand that I may register any complaint with the Director of the Office of Research Ethics.

Director, Office of Research Ethics
8888 University Drive
Simon Fraser University
Burnaby, British Columbia
Canada V5A 1S6
+1 778 782 3447
email: dore@sfu.ca

I may obtain copies of the results of this study, upon its completion by contacting:
Leelah Dawson
CBA 261, Centre for Business and Access, Camosun College
dawsonle@camosun.bc.ca or 250.370.4156

By completing the information requested and submitting the questionnaire, **YOUR FREE AND INFORMED CONSENT** has been given and indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

b) **FOCUS GROUP: INFORMED CONSENT AND PROTECTION OF PRIVACY**

Participation in this focus group is strictly voluntary.

The University and those conducting this research study subscribe to the ethical conduct of research and to the protection at all times of the interests, comfort, and safety of participants. This research is being conducted under permission of the Simon Fraser University Research Ethics Board. The chief concern of the Board is for the health, safety and psychological well-being of research participants.

Should you wish to obtain information about your rights as a participant in research, or about the responsibilities of researchers, or if you have any questions, concerns or complaints about the manner in which you were treated in this study, please contact the Director, Office of Research Ethics by email at hweinber@sfu.ca or phone at 778-782-6593.

Your signature on the consent form you will be given at the beginning of the focus group will signify that you have received a copy of this document which describes the procedures, whether there are possible risks, and benefits of this research study, that you have received an adequate opportunity to consider the information in the documents describing the study, and that you voluntarily agree to participate in the study.

Title: The Integrated Business Case: Student Expectations and Student Engagement

Investigator Name: Leelah Dawson

Investigator Department: Faculty of Education, Simon Fraser University

Purpose and goals of this study:
This study is intended to explore student experiences in the first term of first year in the Business Administration diploma program when the students participate in the Integrated Business Case (IBC) project.

Benefits of study to the development of new knowledge:
This study has the potential to identify both the challenges and the rewards that college business students face in their first term as a result of their activities in the IBC. In addition to learning more about engagement through classroom-based activities, this study could provide insights about engagement in a business school in a Canadian community college. There has been a very limited amount of research published on engagement in Canadian colleges, and no studies about engagement in Canadian business schools have been located thus far.

The risks to participants of this study:

There are no foreseen risks for participants in this study.

Voluntary Participation:
Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. Refusal to participate will have no adverse effects on your grades or evaluation in your classes or courses. If you do withdraw from the study data from the focus group will still be used as it is not possible to separate your contributions from those of other group members.

Statement of confidentiality:
The data of this study will maintain confidentiality of your name and the contributions you have made to the extent allowed by the law.

By consenting to participate in the focus group, you will confirm that any information you will encounter will be kept confidential and will not be revealed to parties outside the group.

Statement of anonymity:
Participant names and/or data about specific individuals will not be included in any reports of this study.

In order to protect your anonymity, focus groups will be conducted by research assistants, not the principal investigator. The principal investigator will receive the taped and transcribed focus group data, but will not be provided with names of the participants. Any names used during the focus groups will be removed from the transcriptions.

Researcher's Relationship with Participants
The principal investigator has a relationship to potential participants as College Administrator/Student. To help prevent this relationship from influencing your decision to participate, the following steps to prevent coercion have been taken: As noted above, the focus groups will be conducted by research assistants. The principal investigator will not be aware of which students participate in the focus groups.

Consent for use of data in the future or in other studies:
You will not be contacted for use of this data in future studies. It is possible that the data of this study may be used at a future time or in other studies. Examples of such usage include publishing articles in professional or scholarly journals, presenting at Camosun College or other forums, or presenting at conferences. Your signature on this consent form indicates that you will allow the data collected in this survey to be used in this study as well as for other future uses consistent with the uses described above.

I understand that I may withdraw my participation at any time. I also understand that I may register any complaint with the Director of the Office of Research Ethics.

Director, Office of Research Ethics
8888 University Drive
Simon Fraser University
Burnaby, British Columbia

Canada V5A 1S6
+1 778 782 3447
email: dore@sfu.ca

I may obtain copies of the results of this study, upon its completion by contacting:

Leelah Dawson
CBA 261, Centre for Business and Access, Camosun College
dawsonle@camosun.bc.ca or 250.370.4156

By completing the information on the focus group consent form and participating in the focus group, **YOUR FREE AND INFORMED CONSENT** has been given and indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

Title: The Integrated Business Case: Student Expectations and Student Engagement

Having been asked to participate in the research study named above, I certify that I have read the procedures specified in the document I have received describing the study. **I understand the procedures to be used in this study and the personal risks to me in taking part in the study as described above and agree to participate:**
Name:
Student Number:
Signature:
Date:

c) FACULTY INTERVIEW: INFORMED CONSENT AND PROTECTION OF PRIVACY

Participation in this interview is strictly voluntary.

The University and those conducting this research study subscribe to the ethical conduct of research and to the protection at all times of the interests, comfort, and safety of participants. This research is being conducted under permission of the Simon Fraser University Research Ethics Board. The chief concern of the Board is for the health, safety and psychological well-being of research participants.

Should you wish to obtain information about your rights as a participant in research, or about the responsibilities of researchers, or if you have any questions, concerns or complaints about the manner in which you were treated in this study, please contact the Director, Office of Research Ethics by email at hweinber@sfu.ca or phone at 778-782-6593.

Your signature on the consent form you have been given will signify that you have received a copy of this document which describes the procedures, whether there are possible risks, and benefits of this research study, that you have received an adequate opportunity to consider the information in the documents describing the study, and that you voluntarily agree to participate in the study.

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This study has the potential to identify both the challenges and the rewards that college business students face in their first term as a result of their activities in the IBC. In addition to learning more about engagement through classroom-based activities, this study could provide insights about engagement in a business school in a Canadian community college. There has been a very limited amount of research published on engagement in Canadian colleges, and no studies about engagement in Canadian business schools have been located thus far.

The risks to participants of this study:

There are no foreseen risks for participants in this study.

Voluntary Participation:
Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. If you do withdraw from the study data your interview data will be destroyed and will not be used.

Statement of confidentiality:
The data of this study will maintain confidentiality of your name and the contributions you have made to the extent allowed by the law.

Statement of anonymity:
Participant names and/or data about specific individuals will not be included in any reports of this study.

Researcher's Relationship with Participants
The principal investigator has a relationship to potential participants as College Administrator/College Faculty. To help prevent this relationship from influencing your decision to participate, the following steps to prevent coercion have been taken: Faculty will be asked to voluntarily participate in interviews. There will be no adverse consequences to faculty who refuse to participate, and no reasons need to be given for refusal.

Consent for use of data in the future or in other studies:
You will not be contacted for use of this data in future studies. It is possible that the data of this study may be used at a future time or in other studies. Examples of such usage include publishing articles in professional or scholarly journals, presenting at Camosun College or other forums, or presenting at conferences. Your signature on this consent form indicates that you will allow the data collected in this survey to be used in this study as well as for other future uses consistent with the uses described above.

I understand that I may withdraw my participation at any time. I also understand that I may register any complaint with the Director of the Office of Research Ethics.

Director, Office of Research Ethics
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dawsonle@camosun.bc.ca or 250.370.4156

By completing the information on the interview consent form and participating in the interview, **YOUR FREE AND INFORMED CONSENT** has been given and indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

Title: The Integrated Business Case: Student Expectations and Student Engagement

Having been asked to participate in the research study named above, I certify that I have read the procedures specified in the document I have received describing the study. **I understand the procedures to be used in this study and the personal risks to me in taking part in the study as described above and agree to participate:**
Name:
Student Number:
Signature:
Date:

Appendix 2: Copy of the Expectations Survey (Survey 1)

Title: The Integrated Business Case: Student Expectations and Student Engagement

Having been asked to participate in the research study named above, I certify that I have read the procedures specified in the document I have received describing the study. **I understand the procedures to be used in this study and the personal risks to me in taking part in the study as described above and agree to participate:**
Name:
Student Number:
Signature:
Date:

For each item **FILL IN THE CIRCLE LIKE THIS:** ● **NOT LIKE THIS:** ⊗
WHICH BEST REPRESENTS YOUR IMMEDIATE IMPRESSION ABOUT EACH STATEMENT.

	I expect:	Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree	Not Applic-able
1.	To contribute to my IBC group by taking responsibility for my portions of the	O	O	O	O	O	O	O
2.	To contribute to my IBC group by helping teammates if they need assistance.	O	O	O	O	O	O	O
3.	That the IBC project will help me to see how different facts and ideas fit together.	O	O	O	O	O	O	O
4.	That the IBC project will help me to apply material learned in class to other areas of my life (examples: a job, relationships with friends, family, co-workers etc.)	O	O	O	O	O	O	O
5.	To discuss my group's IBC project with at least one faculty member.	O	O	O	O	O	O	O
6.	To meet with one or more faculty members outside of regular class time to discuss the IBC project.	O	O	O	O	O	O	O
7.	To get to know at least one faculty member.	O	O	O	O	O	O	O
8.	That faculty will be willing to help with problems I may encounter with the IBC	O	O	O	O	O	O	O
9.	To work hard on the IBC group assignments to meet my instructors'	O	O	O	O	O	O	O
10.	To edit at least one IBC group assignment more than once to ensure I am satisfied	O	O	O	O	O	O	O
11.	To do research using outside materials (not provided by instructors) to improve my IBC group assignments.	O	O	O	O	O	O	O
12.	The IBC project will help me have serious discussions with students whose interests are different than mine.	O	O	O	O	O	O	O
13.	The IBC project will help me have serious discussions with students whose family background (social, economic) is different than mine.	O	O	O	O	O	O	O
14.	The IBC project will help me have serious discussions with students whose ethnic background is different than mine.	O	O	O	O	O	O	O
15.	The IBC project will help me have serious discussions with students whose philosophy of life or personal values are very different than mine.	O	O	O	O	O	O	O

	I expect:	Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree	Not Applic-able
16.	The IBC project will help me explore different ways of thinking about a topic or	O	O	O	O	O	O	O
17.	Encourage me to read more about the topics introduced through the IBC.	O	O	O	O	O	O	O

	How often do you expect to:	More than once a week	Once every 1 to 2 weeks	No more than once every 2 weeks	Once every 3 - 4 weeks or so	Less than once a month
18.	Meet in a group to discuss the IBC project?	O	O	O	O	O
19.	Participate actively in group discussions regarding the IBC?	O	O	O	O	O
20.	Work with your IBC group during class on one or more assignments?	O	O	O	O	O
21.	Work with your IBC group outside of class on one or more assignments?	O	O	O	O	O

		Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree	Not Applic-able
22.	I plan to work as hard as I can to make sure I learn as much as I can from the IBC.	O	O	O	O	O	O	O
23.	I plan to work as hard as I can so that my group does well on the IBC assignments.	O	O	O	O	O	O	O
24.	I plan to work as hard as I can so that my group will win the IBC.	O	O	O	O	O	O	O

General Information

		Yes	No
25.	Are you taking 6 courses this term? If yes, proceed to question 28	O	O

		1	2	3	4	5
26.	If you are taking less than six courses, how many courses are you currently taking?	O	O	O	O	O

27. If you are taking fewer than 6 courses this term please indicate why. Fill in all that apply:

- O Working and unable to take a full load
- O Would find the workload too heavy
- O Part-time studies fit my schedule
- O Advised to take less than a full load
- O Took courses beforehand that reduced my workload this semester
- O Other (please specify) _____

	Yes	No
28. Have you decided on which option you will specialize in for second year? (If no, proceed to question 6)	O	O

29. If you answered yes to Question 4, which option do you intend to choose?

- O Accounting
- O Finance
- O General Business
- O Indigenous Business Leadership/Chinook
- O Management
- O Marketing
- O Tourism Management

30. Based on your previous grades (secondary and post-secondary) would you describe yourself as:

- O An excellent student
- O A good student
- O An average student
- O A below average student

31. In the Business Administration program, I expect my grades will be:

- O Excellent
- O Good
- O Average
- O Below average

Demographic Information

	Male	Female
32. Are you:	O	O

	Yes	No
33. Are you a Canadian citizen? If yes, proceed to question 11	O	O

34. If you <u>are not</u> a Canadian citizen are you

O A Permanent Resident of Canada?
O An international student?

35. What is your marital status

O Single (never married)
O Married, living common-law or with a partner (of any sex)
O Separated (still legally married)
O Divorced
O Other _____

36. How many children and/or adults <u>living with you</u> are financially dependent on you?

Children (under 18)		**Adults (18 years and older)**	
O	None	O	None
O	One	O	One
O	Two	O	Two
O	Three	O	Three
O	More than three	O	More than three

37. What year were you born?

O	1989	O	1983
O	1988	O	1982
O	1987	O	1981
O	1986	O	1980
O	1985	O	Other _____
O	1984		

38. Are you currently working at one or more paid jobs?

Yes	No
O	O

39. If YES, approximately how many hours do you work per week on average at your paid job(s)?

_____

40. What is the highest level of academic education you have achieved thus far?

- O Not a high school graduate
- O High school diploma or GED
- O Some college, but did not complete a diploma or certificate
- O Some university, but did not complete a degree
- O College Certificate
- O College Diploma or Associate degree
- O Bachelor's degree
- O Master's degree or professional degree or designation (for example, Law or CGA)
- O Doctorate degree

41. What is the highest level of trades education you have achieved thus far?

- O None
- O Some apprenticeship training
- O Completed apprenticeship training
- O Journey-person Certification

42. What is the highest level of <u>academic</u> education obtained by your father?

- O Not a high school graduate
- O High school diploma or GED
- O Some college, but did not complete a diploma or certificate
- O Some university, but did not complete a degree
- O College Certificate
- O College Diploma or Associate degree
- O Bachelor's degree
- O Master's degree or professional degree or designation (for example, Law or CGA)
- O Doctorate degree
- O Unknown

43. What is the highest level of <u>trades</u> education obtained by your father?

- O Some apprenticeship training
- O Completed apprenticeship training
- O Journey-person Certification
- O Unknown/None

44. What is the highest level of academic education obtained by your mother?

- O Not a high school graduate
- O High school diploma or GED
- O Some college, but did not complete a diploma or certificate
- O Some university, but did not complete a degree
- O College Certificate
- O College Diploma or Associate degree
- O Bachelor's degree
- O Master's degree or professional degree or designation (for example, Law or CGA)
- O Doctorate degree
- O Unknown

45. What is the highest level of trades education obtained by your mother?

- O Some apprenticeship training
- O Completed apprenticeship training
- O Journey-person Certification
- O Unknown/None

46. Please **rank** your top three main activities last year. Indicate **#1** for the activity that was the most important, **#2** for the second most important, **#3** for the third most important.

1st Choice	2nd Choice	3rd Choice	
O	O	O	Finishing high school
O	O	O	Working full-time (30 hours per week or more)
O	O	O	Working full-time (30 hours per week or more)
O	O	O	Working part-time (less than 30 hours per week)
O	O	O	Attending college
O	O	O	Attending university
O	O	O	Working part-time and studying part-time
O	O	O	Full-time homemaker
O	O	O	Unemployed and seeking work
O	O	O	Traveling
O	O	O	Other (please specify) _____

Thank you for taking the time to complete this questionnaire.
Please hand it in to receive your ticket for the draw prize!!

Appendix 3: Copy of the Engagement Survey (Survey 2)

Title: The Integrated Business Case: Student Expectations and Student Engagement

Having been asked to participate in the research study named above, I certify that I have read the procedures specified in the document I have received describing the study. **I understand the procedures to be used in this study and the personal risks to me in taking part in the study as described above and agree to participate:**
Name:
Student Number:
Signature:
Date:

For each item **FILL IN THE CIRCLE LIKE THIS:** ● **NOT LIKE THIS:** ⊗
WHICH BEST REPRESENTS YOUR IMMEDIATE IMPRESSION ABOUT EACH STATEMENT.

	How often did you:	More than once a week	Once every 1 to 2 weeks	No more than once every 2 weeks	Once every 3 - 4 weeks or so	Less than once a month
47.	Meet in a group to discuss the IBC project?	O	O	O	O	O
48.	Participate actively in group discussions regarding the IBC?	O	O	O	O	O
49.	Work with your IBC group during class on one or more assignments?	O	O	O	O	O
50.	Work with your IBC group outside of class on one or more assignments?	O	O	O	O	O

		Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree	Not Applic -able
51.	I contributed to my IBC group by taking responsibility for my portions of the assignments.	O	O	O	O	O	O	O
52.	I contributed to my IBC group by helping teammates if they needed assistance.	O	O	O	O	O	O	O
53.	The IBC project helped me to see how different facts and ideas fit together.	O	O	O	O	O	O	O
54.	The IBC project helped me apply material learned in class to other areas of my life (examples: a job, relationships	O	O	O	O	O	O	O
55.	I discussed my group's IBC project with at least one faculty member.	O	O	O	O	O	O	O
56.	I met with one or more faculty members outside of regular class time to discuss the IBC project.	O	O	O	O	O	O	O
57.	I got to know at least one faculty member.	O	O	O	O	O	O	O

		Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree	Not Applic-able
58.	The faculty were willing to help with problems I encountered with the IBC project assignments.	O	O	O	O	O	O	O
59.	I worked hard on the IBC group assignments to meet my instructors' standards.	O	O	O	O	O	O	O
60.	I edited at least one IBC group assignment more than once to ensure I was satisfied with it.	O	O	O	O	O	O	O
61.	I did research using outside materials (not provided by instructors) to improve my IBC group assignments.	O	O	O	O	O	O	O
62.	The IBC project helped me have serious discussions with students whose interests are different than mine	O	O	O	O	O	O	O
63.	The IBC project helped me have serious discussions with students whose family background (social, economic) is	O	O	O	O	O	O	O
64.	The IBC project helped me have serious discussions with students whose ethnic background is different than mine.	O	O	O	O	O	O	O
65.	The IBC project helped me have serious discussions with students whose philosophy of life or personal values are	O	O	O	O	O	O	O
66.	Being in a cohort with mostly the same students in each class made it easier for me to get to know other people.	O	O	O	O	O	O	O
67.	The IBC project helped me explore different ways of thinking about a topic or issue.	O	O	O	O	O	O	O
68.	The IBC project encouraged me to read more about the topics introduced through the IBC.	O	O	O	O	O	O	O
69.	I worked as hard as I could to make sure I learned as much as I could from the IBC.	O	O	O	O	O	O	O
70.	I worked as hard as I could so that my group did well on the IBC assignments.	O	O	O	O	O	O	O

		Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree	Not Applic-able
71.	I worked as hard as I could so that my group would win the IBC.	O	O	O	O	O	O	O
72.	I would have preferred to have had each of my courses with different people rather than as a cohort.	O	O	O	O	O	O	O

		Yes	No	Not Sure
73.	Do you intend to continue in the Business Administration program in the Winter 2008 term?	O	O	O

If you answered 'no' or 'not sure', proceed to question 75

		Yes	No
74.	If you answered Yes to question 73, have you registered for the Winter 2008 term?	O	O

75. If you answered 'No' or 'Not Sure' to question 73 what do you think you may do next term?

O Switch to another program at Camosun College
O Switch to another program at a different college or university
O Just work for a while
O Travel
O Stay at home
O Undecided
O Other (please specify) _____

Thank you for taking the time to complete this questionnaire

Appendix 4: Cronbach's alpha values for Category variables

Table 23: Cronbach's alpha values for Category Variables

Category Variable	Cronbach's α	
	Expectation Variables	Engagement Variables
Active Learning	0.86	0.78
Student-Faculty Contact	0.81	0.70
Time on Task	0.79	0.80
Respect Diverse Talents/Ways of Knowing	0.90	0.89
Develop Reciprocity/Cooperation Among Students	0.85	0.76
Goal Orientation	0.95	0.80

Appendix 5: Results of Student Expectation Questions

Student expectations of the IBC project experience were generally high to very high. As Table 24 shows, mean scores for questions answered using the 6-point Likert type scale ranged from a low of 4.77 to a high of 5.84, with between 60.5% and 96.9% of students responding either 'agree' or 'strongly agree' In all cases, medians and modes were either 5 or 6. A score of 5 meant 'agree' and 6 was 'strongly agree' on the scale provided to the students.

Questions 18 through 21 used a 5-point scale in which 1 was the high score. Mean scores for these questions ranged from 1.2 to 1.39. Medians and modes were 1 in all of these cases.

Table 24: Mean, Median and Standard Deviation of Expectation Statements

		Mean	Std. Dev.	Median	% Agree or Strongly Agree
Encourage Active Learning					
	I expect:				
1	To contribute to my IBC group by taking responsibility for my portions of the assignments.	5.84	0.622	6	96.9%
2	To contribute to my IBC group by helping teammates if they need assistance.	5.72	0.697	6	95.3%
3	That the IBC project will help me to see how different facts and ideas fit together.	5.34	0.879	6	88.0%
4	That the IBC project will help me to apply material learned in class to other areas of my life (examples: a job, relationships with friends, family, co-workers etc.)	5.27	0.898	5	86.5%
Encourage Student-Faculty Contact					
5	To discuss my group's IBC project with at least one faculty member.	5.14	0.907	5	81.2%
6	To meet with one or more faculty members outside of regular class time to discuss the IBC project.	4.77	1.032	5	60.5%
7	To get to know at least one faculty member.	4.96	0.978	5	69.8%
8	That faculty will be willing to help with problems I may encounter with the IBC project assignments.	5.48	0.749	6	90.4%
Emphasize Time on Task					
9	To work hard on the IBC group assignments to meet my instructors' standards.	5.68	0.664	6	95.8%
10	To edit at least one IBC group assignment more than once to ensure I am satisfied with it.	5.41	0.843	6	92.6%
11	To do research using outside materials (not provided by instructors) to improve my IBC group assignments.	5.56	0.716	6	92.6%

		Mean	Std. Dev.	Median	% Agree or Strongly Agree
Respect Diverse Talents and Ways of Knowing					
12	The IBC project will help me have serious discussions with students whose interests are different than mine.	5.13	0.904	5	79.4%
13	The IBC project will help me have serious discussions with students whose family background (social, economic) is different than mine.	4.96	1.018	5	71.4%
14	The IBC project will help me have serious discussions with students whose ethnic background is different than mine.	4.85	1.077	5	68.9%
15	The IBC project will help me have serious discussions with students whose philosophy of life or personal values are very different than mine.	4.93	1.044	5	73.2%
16	The IBC project will help me explore different ways of thinking about a topic or issue.	5.35	0.826	6	89.0%
17	Encourage me to read more about the topics introduced through the IBC.	5.09	1.001	5	78.4%
Develop Reciprocity and Cooperation Among Students					
	How often do you expect to:				
18	Meet in a group to discuss the IBC project?	1.2	0.514	1*	97.9%**
19	Participate actively in group discussions regarding the IBC?	1.2	0.544	1*	96.4%**
20	Work with your IBC group during class on one or more assignments?	1.35	0.671	1*	95.3%**
21	Work with your IBC group outside of class on one or more assignments?	1.39	0.637	1*	95.8%**

		Mean	Std. Dev.	Median	% Agree or Strongly Agree
Goal Orientation					
22	I plan to work as hard as I can to make sure I learn as much as I can from the IBC.	5.28	1.144	6	87.4%
23	I plan to work as hard as I can so that my group does well on the IBC assignments.	5.51	1.085	6	92.7%
24	I plan to work as hard as I can so that my group will win the IBC.	5.26	1.235	6	83.1%

* Questions 18 - 21 used a 5-point scale with 1 being high.
** Percentage of respondents in top two categories (1 and 2 on 5 point scale)

Comparison of Expectation Categories

In order to assist in comparisons between categories, the scores for questions 18 – 21 were first reverse scaled, and then multiplied by 1.2. The resulting transformed data is provided in table 25.

Table 25: Transformation of Variables - Questions 18 - 21

Develop Reciprocity and Cooperation Among Students				
Q	How often do you expect to:	Mean	Std. Dev	Median
18	Meet in a group to discuss the IBC project?	5.76	.617	6
19	Participate actively in group discussions regarding the IBC?	5.76	.652	6
20	Work with your IBC group during class on one or more assignments?	5.58	.805	6
21	Work with your IBC group outside of class on one or more assignments?	5.54	.764	6

Appendix 6: Results of Student Engagement Statements

Table 26: Mean, Median, and Standard Deviation of Student Engagement Statements

		Mean	Std Dev.	Median	% Agree or Strongly Agree
Develop Reciprocity and Cooperation Among Students					
Statement Number:					
47	Meet in a group to discuss the IBC project?*	1.8	1.03	1*	82.8%**
48	Participate actively in group discussions regarding the IBC?*	1.5	0.77	1*	90.5%**
49	Work with your IBC group during class on one or more assignments?*	2.0	1.31	2*	71.7%**
50	Work with your IBC group outside of class on one or more assignments?*	2.0	1.16	2*	74.1%**
Encourage Active Learning					
51	I contributed to my IBC group by taking responsibility for my portions of the assignments.	5.7	0.84	6	96.6%
52	I contributed to my IBC group by helping teammates if they need assistance.	5.3	0.92	6	90.5%
53	The IBC project helped me to see how different facts and ideas fit together.	4.7	1.24	5	66.1%
54	The IBC project helped me apply material learned in class to other areas of my life (examples: a job, relationships with friends, family, co-workers etc.)	4.4	1.27	5	53.1%

		Mean	Std Dev.	Median	% Agree or Strongly Agree
Encourage Student-Faculty Contact					
55	I discussed my group's IBC project with at least one faculty member.	5.2	1.04	5	85.1%
56	I met with one or more faculty members outside of regular class time to discuss the IBC project.	4.8	1.27	5	70.4%
57	I got to know at least one faculty member.	5.0	1.14	5	73.3%
58	The faculty were willing to help with problems I encountered with the IBC project assignments.	5.2	0.94	5	84.1%
Emphasize Time on Task					
59	I worked hard on the IBC group assignments to meet my instructors' standards.	5.30	0.99	6	87.0%
60	I edited at least one IBC group assignment more than once to ensure I was satisfied with it.	5.16	1.06	5	79.1%
61	I did research using outside materials (not provided by instructors) to improve my IBC group assignments.	5.30	0.91	6	83.3%
Respect Diverse Talents and Ways of Knowing					
62	The IBC project helped me have serious discussions with students whose interests are different than mine.	4.43	1.37	5	53.0%
63	The IBC project helped me have serious discussions with students whose family background (social, economic) is different than mine.	4.19	1.40	4.5	50.0%
64	The IBC project helped me have serious discussions with students whose ethnic background is different than mine.	3.99	1.55	4	44.9%
65	The IBC project helped me have serious discussions with students whose philosophy of life or personal values are very different than mine.	4.33	1.49	5	56.4%

		Mean	Std Dev.	Median	% Agree or Strongly Agree
67	The IBC project helped me explore different ways of thinking about a topic or issue.	4.66	1.10	5	62.9%
68	The IBC project encouraged me to read more about the topics introduced through the IBC.	4.38	1.20	5	52.2%
Goal Orientation					
69	I worked as hard as I could to make sure I learned as much as I could from the IBC.	4.76	1.13	5	65.2%
70	I worked as hard as I could so that my group did well on the IBC assignments.	5.22	1.09	5.5	84.5%
71	I worked as hard as I could so that my group would win the IBC.	4.41	1.46	5	56.9%
Being in a Cohort (Learning Community)					
66	Being in a cohort with mostly the same students in each class made it easier for me to get to know other people.	5.06	1.21	5	79.5%
72	I would have preferred to have had each of my courses with different people rather than as a cohort. #	2.86	1.60	2	50.9%

* Questions 47 - 50 used a 5-point scale with 1 being high.

** Percentage of responses in top two categories

Question 72 was negatively worded. A low score indicated disagreement with the statement. 50.9% of respondents indicated 'Strongly Disagree' or 'Disagree'

Appendix 7: Analysis of Expectation Responses with Demographic and Student Enrolment Characteristics.

In general, statistically significant correlations between expectations and demographic and student enrolment characteristics were fairly small. Tables 27 and 28 provide the Kendall's tau correlation coefficient and indicate the level of significance for each statistically significant relationship. Kendall's tau was the best choice because the demographic and student enrolment data was either nominal or ordinal in nature and the expectation statements had direction. In addition, Kendall's tau makes no assumptions about the distribution of the responses. Interval data (such as Age) was classified into categories for this analysis. The responses to the expectation statements were on a 6-point scale. However, for this analysis, the responses were transformed into three categories: Disagree (for all levels of disagreement); Agree and Tend to Agree; Strongly Agree.

Table 27: Part 1, Statistically Significant Correlations between Expectation Survey Questions and Demographic and Student Enrolment Characteristics

Q#	Expectation Survey Questions	Gender (M/F)	Citizen-ship (Cdn Y/N)	Marital Status (S/M)	Depen-dent Children	Dependent Adults (None/1 or more)	Age (20 or under/21 or older)	Working (Y/N)?
	I expect:							
	Encourage Active Learning							
1	To contribute to my IBC group by taking responsibility for my portions of the assignments.							
2	To contribute to my IBC group by helping teammates if they need assistance.	0.148*		0.144*				
3	That the IBC project will help me to see how different facts and ideas fit together.	0.163*						
4	That the IBC project will help me to apply material learned in class to other areas of my life (examples: a job, relationships with friends, family, co-workers etc.)		0.168*					
	Encourage Student-Faculty Contact							
5	To discuss my group's IBC project with at least one faculty member.							
6	To meet with one or more faculty members outside of regular class time to discuss the IBC project.							

	Expectation Survey Questions	Gender (M/F)	Citizen-ship (Cdn Y/N)	Marital Status (S/M)	Depen-dent Children	Dependent Adults (None/1 or more)	Age (20 or under/21 or older)	Working (Y/N)?
7	To get to know at least one faculty member.							
8	That faculty will be willing to help with problems I may encounter with the IBC project assignments.							
	Emphasize Time on Task							
9	To work hard on the IBC group assignments to meet my instructors' standards.							
10	To edit at least one IBC group assignment more than once to ensure I am satisfied with it.	0.176*		0.170*			0.181*	
11	To do research using outside materials (not provided by instructors) to improve my IBC group assignments.			0.157*				
	Respect Diverse Talents and Ways of Knowing							
12	The IBC project will help me have serious discussions with students whose interests are different than mine.							
13	The IBC project will help me have serious discussions with students whose family background (social, economic) is different than mine.							

	Expectation Survey Questions	Gender (M/F)	Citizen-ship (Cdn Y/N)	Marital Status (S/M)	Depen-dent Children	Dependent Adults (None/1 or more)	Age (20 or under/21 or older)	Working (Y/N)?
14	The IBC project will help me have serious discussions with students whose ethnic background is different than mine.							
15	The IBC project will help me have serious discussions with students whose philosophy of life or personal values are very different than mine.	0.146*						
16	The IBC project will help me explore different ways of thinking about a topic or issue.			0.172*			0.146*	
17	Encourage me to read more about the topics introduced through the IBC.							
	Develop Reciprocity and Cooperation Among Students							
	How often do you expect to:							
18	Meet in a group to discuss the IBC project?							
19	Participate actively in group discussions regarding the IBC?				-0.104**			
20	Work with your IBC group during class on one or more assignments?							
21	Work with your IBC group outside of class on one or more assignments?	-0.155*						

	Expectation Survey Questions	Gender (M/F)	Citizen-ship (Cdn Y/N)	Marital Status (S/M)	Depen-dent Children	Dependent Adults (None/1 or more)	Age (20 or under/21 or older)	Working (Y/N)?
	Goal Orientation							
22	I plan to work as hard as I can to make sure I learn as much as I can from the IBC.							
23	I plan to work as hard as I can so that my group does well on the IBC assignments.					0.138*		
24	I plan to work as hard as I can so that my group will win the IBC.							

Abbreviations:

Acct: Accounting; Fin: Finance; MMPA: Marketing, Management, or Public Administration; Tour: Tourism

S/M: Single / Married: Other categories were available for selection on the survey (Divorced, Separated, Other) but the number of respondents choosing those categories was very small, and as a result they were excluded from the analysis.

No significant relationships between survey questions and the following demographic characteristics: Working (Y/N)?; Choice of Options (either Acctg/Fin or MMPA/Tour)

No significant relationships between demographics and the following survey questions: Q1; Q6; Q8; Q12; Q13; Q17; Q20

Kendall's Tau * $p < 0.05$; ** $p < 0.01$

Gender. Women indicated slightly stronger agreement than men with respect to the following expectation statements:

Q2: To contribute to my IBC group by helping teammates if they need assistance

Q3: That the IBC project will help me to see how different facts and ideas fit together.

Q10: To edit at least one IBC group assignment more than once to ensure I am satisfied with it.

Q15: The IBC project will help me have serious discussions with students whose philosophy of life or personal values are very different than mine.

Q21: To work with your IBC group outside of class on more than one assignment.

Citizenship. International students indicated stronger agreement with Q4, that the IBC project would be helpful in applying material learned in class to other areas of their lives.

Marital Status. Married students indicated slightly stronger agreement than single students with respect to the following statements:

Q3: That the IBC project will help me to see how different facts and ideas fit together.

Q10: To edit at least one IBC group assignment more than once to ensure I am satisfied with it.

Q11: To do research using outside materials (not provided by instructors) to improve my IBC group assignments.

Q16: The IBC project will help me explore different ways of thinking about a topic or issue.

The number of students who indicated that their marital status was one of divorced, separated, or other was very small. As a result, these categories could not be included in this analysis.

Dependent Children. Students with dependent children had slightly higher expectations with respect to Q19, participating actively in group discussions regarding the IBC. However, as only 11 respondents to this question indicated they had dependent children, this result must be interpreted with caution.

Dependent Adults. Students with dependent adults had slightly higher expectations with respect to working hard so their group would do well on IBC assignments (Q23). However, similar to the issue with respect to respondents with dependent children, with only 15 respondents to this question indicating they had dependent adults, the result must be interpreted with caution.

Age. Students that were 21 or older indicated slightly stronger agreement with the following statements:

Q10: To edit at least one IBC group assignment more than once to ensure I am satisfied with it.

Q16: The IBC project will help me explore different ways of thinking about a topic or issue.

Table 28: Part 2, Statistically Significant Correlations between Expectation Survey Questions and Demographic and Student Enrolment Characteristics

Q#	Expectation Survey Questions	Hrs worked per week	HS or some Post-Sec	6 courses vs < 6	Option Chosen? (Y/N)	Which Option? (Acctg/Fin or MMPA/Tour)	Prev. Grades (Self Rep.)	Expected Grades
	I expect:							
	Encourage Active Learning							
1	To contribute to my IBC group by taking responsibility for my portions of the assignments.							
2	To contribute to my IBC group by helping teammates if they need assistance.							
3	That the IBC project will help me to see how different facts and ideas fit together.							-0.140*
4	That the IBC project will help me to apply material learned in class to other areas of my life (examples: a job, relationships with friends, family, co-workers etc.)							
	Encourage Student-Faculty Contact							
5	To discuss my group's IBC project with at least one faculty member.			-0.148*				-0.141*
6	To meet with one or more faculty members outside of regular class time to discuss the IBC project.							

	Expectation Survey Questions	Hrs worked per week	HS or some Post-Sec	6 courses vs < 6	Option Chosen? (Y/N)	Which Option? (Acctg/Fin or MMPA/Tour)	Prev. Grades (Self Rep.)	Expected Grades
7	To get to know at least one faculty member.	-.177*						-0.187**
8	That faculty will be willing to help with problems I may encounter with the IBC project assignments.							
	Emphasize Time on Task							
9	To work hard on the IBC group assignments to meet my instructors' standards.		0.141*					-0.211**
10	To edit at least one IBC group assignment more than once to ensure I am satisfied with it.		0.172*				-0.144*	-0.256**
11	To do research using outside materials (not provided by instructors) to improve my IBC group assignments.		0.165*					-0.166*
	Respect Diverse Talents and Ways of Knowing							
12	The IBC project will help me have serious discussions with students whose interests are different than mine.							
13	The IBC project will help me have serious discussions with students whose family background (social, economic) is different than mine.							

	Expectation Survey Questions	Hrs worked per week	HS or some Post-Sec	6 courses vs < 6	Option Chosen? (Y/N)	Which Option? (Acctg/Fin or MMPA/Tour)	Prev. Grades (Self Rep.)	Expected Grades
14	The IBC project will help me have serious discussions with students whose ethnic background is different than mine.							
15	The IBC project will help me have serious discussions with students whose philosophy of life or personal values are very different than mine.							
16	The IBC project will help me explore different ways of thinking about a topic or issue.							-0.152*
17	Encourage me to read more about the topics introduced through the IBC.							
	Develop Reciprocity and Cooperation Among Students							
	How often do you expect to:							
18	Meet in a group to discuss the IBC project?	-0.165*						
19	Participate actively in group discussions regarding the IBC?							
20	Work with your IBC group during class on one or more assignments?							
21	Work with your IBC group outside of class on one or more assignments?							

Expectation Survey Questions	Hrs worked per week	HS or some Post-Sec	6 courses vs < 6	Option Chosen? (Y/N)	Which Option? (Acctg/Fin or MMPA/Tour)	Prev. Grades (Self Rep.)	Expected Grades
Goal Orientation							
22 I plan to work as hard as I can to make sure I learn as much as I can from the IBC.							-0.228**
23 I plan to work as hard as I can so that my group does well on the IBC assignments.				0.144*			-0.210**
24 I plan to work as hard as I can so that my group will win the IBC.							-0.230**

Abbreviations: Acct: Accounting; Fin: Finance; MMPA: Marketing, Management, or Public Administration; Tour: Tourism
No significant relationships between survey questions and the following demographic characteristics: Working (Y/N)?; Choice of Options (either Acctg/Fin or MMPA/Tour)
No significant relationships between demographics and the following survey questions: Q1; Q6; Q8; Q12; Q13; Q17; Q20
Kendall's Tau * $p < 0.05$; ** $p < 0.01$

Hours worked per week. Students working 20 hours per week or less had slightly higher expectations with respect to getting to know at least one faculty member (Q7). However, students working more than 20 hours per week expected to meet slightly more frequently than students working fewer hours (Q18).

Previous Academic Experience. Students with some academic post-secondary experience prior to beginning the Business Administration program indicated slightly stronger agreement with the following statements:

Q9: To work hard on the IBC assignments to meet my instructors' standards.

Q10: To edit at least one IBC group assignment more than once to ensure I am satisfied with it.

Q11: To do research using outside materials (not provided by instructors) to improve my IBC group assignments.

These expectations statements are the three statements about the category 'Time on Task'. This suggests that students with some prior post-secondary experience have greater awareness of the time requirements of post-secondary education than those who entered the college from high school.

Taking a full load or a reduced load. Students taking a full load of six courses were more likely to expect to discuss the IBC project with at least one faculty member (Q5).

Second-Year Option Chosen. Students who had not yet selected their 2nd year option (specialization) indicated slightly stronger agreement with the statement that they planned to work as hard as they could so that their group would do well on the IBC (Q23).

Previous Academic Performance: Self-Reported. Students who self-reported higher grades on their past academic work indicated slightly stronger agreement with the statement that they expected to edit at least one IBC group assignment more than once to ensure they were satisfied with it (Q10).

Expected Academic Performance: Self-Reported. Students who had higher expectations of their academic performance in the Business Administration program also had slightly to moderately higher expectations with respect to 10 expectation statements. These were:

Q3: That the IBC project will help me to see how different facts and ideas fit together.

Q5: To discuss my group's IBC project with at least one faculty member.

Q7: To get to know at least one faculty member.

Q9: To work hard on the IBC assignments to meet my instructors' standards.

Q10: To edit at least one IBC group assignment more than once to ensure I am satisfied with it.

Q11: To do research using outside materials (not provided by instructors) to improve my IBC group assignments.

Q16: The IBC project will help me explore different ways of thinking about a topic or issue.

Q22: I plan to work as hard as I can to make sure I learn as much as I can from the IBC.

Q23: I plan to work as hard as I can so my group does well on the IBC assignments.

Q24: I plan to work as hard as I can so that my group will win the IBC.

Appendix 8: Correlations between demographic and students enrolment characteristics

Gender. As noted earlier, over half of the students in the full-time program are female. This is consistent with the gender split reported in previous years as well as the national trend. For example, the recent Pan-Canadian Study of First Year College Students indicates that 61% of those surveyed were female (Association of Canadian Community Colleges & Human Resources and Social Development Canada, 2007 p. 21; Statistics Canada, 2008). There is a small statistically significant relationship between gender and working at one or more paid jobs. Female students are slightly more likely to be working than male students (0.176, $p<0.05$).

Citizenship. International students were less likely to be working at paid jobs than their Canadian counterparts (0.272, $p<0.01$). This is at least in part the result of the difficulty that visa students have in obtaining work visas for off-campus work.

Also, international students are slightly more likely than Canadians to have selected Accounting or Finance as their option (versus one of Marketing, Management, General Business, Tourism, or Public Administration (0.189, $p<0.05$).

Marital Status and Dependents. Slightly over 80% of our students are single, with 15.2% reporting they are married. The remaining students indicated their marital status as separated, divorced, or 'other'. Written comments indicated that most of the students selecting 'other' marital status were in a serious relationship, but not living together.

Because only a very small number of students indicated that their marital status was something other than either single or married, in order to test for significant relationships between marital status and other characteristics, only those two categories were used. Two characteristics were found to be significant. Married students were somewhat more likely to be older than single students (0.244, $p<.01$).

