

ASSESSMENT REPORT

ADVERTISING MAJOR AND MINOR

ACADEMIC YEAR 2020 - 2021

I. LOGISTICS

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Kate Charlton: Program Director – kcharlton@usfca.edu

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

C) An aggregate report for the Major and Minor

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map since October 2019?

No revisions have been made to the Major or Minor Curricular Map.

The course used for the Major assessment has an arrow beside it on the map on Page 2.

The course used for the Minor assessment (same) has an arrow beside it on the map on Page 3.

Advertising Major Curricular Map:

ADVERTISING MAJOR COURSE CURRICULUM MAP

Course	Course Learning Goals	1. Critical thinking	2. Problem solving	3. Industry knowledge	4. Social Justice	5. Teamwork	6. Communication
Course	Course Learning Outcomes	Independently critique advertising briefs, creative work and communication strategies	Apply academic and industry theories and tools to frame, analyze, and creatively solve real	Describe key industry players and trends and use agency tools, processes and	Evaluate the contextual ethical implications of advertising, and engage in	Work collaboratively with diverse team members, recognizing and negotiating	Articulate a clear message and effectively adapt it for a specific target audience
KEY	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery
ADVT101	1. Explain how advertising shapes consumer culture, and how both have changed over time 2. Define key concepts (economic, sociological, political) for understanding consumption and consumer culture 3. Analyze advertisements by performing close readings informed by rhetorical theories 4. Evaluate ads for their ethical and ideological impact 5. Assess the consequences of their own actions—as consumers, as critics, as culture-makers, and as citizens	I + D	I		I		I
ADVT102	1. Demonstrate a solid understanding of key persuasion theories and cognitive processing models 2. Articulate how advertising uses these fundamental theories and models to maximize persuasion 3. Analyze the power and influence of advertising and explain how it can positively and negatively impact an audience	I	I		I		I + D
ADVT201	1. Demonstrate a solid understanding of the history of the founders of strategic planning 2. Articulate the various internal agency roles and how they work together to build creative campaigns 3. Explain the role of strategy and a strategic planner 4. Work collaboratively in a team to conduct ethically responsible target, brand and product research 5. Productively contribute to the processes involved in designing and presenting a campaign strategy		D	I + D	I	I	I + D
ADVT202	1. Explain the function of and roles within the creative division of an agency and how these players work together 2. Show familiarity with and be able to discuss the creative philosophies and the work of legendary advertising creatives as well as contemporary industry leaders 3. Effectively apply creative development concepts, techniques and tools 4. Use a framework to critically assess their own creative work and the work of others 5. Understand and constructively contribute to the creative process required to 'pitch' a creative advertising campaign 6. Persuasively and creatively present a creative advertising campaign 'pitch' presentation and document in response to a creative brief	D	D	I + D	D	I + D	I + D
ADVT203	1. Explain the different roles in a Research Agency, who conducts and uses research in an Advertising agency and the purposes of research in advertising 2. Explain why ethical advertising research is important and how to ensure research is conducted ethically 3. Identify what make a research questions strong and be able to write research questions themselves 4. Explain a variety of methods and explain why one approach is better than another for answering particular types research question 5. Create both a basic quantitative and qualitative research design to answer an advertising related research question	D	D	I	I		D
ADVT301	1. Explain the advantages and disadvantages of different social media channels 2. Listen and monitor for conversation and brand mentions and conversations online 3. Write a basic social media strategy and place ads on a selection of social networks 4. Create appropriate content for a variety of different social media channels 5. Function as an effective, contributing team member on the design and presentation of a social media marketing plan that builds trust and credibility within a community	I	I + D	I + D	I	D	D
