Dr. Allen Smith – Business LC

Which HIEP(s) will I be using?

I will be using an “Undergraduate Research Project” in the Business Living and Learning Community during the Fall Semester of 2014. The HIEP focuses on enhancing freshman students’ information literacy skills and their understanding of the basic research process.

Please describe the project (100 words or less)

Phase I: Demand Analysis and Target Market Profile
Students will extend knowledge of demand presented in Introduction to Business to develop a target market profile, using FAU’s digital Indexes and Databases. Profiles include demographics, motives, lifestyles and demand factors.

Phase II: Research Design
Using the “Similarity-Attraction Paradigm,” teams will develop three magazine ads. A control group and two treatment groups will be used. Treatments will be developed on high/low similarity/attraction. Chi-Square is the assessment method. The scientific research method is followed: 1) formulate a testable hypothesis, 2) devise a study and collect data, 3) analyze data and draw conclusions/recommendations, and 4) report findings.

Phase III: Submission to the Undergraduate Research Competition
Present findings. Submit report to Undergraduate Research Competition.

Describe at least 3 student learning outcomes (SLOs) you are planning to assess and HOW you plan to assess them

<table>
<thead>
<tr>
<th>Assignment Components</th>
<th>Student Learning Outcomes</th>
<th>Rubric Fit</th>
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</thead>
<tbody>
<tr>
<td>Similarity-Attraction Paradigm</td>
<td>SLO 1 B. Theoretical framework</td>
<td>2. Knowledge—theoretical framework</td>
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<tr>
<td>Use FAU Library’s online indexes and data bases to profile a target market (demographics, motives, lifestyles) and factors that impact the target market’s demand for the selected brand.</td>
<td>SLO 1 C. Information literacy</td>
<td>1. Knowledge—theoretical framework</td>
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<td>SLO 4. Critical thinking Generate search terms</td>
<td>4. Interpretation</td>
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<td>Use Chi-Square test to identify the ad that is likely to be most likeable</td>
<td>SLO 4 A. Analysis</td>
<td>4. Critical thinking 4.1 Analysis</td>
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<td>Draw conclusions, justify recommendations, develop a written report, make a poster, make a presentation, enter undergraduate research contest</td>
<td>SLO 4. Draw conclusions</td>
<td>4. Critical thinking 4.2 Interpretation</td>
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Assessment of Theoretical Framework: Similarity-Attraction Paradigm

Two assessments: 1) the ability to articulate the application of the Similarity-Contrast Paradigm to the study of source effects in advertising, and 2) the development of a testable hypothesis.

Information Literacy—Target Audience Profile:
One assessment: The degree to which secondary research produces sufficient information to profile the target market in terms of demographics, motives, and lifestyles as well as factors that impact demand.

Analysis:

One assessment: Assessment of the ability to use the Chi-Square method to produce results.

Conclusions and Recommendations:

Two assessments: 1) written report and presentation to peers and FAU faculty/staff, and 2) submission to Undergraduate research Competition.

Please describe the VALUE ADDED that you will have from this experience – SPECIFICALLY what you will do differently than in the past to make this an enhanced experience (100 words or less)

This is the first attempt to engage students in undergraduate research. Previously, students in my Business Living and Learning were not exposed. More effort will be placed on developing information literacy. A more focused presentation covering specific databases will be required. Students must be confident and at ease with “Ask a Librarian.” To increase time and project management skills and teamwork, I will develop a set of firm deliverable and deadlines for each phase and extend office hours. I like to have some of the folks from Undergraduate Research address and encourage my students.