

ADVERTISING PROGRAM: 2015-2016 Yearly Assessment Report
College of Arts and Sciences (CAS)

1. Identifying Information

Name of Program: Advertising

Type of Program: Undergraduate Major and Minor

College of Arts and Sciences Division: Social Sciences

Name/Title/Email Address of Submitter: Marilyn DeLaure, Associate Professor and Director of Advertising, medelaure@usfca.edu

Name/Email Address of Additional Individuals Who Should Receive Feedback: Kate Charlton, incoming Director of Advertising (starting August 17, 2016), charlton.kate@gmail.com

2. Mission Statement:

A career in advertising requires creativity, critical analysis skills, business acumen, and expertise in strategic communications. USF's interdisciplinary Advertising Program, grounded in a broad liberal arts education, empowers students to become well-rounded professionals who are prepared to meet the wide-ranging demands of the global marketplace. The Advertising major combines courses in Advertising, Communication Studies, Design, Computer Science, and Business; students tailor their courses of study to reflect their particular career interests. Advertising majors get extensive practical experience in the creation of advertising campaigns through class projects, internships, and opportunities to participate in various competitions.

Has this statement been revised in the last few years? No. Will be revised by November 2016.

3. (Optional) Program Goals:

Program Learning Goals (drawn from original program proposal, 2008)

Upon completing the Advertising major, students will be able to:

1. Critically analyze the social, political and business implications of the advertising strategies and practices of private companies, nonprofit and community organizations, and state agencies and institutions.

2. Understand the implications and applications of traditional media and new media technologies and communications in advertising practices.

3. Write creative, persuasive copy and design messages as part of an integrated advertising campaign that is responsive to organizational goals and community needs while presenting consistent messages and actions across multiple media.
4. Engage in ethical advertising practices that are professional, socially responsible and in the mutual interests of organizations and communities.

Have these goals been revised in the last few years? No. Will be revised by November 2016.

4. Program Learning Outcomes (PLOs)

Student Learning Outcomes

Goal 1: Critically analyze the social, political and business implications of the advertising strategies and practices of private companies, nonprofit and community organizations, and state agencies and institutions.

Learning Outcomes

1(a) Students will identify, discuss and evaluate the legal, social, cultural and ethical issues facing advertising.

1(b) Students will demonstrate competency in interpreting, analyzing and applying the various theories and methodologies used in advertising.

1(c) Students will examine and evaluate the role of advertising communications in achieving organizational objectives.

Goal 2: Understand the implications and applications of traditional media and new media technologies and communications in advertising practices.

Learning Outcomes

2(a) Students will demonstrate the technological skills necessary to produce effective advertising communications.

2(b) Students will identify and discuss the interrelationships between and the integration of various traditional and non-traditional media in producing effective advertising strategies.

2(c) Students will formulate and assess media strategies related to individual and team advertising campaigns.

Goal 3: Write creative, persuasive copy and design messages as part of an integrated advertising campaign that is responsive to organizational goals and community needs

while presenting consistent messages and actions across multiple media.

Learning Outcomes

3(a) Students will demonstrate the ability to design and create an advertising message for a specific product directed to a defined target audience.

3(b) Students will compose and evaluate copy and design messages for distribution through multiple media including print and broadcast media, specialized publications and Web-based communications.

3(c) Students will develop and demonstrate the necessary interpersonal, communication and presentation skills to enhance client service at any level and to function successfully as an entry-level professional in advertising.

Goal 4: Engage in ethical advertising practices that are professional, socially responsible and in the mutual interests of organizations and communities.

Learning Outcomes

4(a) Students will analyze advertising problems and issues from multiple perspectives with a view to devising practical and socially responsible solutions.

4(b) Students will develop and sustain an ethical foundation in communication relationships and advertising practices.

Have these PLOs been revised in the last few years? No. Will be revised by November 2016.

5. Brief Summary of Most Recent Assessment Plan

The Advertising Program is in a period of transition. Our Founding Director retired June 1, and the new Program Director will start in August 2016. So, this initial program assessment plan is rather limited in scope, since it is quite likely there will be significant changes to the curriculum in the near future, which will include revisions to the Program Mission Statement and Program Learning Outcomes.

We implemented the “One thing this spring” plan. One question we have is: Are our students able to demonstrate and document their skills in creating integrated advertising campaigns? This question connects most directly to Learning Goal #3 above. It also connects to a longer-term program goal that all graduating ADVT majors will have a digital portfolio showcasing their work.

Shorter Term Direct Measures:

We will review the final student projects and presentations in ADVT 342, Advertising Presentations.