ADVT302	1. Strategically evaluate problems and find new ways to define them 2. Define key stages of the innovation process and barriers to innovation 3. Distill actionable insight from everyday observations 4. Understand how quickly developed solutions can be tested and learned from for better outcomes	D	D	I	D	D	
ADVT303	1. Describe the various roles inside a media agency and explain how they work together 2. Explain how and why media agencies, creative agencies and clients best work together 3. Explain why different media are used and how/when they work best together 4. Analyze media strategies and media plans, explaining how they maximize advertising impact and exposure for a campaign and making recommendations for how they can be improved	D	D	I + D	D	D	D
ADVT320	1. Create and adapt messages across multiple mediums (i.e. radio script, mobile and billboard) 2. Discern how tone of voice can affect the perception of a brand 3. Explain how different approaches to language can have different effects on an audience and write with an awareness of a specific audience 4. Edit their work to make messages articulate and more succinct	D	D	I	D		D
ADVT321	1. Understand how clear visual communication can maximize the effectiveness of an execution 2. Use elements such as typography, photography, illustration, color and composition to established different tones 3. Give and receive critical feedback and incorporate it into revising their work 4. Critically assess examples of visual communication for clarity and composition	D	I + D	I			D
ADVT390	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will vary depending on the Special Topics in Advertising course on offer but will focus on introducing a Developing						
ADVT391	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will vary depending on the Special Topics in Creative Advertising course on offer but will focus on introducing a Developing						
ADVT392	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will vary depending on the Special Topics in Advertising Research course on offer but will focus on introducing a Developing						
ADVT400 (Spring 2018 ADVT390 (06))	1. Employ strategic approaches for finding internship and job opportunities and targeting appropriate roles/companies 2. Produce unique, targeted hard-copy resumes and portfolios that best showcase existing work 3. Produce unique, customized targeted cover letters and leave-behind collateral 4. Develop an appropriate online presence and communicate their 'Unique Selling Proposition' (USP) into a 1-minute pitch 5. Present themselves effectively in networking, one-on-one and group interview opportunities	D	D	D	I + D		D
ADVT401	1. Demonstrate to potential employers they have practical industry experience (or in-depth knowledge of a particular agency/organization) 2. Produce a unique, branded, targeted resume or portfolio 3. Produce a unique, branded, targeted cover letter and leave-behind and thank you letter 4. Develop an appropriate online presence and communicate a 'Unique Selling Proposition' 5. Present effectively in one-on-one and group opportunities	M	M	M	D	M	M
ADVT402	1. Prove to potential employers they have practical industry experience (or advanced in-depth knowledge of a particular role within a specific agency/organization) 2. Summarize and share what they have learned from their internship experience (or in-depth knowledge about a particular role within a specific organization) to the Advertising Majors at an end of year event 3. Deliver engaging, polished, and professional presentations about their internship experiences 4. Add new professional connections to their growing industry network	M	M	M	D		M
ADVT411	1. Integrate a client brief to determine what research is required and lead basic primary and secondary qualitative and quantitative target audience and brand research in order to compile a strategic brief 2. Develop and execute a group project plan 3. Work constructively within a team and negotiate group challenges 4. Accept and integrate feedback into their strategic planning 5. Translate strategy into a competitive stand-alone document and 'pitch' presentation	M	M	D + M	M	M	M
ADVT412	1. Work with a strategic brief to develop an ethical, 'on brief' campaign 2. Develop and execute a group project plan 3. Work constructively within a team and negotiate group challenges 4. Accept and integrate feedback into their creative conceiving and development 5. Translate campaign idea into a competitive stand-alone document and 'pitch' presentation	M	M	D + M	M	M	M
Directed Study 498	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will vary depending on the course on offer but will focus on Developing and Mastery						
Directed Project 490	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will depend on the project						



