ADVERTISING SELF-STUDY: FINAL DRAFT
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This is the first Academic Program Review for the Advertising Program at USF. Given that the program is in a period of transition, this abbreviated self-study focuses primarily on curriculum.

I. Mission and History of the Program

The Advertising Program at USF is an interdisciplinary program housed in the Department of Communication Studies, offering both a major and a minor in Advertising. The Advertising Program builds upon USF's liberal arts Core curriculum with a course of study that prepares students for careers with advertising agencies and allied services. The Advertising Program aims to give students broad perspectives (on rhetoric and persuasion, and on the advertising profession) as well as practical skills (in design, computer science, marketing, and the creation of advertising campaigns)—all within the context of USF's Jesuit mission to fashion leaders who will work for a more humane and just world. The program capitalizes on USF's location in San Francisco, one of the major global hubs for the advertising industry, by employing local advertising professionals to teach classes, and through placing students in a variety of internships during their course of study.

The Advertising Program grew out of a few courses originally offered as electives in the Communication Studies (COMS) Department, developed and taught by Greg Pabst: COMS 340 Advertising Strategies, COMS 341 Advertising Principles, and COMS 342 Advertising Presentations. Pabst has taught at USF since 1991—first as an adjunct instructor teaching public relations courses, then later public speaking, First Year Seminars, and advertising courses, and then becoming a full-time term faculty member in 2007. In Fall 2008, Bryan Whaley (Professor of Communication Studies) joined Pabst in presenting the proposal for the Interdisciplinary Major in Advertising (see Appendix 1). Their proposal was approved by the College Curriculum Committee; Pabst became the Founding Director of the Advertising Program.

At the outset, the Advertising major listed Advertising courses under the COMS subject code, including the three courses listed above, which had historically counted toward the Communication Studies major as upper division electives, and hence all carried course numbers in the 300s. (The Communication Studies major used to allow students to take up to three professional/applied courses in Advertising or Public Relations as part of their upper division electives in the COMS major.) As Advertising transitioned into its own degree-granting program, however, there was some disagreement among faculty in the Communication Studies Department about whether or not Advertising courses should continue to count toward the COMS major. It was decided in Spring 2011, though not unanimously, that Advertising courses would no longer count toward the COMS major. Beginning in Fall 2011, Advertising courses got their own subject code, ADVT, while keeping the same 300-level course numbers. Public Relations courses are still listed under

COMS, and still do count toward the COMS major. (The Communication Studies department also offers a minor in Public Relations.)
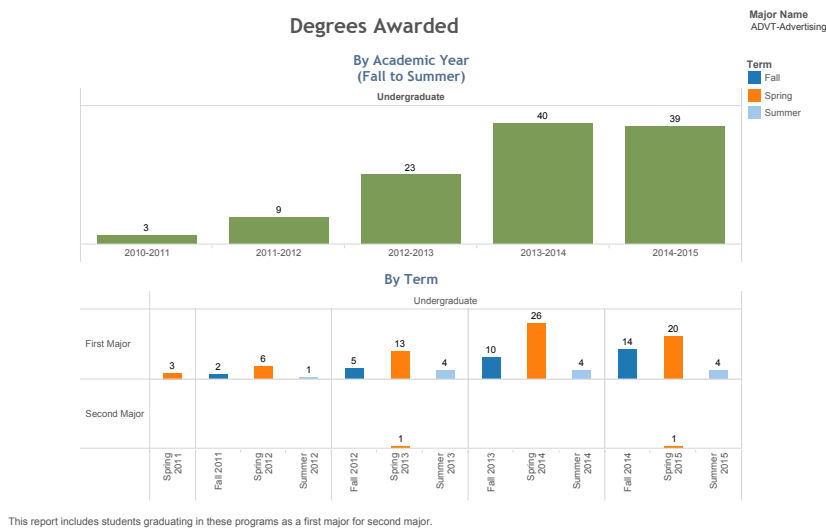
The Advertising major and minor were formally added to the USF Catalog in Spring 2009. In the program's first semester, there were three students who declared Advertising as their major. By Fall 2010, 40 students had declared the ADVT major and 9 the ADVT minor. The program grew quickly over the next five years, and the most recent count in Fall 2015 finds a total of 159 declared ADVT majors and 13 ADVT minors (see Fig. 1 below for trend). The program has graduated a total of 114 Advertising majors and 18 minors from May 2011 through May 2015 (see Fig. 2).

Figure 1: Growth Trend (majors and minors)
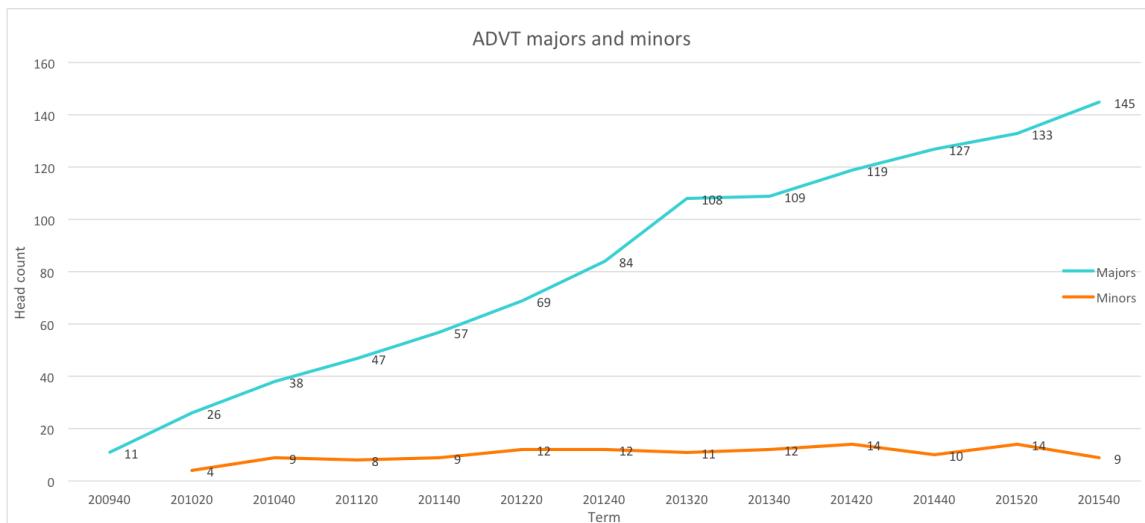
We currently have approximately 160 Advertising majors. We anticipate that the major will continue to grow in the coming years, though it's difficult to project exact numbers. As we discuss below, there are increasing numbers of students transferring into the major from other majors, especially in the School of Management; we've also had growing interest in the program from international students. Finally, as the program continues to produce graduates, expanding our network of alumni working in the industry, we expect that the visibility of USF's Advertising Program will increase.

Figure 2: Degrees Awarded

Degrees Awarded

Major Name
ADVT-Advertising

Term
Fall
Spring
Summer

By Academic Year (Fall to Summer)
Undergraduate

Year	Degrees
2010-2011	3
2011-2012	9
2012-2013	23
2013-2014	40
2014-2015	39

By Term
Undergraduate

First Major — Spring 2011: 3; Fall 2011: 2; Spring 2012: 6; Summer 2012: 1; Fall 2012: 5; Spring 2013: 13; Summer 2013: 4; Fall 2013: 10; Spring 2014: 26; Summer 2014: 4; Fall 2014: 14; Spring 2015: 20; Summer 2015: 4

Second Major — Spring 2013: 1; Spring 2015: 1

This report includes students graduating in these programs as a first major for second major.