6. Academic Program Review

Date of most recent Academic Program Review's External Reviewer Visit:

February 2016 (first and only APR)

Date of most recent Action Plan Meeting: n/a. Action Plan meeting planned for October 2016.

Brief Summary of the most recent Action Plan: n/a

7. Methods

What did you do with regard to assessment of your program/department in 2015-2016?

Three faculty members—Marilyn DeLaure, Greg Pabst, and Bryan Whaley—reviewed videotaped final student presentations from ADVT 342, Advertising Presentations, which is the closest thing we have to a culminating capstone class in the major.

What were your questions?

Key Q: Are our students able to demonstrate and document their skills in creating integrated advertising campaigns?

How are these questions related to your most recent Academic Program Review and/or Action Plan? n/a (no action plan yet)

What PLOs are these questions related to?

Learning Outcomes

3(a) Students will demonstrate the ability to design and create an advertising message for a specific product directed to a defined target audience.

3(b) Students will compose and evaluate copy and design messages for distribution through multiple media including print and broadcast media, specialized publications and Web-based communications.

3(c) Students will develop and demonstrate the necessary interpersonal, communication and presentation skills to enhance client service at any level and to function successfully as an entry-level professional in advertising.

What direct (most important) and/or indirect methods did you employ?

We reviewed videotaped final group presentations and scored them using the attached rubric.

Some Possible Indirect Methods (*briefly describe*): n/a

8. Results

What were the direct data results?

See attached spreadsheet for full results. On most items, the average scores were in the Satisfactory or slightly above zone (3-4). Students' performance was strongest in the following areas:

1. Analyzing their brand and its competitors
2. Social media components of the campaign
3. Having a consistent message across all media channels

Students' performance was weakest in the following areas:

1. Making a creative, arresting, and emotional campaign
2. Persuasive execution of message
3. Video concepts
4. Keeping the campaign "on strategy"

What were the indirect results? n/a

What surprised you?

Though the final numeric scores do not show presentational skills to be the students' weakest areas, the faculty reviewers did discuss that most students should have stronger oral presentation skills for this final project in one of the culminating classes in the major. All groups used Powerpoint or Prezi slides; one group's slides were beautifully designed and quite effective. Some of the other groups, however, had too much text on the slides, and didn't create visually appealing images. Some students spoke more to the screen behind them, than to their audience of viewers. Presentational skills are important in advertising, and we'd like to see students give even more polished, powerful oral presentations.

What aligned with your expectations?

On the whole, the students did a solid job on these presentations. Since they are immersed in social media for their personal lives, and many of our majors take the Advertising and Social Media class, the students performed well in creating social media campaigns for their assigned brands.

What do you understand these results to mean?

That the Advertising program has been doing a good job educating students, but can do even better. We hope our new major curriculum, which will be more structured and scaffolded, will result in even stronger performances by the end of students' senior year.

What are the implications of the data?

We want to integrate oral presentation instruction into more ADVT courses, and place greater emphasis on creativity, persuasion, and rhetorical effect (how to evoke emotions and grab attention).

9. Closing the Loop

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement?

As mentioned above, we plan to revise the dated (original) Mission Statement, Learning Goals, and PLOs in the coming months. We have valuable feedback from our external reviewers, and the current Director (Marilyn DeLaure) and incoming Director (Kate Charlton) will be working during Summer 2016 on a significant curriculum revision for the Advertising major and minor, also consulting with the Advertising Advisory Board (formed in Spring 2016). This curriculum revision will involve deleting some courses, adding some new courses, and creating a curriculum map linking PLOs to ILOs and courses to PLOs.

We have already begun the process of improving communication with the Dean's Office and with Communication Studies (COMS) faculty, as the ADVT program is housed in the COMS Department. The COMS department is doing a search for a new faculty member in Strategic Communication (in Fall 2016), which will bridge the public relations area in COMS and the ADVT program.

The new Director will also take steps to facilitate communication and collaboration among adjunct faculty teaching in the program, to ensure consistency and rigor across classes, and to avoid unintentional redundancies and overlap.

Have you or will you submit any course or program change proposals as a result of these results?

We plan to submit new Mission Statement, PLOs, and a revised major and minor curriculum by the end of 2016, and hopefully by early October, so that we can roll out the new major curriculum in Fall 2017.

Performance Evaluation Criteria for Student Presentations

ADVT 342 - Advertising Presentations - SP16

| Strategy / Research | Rating of Student Performance | | | | |
|--|-------------------------------|---|--------------|---|----------------|
| | Outstanding | | Satisfactory | | Unsatisfactory |
| Students presented a clear analysis of their brand and the competition | 5 | 4 | 3 | 2 | 1 |
| Students successfully identified a key issue facing the brand | 5 | 4 | 3 | 2 | 1 |
| Students clearly described the target audience | 5 | 4 | 3 | 2 | 1 |

Advertising Campaign

| | | | | | |
|---|---|---|---|---|---|
| Is the campaign "on strategy" (Does the campaign address the key issue identified?) | 5 | 4 | 3 | 2 | 1 |
| Is the campaign creative, arresting, emotional? | 5 | 4 | 3 | 2 | 1 |
| Is the message and execution persuasive? | 5 | 4 | 3 | 2 | 1 |
| How well executed was the video concept ? | 5 | 4 | 3 | 2 | 1 |
| How well executed were the Internet promotions | 5 | 4 | 3 | 2 | 1 |
| How well executed was the social media component? | 5 | 4 | 3 | 2 | 1 |
| Was the message consistent across the different media channels? | 5 | 4 | 3 | 2 | 1 |

Overall Presentation Quality

| | | | | | |
|--|---|---|---|---|---|
| The presentation structure was organized / coherent | 5 | 4 | 3 | 2 | 1 |
| Students were able to clearly and convincingly present their ideas | 5 | 4 | 3 | 2 | 1 |

| Strategy/Research | GROUP A | | | GROUP B | | | GROUP C | | | GROUP D | | | AVG ALL GROUPS |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|----------------|
| | Reviewer 1 | Reviewer 2 | Reviewer 3 | Reviewer 1 | Reviewer 2 | Reviewer 3 | Reviewer 1 | Reviewer 2 | Reviewer 3 | Reviewer 1 | Reviewer 2 | Reviewer 3 | |
| Students presented a clear analysis of their brand and the competition | 4.00 | 3.00 | 3.00 | 3.33 | 5.00 | 4.00 | 3.00 | 5.00 | 3.00 | 3.67 | 5.00 | 4.00 | 3.92 |
| Students successfully identified a key issue facing the brand | 4.00 | 5.00 | 3.00 | 4.00 | 4.00 | 3.00 | 3.00 | 4.00 | 3.00 | 3.33 | 4.00 | 3.00 | 3.50 |
| Students clearly described the target audience | 3.00 | 5.00 | 3.50 | 3.83 | 3.00 | 4.00 | 3.00 | 5.00 | 3.50 | 3.50 | 3.00 | 4.00 | 3.67 |
| Advertising Campaign | | | | | | | | | | | | | |
| Is the campaign "on strategy" (Does the campaign address the key issue identified)? | 3.00 | 3.00 | 3.00 | 3.00 | 2.50 | 4.00 | 3.00 | 5.00 | 2.50 | 3.17 | 5.00 | 5.00 | 3.50 |
| Is the campaign creative, arresting, emotional? | 2.00 | 4.00 | 3.00 | 3.00 | 3.00 | 4.00 | 2.00 | 4.00 | 2.50 | 2.83 | 2.00 | 2.00 | 2.50 |
| Is the message and execution persuasive? | 2.00 | 5.00 | 2.50 | 3.17 | 3.00 | 4.00 | 2.00 | 3.00 | 3.33 | 3.00 | 5.00 | 2.50 | 3.38 |
| How well executed was the video concept? | 2.00 | 4.00 | 3.00 | 3.00 | 5.00 | 3.50 | 1.00 | 4.00 | 2.50 | 2.50 | 3.00 | 4.00 | 3.50 |
| How well executed was the audio presentation? | 4.00 | 5.00 | 3.00 | 4.00 | 5.00 | 3.50 | 4.00 | 5.00 | 4.00 | 4.33 | 4.00 | 4.00 | 4.33 |
| How well executed was the overall presentation? | 5.00 | 5.00 | 3.00 | 4.33 | 3.00 | 4.00 | 4.00 | 5.00 | 4.00 | 4.33 | 5.00 | 3.50 | 4.08 |
| Was the message consistent across the different media channels? | 3.00 | 4.00 | 3.00 | 3.33 | 4.00 | 3.50 | 3.00 | 5.00 | 3.50 | 3.83 | 5.00 | 4.00 | 3.92 |
| Overall Presentation Quality | | | | | | | | | | | | | |
| The presentation structure was organized / coherent | 3.00 | 4.00 | 3.00 | 3.33 | 4.00 | 4.00 | 3.00 | 5.00 | 3.00 | 3.67 | 4.00 | 4.00 | 3.71 |
| Students were able to clearly and convincingly present their ideas | 3.00 | 4.00 | 2.50 | 3.17 | 4.00 | 5.00 | 2.50 | 3.50 | 3.50 | 3.67 | 4.00 | 3.50 | 3.83 |