Advertising Minor Curricular Map:

ADVERTISING MINOR COURSE CURRICULUM MAP

Course	Course Learning Goals	PRIMARY PLOs		SECONDARY PLOs			
		1. Industry knowledge Describe key industry players and trends and use agency tools, processes and	2. Critical thinking Independently critique advertising briefs, creative work and communication strategies	3. Problem solving Apply academic and industry theories and tools to frame, analyse, and creatively solve real	4. Communication Articulate a clear message and effectively adapt it for a specific target audience	5. Social justice Evaluate the contextual ethical implications of advertising, and engage in	6. Teamwork Work collaboratively with diverse team members, recognizing and negotiating
KEY	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery
ADVT201	1. Demonstrate a solid understanding of the history of the founders of strategic planning 2. Articulate the various internal agency roles and how they work together to build creative campaigns 3. Explain the role of strategy and a strategic planner 4. Work collaboratively in a team to conduct ethically responsible target, brand and product research 5. Productively contribute to the processes involved in designing and presenting a campaign strategy	I + D		D	I + D	I	I
ADVT202	1. Explain the function of and roles within the creative division of an agency and how these players work together 2. Show familiarity with and be able to discuss the creative philosophies and the work of legendary advertising creatives as well as contemporary industry leaders 3. Effectively apply creative development concepts, techniques and tools 4. Use a framework to critically assess their own creative work and the work of others 5. Understand and constructively contribute to the creative process required to pitch a creative advertising campaign 6. Persuasively and creatively present a creative advertising campaign 'pitch' presentation and document in response to a creative brief	I + D	D	D	I + D	D	I + D
ADVT203	1. Explain the different roles in a Research Agency, who conducts and uses research in an Advertising agency and the purposes of research in advertising 2. Explain why ethical advertising research is important and how to ensure research is conducted ethically 3. Identify what make a research questions strong and be able to write research questions themselves 4. Explain a variety of methods and explain why one approach is better than another for answering particular types research question 5. Create both a basic quantitative and qualitative research design to answer an advertising related research question	I	D	D	D	I	
ADVT301	1. Explain the advantages and disadvantages of different social media channels 2. Listen and monitor for conversation and brand mentions and conversations online 3. Write a basic social media strategy and place ads on a selection of social networks 4. Create appropriate content for a variety of different social media channels 5. Function as an effective, contributing team member on the design and presentation of a social media marketing plan that builds trust and credibility within a community	I + D	I	I + D	D	I	D
ADVT302	1. Strategically evaluate problems and find new ways to define them 2. Define key stages of the innovation process and barriers to innovation 3. Distill actionable insight from everyday observations 4. Understand how quickly developed solutions can be tested and learned from for better outcomes	I	D	D		D	D
ADVT303	1. Describe the various roles inside a media agency and explain how they work together 2. Explain how and why media agencies, creative agencies and clients best work together 3. Explain why different media are used and how/when they work best together 4. Analyze media strategies and media plans, explaining how they maximize advertising impact and exposure for a campaign and making recommendations for how they can be improved	I + D	D	D	D	D	D
ADVT320	1. Create and adapt messages across multiple mediums (i.e. radio script, mobile and billboard) 2. Discern how tone of voice can affect the perception of a brand 3. Explain how different approaches to language can have different effects on an audience and write with an awareness of a specific audience 4. Edit their work to make messages articulate and more succinct	I	D	D	D	D	
ADVT321	1. Understand how clear visual communication can maximize the effectiveness of an execution 2. Use elements such as typography, photography, illustration, color and composition to established different tones 3. Give and receive critical feedback and incorporate it into revising their work 4. Critically assess examples of visual communication for clarity and composition	I	D	I + D	D		
ADVT390	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will vary depending on the Special Topics in Advertising course on offer but will focus on Introducing an Developing For ADVT390(06) Spring 2018: 1. Employ strategic approaches for finding internship and job opportunities and targeting appropriate roles/companies 2. Produce unique, targeted hard-copy resumes and portfolios that best showcase existing work 3. Produce unique, customized targeted cover letters and leave-behind collateral 4. Develop an appropriate online presence and communicate their 'Unique Selling Proposition' (USP) into a 1-minute pitch 5. Present themselves effectively in networking, one-on-one and group interviewing opportunities	D	D	D	I + D		D
ADVT391	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will vary depending on the Special Topics in Creative Advertising course on offer but will focus on Introducing an Developing						
ADVT392	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will vary depending on the Special Topics in Advertising Research course on offer but will focus on Introducing an Developing						



II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2020? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

No. The mission statement remained the same for both the Major and the Minor:

Major Mission Statement:

“Stand out amongst our peers as an Advertising program that instills a strong sense of social justice and responsibility in our students while equipping them with the theory,

tools and experiences necessary to build rewarding futures.”

Minor Mission Statement:

“Stand out amongst our peers as an Advertising program that instills a strong sense of social justice and responsibility in our students while equipping them with the theory, tools and experiences necessary to build rewarding futures.”

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2020? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

No. Program Learning Outcomes (PLOs) remained the same for both the Major and the Minor.

Major PLOs:

The Major PLOs appear in PINK on the map attached here and the PLO assessed is circled in RED:

ADVERTISING (ADVT) MAJOR PROGRAM LEARNING GOALS AND OUTCOMES						
	1. Critical thinking	2. Problem analysis & problem solving	3. Industry knowledge	5. Social justice	5. Teamwork	2. Communication
	Independently critique advertising briefs, creative work and communication strategies	Apply academic and industry theories and tools to frame, analyse, and creatively solve real-world problems	Describe key industry players and trends and use agency tools, processes and protocols	Evaluate the contextual ethical implications of advertising, and engage in advertising practices that are professional, socially responsible and in the mutual interests of organizations and communities	Work collaboratively with diverse team members, recognizing and negotiating individual differences and strengths, to solve problems and deliver solutions	Articulate a clear message and effectively adapt it for a specific target audience
	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery
INSTITUTIONAL LEARNING OUTCOMES	Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.			M	I	M
	Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	D		D		M
	Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	M	M		M	
	Students communicate effectively in written and oral forms to interact within their personal and professional communities.		M			M
	Students use technology to access and communicate information in their personal and professional lives.		M	M		M
	Students use multiple methods of inquiry and research processes to answer questions and solve problems.		M	M		
	Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.	D	D		M	

