QEP Pre-Activity Report

Name: Amy Caponetti  
Course/Section to be Assessed: BUSN 2330 P15

Semester Implemented: Fall 2014  
Control Course/Section (if applicable): N/A

1. What is the desired learning outcome? *(What do you want the students to be able to do better at the end of the lesson and to what degree?)*

   I want the students to understand the importance of community engagement to the study and practice of management.

2. What activity/lesson will be implemented to increase mastery of the desired learning outcome?

   The students have already attended the civic engagement volunteer fair. In addition, the students will go to the lecture of Chad Hellwinckel and I am working on getting a guest speaker to come in and talk about engaging with the community.

3. How will you measure whether the activity improved mastery of the targeted outcome?

   I have administered a brief survey that asks questions about awareness and feeling of social issues in their communities and at the end of the semester I will administer it again and see if there is any difference between the two.
Please answer the following questions as Yes or No.

1.) Are you aware of social issues in your community? i.e. crime, poverty, lack of education. Y/N

2.) Do you seek out information on social issues in your community? Y/N

3.) Do you talk with others regarding social issues in your community? Y/N

4.) Are you interested in learning more about social issues in your community? Y/N

5.) Do you think it is important for management purposes to understand what is going on in your community? Y/N
1. What were the results of your assessment of student improvement regarding the targeted learning outcome?
(Based on the assessment, to what degree was the learning outcome achieved? What information was collected to measure the effectiveness of the activity on the learning outcome? Did any unforeseen factors emerge influencing the activity or outcome assessment results?)

It would appear, using rudimentary statistics, that there was improvement in regards to the topic for the most part.
In order to help them understand the importance of community engagement to the study and practice of management we went to the civic engagement volunteer fair, went to the lecture by Dr. Chad Hellwinckel, had a guest speaker from the Society of Saint Andrew (they provide food to local food banks/charities) and had discussions about businesses that give back to the community such as Panera. At the beginning of the semester I gave a survey and then gave the same survey at the end of the semester after the activities
In question 1: 'Are you aware of social issues in your community'; there was approximately 30% increase after the activities.
In question 2: 'Do you seek out information on social issues in your community'; there was a very slight increase after the activities
In question 3: 'Do you talk with others regarding social issues in your community'; there was an approximately 25% increase after the activities
In question 4: 'Are you interested in learning more about social issues in your community'; there was an approximately 25% increase after the activities
In question 5: 'Do you think it is important for management purposes to understand what is going on in your community'; there was a very slight increase towards yes, although before it strongly favored toward yes.

2. Based on the results of the learning outcome assessment and semantic differential:
   A. Did the students find the activity engaging? Yes ___ X ___ No_______
      Explain:

   When coding the numbers in the semantic differential in the engaging-boring spectrum 86% of respondents were at engaging or the next box.
B. Did the activity achieve the desired learning outcome? Yes____X____ No______
(Include and discuss any assessment tools used as well as any qualitative or quantitative results)

The desired outcome was to determine the thoughts of these under-grad students in regards to community engagement and management practices. By determining their opinions early on, providing multiple opportunities to learn about different options, opinions and facets of community engagement, and class discussion, I believe that I was successful in teaching them the importance of a strong community to organizational success.

Combining the qualitative methods of the speakers and discussion with the quantitative methods of the surveys, I was able to use basic statistics (means and frequency tables) to see the level of improvement. The only downside to having this through the semester rather than one day was the loss in my N for the study. The pre-test N=25 and my post-test N=21

C. Will you use the activity again? Yes____X____ No______
What changes (if any) might be made to either the activity or the measurement of its impact on the learning outcome?

Structure it so that the student can bring examples in as well.
Please record the results of the semantic differential:

<table>
<thead>
<tr>
<th>Word</th>
<th>Rating</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>engaging</td>
<td>1.82</td>
<td>boring</td>
</tr>
<tr>
<td>useless</td>
<td>5.64</td>
<td>beneficial</td>
</tr>
<tr>
<td>easy</td>
<td>2.86</td>
<td>difficult</td>
</tr>
<tr>
<td>dull</td>
<td>5.32</td>
<td>exciting</td>
</tr>
<tr>
<td>valuable</td>
<td>1.5</td>
<td>worthless</td>
</tr>
<tr>
<td>complex</td>
<td>4.68</td>
<td>simple</td>
</tr>
</tbody>
</table>

Comments:

"I really enjoyed most of the speeches and I most definitely enjoyed the class discussions-I learned a lot"