Greg Pabst effectively ran the Advertising Program single-handedly from its inception to May 2015 as the sole dedicated full-time faculty member. Bryan Whaley and Marilyn DeLaure, both full-time faculty in COMS who each teach one course included in the ADVT major, have been listed as affiliated faculty. Whaley and DeLaure helped a bit with advising Advertising students, but Pabst did the vast majority of advising, and also handled all of the other program administration tasks himself. (Whaley and DeLaure have had heavy advising and service loads in the COMS major and other programs). Pabst consistently attended Communication Studies Departmental meetings; occasionally the full COMS department discussed matters related to the intersection of or relationship between the two programs (such as how many courses could double count for students double-majoring in COMS and ADVT), but for the most part, the COMS department was not involved in helping Pabst run the Advertising Program. Pabst handled all of the hiring of adjunct faculty to teach in the program by himself.

There was not a separate Advisory Board formally assembled to help govern the Advertising Program, apparently because the faculty involved in proposing the program had little to no experience participating in other interdisciplinary major programs at USF, and thus had no model for how to proceed. While the Dean's Office was very supportive of launching the Advertising major, it is unclear how much guidance was initially given to Professor Pabst as Program Director. That said, Pabst did consult informally with some faculty on campus, including John Durham in School of Management (Durham has been a regular adjunct instructor in ADVT) and Chris Corwin in Design (Corwin is no longer at USF).

It should be noted that there has been a single program assistant, the highly capable Christine Lee, serving both the Communication Studies and Advertising programs throughout this period of rapid growth. She has gone above and beyond the call of duty, especially for the Advertising students, who come to her office frequently for assistance. She has offered considerable support to Pabst on advising and other matters as the Advertising Program quickly grew to its current size in recent years. Lee left her post in late December 2015 to take another position within the university.

The Advertising Program attempted to hire a full-time faculty member during the 2014-15 academic year, but that search failed—in part, we believe, because the line granted was a one-year renewable term position. We received only a small number of applications, most of which were not very strong.

Marilyn DeLaure was appointed Program Director in June 2015, to assist Pabst with administrative duties. In Fall 2015, the Advertising Program conducted a search for a full-time, tenure-track faculty member to become the new Program Director starting in Fall 2016; DeLaure chaired that search committee, which resulted in a successful hire. The Communication Studies Department also conducted a search for a full-time, renewable term position in Strategic Communication (with emphases in Advertising and Public Relations); Whaley chaired that search committee. Pabst served on both search committees. Unfortunately, the Strategic Communication search did not result in a hire. The plan was for the Strategic Communication hire to teach a few courses per year for both Advertising and Communication Studies (primarily in public relations) and offer service in support of the Advertising Program and Communication Studies Department. We do not yet know if there will be funding available to repeat this Strategic Communication cross-over search again Fall 2016.

Starting in June 2015, DeLaure began outreach efforts to several departments about assembling a formal Advisory Board for the Advertising Program. We are in the process of forming a board in Spring 2016 that will include faculty representatives from Design, Computer Science, Rhetoric and Language, Communication Studies, and Marketing. This Advisory Board will be ready to assist the new Director of Advertising upon her arrival in Fall 2016.

II. Program Mission, Goals, and Learning Objectives

PROGRAM 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.

PROGRAM LEARNING GOALS AND STUDENT LEARNING OUTCOMES
(from the original 2008 program proposal—goals and outcomes have not been updated since)

Program Learning Goals
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.

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
> (a) Students will identify, discuss and evaluate the legal, social, cultural and ethical issues facing advertising.
>
> (b) Students will demonstrate competency in interpreting, analyzing and applying the various theories and methodologies used in advertising.
>
> (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
> (a) Students will demonstrate the technological skills necessary to produce effective advertising communications.
>
> (b) Students will identify and discuss the interrelationships between and the integration of various traditional and non-traditional media in producing effective advertising strategies.
>
> (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.

      <u>Learning Outcomes</u>
      (a) Students will demonstrate the ability to design and create an advertising message for a specific product directed to a defined target audience.

      (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.

      (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.

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

      <u>Learning Outcomes</u>
      (a) Students will analyze advertising problems and issues from multiple perspectives with a view to devising practical and socially responsible solutions.

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

NOTE: We will be revising the Mission Statement and Program Student Learning Outcomes this summer and fall, under the leadership of the new Director of Advertising, and with the assistance of Associate Dean June Madsen Clausen. We are aware that there are currently too many student learning outcomes for the program.

III. Curriculum

The Advertising Program offers an interdisciplinary major as well as a minor. The Advertising major prepares students to become advertising professionals through a series of foundational courses in Advertising, Rhetoric, Computer Science and/or Design, followed by six Advanced Area Electives, to be chosen by the student in cooperation with his or her adviser. The courses in the Advertising major help students to develop the following skills: writing, audience analysis, speaking and oral presentations, teamwork, creativity, business acumen, and innovative thinking. The Advertising minor is a good supplement especially for students majoring in Communication Studies, Design, Media Studies, Computer Science, Entrepreneurship or Marketing, as it gives those students insight into the advertising industry and a practical skill set that can expand their career opportunities.

What distinguishes USF's Advertising major from other programs in the Bay Area is our unique combination of a liberal arts B.A. with applied professional training in Advertising. To a large degree, we allow students to design their own pathways through the major, concentrating their studies in whatever areas appeal to them most professionally.

The Advertising curriculum was initially devised by Greg Pabst and Bryan Whaley, who drafted the proposal for the major. Subsequent changes—primarily new course additions to the major, both in ADVT and other departments—were made by Pabst, who consulted informally with faculty in the relevant departments.

All standing courses listed by Advertising carry four units of credit and, to the best of our knowledge, follow the university's policy on credits. Several of the applied Computer Science courses (on Photoshop, web design, flash animation) carry two units of credit.

<u>Advertising Major Requirements:</u>
(see Appendix 2 for current catalog course descriptions, and Appendix 3 for major checklist form)

FOUNDATION (16 units required)
ADVT 341 Advertising Principles & Practice (4)
    AND
COMS 202 Rhetoric and the Public Sphere (4)
    OR
RHET 216 Writing for Advertising (4)

PLUS a combination of 8 units completing either:
A. Art Track
ART 155 Visual Communication (4)
    AND
ART 205 Typography (4)

    OR

B. Computer Science Track
CS 107 Computing, Mobile Apps, and the Web (4)
    AND
CS 151 Spreadsheet Computing (2) **And**
CS 171 Web Design and Development (2)
OR CS 177: Web 2.0: Blogs, Wikis, Maps/App (2)

ADVANCED AREA STUDIES (24 units required)
Choose from the following:
CS 182 Animation with Flash (2)
and, CS 131 Creating Images: Photoshop I (2)
ADVT 340 Advertising Creative Strategy & Copy (4)
ADVT 343 Advertising Planning & Placement (4)
ADVT 342 Advertising Presentations (4)
ADVT 344 Advertising & Social Media (4)
ADVT 390 Special Topics in Advertising (4)
ADVT 496 Advertising Internship (4)
COMS 322 Advertising & PR Law and Ethics (4)
COMS 358 Persuasion and Social Influence (4)

BUS 302 Marketing Principles (4)
BUS 363 Consumer Behavior (4)
RHET 323 Rhetoric & Popular Culture (4)

* There are also some courses occasionally offered in other departments (such as Anthropology 290: Advertising and Consumer Culture) that can count toward the ADVT major.

Advertising Minor Requirements:
(see Appendix 3 for degree checklist form)

ADVT 340 Advertising Creative Strategy and Copy (4)
ADVT 341 Advertising Principles and Practice (4)
ADVT 342 Advertising Presentations (4)
ADVT 343 Advertising Planning and Placement (4)
ADVT 496 Communication Studies Internship (4)

It seems unusual that the ADVT minor would be so rigid, with no choices or electives allowed at all, especially when the ADVT major offers a lot of flexibility. In practice, the Program Director has allowed for substitutions for some ADVT minors on a case-by-case basis, but we intend to revise the ADVT minor to offer a bit more flexibility to students in the very near future.