Minor PLOs:

The Minor PLO assessed is circled in RED:

ADVERTISING (ADVT) MINOR PROGRAM LEARNING GOALS AND OUTCOMES						
PRIMARY PLOs			SECONDARY PLOs			
1. Industry knowledge	2. Critical thinking	3. Problem analysis & problem solving	4. Communication	5. Social justice	6. Teamwork	
Describe key industry players and trends and use agency tools, processes and protocols	Independently critique advertising briefs, creative work and communication strategies	Apply industry theories and tools to frame, analyse, and creatively solve real-world problems	Articulate a clear message and effectively adapt it for a specific target audience	Evaluate the contextual ethical implications of advertising, and engage in advertising practices that are professional, socially responsible and in the mutual interests of organizations and communities	Work collaboratively with diverse team members, recognizing and negotiating individual differences and strengths, to solve problems and deliver solutions	
KEY	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery
INSTITUTIONAL LEARNING OUTCOMES	Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.			D	D	I
	Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	D		D	D	
	Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	D	D		D	
	Students communicate effectively in written and oral forms to interact within their personal and professional communities.		D	D		
	Students use technology to access and communicate information in their personal and professional lives.	D	D	D		D
	Students use multiple methods of inquiry and research processes to answer questions and solve problems.	D	D			
	Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.	D	D		D	

3. State the particular Program Learning Outcome(s) you assessed for the academic year 2020-2021.

Major PLO being assessed:

6. Communication: Articulate a clear message and effectively adapt it for a specific target audience

Minor PLO being assessed:

4. Communication: Articulate a clear message and effectively adapt it for a specific target audience

III. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

For example, “the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions.”

Important Note – WSCUC advises us to use “direct methods” which relate to a direct evaluation of a student work product. “Indirect methods” like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

Important: *Please attach, at the end of this report, a copy of the rubric used for assessment.*

Major Methodology used:

ADVT202 Fundamentals of Creative Development is a required course for all ADVT Majors.

In Fall 2020, there were 15 majors who completed the course.

In Spring 2021, there were 17 majors who completed the course.

The Fall and Spring have been analyzed together to give a more significant representation.

The first assessment in the Fall 2020 and Spring 2021 ADVT202 Fundamentals of Creative Development course is an individual assessment that requires students to produce a 30-second ad about themselves for a future employer. What makes the assessment difficult is they must clearly communicate one single-minded idea (something unique about themselves that an employer would be interested in) and create a television ad that would allow the target to quickly and clearly grasp this attribute while also remembering their name.

The entire focus of the assessment is based on assessing each student’s ability to articulate a clear message and effectively adapt it for a specific target audience.

The grading matrix for this assessment assesses each student’s ability to determine (1) the amount of content they include, (2) the originality of their content, (3) the creativity of the content (their ability to make their content stand out to their target audience) (4) the length of the ad (precisely 30 seconds), (5) the clarity of the content.

The student’s ability to follow submission procedures (criteria 6) was also included in the matrix, but all students across both terms received full grades for this component, thus not impacting the overall grades specifically about “communication”.

The matrix used for this assessment is included below on page 7.

