

ASSESSING COLLEGE-WIDE LEARNING GOALS USING ADVERTISING GROUP PROJECTS

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Abstract

As the importance of evaluating learning outcomes has become ever more accepted in all corners of academia and demanded by multiple stakeholders, assessment has become a reality in higher education. In fact, assessment has become a fulltime activity for many individuals in administrative positions and an ongoing responsibility for faculty members. This assessment can take place in many forms and at many levels. The focus of this presentation is demonstrating how the achievement of college-wide learning goals by students in the marketing major is assessed.

At the presenters' institution there are five College-Wide Learning Goals (CWLGs), which are evaluated at several points. The development of class assignments and rubrics for assessing the learning outcomes of the assignments is evident throughout curriculum. In the business school, CWLG assessment began fall semester 2013. The assessment occurs both within individual courses and all programs and majors. In previous semesters the task for measuring achievement of CWLGs within the business school was undertaken in the internship course.

All business students at the institution must complete an internship or practicum in order to graduate. One of the requirements of the internship class had been to evaluate CWLGs using previous work that students had completed within their majors in the business school. The instructor of the internship class at the presenters' college brought to the attention of one of the presenters that a number of marketing students had used their advertising class project to demonstrate their mastery of the CWLGs.

Thus, the focus of this session is to examine the use of a senior level advertising project for assessing achievement of CWLGs with the business school. The genesis of the idea lies in the fact that the advertising project was self-selected by marketing students as an artifact to evidence their CWLG accomplishment. Several intriguing questions are raised and addressed here: What are the advantages for self-selection of artifacts or evidence of learning by students rather than an instructor choosing which assignments should constitute artifacts for which goals? What kinds of assignments lend themselves to the demonstration of the meeting of CWLGs successfully by a student? What kinds of assignments may not work as well? What are the concerns, if any, of students utilizing one artifact to demonstrate understanding of more than one CWLG?

We will first address the presenters' college institutional CWLGs. Each of the five CWLGs and rubrics for assessment will be discussed. We will then present the advertising project that students chose for the demonstration of their CWLG mastery. We will then examine how students actually applied the project to demonstrate understanding of the CWLGs. In addition, the actual student assessment of CWLGs will be presented. Finally, the session will address the following issues:

- Advantages and disadvantages of self-selection of artifacts by students;
- The types of assignments that might allow successful demonstration of CWLGs; and
- Potential concerns for using a single assignment to demonstrate five broad-ranging CWLGs.