Course Sequencing and Enrollment:
(see Appendix 4 for enrollment history for ADVT courses)

As indicated above, ADVT 341, Advertising Principles and Practice, is the introductory course in the major. In this course, students learn about the history of advertising, functions of different media, and get a broad overview of the various areas of the profession. The course helps students ascertain whether or not Advertising is a good fit for them. (In the recommendations below, we suggest changing the number of this course to 101.) It has no prerequisites; but is itself a prerequisite for several upper division ADVT courses (ADVT 342, 343, and 496). ADVT 340, Advertising Creative Strategy and Copy, has as its prerequisite COMS 202, Rhetoric and the Public Sphere. The prerequisite for COMS 202 is completion of Core A2—the Rhetoric and Composition writing core requirement.

When the Advertising major was first rolled out, the two foundational courses for the ADVT major were ADVT 341, Advertising Principles and Practice, and COMS 202, Rhetoric and the Public Sphere. However, starting in Spring 2013, another option has been made available: in lieu of COMS 202, students may take RHET 216, Writing for Advertising, which also fulfills Core A2. Therefore, students can effectively "save" a course by taking RHET 216 instead of COMS 202. In the six semesters spanning Spring 2013 through Fall 2015, a total of 111 students (presumably most of whom are ADVT majors) have enrolled in RHET 216.

As the table below indicates, more students are now taking RHET 216, and fewer are taking COMS 202:

Table 1 Number of ADVT UG who have taken COMS202 and RHET216 (by Academic Period)

Academic Period	Total UG ADVT Majors	COMS 202	RHET 216
Fall 2009	11	2	0
Spring 2010	26	11	0
Fall 2010	38	10	0
Spring 2011	46	8	0
Fall 2011	55	10	0
Spring 2012	68	12	0
Fall 2012	82	12	0
Spring 2013	101	9	17
Fall 2013	102	9	19
Spring 2014	112	6	9
Fall 2014	120	7	17
Spring 2015	123	8	10
Fall 2015	139	6	17

Source:
Includes data from tables mst_student_course and archive_enrollment, CIPE, OIRA, 2/3/2016
Notes:
Student population consists of all those at the time of each fall and spring census who have indicated the following characteristics: degree-seeking, undergraduate whose major is Advertising.
Total UG ADVT Majors represent undergraduate students who were degree-seeking Advertising majors at the time during the academic period
COMS202 indicates the total number of Advertising majors (second column) who took a COMS202 course during specified academic period.
RHET216 indicates the total number of Advertising majors (second column) who took a RHET216 course during specified academic period.

The prerequisite for RHET 216 is RHET 110, so students can take RHET 216 in lieu of RHET 120 to complete the university writing core. New transfer students can also take RHET 216 instead of RHET 250/295 to complete their writing core.

Pabst approached the Rhetoric and Language Department (likely in 2012) about creating the Writing for Advertising course, as part of RHET's expanding menu of "writing in the disciplines" courses. While both RHET 216 and COMS 202 are courses grounded in rhetoric, their learning outcomes and assignments are quite different, so part of our curriculum evaluation needs to include assessment of whether or not it makes sense to continue offering these two courses as alternatives in the ADVT major foundation. This is an important question to be investigated in future assessment efforts.

The second part of the Advertising major foundation requires students to choose one of two tracks: the **Art** track, where they take ART 155 Visual Communication and ART 205 Typography, or the **Computer Science** track, where they take CS 107 Computing, Mobile Apps and the Web, CS 151 Spreadsheet Computing, and either CS 171 Web Design and Development or CS 177: Web 2.0: Blogs, Wikis, Maps/App (2). Considerably more ADVT majors follow the Computer Science track, because the Art classes have very limited seats, due to studio space constraints and the needs of the Design Program. In order to protect course availability for their own Design majors, the Art Department has designated one section per year (with a cap of 15 students) for Advertising majors for each of the two classes, ART 155 Visual Communication and ART 205 Typography. Therefore, only about 1/3 of the Advertising majors, with our current numbers, can take the Art foundations track.

Table 2 Number of ADVT UG students who have taken ART205 (by Academic Period)

Academic Period	Total UG ADVT Majors	ART 205	
		Taken	Not Taken
Fall 2010	38	13	25
Fall 2011	55	15	40
Fall 2012	82	12	70
Fall 2013	102	17	85
Fall 2014	120	8	112
Fall 2015	139	14	125

Source:
Includes data from tables mst_student_course and archive_enrollment, CIPE, OIRA, 2/3/2016
Notes:
Student population consists of all those at the time of each fall and spring census who have indicated the following characteristics: degree-seeking, undergraduate whose major is Advertising.
ᵗUndergraduate Students who were degree-seeking Advertising majors at the time during the academic period
ART 205 indicates the total number of Advertising majors (second column) who took/did not take an ART 205 course during specified academic period.

Given that the courses in the two tracks (Art and Computer Science) are very different indeed, another question we have for our curriculum assessment is: how do the different skills taught in these two tracks impact student learning? Also, we mention below in the recommendations section a possible plan to move these two tracks out of the foundations level, and up into the Advanced Area Studies level (see recommendation #5).

Finally, Advertising majors must choose six courses from the Advanced Area Studies list (see above). Given the broad flexibility of the current ADVT major, students could *in theory* take no further ADVT courses as part of their Advanced Area electives; that is, they could complete the Advanced Area Studies requirement entirely with courses in Computer Science, Communication Studies, Business, and Anthropology. In practice, of course, students do take many of the ADVT courses, and enrollments have been robust in recent years. However, as we review and revise the curriculum, we will consider which ADVT courses should be required for all majors, and hence moved to the foundations level, or scaffolded as required courses to be taken each year moving through the major.

Staffing:
One potential area of concern is a lack of student exposure to full-time faculty in the Advertising major. While we have a few solid long-term adjunct instructors on staff, and we recognize the benefits of employing industry professionals to teach some of our major classes, the fact remains that a large number of classes taken by our majors are taught by adjuncts, in our department and in others.

From the major's inception through Spring 2015, Pabst (as a full-time term faculty member) taught many classes in the major (save ADVT 343 Planning and Placement), and hired adjuncts for the classes he was not able to cover. As the major grew, he added additional courses, all of which were taught by adjunct instructors. During the 2015-16 academic year, all ADVT courses are being taught by adjunct faculty.

The RHET 216 Writing for Advertising course, has always been taught by adjunct faculty (there has been uneven performance among these instructors). The other foundational course, COMS 202 Rhetoric and the Public Sphere, is taught by full-time faculty approximately 75% of the time, while COMS 358 Persuasion and Social Influence, is taught exclusively by a full-time faculty member (Whaley). The sections of ART classes (Visual Communication and Typography) designated for Advertising students are always taught by adjunct faculty. In the Computer Science track, the CS 107 Computing, Mobile Apps and the Web course is usually taught by full-time faculty, whereas the two-unit skills courses are always taught by adjuncts. We are uncertain about the Business courses in the School of Management—there are not specific sections earmarked for Advertising majors, so we suspect that some classes are taught by full-time faculty, and some by adjuncts.

Again, we recognize that USF employs many talented adjunct faculty across the university. However, to date the Advertising Program has had little oversight over adjuncts in other departments, in terms of hiring decisions and performance review. Also, it appears that Advertising majors have come to rely especially heavily on the Program Director for academic advising and career guidance, since there are no other full-time faculty in the program.