	Opps (F)	Just barely (D)	It will do (C)	Impressive (B)	WOW WOW WOW !
Amount of content	Far too much content jammed into ad OR significantly lacking relevant content	Too much content jammed into ad OR lacking relevant content OR missing student name	Somewhat concise, interesting AND easily remembered (student name and/or message)	Very concise, interesting AND easily remembered (both student name AND clear messages)	Outstandingly concise, interesting AND easily remembered (both student name AND key messages)
Originality	Lacked originality in terms of approach AND single minded idea	Lacked originality in terms of approach OR single minded idea	Original approach OR single minded message	Very original approach OR single minded message	Exceptional original approach AND single minded message
Creativity	The ad mostly listed information that was rather difficult to remember	The ad didn't really have much of an idea behind it and/or just tried to communicate info that was a bit difficult to remember	The ad was partially built on an idea that helped make it AND its content mostly memorable	The ad was built upon a solid idea that had significant impact AND made almost all of the content presented very memorable	The ad was built upon an outstanding idea that stood out AND demanded our attention AND had tremendous impact which made all the content presented extremely memorable
Length	More than 6 seconds off the right duration	5-6 seconds off the right duration	3-4 seconds off the right duration	1-2 seconds off the right duration	Exactly the right duration
Clarity	A significant amount of content was very difficult to understand (i.e., rushed, not clearly articulated, quality of featured images almost illegible).	Reasonable clarity but 3 or more of the following compromised the message: - speed of narrative/size of primary content, - lack of clarity, - Distracting background music/noise/graphics - amount of content/ text - legibility of supporting visuals - name clearly read/heard	Good clarity but 2 or more of the following compromised the message: - speed of narrative/size of primary content, - lack of clarity, - Distracting background music/noise/graphics - amount of content/ text - legibility of supporting visuals - name clearly read/heard	Great clarity but 1 or more of the following compromised the message: - speed of narrative/size of primary content, - lack of clarity, - Distracting background music/noise/graphics - amount of content/ text - legibility of supporting visuals - name clearly read/heard	Outstanding clarity. Speed of narrative not too fast or slow at any time, size of primary message content perfect. All narrative/text was clearly articulated/written. Name was clearly read/heard. Background music/noise or graphics never detracted from content. Supporting visuals were all easy to see/digest. Not at all text or word heavy.
Submission procedure followed	Not followed, obvious issues.	All steps followed perfectly according to syllabi directions BUT missing ID AND name in title	All steps followed perfectly according to syllabi directions BUT missing ID OR name in title	All steps followed perfectly according to syllabi directions AND student ID AND last name included in file title	

Minor Methodology used:

ADVT202 Fundamentals of Creative Development is a required course for all ADVT Majors.

In Fall 2020, there were 11 minors who completed the course.
In Spring 2021, there were 7 minors who completed the course.

Low minor numbers in this course for the past few assessments have impacted our statistical analysis over the past few years. With minor numbers finally gaining traction in 2020/21, our analysis is significantly more meaningful.

The first assessment in the Fall 2020 and Spring 2021 ADVT202 Fundamentals of Creative Development course is an individual assessment that requires students to produce a 30-second ad about themselves for a future employer. What makes the assessment difficult is they must clearly communicate one single-minded idea (something unique about themselves that an employer would be interested in) and create a television ad that would allow the target to quickly and clearly grasp this attribute while also remembering their name.

The entire focus of the assessment is based on assessing each student's ability to articulate a clear message and effectively adapt it for a specific target audience.

The grading matrix for this assessment assesses each student's ability to determine (1) the amount of content they include, (2) the originality of their content, (3) the creativity of the content (their ability to make their content stand out to their target audience) (4) the length of the ad (precisely 30 seconds), (5) the clarity of the content.

The student's ability to follow submission procedures (criteria 6) was also included in the matrix, but all students across both terms received full grades for this component, thus not impacting the overall grades specifically about "communication".

The matrix used for this assessment is included above on page 7.

IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

This section is for you to highlight the results of the exercise. Pertinent information here would include:

- a. how well students mastered the outcome at the level they were intended to,
- b. any trends noticed over the past few assessment cycles, and
- c. the levels at which students mastered the outcome based on the rubric used.

Advertising Major Results:

According to the PLOs and CLOs, students were expected to demonstrate (at most) a “Development” level of Communication. The majors in the class had an impressive average grade of 89.6% (B+), and their grades on this assessment were as follows:

Shown “Development” overall (A, A+)	Shown “development” in most parts (A-, B+, B, B-)		“Developed” some parts of the outcome (C+, C, C-, D+)	Did not show “development” at the level intended (D, D-, F)
100 (A+)	92 (A-)	89 (B+)	77 (C+)	
98 (A+)	91 (A-)	89 (B+)	70 (C-)	
97 (A+)	91 (A-)	88 (B+)		
97 (A+)	91 (A-)	87 (B+)		
97 (A+)	90 (A-)	87 (B+)		
96 (A)	90 (A-)	86 (B)		
95 (A)	90 (A-)	83 (B)		
95 (A)	90 (A-)	83 (B)		
94 (A)	90 (A-)	83 (B)		
94 (A)	90 (A-)	83 (B)		
	90 (A-)			

Level	Percentage of Students
Complete “Development” of the outcome <i>(Overall assessment grade of A or higher)</i>	31.5%
“Developed” the outcome in most parts <i>(Overall assessment grade of A- through B-)</i>	65.6%
“Developed” some parts of the outcome <i>(Overall assessment grade of C- through D+)</i>	6.3%
Did not “Develop” the outcome at the level intended <i>(Overall assessment grade of D- or worse)</i>	0%

This data indicates that a solid majority of Advertising Majors are showing strong development of Communication, specifically the ability to articulate a clear message and effectively adapt it for a specific target audience. