MyBizLab

School Name	Ivy Tech Community College System, Wabash Valley Region, Terre Haute, IN
Course Name	Introduction to Business
Course Format	Lecture, flipped

Key Results Students who achieved higher MyBizLab homework scores also earned higher average final course grades. In addition, data indicated a strong positive correlation between average MyBizLab simulation scores and average quiz scores, and between average total MyBizLab homework scores and average exam scores.

Submitted by
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Course materials
Business Essentials, Ebert, Griffin

Setting

Ivy Tech Community College System is Indiana's largest public postsecondary institution and the nation's largest singly accredited statewide community college system. Serving nearly 200,000 students annually, the system comprises 30 campuses in 14 regions. The small-town Wabash Valley campus serves more than 6,000 students. The majority of students (77 percent) identify as white/non-Hispanic and 61 percent attend part time.

Introduction to Business is a one-semester, three-credit gateway course required of all business majors in the Associate Applied Science and Associate Science (for students intending to transfer) programs. The course explores the American business system in relation to economics, and studies business ownership, organization principles and problems, management, control facilities, administration and the development of American business enterprise practices. Students who successfully complete the course can identify the social, legal, and economic challenges of the business environment; illustrate the impact of ethical practices on business performance; differentiate between the legal forms of business ownership and organizational structures; and describe the marketing mix/marketing concept.

MyBizLab assignments introduce students to concepts and ideas, so lecture time can be spent enhancing the material and promoting student engagement and understanding.

Challenges and Goals

Sarah Shepler, associate professor, began teaching Introduction to Business in fall 2006. She was familiar with Pearson MyLabs as she'd used MyStatLab for a business statistics course with great success—student feedback indicated that students don't want to simply read a textbook and sit passively through lecture. Rather, they want interaction with course material and an understanding of how and why it can be useful beyond the classroom. When Shepler sought to flip her classroom, it was only natural that she turn to MyBizLab.

Implementation

MyBizLab assignments play a prominent role in Shepler's flipped classroom. Each week, students are required to:

- Read weekly chapter assignments

- Take the chapter quiz

- Complete the chapter simulation

Students have two attempts at quizzes; the higher of the two scores is recorded. Students have one attempt at simulations. And weekly assignments are due each Saturday night. Shepler does not require the Study Plan, but strongly recommends that her students use it.
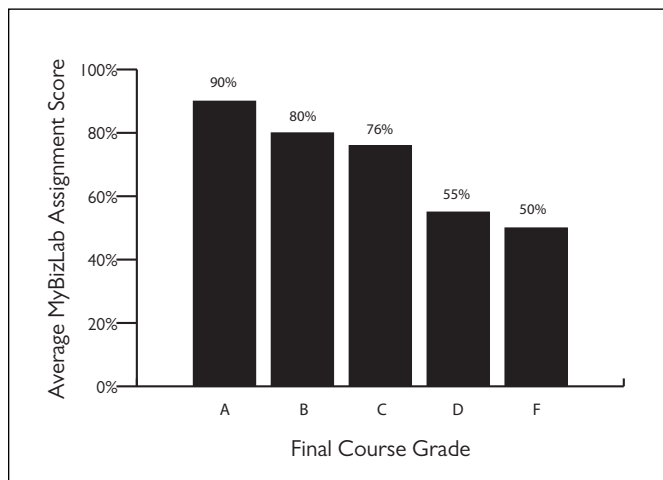
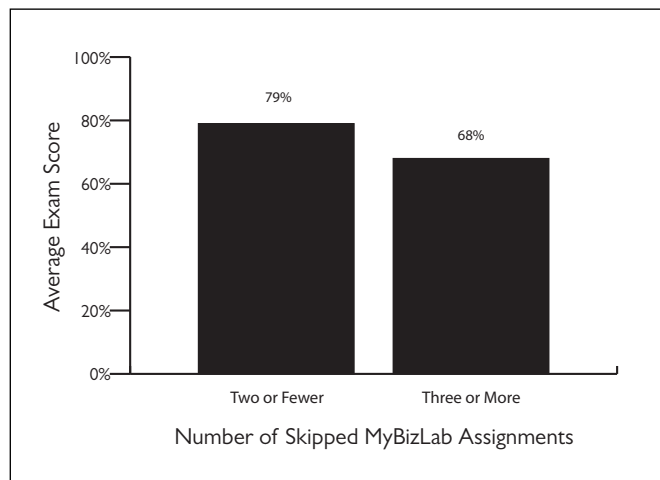Figure 1. Relationship between MyBizLab Assignment Scores and Final Course Grades, Fall 2014 (n = 25)

Figure 2. Relationship between MyBizLab Assignment Completion and Average Exam Scores, Fall 2014 (total, N = 25; skipped two or fewer, n = 19; skipped more than two, n = 6)

Students are required to complete three writing assignments. All are graded, two are scored, and the third is applied to extra credit or as a makeup writing assignment grade.

Two midterms and a comprehensive final exam are given in class and cover material from the text, lectures, and class discussion. Exams are a mix of multiple-choice, true/false, and essay questions. The final exam is a common in-state final.

Shepler uses in-class time to apply course concepts via small group and individual exercises, videos, and simulations, as well as hands-on and Web-based activities. Since all of her students have laptops in class, Shepler also has them consult the Web for real-time class activities. All in-class activities are turned in for credit before the end of the class session. Little in-class time is spent on traditional lecturing with PowerPoints, as MyBizLab assignments introduce students to concepts and ideas, so lecture time can be spent enhancing the material and promoting student engagement and understanding.

Late assignments are assessed a 5 percent penalty for each day late. After five days, assignments are no longer accepted.

Assessments

31 percent	MyBizLab quizzes (15)
24 percent	Midterms (two) and a comprehensive final exam
24 percent	MyBizLab simulations (10)
13 percent	Participation
8 percent	Writing assignments

Results and Data

Figure 1 shows a strong linear relationship of the final course grade distribution per average MyBizLab score. Students who earned higher MyBizLab homework scores generally earned higher final course grades, indicating that success on MyBizLab assignments may be an early indicator of course success (a more rigorous study might explore this concept further). As a best practice, instructors might use MyBizLab scores as a method of early intervention to help identify students at risk of failure on exams or the overall course.

- Students earning a final course grade of A scored an average of 90 percent on MyBizLab assignments

- Students earning a final course grade of D or F scored 53 percent on MyBizLab homework.

This analysis included only students who received a final course grade (does not include withdrew failing grades, n = 6).

MyBizLab assignment completion rates were analyzed to determine the impact of assignment completion on average exam grades (Figure 2). Results show that students who skipped two or fewer homework assignments scored 16 percent higher average exam grades (at least one letter grade) than students who skipped three or more homework assignments (p < .03, analysis includes only students who received a final course grade).

2.1   Average number of skipped assignments

52%   Percentage of students who completed all homework assignments

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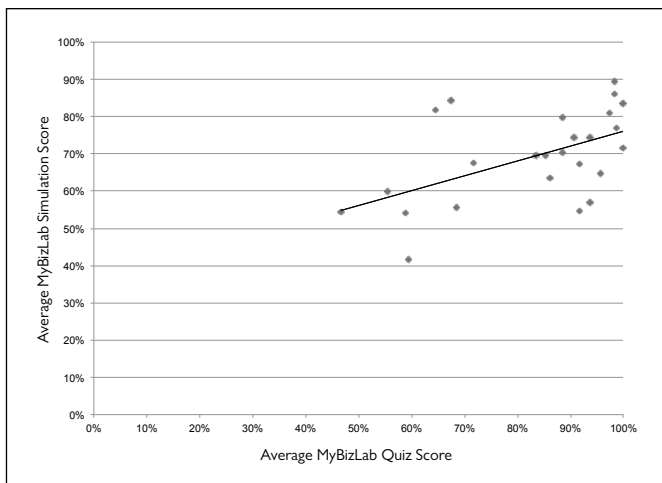

Figure 3. Correlation between Average MyBizLab Quiz Scores and Average MyBizLab Simulation Assignment Scores, Fall 2014 (*n* = 25)

Figure 3 shows the correlation between average MyBizLab quiz scores and average MyBizLab simulation exercise scores; a strong positive correlation exists where *r* = .53 and *p* < .01. Similarly, a strong positive correlation exists between total MyBizLab homework scores and average exam scores, where *r* = .47 and *p* < .01 (not pictured here). For students, MyBizLab assignement scores may help them identify where they stand in terms of successfully completing other course assessments including quizzes and exams, as well as the overall course.

The Student Experience

Responses from a fall 2014 student survey indicate that the students surveyed recognize the value of MyBizLab. When asked what they liked best about the program, student answers included the following:

"It is easy to access assignments and the extra practice helped me a lot."

"I liked that it showed me the correct answers to my wrong quiz questions so I knew the right answers. In other classes, I don't ever learn what the right answer was."

"I enjoyed doing the simulations, I felt as though it was real life situations."

"[It was] easy to use and to understand, and it helped me prepare for exams."

"It provides feedback to my answers after taking quizzes."

Conclusion

Flipped classrooms require great effort on the instructor's part. Much of their time is spent seeking new, activity-based material that aligns with course content and further develops course concepts. Making MyBizLab an integral part of her flipped classroom enables Shepler to spend more time preparing in-class activities that enhance the real-world aspect of her course. Because she spends less time grading, she can use that time to search for new and different news articles, videos, and Web assignments to promote greater in-class discussion and engagement. And it's paid off—in-class participation on these activities has led to a greater understanding of course content and higher exam scores. Data show that students who scored greater than 70 percent for their in-class participation grade earned average exam scores of 81 percent—16 percent higher than students who scored lower than 70 percent on their in-class participation grade.

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