IV. Student Demographics

Students in the advertising major are a diverse group (see Fig. 3 below for ethnicity data)—more diverse than related majors at USF, Communication Studies and Media Studies. Whereas COMS and MS both have 40% white students, ADVT has 28%. Advertising also has proportionally more international students than related majors: 21%, as compared to 7% for COMS, and 13% for MS. This greater percentage of international students might pose some challenges, especially in the introductory course, in terms of students' facility with written and spoken English. However, we have not done any assessment on this issue, so this is purely speculative. It is possible that a significant number of international students transfer into the ADVT major from the School of Management (Business or Marketing majors) or from other institutions, in which case they will have already had a year or more of college coursework.
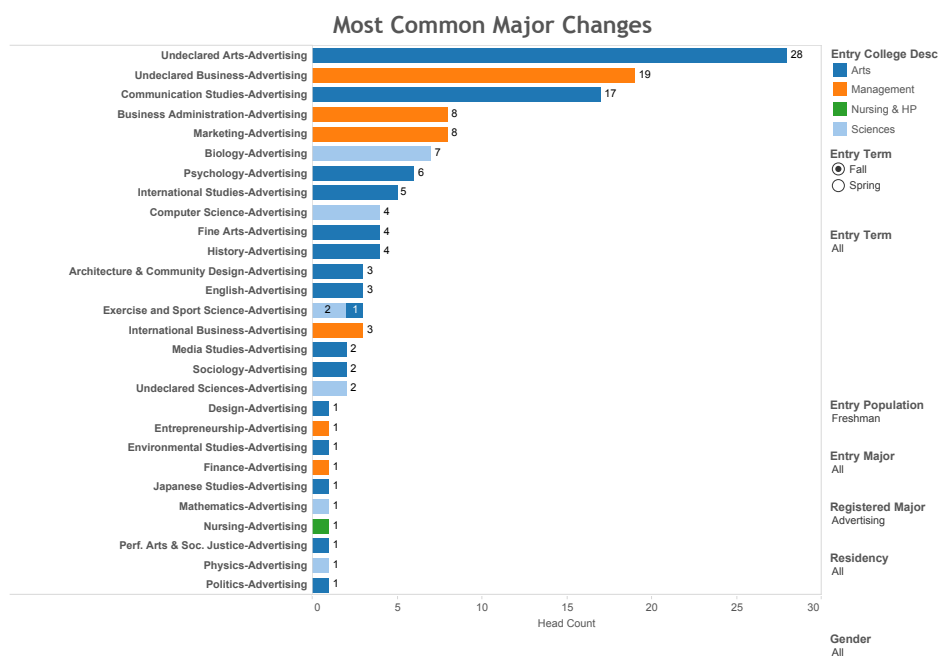
Figure 3: Ethnicity
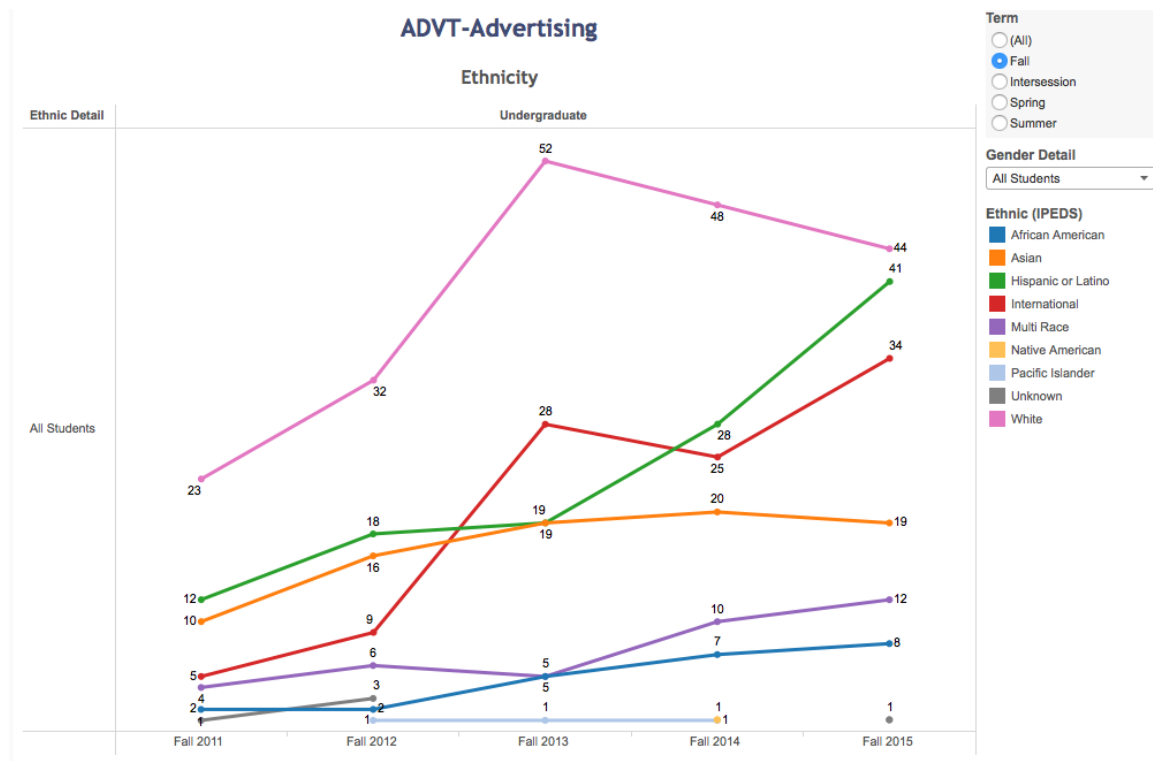
Students Changing Majors to Advertising:

It appears that Advertising is becoming an increasingly popular major for USF students transferring from other majors (see Fig. 4 for most common major changes to ADVT). We do get a large number of transfers from School of Management, including Undeclared Business, Business Administration, and Marketing. We wonder if some students in the School of Management who are struggling or questioning their major choice are being counseled to switch into Advertising. Also, the very flexible structure of the current Advertising major makes it possible for students to transfer into the major fairly late (second semester sophomore, and even junior year) and still manage to graduate on time.

Figure 4: Most Common Major Changes to ADVT

Most Common Major Changes

Entry College Desc
■ Arts
■ Management
■ Nursing & HP
■ Sciences

Head Count

Entry Term
● Fall
○ Spring

Entry Term
All

Entry Population
Freshman

Entry Major
All

Registered Major
Advertising

Residency
All

Gender
All

Undeclared Arts-Advertising: 28
Undeclared Business-Advertising: 19
Communication Studies-Advertising: 17
Business Administration-Advertising: 8
Marketing-Advertising: 8
Biology-Advertising: 7
Psychology-Advertising: 6
International Studies-Advertising: 5
Computer Science-Advertising: 4
Fine Arts-Advertising: 4
History-Advertising: 4
Architecture & Community Design-Advertising: 3
English-Advertising: 3
Exercise and Sport Science-Advertising: 2 1
International Business-Advertising: 3
Media Studies-Advertising: 2
Sociology-Advertising: 2
Undeclared Sciences-Advertising: 2
Design-Advertising: 1
Entrepreneurship-Advertising: 1
Environmental Studies-Advertising: 1
Finance-Advertising: 1
Japanese Studies-Advertising: 1
Mathematics-Advertising: 1
Nursing-Advertising: 1
Perf. Arts & Soc. Justice-Advertising: 1
Physics-Advertising: 1
Politics-Advertising: 1

V. Program Assessment

(See Appendix 5 for Original Curriculum Maps, submitted with major proposal in 2009).

To date, the Advertising Program has not conducted any program-wide assessment efforts. Many programs at USF have just recently begun assessment, or are only now starting to launch assessment efforts; so, Advertising is currently taking advantage of the workshops and new support structures created for assessment in the College of Arts and Sciences. As mentioned above, we will be revising the Program Mission Statement and Program Student Learning Outcomes once the new Program Director arrives.

We also will launch initial assessment efforts in Spring 2016. We will implement the "One thing this spring" plan, which involves posing one question about our major, and implementing direct assessment measures to try to answer that question.

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 Program 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 two Spring 2016 classes: ADVT 342 Advertising Presentations, and ADVT 496 Internship. DeLaure and Pabst will work with the instructors of these two courses to develop a rubric for assessing final student projects for learning outcomes 3a and 3c:

> 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(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.

We plan to randomly select 15-20% of student final projects in these two courses for evaluation.

Longer Term Indirect Measures:
We would also like to develop an Alumni Survey and an Exit Survey for graduating seniors to help assess what the program is doing well, and what needs to be improved. We have been advised by the College of Arts and Sciences to prioritize direct assessment, so we will hold off on implementing this survey until the 2016-17 academic year.

VI. Faculty & Staffing

As mentioned above, Greg Pabst has been the only full-time faculty member in the Advertising Program from its inception. As the number of ADVT majors quickly grew, the program relied increasingly on adjunct faculty to deliver the curriculum, as explained above. Most of the adjunct faculty members are professionals working in the field, and so have valuable professional experience to offer our students. However, over the years, the performance of some adjuncts has been less than adequate, so they have not been rehired.

Prior to June 2015, Pabst did all the recruiting and hiring for ADVT adjunct faculty; the COMS department chair and faculty were not involved. Pabst occasionally observed adjunct faculty teach, but there are no written reports on file. He also tracked instructor performance through student word-of-mouth, and by reviewing some but not all of the standard teaching effectiveness evaluations. Starting in June 2015, DeLaure and Pabst worked together with the Dean's Office on all new adjunct hires. Also, DeLaure reviewed all adjunct teaching evaluations, and discussed areas of concern with Associate Dean Pamela Balls Organista. In Fall 2015, DeLaure observed all four adjunct faculty teaching in the program (Barnes, Durham, Hurt and Zimmerman) and put written observation reports on file with the Communication Studies Department. Pabst and DeLaure have been working together to mentor the new adjunct instructors hired during the 2015-16 academic year.

Faculty Bios

<u>Full-time Faculty</u>
Greg Pabst (Founding Director and Senior Adviser) has a B.A. from San Francisco State University in English Literature with a minor in Broadcast Communication Arts. He also did graduate work in History at SFSU (American history with a concentration on California and the west, minor concentration in Latin American history). He has taught at USF since 1991, including the following courses: Public Speaking, First Year Seminar: Telling San Francisco's Stories, Advertising Principles and Practice, Advertising Creative Strategy and Copy, Advertising Presentations, Advertising Planning and Placement, and Advertising Internship. During his time as Director of the Advertising Program, Pabst advised the student AAF chapter at USF and served on the AAF National Academic Committee, where he was recognized for outstanding service as chair. In 2003, he won the USF College of Arts and Sciences service award for part-time faculty, and in 2012, he received the AAF's Distinguished Advertising Educator Award.

Pabst worked for nearly 30 years in advertising and media, including as President of regional agency Evans Communications/San Francisco and as a Director of the Evans Group board; he was a Vice President at Ketchum Advertising; and was an Account Supervisor at Saatchi & Saatchi/San Francisco. He also founded and operated his own venture, Greg Pabst Communication Services, and was an advertising agency "client" as VP/Advertising for grocery chain Lucky Stores, a 280-location subsidiary of American Stores. He has held management positions in media as well, serving as marketing director for various radio companies and operated a marketing consultancy business to benefit other broadcasting clients.

Marilyn DeLaure (Program Director) received her PhD in Rhetorical Studies from the University of Iowa. Her areas of specialization include rhetorical theory and criticism, and the performance of social change. Some of her specific research projects investigate civil rights rhetoric, the anti- nuclear power movement, and dance and embodied rhetoric. Her essays have appeared in *Text and Performance Quarterly*, *Theatre Annual, JASHM: Journal for the Anthropological Study of Human Movement, Environmental Communication, Liminalities, Peace Review*, and the edited volumes *Confronting Consumption* and *American Voices*. She is co-editor, with Moritz Fink, of the forthcoming book *Culture Jamming: Activism and the Art of Popular Intervention* (NYU Press). At USF, she teaches Rhetoric and the Public Sphere, Critical and Rhetorical Methods, Rhetoric of Social Movements, Environmental Communication, USF101 and a First Year Seminar entitled Green Speech: Communication and the Environment. She also serves on the Advisory Board for Environmental Studies and the University Committee on Retention and Persistence, and is Co-Director of USF101, the new university-wide program offering a one-unit extended orientation course titled "Expedition USF" to first-semester students.

Bryan Whaley (teaches Persuasion and Social Influence) received his B.A. and M.A. from California State University, Los Angeles. He completed his Ph.D. in Interpersonal Communication at Purdue University (1991). His research interests concern: (a) the linguistic and social cognitive factors related to illness explanation and compliance messages in health contexts, (b) strategies for explicating health-related, scientific or complex information, and (c) message variables in social influence. He has edited three books: *Explaining Illness: Research,*

Theory, and Strategies; Explaining Communication: Contemporary Theories and Exemplars; and *Research Methods in Health Communication: Principles and Application.* His articles appear in such outlets as *Human Communication Research*, *Language and Social Psychology*, *Journal of Intercultural Communication Research*, *Health Communication*, *Communication and Cognition*, *Personal Relationships*, *Political Communication*, and *Argumentation.* He serves on several editorial boards, and is the founding and executive editor of *Nursing Communication.* His teaching has been acknowledged with numerous honors, including USF's Distinguished Teaching Award (2007). Professor Whaley is the founder and coordinator of the interdisciplinary minor in Health Studies.

<u>Adjunct Faculty</u>
Suse (Susan) Barnes
ADVT 344: Advertising & Social Media

Suse Barnes is a digital marketing consultant with sixteen years of experience working in web development, search engine marketing and social media marketing. She has been optimizing websites for search engines since before Google was invented and teaches classes at several universities throughout the San Francisco Bay Area.

Barnes is the president and founder of Susby Internet Solutions. Also known as Susby Digital, Susby is a search marketing consultancy specializing in web, search and social media with an emphasis on marketing and a foundation in technology. Located in Oakland, Susby serves a variety of clients throughout the San Francisco Bay Area, California and New York including 180 Communications, Abraham Inc Music, Blue & Gold Fleet, Ctuit Software, Inc., Institute for Health & Healing, Netfira, PIER 39, Pivot Point Marketing, Tara Rochlin Real Estate and Village Associates Real Estate. Barnes is author of *Like, Follow, Share: Awesome Actionable Social Media Marketing to Maximize Your Online Potential* (2015).

Barnes is a founding instructor, co-program advisor and instructor for San Francisco State University's Social Media Marketing Program. She teaches Maximizing Your Visibility: Social and SEO and Metrics & Measurement: The Key to Social Media Marketing Success. Suse is an Adjunct Professor at University of San Francisco where she teaches Advertising and Social Media. She is also on the faculty at California State University East Bay's Social Media Marketing Program where she teaches two social media marketing courses.

John Durham
ADVT 341: Advertising Principles and Practice; ADVT 390: Controversies in Advertising; ADVT 496: Advertising Internship

Durham has been teaching marketing at USF since 1992. He is CEO and General Partner of Catalyst SF, a digital marketing company. Over the course of his career, he's held a number of leadership positions in the industry. In addition to his long tenure at Coca-Cola, Durham has served as President of Winstar Interactive; President of Pericles Consulting; and EVP, Business Development for Carat Fusion. Most recently, he was President of Sales and Marketing for Jumpstart Automotive Media, where he successfully engineered the company's sale to Hachette Filipacci. In 2007, he co-founded Catalyst.

Allen Zimmerman
ADVT 341: Advertising Principles and Practice; ADVT 343: Advertising Presentations

Allen Zimmerman received a BA in economics from the University of Michigan and an MBA in marketing from George Washington University. He spent 20 years in industry working at advertising agencies and major marketers like GEICO and HCR ManorCare. His experience includes developing and implementing promotional materials for both consumer products and pharmaceutical companies, including Pfizer and Merck. Most recently he worked as an Adjunct Professor, Advertising at the University of Tampa teaching courses in writing, creativity and the core course, principles of advertising.