It was also found that there was a very slight significant relationship between marital status and participation in post-secondary, with married students slightly more likely to have had prior post-secondary experience (0.190, $p<.05$). However, when the sample was divided between students 20 or under and students 21 or older, the relationship between prior participation in post-secondary and marital status did not hold. There was no significant difference between married and single students' prior participation in post-secondary education once age was controlled. It was found that single students over the age of 21 were much more likely to have participated in post-secondary education than younger single students (0.489, $p<0.001$).

Most of our students indicated they had no dependents: 93.6% indicated no dependent children; the remaining students had either one or two dependent children. Similarly, the vast majority of students (91.0%) had no financially dependent adults residing with them. Those students who indicated they had financially dependent adults living with them indicated between one and 'more than three' dependent adults. It should be noted that more than 10% of students did not respond to the question about children and 13% of students did not respond to the question about financially dependent adults. Therefore, it seems possible that even these small percentages of students with dependents may be over-stated.

Students with financially dependent children were more likely to also be living with financially dependent adults. However, although there is a strong correlation (0.628, $p<.05$), the actual number of students who reported having dependents is very small. (Eleven students indicated they have children, and fifteen students indicated they had financially dependent adults living with them).

Finally, students living with financially dependent adults are slightly more likely to have participated in some sort of post-secondary education prior to beginning the Business Administration program at Camosun.

Age. Students ranged in age from 17 to 43. 59.6% of students were 20 or younger. Not surprisingly, there is a strong relationship between age and having completed some post-secondary education prior to entering the Business Administration program, with older students more likely to have had additional education past high school (0.444, $p<0.001$), and were less likely to be taking a full load of six courses (0.219, $p<.01$).

Working at Paid Jobs. Sixty-seven percent of these students indicated they were working at one or more paid jobs. Hours of work per week ranged from 4.5 hours to 60.

Younger students were slightly more likely to be working than students aged 21 or older (0.178, $p<0.05$). However, students with prior post-secondary experience were slightly more likely to be working more than 20 hours per week (0.178, $p<0.05$), perhaps because these students were also likely to be taking fewer than six courses.

Levels of Education Achieved Thus Far. Students were asked to indicate the level of education they had achieved prior to entering the Business Administration program. Two separate questions were asked. One asked about academic education level achieved,

and the other asked about trades education. For slightly over 60% of the students, this is their first post-secondary academic experience. Less than 13% of students had completed any trades education. Tables 29 and 30 provide additional details.

Table 29: Level of Academic Education Achieved

	Percent
Not a High School Graduate	1.0
High School Graduate	59.7
Some College	13.1
Some University	12.0
College Certificate	6.3
College Diploma / Associate Degree	3.7
Bachelor's Degree	3.7
Master's Degree / Prof. Designation	0.5
Total	100.0

Table 30: Level of Trades Education Achieved

	Percent
None	87.2
Some apprenticeship	8.0
Completed Apprenticeship	3.2
Journeyperson Certification	1.6
Total	100.0

Taking a full load or a reduced load. Students were asked whether they were taking the full course-load of six courses during the Fall term. Just under 56% of students reported they were taking six courses, with 44.2% of students taking fewer than six. As noted in the table below, over two-thirds of the remaining students were taking 5 courses.

Table 31: Number of Courses for Students Taking a Reduced Load

How many courses?	Percent
2	3.7
3	4.9
4	24.4
5	67.1
Total	100.0

Students taking fewer than six courses were also asked to indicate why and could select more than one reason as well as including a reason or reasons not provided. As a result, percentages are not meaningful for this table. Reasons for not taking a full load of courses are outlined in the table below.

Table 32: Reason(s) for taking less than 6 courses

	Number of Responses
Working and unable to take a full load	18
Would find the workload too heavy	13
Part-time studies fit my schedule	6
Advised to take less than a full load	3
Took courses beforehand that reduced my load this semester	49
Other	18

'Other' reasons for taking fewer than six courses included: Registering too late to get a full load (5); Dropping 1 course (3); Parental responsibilities (2); Playing sports for the College (1); and being lazy (1).

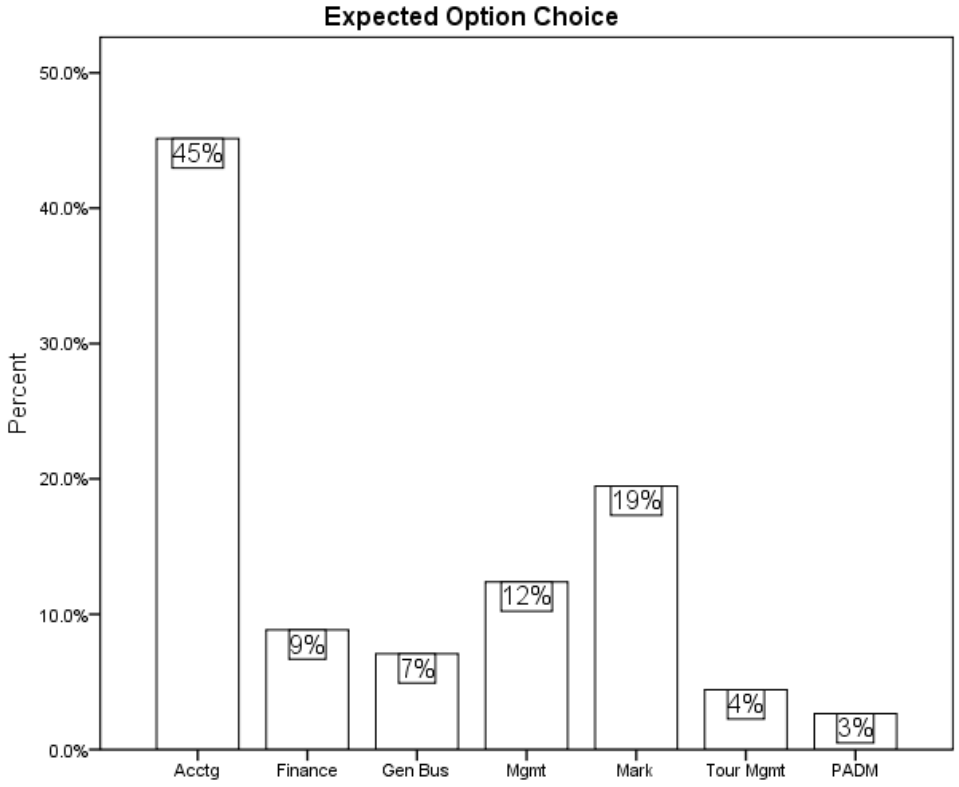
Students with prior post-secondary experience were more likely to be taking less than 6 courses (0.315, $p<.001$) There is also moderate relationship between hours worked and the number of courses being taken, with students working more hours being less likely to take a full load (0.339, $p<.001$).

Second-Year Option Choice. Students were asked whether or not they had chosen an option (specialization) for second year. Well over half the students (58%) indicated that they had chosen an option. Students who were taking fewer than six courses were

slightly more likely to have chosen their 2nd year option (0.171, p<.05) and also slightly more likely to have prior post-secondary experience than students taking a full load (0.187, p<.01). Because students taking less than six courses are also likely to be older this suggests that these students have greater career focus and awareness of their own skills and preferences than younger students with less post-secondary experience.

Students were then asked which option they had selected. Results are provided in Figure 9.

Figure 9: Expected Option Choice



Abbreviations: Acct – Accounting; GenBus – General Business; Mgmt – Management; Mark – Marketing; Tour Mgmt – Tourism Management; PADM – Public Administration

There was a moderately significant relationship between age and choice of option, with older students being more likely to choose Accounting or Finance (0.297, p<.01).

There was also a small relationship between working and option choice. Students indicating Accounting or Finance as their choice were less likely to be working than students selecting one of the other options (0.195, $p<.05$).

Higher grade expectations have a statistically significant relationship with more expectation statements than any other demographic or enrolment characteristics. As discussed earlier, statistically significant relationship was identified for 10 of 24 expectation statements compared to a maximum of 5 statements for any other category. In addition, there was a significant relationship for all of the statements in two categories: Time on Task and Goal Orientation. Kendall's tau was greater than 0.2 for two of three Time on Task statements and all Goal Orientation statements. These were also the only categories in which Kendall's tau exceeded 0.2 for any student characteristics. This indicates that students with higher grade expectations also expected to spend more time on the IBC project and were more goal oriented with respect to the IBC than their classmates.

Appendix 9: Analysis of Engagement Responses with Demographic and Student Enrolment Characteristics.

