



**OBTC 2017 at Providence College
June 14th – 17th, 2017**

Assessing the Impact of
Community Engagement

Submission Template for the 2017 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.

Assessing the Impact of Community Engagement

Are we assessing all of the important outcomes when students work with the community (in service learning or business projects)? How do we assess? What do we assess? How can we improve our assessment?

In this session we will share our own approaches to assessing student community engagement in service-learning, internship, and practicum project experiences - our approaches focus primarily on student learning, skill development, and attitudes. We explore how we might intentionally measure the impact of these experiences in a way that can be included in accreditation and assessment reporting.

We will solicit ideas from the group about their own best practices and record these and new ideas for assessment to develop a resource for assessment of student community engagement activities.

Assessment, community engagement, outcomes, impact, service learning

2) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Session Learning Objectives:

- Participants will reflect on their current approaches to assessment of community engagement activities
- Participants will learn about other approaches to assessment of community engagement activities
- Participants will identify ways to assess community engagement that will demonstrate impact

The focus of our session is on assessment, more specifically, on the assessment of student experiential activities that involve engaging with the community. Traditionally, assessment of community engagement has focused on student learning, attitude change, intention to serve, and citizenship (Steimel, 2013; Werder & Strand, 2011). Assessment in a traditional class might focus on knowledge and skill acquisition specific to the course learning objectives (Shapiro, 2012; Werder & Strand, 2011). Assessment is frequently done by the instructor. However, we (the authors) also use assessment by community partners to determine outside perception of student contribution, learning, and professionalism. Instructors who want to assess community engagement can ask questions about who to assess; what is the impact on the student, the organization, the community, the region? We can explore how to assess; through surveys, interviews, examination, longitudinal measures, community or organizational measure? We can also examine the question of what to assess: student learning, organizational learning, commitment to serve, organizational capacity built, service hours, long term performance? (See Table 1).

In this session, we propose that we can expand what we assess to specifically include data that can be used to demonstrate evidence of continuous quality improvement in impact as required by AACSB. As noted in the current AACSB accreditation standards, "Impact also has a broader meaning in that the business school, through the articulation and execution of its mission, should make a difference in business and society as well as in the global community of business schools and management educators." (AACSB 2017 Standards). We contribute to the college impact through student engagement activities in ways beyond those identified by AACSB, but we need to be able to demonstrate that impact.

We propose that faculty and student do impact the community during their involvement with service-learning, internships, and practicum project experiences. We may not be able to demonstrate the types of impact and the magnitude of the impact unless we are intentional about asking for and collecting the data.

3) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

Plan

- Introduction to Session - 5 minutes

- Background on assessment methods and goals – 10 minutes
- Share current approaches to assessment of community engagement – 10 minutes
- Break into small groups to share approaches to assessment and brainstorm ways to assess impact - 15 minutes
- Share ideas with the larger group to fill in the assessment table to create a resource for the group – 15 minutes
- Wrap Up - 5 minutes

4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

Our session addresses the conference theme of *Navigating the Changing Currents* in two ways. First, by discussing the changing expectations of accrediting agencies, we examine how our current assessment of community engagement activities can be adapted in a way that both helps insure we are accomplishing our learning objectives for a specific course, and demonstrates the engagement, innovation, and impact taking place in our courses and programs. Second, we discuss how various methods of assessment can address the evolving opportunities for students to engage with the community.

5) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

This session has not been presented before.

Excerpts from AACSB Accreditation Standards

It also is vitally important that AACSB accreditation demands evidence of continuous quality improvement in three vital areas: engagement, innovation, and impact.

Impact: In an environment of increasing accountability, it is important that AACSB accreditation focus on appropriate high-quality inputs (human, financial, physical, etc.) and the outcomes of those inputs within the context of the business school's mission and supporting strategies. That is, in the accreditation

process, business schools must document how they are making a difference and having impact. This means that AACSB will continue to emphasize that business schools integrate assurance of learning into their curriculum management processes and produce intellectual contributions that make a positive impact on business theory, teaching, or practice. Impact also has a broader meaning in that the business school, through the articulation and execution of its mission, should make a difference in business and society as well as in the global community of business schools and management educators. Examples of how schools can assess and demonstrate impact are provided in the Appendix

PRACTICE /COMMUNITY IMPACT

- Media citations (e.g., number, distribution, and effect)
- Requests from the practice community to utilize faculty expertise for consulting projects, broadcast forums, researcher-practitioner meetings, faculty/student consulting projects, etc.
- Publications in practitioner journals or other venues aimed directly at improving management expertise and practice
- Consulting reports
- Research income from various external sources such as industry and community/governmental agencies to support individual and collaborative research activities
- Case studies based on research that has led to solutions to business problems
- Adoption of new practices or operational approaches as a result of faculty scholarship
- Presentations and workshops for business and management professionals
- Invitations for faculty to serve as experts on policy formulation, witnesses at legislative hearings , members of special interest groups/roundtables, etc.
- Tools/methods developed for companies
- Memberships on boards of directors of corporate and non-profit organizations

References

- Eligibility Procedures and Accreditation Standards for Business Accreditation. Preamble: Engagement, Innovation, and Impact, p. 2-4. AACSB International. http://www.aacsb.edu/-/media/aacsb/docs/accreditation/standards/businessstds_2013_update-3oct_final.ashx?la=en Retrieved January 11, 2017.
- Shapiro, D.F. (2012) Collaborative faculty assessment of service-learning student work to improve student and faculty learning and course design. Michigan Journal of Community Service Learning. 19: 44-57.
- Steimel, S.J. (2013) Community partners' assessment of service learning in an interpersonal and small group communication course. Communication Teacher. 27(4): 241-255.
- Werder, K.P. & Strand, K. (2011) Measuring student outcomes: An assessment of service-learning in the public relations campaigns course. Public Relations Review. 37:478-484.

Appendix

Who	Student	Supervisor	Organization	Instructor	Team
How					
Survey					
Paper					
Interview					
Questionnaire					
Data review					
What	Learning	Deliverables	Contribution	Commitment	Capacity

Table 1. Assessing the Impact of Community Engagement