VII. Advertising Program Strengths, Challenges, and Initial Recommendations

Strengths:
Like other USF liberal arts degrees—but unlike advertising programs housed at art institutes or in business schools—the Advertising major at USF gives students a strong foundation in the liberal arts Core, including the Jesuit focus on ethics, character, and service. Our program also provides students with a range of professional skills. In its current form, the Advertising major gives students a lot of freedom to tailor their course of study to their own interests and goals, due to the choice of foundational tracks (Art or Computer Science) and the wide range of choices in the Advanced Area electives. As mentioned above, USF's Advertising Program capitalizes on our location on San Francisco: students get to tour agencies, meet advertising professionals both in and out of the classroom, and do internships as part of their major.

Pabst has taken students to New York and Washington, DC, for the student AAF (American Advertising Federation) conference, and to New York several times for the Multicultural Talent Pipeline Networking events. Advertising majors have competed in the AAF National Student Advertising Competition thirteen times since 2001. Pabst has also advised a student AAF Chapter on campus.

Several USF students have been recognized in the AAF Most Promising Minority Students program: Jesse Vasquez (2004), Ceci DelaMontana and Tila Maciera (2005), Uri Mangune, Jennifer Olivar and Clarissa Klimek (2006), Mariella Brodersen and Stephanie Hisaka (2007).

Students graduating from our program have done well in the job market. We are currently working with USF's Alumni Engagement Office to gather more robust data and do alumni outreach. Based on the office's current data and Pabst's records, our Advertising alums are currently employed as senior account executives, brand managers, account coordinators, designers, copywriters, account managers, project coordinators (and many other roles) at the following companies: Google, Barton F. Graf (New York), 72andSunny NYC, Venables Bell and Partners, Goodby Silverstein and Partners, Wieden + Kennedy Portland, the Grey Group, R/GA, Saatchi & Saatchi (Malaysia), Porter Novelli, Hub Strategies, R/West, Viscera, BH Cosmetics, Wearable Lot World, Inc, DWA, H&L Partners, Oracle Marketing, Pandora Radio, Acquent, Fox Sports, North of Nine Communications, Salesforce, Restoration Hardware, Imperva, Inc., Sparks, Demand Local, Benefit Costmetics, and TeleSign.

Program Challenges:

1) **Limited Personnel.** The Advertising Program has grown very quickly, but has had only one full-time dedicated faculty member. Pabst received little assistance for advising and other administrative work, in part because Communication Studies faculty have been managing heavy advising and service loads within their own major. To date, there has not been a dedicated Advertising advisory board to review curriculum matters and work on program development. After the major's approval by the College Curriculum Committee, the Program Director handled curriculum decisions and program development himself, informed by periodic individual consultations with colleagues on campus and at other institutions. Also, prior to June 2015, the Program Director basically shouldered nearly the entire academic advising load for Advertising majors, which was manageable when there were 40 majors, but has become unsustainable with 160. The advising load needs to be shared, either with Advisory Board members, with Communication Studies faculty, or with a dedicated staff adviser.

2) **Impact on Other Departments**. Some other departments/programs have been reluctant about having their courses required for the Advertising major, in part because of space and resource constraints. For instance, the Design Program (in Art + Architecture Department) has an enrollment cap on their own major due to limited studio space; therefore, there is some frustration about accommodating Advertising students into an already crowded program. Design has earmarked one section of ART 155 Visual Communication and ART 205 Typography each year for Advertising majors, and does not allow ADVT majors to enroll in the other sections. Given the course cap on those classes (15), this is not sufficient space to accommodate all of the ADVT majors who want to get in to these courses, and the designation of special sections of these courses have caused some confusion. ADVT students can only take ART 155 in the spring, followed by ART 205 in the fall. Some Advertising majors have added a Design minor, which enables them to register for other sections of the ART classes. Other students wait until junior year to start the ART track. The majority of Advertising majors take the Computer Science track courses, which are less impacted.

   These ART courses are in high demand among Advertising students, and are, we believe, quite valuable to the major. Therefore, urge the university to give additional resources to the Design Program, to help expand their studio space and increase the number of seats open to Advertising majors in these classes.

3) **Staffing and Class Time**. Because Pabst has been the only full-time faculty member teaching the ADVT courses to date, many of the program's major classes have been taught by adjuncts, most of whom are professionals working in the field. While this set-up has some benefits, it has also led to the vast majority of classes being offered at night, in the 6:30-10:10 pm slot. It has also meant that the Program Director has had to devote considerable time to hiring (due to both program growth/expanding course needs and adjunct turnover).

4) **Inconsistent Instructional Quality**. Because there has been some adjunct faculty turnover, and perhaps in part due to do many classes being offered at night, it appears that there has been some unevenness in terms of general workload, rigor, and use of full class meeting times for courses in the major. Some adjunct instructors have not been re-hired due to subpar performance. Also, it's unclear how much repetition or overlap there may be across the different ADVT courses, in terms of assignments and activities. Since the adjunct faculty have had little to no interaction with one another, there has not been any opportunity to discuss who is doing what in their classes.

5) **Support Staff**. To date, there has been just one program assistant (PA) supporting the Communication Studies Department and the Advertising Program. With the rapid growth of the Advertising major, our PA now oversees approximately 425 students, across two different majors. The workload for our department's PA has gotten considerably larger with the growth of the Advertising program, but no structural or staffing changes have been made to date.

Initial Recommendations and Immediate Plans:

1) Revise Program Mission Statement and Student Learning Outcomes (to be more specific and accurate) and devise a fuller assessment plan, including a curriculum map linking courses in the major to program outcomes. (Beginning process, Spring 2016).

2) Form a standing Advisory Board for the Advertising Program, including at least one faculty member from each of the following programs: Communication Studies, Design, Computer Science, Business, Rhetoric & Language. (In progress, Spring 2016.)

3) Gather all faculty teaching ADVT courses together at least once a semester for a meeting, to build community and program cohesion, and so that instructors can share with each other what they're doing in the various classes.

4) Revise course numbering system to reduce confusion and adequately reflect that the lower level courses should pedagogically prepare the student for the more advanced courses. The introductory course is currently ADVT 341; it should have a 100-level number. There should probably be a more rigid sequencing of classes, allowing for more scaffolding of learning outcomes, so that skills in the upper division/later classes can build on competencies acquired in the lower division/earlier classes.

5) Conduct a comprehensive review of both the Advertising major and minor. Currently, the ADVT minor is quite rigid, allowing students no choices whatsoever. By contrast, the ADVT major is very open, allowing students a wide range of choices. In theory, students could graduate with an Advertising major *without* having taken any of the following courses (all of which are *required* for the minor): Advertising Creative Strategy and Copy (340), Advertising Presentations (342), Advertising Planning and Placement (343), and Advertising Internship (496). As we revise the

major, some of these courses—or versions of them—should probably be required as part of the Advertising major core sequence.

We should also revisit the structure of the foundational Art and Computer Science tracks, and consider whether or not any of these courses should be required of all Advertising majors, and/or if they should be moved into upper division concentrations or tracks.

6) Review the RHET 216 Writing for Advertising course. Does this course both satisfy Core A2 outcomes and specifically benefit Advertising students? Is it a good alternative to COMS 202 Rhetoric and the Public Sphere? Is there a better option or set of options for a foundational rhetoric course for the Advertising major? The full-time faculty who teach COMS 202 (Marilyn DeLaure and Sarah Burgess) could develop a new rhetoric foundational course geared specifically toward Advertising majors, tentatively titled "Rhetoric and Consumer Culture," to be taken in lieu of COMS 202. They will work with the new Director of Advertising on this idea starting in Fall 2016.

7) Add a new course, ADVT 398, Directed Project, so that students may get elective (not major) credit for doing a second internship. Remove the option to repeat ADVT 342 (Advertising Presentations) or ADVT 496 (Advertising Internship) for elective credit (this is listed on some older materials as an option, but has already been removed from Degree Evaluations).