In general, statistically significant correlations between engagement and demographic and student enrolment characteristics were in the low to moderate range. The relationships which can be described as strong relationships will be highlighted in the discussion below. Table 33 and 34 provide the Kendall's tau correlation coefficient and indicate the level of significance for each statistically significant relationship. Kendall's tau is reported because most of this data is either nominal or ordinal in nature. Interval data (such as Age) was classified into categories for this analysis.

There were no statistically significant results between the Engagement Survey statements and any of the following characteristics: Gender; Marital Status; Dependent Children.

Table 33: Part 1, Statistically Significant Correlations between Engagement Survey Questions and Demographic and Student Enrolment Characteristics

	Engagement Survey Questions	Gender (M/F)	Citizen-ship (Cdn Y/N)	Marital Status (S/M)	Depen-dent Children	Dependent Adults (None/1 or more)	Age (20 or under/21 or older)	Working (Y/N)?
	Develop Reciprocity and Co-operation Among Students							
Q#	**How often did you?**							
47	Meet in a group to discuss the IBC project?					0.227*		
48	Participate actively in group discussions regarding the IBC?							
49	Work with your IBC group during class on one or more assignments?							
50	Work with your IBC group outside of class on one or more assignments?							-0.176*
	Encourage Active Learning							
51	I contributed to my IBC group by taking responsibility for my portions of the assignments.						0.192*	
52	I contributed to my IBC group by helping teammates if they need assistance.						0.281**	
53	The IBC project helped me to see how different facts and ideas fit together.						0.237**	
54	The IBC project helped me apply material learned in class to other areas					-0.137*	0.168*	

	Engagement Survey Questions	Gender (M/F)	Citizen-ship (Cdn Y/N)	Marital Status (S/M)	Depen-dent Children	Dependent Adults (None/1 or more)	Age (20 or under/21 or older)	Working (Y/N)?
	of my life (examples: a job, relationships with friends, family, co-workers etc.)							
	Encourage Student-Faculty Contact							
55	I discussed my group's IBC project with at least one faculty member.							
56	I met with one or more faculty members outside of regular class time to discuss the IBC project.							
57	I got to know at least one faculty member.							
58	The faculty were willing to help with problems I encountered with the IBC project assignments.						0.296***	
	Emphasize Time on Task							
59	I worked hard on the IBC group assignments to meet my instructors' standards.							
60	I edited at least one IBC group assignment more than once to ensure I was satisfied with it.					-0.212*		
61	I did research using outside materials (not provided by instructors) to improve my IBC group assignments.					-0.227*	0.236*	
	Respect Diverse Talents and Ways of Knowing							

	Engagement Survey Questions	Gender (M/F)	Citizen-ship (Cdn Y/N)	Marital Status (S/M)	Depen-dent Children	Dependent Adults (None/1 or more)	Age (20 or under/21 or older)	Working (Y/N)?
62	The IBC project helped me have serious discussions with students whose interests are different than mine.							
63	The IBC project helped me have serious discussions with students whose family background (social, economic) is different than mine.		0.264**					
64	The IBC project helped me have serious discussions with students whose ethnic background is different than mine.		0.274**					0.236*
65	The IBC project helped me have serious discussions with students whose philosophy of life or personal values are very different than mine.		0.202*				0.187*	
67	The IBC project helped me explore different ways of thinking about a topic or issue.						0.215*	
68	The IBC project encouraged me to read more about the topics introduced through the IBC.						0.185*	
	Goal Orientation							
69	I worked as hard as I could to make sure I learned as much as I could from the IBC.						0.213*	

	Engagement Survey Questions	Gender (M/F)	Citizen-ship (Cdn Y/N)	Marital Status (S/M)	Depen-dent Children	Dependent Adults (None/1 or more)	Age (20 or under/21 or older)	Working (Y/N)?
70	I worked as hard as I could so that my group did well on the IBC assignments.							
71	I worked as hard as I could so that my group would win the IBC.						0.190*	
	Being in a Cohort (Learning Community)							
66	Being in a cohort with mostly the same students in each class made it easier for me to get to know other people.						0.221*	
72	I would have preferred to have had each of my courses with different people rather than as a cohort.							

Abbreviations:

Acct: Accounting; Fin: Finance; MMPA: Marketing, Management, or Public Administration; Tour: Tourism

S/M: Single / Married: Other categories were available for selection on the survey (Divorced, Separated, Other) but the number of respondents choosing those categories was very small, and as a result they were excluded from the analysis.

Kendall's Tau * $p < 0.05$; ** $p < 0.01$

Citizenship. Moderate relationships between the following statements and citizenship were identified. In all three cases, international students indicated stronger agreement with the statements:

Q63: The IBC project helped me have serious discussions with students whose family background (social or economic) is different than mine.

Q64: The IBC project helped me have serious discussions with students whose ethnic background is different than mine.

Q65: The IBC project helped me have serious discussions with students whose philosophy of life or personal values are very different than mine.

All of these questions fall into the category 'Respect Diverse Talents and Ways of Knowing'. The responses suggest that the IBC project positively facilitated international students working with Canadian students from the perspective of the international students.

Dependent Adults. Students with dependent adults were somewhat less likely to meet as frequently when compared to students who did not have dependent adults (Q47). Students with dependent adults were also less likely to agree with the following statements:

Q53: The IBC projects helped me to see how different facts and ideas fit together.

Q59: I worked hard on the IBC group assignments to meet my instructors' standards.

Q60: I edited at least one IBC group assignment more than once to ensure I was satisfied with it.

The lower scores in these categories for students with dependent adults suggest that outside obligations may have reduced their engagement with the IBC project.

Age. Older students had slightly to moderately higher engagement with respect to 12 of 26 engagement statements:

Q51: I contributed to my IBC group by taking responsibility for my portions of the assignments.

Q52: I contributed to my IBC group by helping team-mates if they need assistance.

Q53: The IBC project helped me to see how different facts and ideas fit together.

Q54: The IBC project helped me apply material learned in class to other areas of my life (examples: a job, relationships with friends, family, co-workers etc.

Q58: The faculty were willing to help with problems I encountered with the IBC project assignments.

Q61: I did research using outside materials (not provided by instructors) to improve my IBC group assignments.

Q65: The IBC project helped me have serious discussions with students whose philosophy of life or personal values are very different than mine.

Q67: The IBC project helped me explore different ways of thinking about a topic or issue.

Q68: The IBC project encouraged me to read more about the topics introduced through the IBC.

Q69: I worked as hard as I could to make sure I learned as much as I could from the IBC.

Q71: I worked as hard as I could so that my group would win the IBC.

Q66: Being in a cohort with mostly the same students in each class made it easier for me to get to know other people.

It is of note that older students had significantly more agreement with all four of the statements in the Encourage Active Learning category, as well as half of the statements regarding Respect Diverse Talents and Ways of Knowing, and 2 of 3 statements about Goal Orientation. This suggests that older students were more willing and/or more prepared to undertake the demands of a group-based project such as the IBC.

Working at Paid Jobs. Students who were working at paid jobs indicated they worked with their IBC group outside of class slightly more often than those students who were not working (Q50).

Students who were not working indicated stronger agreement with the statement that the IBC project helped them have serious discussions with students whose ethnic backgrounds were different than their own (Q64).

Table 34: Part 2, Statistically Significant Correlations between Engagement Survey Questions and Demographic and Student Enrolment Characteristics

	Engagement Survey Questions	Hrs worked per week	HS or some Post-Sec	6 courses vs. < 6	Option Chosen? (Y/N)	Which Option? (Acctg/Fin or MMPA/Tour)	Prev. Grades (Self Rep.)	Expected Grades
	Develop Reciprocity and Co-operation Among Students							
Q#	**How often did you?**							
47	Meet in a group to discuss the IBC project?	-0.251*			-0.249**			
48	Participate actively in group discussions regarding the IBC?							
49	Work with your IBC group during class on one or more assignments?							
50	Work with your IBC group outside of class on one or more assignments?							
	Encourage Active Learning							
51	I contributed to my IBC group by taking responsibility for my portions of the assignments.						-0.174*	-0.244**
52	I contributed to my IBC group by helping teammates if they need assistance.					-0.272*		
53	The IBC project helped me to see how different facts and ideas fit together.					-0.398***		
54	The IBC project helped me apply material learned in class to other areas				-0.191*	-0.349**		

