The Impact of a Learning Community Within a Business Curriculum

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Today we will discuss . . .

- Learning Communities at Queensborough Community College
- Introduction to Microcomputer Applications (BU500)
- Principles of Accounting I (BU101)
- Joint Activities
- Outcomes & Benefits
Queensborough Community College – Demographics

<table>
<thead>
<tr>
<th>Enrollment (FALL 2011)</th>
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<tbody>
<tr>
<td>Full Campus</td>
<td>16,000</td>
</tr>
<tr>
<td>Business Department</td>
<td>2,564</td>
</tr>
<tr>
<td>First-time freshmen</td>
<td>3,900</td>
</tr>
</tbody>
</table>

Ethnicity of QCC Students - Fall 2011

- Hispanic/Latino: 27%
- Caucasian: 22%
- Native American/Other: 1%
- African-American: 24%
- Asian: 26%
Queensborough Community College – Demographics

Business Department Enrollment - Fall 2011

- Business Transfer: 65%
- Accounting: 14%
- Computer Information Systems: 9%
- Management (Real Estate): 1%
- Business Management: 8%
- Office Administration & Technology: 3%
Queensborough Community College – Retention

One-year Retention Rate

First-time, Full-time Freshmen

2-Year Graduation Rate: 3.8%
High Impact Strategy

Learning Community

• **Definition:**
  - Two or more courses
  - Students are common to all courses
  - Integrated coursework

• **Application:**
  - Joint planning & joint assignments
  - Collaborative teaching
  - Consultative student assessment
  - Outside-of-class engagements
High Impact Strategy

Service Learning

Participation Trends

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Students</th>
<th># of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>2008-2009</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2009-2010</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>2010-2011</td>
<td>48</td>
<td>48</td>
</tr>
</tbody>
</table>
Learning Community Details

BU500
Introduction to Microcomputer Applications

Fall 2011
Learning Community Details

Fall 2011

BU101

Student Profile & Joint Activities

Principles of Accounting I

BU500

Introduction to Microcomputer Applications
Learning Community Details

Student Profile: Gender

![Bar Chart]

- Male: 11
- Female: 12
Joint Activities

Planning Process

Meeting

- Coordinated Syllabi
LEARNING COMMUNITY: This class is a Learning Community course. A learning community is a group of students who take two or more courses together. Students explore how what they learn in one course can help them more fully understand what they are learning in other courses.

Our Learning Community is linked with:

BU101 – Principles of Accounting I  Professor: Prof. C. Manzo
Room: H347
Meeting Days/Time: M 10:00 – 10:50 and W,TH 10:00 – 11:50
Joint Activities

Planning Process

Meeting

- Coordinated Syllabi
- Rearranged course objectives
- Created joint assignments
Joint Activities

Planning Process

Joint Assignments:

- Bank Reconciliation Exercise
- Payroll Accounting Exercise
Joint Activities

Learning Community

Planning Process

Joint Activity

Service Learning Project

- Financial Literacy
- Site visit
Joint Activities

Preparation for On Site Financial Literacy Workshop

- Financial Literacy Packet (BU 101)
- Representative from the homeless shelter spoke to the class (BU 101/500)
- Assigned paper on homelessness (BU 500)
- Select students worked on presentations on Financial Literacy (BU 500)
- Creation budget worksheet, financial literacy brochure (BU 500)
Service Learning Project
Student Briefing
Service Learning Project

Student Presentations
Service Learning Project

Budget Workshop
Average Grades vs Learning Community Grades

- **A**: Fall 2010 & 2012 (3), Fall 2011 LC (2)
- **B**: Fall 2010 & 2012 (5), Fall 2011 LC (4)
- **C**: Fall 2010 & 2012 (7), Fall 2011 LC (11)
- **D**: Fall 2010 & 2012 (2), Fall 2011 LC (5)
- **F**: Fall 2010 & 2012 (2), Fall 2011 LC (1)

Legend:
- Fall 2010 & 2012
- Fall 2011 LC
Outcomes

BU500 Retention

- Learning Community: 100%
- Fall 2010 & Fall 2012: 77%
Outcomes

BU 101

- Academic
- Student Transition
Outcomes

Academic

- Retention
- Grades
Outcomes

BU 101 Retention Rates

- Learning Community: 100%
- Manzo: 70%
- All: 50%
Outcomes

Student Transitions

- Community within the classroom
- Personal growth
- Connection between community
What was your first impression of this service-learning project?
“....I was a bit worried that they might find us more preachy to them than offering some ideas to help them.”
“...I didn’t like the idea of telling someone in that situation how to budget their money.”
"I thought it would be a negative place"
What did this experience teach you about community involvement and civic responsibility?
“...community involvement isn’t hard and is very good.”
“...that any type of volunteer work or any community involvement really helps others.”
“I should always volunteer and help out in my community”
Outcomes

Student Reflections

Write a two sentence headline, which summarizes your service-learning experience.
“...I am glad that I was able to help a family budget their money......it let me be more conscious of the growing population of homeless.”
# Lessons Learned & Affirmed

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Community through common goals (academics &amp; themes)</td>
<td>- Plan, Plan, Plan</td>
</tr>
<tr>
<td>- Passive listeners become active learners &amp; leaders</td>
<td>- Know your LC guidelines</td>
</tr>
<tr>
<td>- The Melting Pot</td>
<td>- Master the “block”</td>
</tr>
<tr>
<td>- Great Expectations</td>
<td>- The 2\textsuperscript{nd} Time Around</td>
</tr>
<tr>
<td></td>
<td>- Microscopes &amp; Telescopes</td>
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QUESTIONS

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