8) "Controversies in Advertising" has been offered as a 390 Special Topics course; we are in the process of adding this as a regular standing course.

9) Consider adding a Senior Capstone experience or Portfolio course. (Currently, ADVT 342 Advertising Presentations, sort of serves this function.) It would be nice to have a last course for all graduating seniors that would include creating a portfolio to prepare for going on the job market.

10) Develop a service learning (SL) designated course within the Advertising major, perhaps "Advertising for Non-Profits." All USF students are required to take a service learning course as part of the university Core; many majors include one or more SL courses in their offerings. (Service learning courses typically involve students volunteering with community partners in the Bay Area, completing a minimum of 30 hours of service over the course of the semester.) Having an SL course in Advertising would especially benefit our transfer students, who may arrive at USF having completed most Core classes at other institutions, and hoping to graduate as quickly as possible. Advertising for Non-Profits (SL) would also help to underscore the ethical aspects of the profession, and position our program as one educating students not only to pursue successful careers, but also to promote social justice and community engagement.

11) We would like to hire another full-time faculty member in the near future—either dedicated solely to ADVT, or to be shared with COMS (like the Strategic

Communication position advertised in Fall 2015).

12) We need to reopen conversations with the full Communication Studies faculty about the relationship between ADVT and COMS, especially if we are able to search again for a cross-over hire (Strategic Communication). Should ADVT and COMS remain entirely separate majors? Or would it benefit both programs to allow for more overlap, creating a more porous border between the two majors? Also, given the current size of the Advertising major, some of the service and advising load of a few COMS faculty may need to shift more explicitly to the ADVT program.

Appendix 1: Original Proposal for Advertising Major

(See attached PDF.)

Appendix 2: Current course descriptions (from online catalog, December 2015)

FOUNDATIONS CLASSES

ADVT 341: Advertising Principles and Practice (4)
This course surveys advertising as communication and examines its place in a free society where corporate rhetoric best serves the community when ethically sound. Areas covered: history, the modern marketplace, societal effects, best practices, creativity, communication, ad placement and critical evaluation.

COMS 202: Rhetoric and the Public Sphere (4)
This course focuses on the history and theory of rhetoric as an art central to public life, exploring the ways that language affects how we construct knowledge, create communities, delimit social space, promote our collective interests, and critique the laws and norms that bind us together.

OR

RHET 216: Writing for Advertising (4)
This course explores the functions, techniques, and skills involved in advertising communication writing with a primary emphasis on analyzing campaigns, copywriting, business and marketing communication, writing for the Web, and writing short scripts for radio and television. Aside from improving their advertising and business writing skills, students will work on developing their understanding of media aesthetics, persuasion and argument, organizational behavior, and production. They will also work on developing their own interpersonal communication skills and creativity as well as their presentation skills. The course is career oriented, so during the semester, students may be asked to carry out research for and participate in actual professional advertising activities. Students will also focus on those writing skills necessary to find and keep a job in advertising, which may include cover letters, resumes, emails, and memos.

Art Track

ART 155: Visual Communication (4)
Visual Communication will introduce students to the study of graphic design as a wide-ranging practice for the creation, reproduction, and dissemination of visual messages. Through sustained project work, students will investigate the ways that text and image can foster both positive and negative cultural representations as instruments of information, identification, and persuasion. Lectures, readings, and student research will supplement project work, introducing students to the concentrated disciplines of typography, semiotics, visual rhetoric, and design history.

AND

ART 205: Typography (4)
This course will introduce students to the practice, history, and theory of typography.
Through design research, independent project work, and collaborative exercises, students
will produce typographic solutions to applied and experimental problems using typography
as their primary, if not exclusive, design element.

Computer Science Track

CS 107: Computing, Mobile Apps, and the Web (4)
An introduction to computer science for non-majors with little prior programming
experience. Students develop programs using visual and high-level programming languages
to control robots, create animated simulations, and build Internet and general applications.
In addition, students are exposed to an overview of computing and its influence on modern
society.

        AND

CS 151: Spreadsheet Computing (2)
Learn to use Microsoft Excel as a spreadsheet tool to analyze and manage data. Topics:
Windows Explorer, workbook window, menus, toolbars, commands, basic formulas, editing
and formatting, simple functions, print options, opening/closing workbooks, worksheets,
file management, numeric labels, values, date formats, serial dates, date calculation,
mathematical operators, and relative versus absolute cell referencing. Taught in lecture/lab
format using Microsoft Excel.

        AND EITHER:

CS 171: Web Design and Development (2)
Introduction to the Internet, web browsers, and e-mail. Procedures for accessing
information on the web, including the use of search engines. Survey of major information
sources. Taught in lecture/lab format.

        OR

CS 177: Web 2.0: Blogs, Wikis, Maps/App (2)
As Tim Berners-Lee originally conceived the World-Wide Web, it should be user oriented
and driven. With Web 2.0, it is finally getting there. With this course you should be able to
use and set up your own Web 2.0 facilities, such as blogs (weblogs), wikis (information
communities), and combinations such as RSS, mashups, tagging, and social networking;
appreciate and evaluate the range of modern interactive applications on the World Wide
Web; find and explore innovative interactive sites; and imagine the advances coming on the
Web. Lecture and lab combined. No programming experience required

ADVANCED AREA ELECTIVES

ADVT 340: Advertising Creative Strategy and Copy   (4)
Prerequisite: COMS 202. This course provides a practical understanding of the ad-making
process with emphasis on a strategic approach to copywriting. Students learn to create

effective communication strategies for specific audiences with the goal of forming or changing opinions and attitudes.

ADVT 342: Advertising Presentations   (4)
Prerequisite: ADVT 341. Offers a practical understanding of the communication dynamics of an advertising agency. Students create, write and present a comprehensive campaign for a real-world client, then enter their campaigns in the National Student Advertising Competition, where professionals in the advertising industry evaluate and provide valuable feedback on their work.

ADVT 343: Advertising Planning and Placement   (4)
This course studies the placement of advertising as "communication," rather than merely creating "exposure" to a message as it relates to the advertising/marketing process. Topic areas covered include: terminology, research and analysis, resources and evaluation of placement as to ethics, audience and message.

ADVT 344: Advertising and Social Media (4)
Advertising is commonly known as the art of persuasive communication, not a force for social justice. However, a growing number of communications professionals, especially those representing nonprofit organizations and government agencies, are using a process known as social marketing to encourage behavior change that benefits society. This course will examine how the tools and concepts of commercial marketing – which encourages consumers to choose iPod over other MP3 players, Target over Kmart, or Levi's over Wrangler – can be used to influence behaviors such as using alternative transportation, practicing safe sex or getting out the vote.

ADVT 390: Special Topics (4)
One-time offerings of special interest courses in the field of advertising.

ADVT 398: Directed Study (1-4)
Individual course of study (topics vary). The written permission of the instructor, the program director, and the dean is required.

ADVT 496: Internship (4)
Prerequisite: ADVT 341. Field experience in a setting that relates to the student's professional goals. Students may count no more than four (4) units of Internship credit toward the major.

COMS 322: Advertising & PR Law and Ethics (4)
An investigation of legal and ethical concerns in public relations and advertising. Using actual cases, students assess the ethical dilemmas presented and devise ethical, theoretically sound solutions.

COMS-358 Persuasion and Social Influence (4)
  The study of behavior, attitude formation and change, and the principles of persuasion.

BUS-302 Marketing Principles (4)

Prerequisite: BUS 204. This course examines the role of marketing in society and in the organization. It focuses on key concepts such as consumer behavior, marketing planning, and the full marketing mix (for example, product, price, promotion and place). It emphasizes identifying and meeting consumer needs, developing effective marketing strategies, and understanding how to apply these strategies in different situations. Throughout the class students will also be exposed to core issues that are shaping today's marketing landscape, including technology and innovation, globalization, and marketing for social impact.

