

COMMUNITY ENGAGEMENT PROJECTS IN BUSINESS COURSES: STUDENT PERCEPTIONS AND IMPACTS ON LEARNING

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Community-based learning (CBL) has been noted for academic development, personal development, intercultural competence, and commitment to future civic engagement. Despite the benefits of this high-impact educational practice, instructors are often reluctant to implement CBL into their courses. The lack of research published on CBL in operations and supply chain management suggests that more creativity is required to design student projects aligned with course content and objectives. Others may find the estimated time needed for developing relationships with community partners and logistical issues to be too overwhelming. The purpose of this study is thus to explore the benefits of implementing CBL into business courses and offer best practices for instructors willing to take the initiative. Data was collected through both pre- and post-CBL experience questionnaires along with reflective writing assignments. Qualtrics and QDA Miner were used as tools to collect and analyze the qualitative and quantitative data.