	Engagement Survey Questions	Hrs worked per week	HS or some Post-Sec	6 courses vs. < 6	Option Chosen? (Y/N)	Which Option? (Acctg/Fin or MMPA/Tour)	Prev. Grades (Self Rep.)	Expected Grades
	of my life (examples: a job, relationships with friends, family, co-workers etc.)							
	Encourage Student-Faculty Contact							
55	I discussed my group's IBC project with at least one faculty member.							
56	I met with one or more faculty members outside of regular class time to discuss the IBC project.							
57	I got to know at least one faculty member.					-0.307*		
58	The faculty were willing to help with problems I encountered with the IBC project assignments.					-0.270*		
	Emphasize Time on Task							
59	I worked hard on the IBC group assignments to meet my instructors' standards.						-0.245**	-0.209*
60	I edited at least one IBC group assignment more than once to ensure I was satisfied with it.						-0.194*	-0.216*
61	I did research using outside materials (not provided by instructors) to improve my IBC group assignments.						-0.218*	-0.179*
	Respect Diverse Talents and Ways of Knowing							

	Engagement Survey Questions	Hrs worked per week	HS or some Post-Sec	6 courses vs. < 6	Option Chosen? (Y/N)	Which Option? (Acctg/Fin or MMPA/Tour)	Prev. Grades (Self Rep.)	Expected Grades
62	The IBC project helped me have serious discussions with students whose interests are different than mine.				-0.197*	-0.279*		
63	The IBC project helped me have serious discussions with students whose family background (social, economic) is different than mine.							
64	The IBC project helped me have serious discussions with students whose ethnic background is different than mine.				-0.199*			
65	The IBC project helped me have serious discussions with students whose philosophy of life or personal values are very different than mine.				-0.252**			
67	The IBC project helped me explore different ways of thinking about a topic or issue.				-0.193*	-0.496***		-0.185*
68	The IBC project encouraged me to read more about the topics introduced through the IBC.					-0.420***		
	Goal Orientation							
69	I worked as hard as I could to make sure I learned as much as I could from the IBC.		0.267**			-0.290*	-0.238**	-0.315***

	Engagement Survey Questions	Hrs worked per week	HS or some Post-Sec	6 courses vs. < 6	Option Chosen? (Y/N)	Which Option? (Acctg/Fin or MMPA/Tour)	Prev. Grades (Self Rep.)	Expected Grades
70	I worked as hard as I could so that my group did well on the IBC assignments.			0.202*			-0.211*	-0.200*
71	I worked as hard as I could so that my group would win the IBC.		0.189*	0.190*		-0.239*	-0.224**	-0.257**
	Being in a Cohort (Learning Community)							
66	Being in a cohort with mostly the same students in each class made it easier for me to get to know other people.					-0.376**	-0.184*	-0.328***
72	I would have preferred to have had each of my courses with different people rather than as a cohort.			-0.197*				

Abbreviations:

Acct: Accounting; Fin: Finance; MMPA: Marketing, Management, or Public Administration; Tour: Tourism

S/M: Single / Married: Other categories were available for selection on the survey (Divorced, Separated, Other) but the number of respondents choosing those categories was very small, and as a result they were excluded from the analysis.

Kendall's Tau * $p < 0.05$; ** $p < 0.01$

Hours worked per week. Students who were working more than 20 hours indicated they met moderately less frequently than students who were working fewer hours.

Previous Academic Experience. Students with some prior academic post-secondary experience indicated stronger agreement with respect to two of three Goal Orientation statements:

Q69: I worked as hard as I could to make sure I learned as much as I could from the IBC.

Q71: I worked as hard as I could so that my group would win the IBC.

This may indicate that because these students were making a choice to enter the Business Administration program after some other post-secondary program they were more goal oriented in general as well as with respect to the IBC project.

Taking a full load or a reduced load. Students who were taking less than a full load of six courses also indicated stronger agreement with respect to 2 of 3 Goal Orientation statements:

Q70: I worked as hard as I could so that my group did well on the IBC assignments.

Q71: I worked as hard as I could so that my group would win the IBC.

Students taking a full load indicated slightly stronger agreement with respect to having their courses with different people, rather than as a cohort. This was the only significant response to Q72: I would have preferred to have each of my courses with different people rather than as a cohort.

Second-Year Option Chosen. Students who indicated they had selected their second year option indicated that they had met moderately more frequently than those who had not chosen their option (Q47). In addition, they had slightly to moderately higher agreement with the following statements:

Q54: The IBC project helped me apply material learned in class to other areas of my life.

Q62: The IBC project helped me have serious discussions with students whose interests are different than mine.

Q64: The IBC project helped me have serious discussions with students whose ethnic background is different than mine.

Q65: The IBC project helped me have serious discussions with students whose philosophy of life or personal values are very different than mine.

Q67: The IBC project helped me explore different ways of thinking about a topic or issue.

It is of note that the last four statements are all in the category Respect Diverse Talents and Ways of Knowing.

Which Option Selected. Students who indicated they had selected a second year option were also asked which option they had selected. Two categories were created for option choice: Accounting/Finance or Marketing/Management/Tourism Management/General Business/Public Administration. These results are derived from the responses of 57 students who indicated the option they had selected and also responded to Survey 2. Students who indicated they planned to choose the Accounting or Finance

options indicated moderately to strongly higher levels of agreement with the following 11 statements:

Q52: I contributed to my IBC group by helping team-mates if they needed assistance.

Q53: The IBC project helped me to see how different facts and ideas fit together.

Q54: The IBC project helped me apply material learned in class to other areas of my life.

Q57: I got to know at least one faculty member.

Q58: The faculty were willing to help with problems I encountered with the IBC project assignments.

Q62: The IBC project helped me have serious discussions with students whose interests are different than mine.

Q67: The IBC project helped me explore different ways of thinking about a topic or issue.

Q68: The IBC project encouraged me to read more about the topics introduced through the IBC.

Q69: I worked as hard as I could to make sure I learned as much as I could from the IBC.

Q71: I worked as hard as I could so that my group would win the IBC.

Q66: Being in a cohort with mostly the same students in each class made it easier for me to get to know other people.

These results were somewhat unexpected. Accounting students in particular have often been reported anecdotally as the strongest students in the school academically.

However, the strong levels of engagement in the IBC, particularly with respect to three categories – Encourage Active Learning; Respect Diverse Talents and Ways of Knowing; and Goal Orientation – were not anticipated. In addition, this group of students (those expecting to choose the accounting or finance option) had the strongest levels of agreement with respect to the value of being in a cohort.

Students selecting Accounting or Finance, and older students indicated the highest levels of agreement with the engagement statements. As noted earlier, there is also significant correlation between students selecting these options and age.

Previous Academic Performance: Self-Reported. Students who reported higher academic performance in their previous education indicated slightly to moderately stronger agreement with eight statements, including all three of the statements relating to Time on Task and all three of the statements relating to Goal Orientation:

Q51: I contributed to my IBC group by taking responsibility for my portions of the assignments.

Q59: I worked hard on the IBC group assignments to meet my instructors' standards.

Q60: I edited at least one IBC group assignment more than once to ensure I was satisfied with it.

Q61: I did research using outside materials (not provided by instructors) to improve my IBC group assignments.

Q67: The IBC project helped me explore different ways of thinking about a topic or issue.

Q69: I worked as hard as I could to make sure I learned as much as I could from the IBC.

Q70: I worked as hard as I could so that my group did well on the IBC assignments.

Q71: I worked as hard as I could so that my group would win the IBC.

Q66: Being in a cohort with mostly the same students in each class made it easier for me to get to know other people.

Expected Academic Performance: Self-Reported. Students who expected higher levels of academic performance in the Business Administration program also indicated slightly to moderately stronger agreement with nine of the engagement statements, including all three of the statements relating to Time on Task and all three of the statements relating to Goal Orientation:

Q51: I contributed to my IBC group by taking responsibility for my portions of the assignments.

Q59: I worked hard on the IBC group assignments to meet my instructors' standards.

Q60: I edited at least one IBC group assignment more than once to ensure I was satisfied with it.

Q61: I did research using outside materials (not provided by instructors) to improve my IBC group assignments.

Q69: I worked as hard as I could to make sure I learned as much as I could from the IBC.

Q70: I worked as hard as I could so that my group did well on the IBC assignments.

Q71: I worked as hard as I could so that my group would win the IBC.

Q66: Being in a cohort with mostly the same students in each class made it easier for me to get to know other people.

In summary, in examining the individual statements, Age was the demographic factor most correlated to higher levels of engagement with the IBC project. In addition, having a 2nd year option chosen at the beginning of the program; choosing Accounting or Finance; and having higher previous and expected academic performance are all correlated to higher levels of engagement with the IBC project.