BUS-363 Consumer Behavior (4)
Prerequisite: BUS 302. This course offers a balanced coverage of consumer behavior including the psychological, social, and managerial implications. Through various projects based on in-store studies, as well as observational and experimental research, this course provides students with essential tools to better understand consumer behavior. Specifically, the course will rest on three foundations: (1) How to apply consumer behavior concepts in real life situations, (2) Understanding and applying existing theory and data relevant to consumer behavior (from psychology, economics, and other social sciences), and (3) Gathering data with the most important consumer behavior research techniques (for example, use of experimental methods and techniques in setting up experiments).

RHET 323: Rhetoric & Popular Culture (4)
This course examines the social and symbolic influence of popular culture, focusing both on cultural forms—such as advertising, television, film, music, and social media—and critical perspectives that shed light on their influence.

CS 131 Creating Images: Photoshop I (2)
Prerequisite: Basic Windows or Macintosh skills. First in a two-part series. Introduction to image design, manipulation and processing for utilization in print, on the web and photographically. Acquiring images through scanning, from the Web and other sources. Introduction to Adobe Photoshop tools and palettes. Use of Photoshop tool in image correction, development and collaging. Students develop a portfolio of images. Taught in lecture/lab format using Adobe Photoshop.

CS 182 Animation with Flash (2)
Practical Series in Computer Science. This course focuses on computer animation using Adobe Flash. Students develop skills in animation including: drawing, painting, and creating text in Flash. Importing and modifying images for illustrator, Photoshop, and other programs. Working with layers. Creating symbols. Using the library for storing images and movie clips. Shape and motion tweening. Traditional animation techniques. Use of timelines and keyframes. Using sound. Creating buttons. Involves individual student projects. Taught in lecture/lab format.

Appendix 3:

ADVERTISING
MAJOR REQUIREMENTS CHECKLIST

Name:	ID#:		
Expected Graduation Date:			

Course Number and Title	Waiver/Substitution	Semester	Units
FOUNDATION (16 units required)			
ADVT 341 Advertising Principles & Practice (4)			
PLUS			
COMS 202 Rhetoric and the Public Sphere (4)			
OR			
RHET 216 Writing for Advertising (4)			
PLUS a combination of 8 units from either:			
ART 155 Visual Communication (4)			
And ART 205 Typography (4)			
OR			
CS 107 Computing, Mobile Apps, and the Web (4)			
And CS 151 Spreadsheet Computing (2)			
And			
CS 171 Web Design and Development (2)			
ADVANCED AREA STUDIES (24 units required)			
Once your foundation courses are complete, choose any six of:			
CS 182 Animation with Flash (2)			
and, CS 131 Creating Images: Photoshop I (2)			
ADVT-340 Advertising Creative Strategy & Copy (4)			
ADVT-343 Advertising Planning & Placement (4)			
ADVT-342* Advertising Presentations (4)			
ADVT-344 Advertising & Social Media (4)			
ADVT-496* Advertising Internship (4)			
COMS-322 Advertising & PR Law and Ethics (4)			
COMS-358 Persuasion and Social Influence (4)			
BUS-302 Marketing Management (4)			
BUS-363 Consumer Behavior (4)			
RHET-323 Rhetoric & Popular Culture (4)			
(other options classes may be available soon)			
* these courses may be repeated as an elective			
Total Major Units = 40			
	Total Units =		

Comments:

Initial Advising Approvals: Final Graduation Approvals:

Student's Signature:	Date:	Student's Signature:	Date:
Advisor's Signature:	Date:	Advisor's Signature:	Date:
Program Director's Signature:	Date:	Program Director's Signature:	Date:
		Dean's Approval:	Date:

ADVERTISING
MINOR REQUIREMENTS CHECKLIST

Name:		ID#:
Expected Graduation Date:		

Course Number and Title	Waiver/Substitution	Semester	Units
Required Courses (5):			
ADVT 340 Advertising Creative Strategy and Copy (4)			
ADVT 341 Advertising Principles & Practices (4)			
ADVT 342 Advertising Presentations (4)			
ADVT 343 Advertising Planning and Placement (4)			
ADVT 496 Advertising Internship (4)			
Total Minor Units = 20	Total Units =		

Comments:

Initial Advising Approvals: Final Graduation Approvals:

Student's Signature:	Date:	Student's Signature:	Date:
Advisor's Signature:	Date:	Advisor's Signature:	Date:
Dept. Chair's Signature:	Date:	Dept. Chair's Signature:	Date:
		Dean's Approval:	Date:

Revised 10/2013

Appendix 4

Course Enrollment in ADVT courses (listed as COMS prior to F2011)

	F2010	Sp2011	F2011	Sp2012	F2012	Sp2013	F2013	Sp2014	F2014	Sp2015	F2015
341 Principles & Practices	50		57	39	56	69	62	53	71	36	70
340 Creative Strategy & Copy	35		31		41	37	37	24	25	25	30
342 Presentations		33		34		22				21	
343 Planning & Placement		38		25		35		35		18	
344 Advertising & Social Media					29	25	36	29	35	18	26
390 Special Topics in Advertising								41		37	
496 Internship							33	26	28		20
TOTAL Students enrolled per semester (excluding Directed Studies)	85	71	88	98	126	188	168	208	159	155	146

Appendix 5: BA IN ADVERTISING CURRICULUM MAP (Original Proposal: 2009)

Key   I = Introduced with minimal coverage

       M = Moderate Coverage

       C = Comprehensive Coverage

<u>**Foundation Courses**</u>

Learning Outcome	Advertising Principles and Practices	Rhetoric and the Public Sphere	Visual Communication	Typography	Spreadsheet Computing	Databases at Work
1(a) Students will identify, discuss and evaluate the legal, social, cultural and ethical issues facing advertising.	I					
1(b) Students will demonstrate competency in interpreting, analyzing and applying the various theories and methodologies used in advertising.	I	M				
1(c) Students will examine and evaluate the role of advertising communications in achieving organizational objectives.	I		.			

2(a) Students will demonstrate the technological skills necessary to produce effective advertising communications.			**I**	**M**	I	**M**
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.	I		M			M
2(c) Students will formulate and assess media strategies related to individual and team advertising campaigns.	I		M			
3(a) Students will demonstrate the ability to design and create an advertising message for a specific product directed to a defined target audience.	I	M	M	M	M	M
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.	I		M		M	
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		I				

professional in advertising.					
4(a) Students will analyze advertising problems and issues from multiple perspectives with a view to devising practical and socially responsible solutions.	I				
4(b) Students will develop and sustain an ethical foundation in communication relationships and advertising practices.	I				

Advanced Area Studies

Learning Outcome	Animation with Flash/Creating Animation Interfaces-Flash	Digital Literacy	Advertising & PR Law and Ethics	Advertising Creative Strategy and Copy	Advertising Planning and Placement	Advertising Presentations	Persuasion and Social Influence	Communication Studies Internship
1(a) Students will identify, discuss and evaluate the legal, social, cultural and ethical issues facing advertising.			**C**			C	C	
1(b) Students will demonstrate competency in interpreting, analyzing and applying the various theories and methodologies used in advertising.				C	C	C		**C**
1(c) Students will examine and evaluate the role of advertising communications in achieving organizational objectives.			**C**	**C**	**C**			**C**
2(a) Students will demonstrate the technological skills necessary to produce effective advertising communications.	M	C						**C**
2(b) Students will identify and discuss the interrelationships between and the integration of various traditional and non-traditional media in producing		**C**		M	C			

effective advertising strategies.								
2(c) Students will formulate and assess media strategies related to individual and team advertising campaigns.			M	C	C	C	C	
3(a) Students will demonstrate the ability to design and create an advertising message for a specific product directed to a defined target audience.				C	C	C	C	
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.	C	C						
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.			C	C		C	C	C
4(a) Students will analyze advertising problems and issues from multiple perspectives with a view to devising practical and socially responsible solutions.			C				C	C

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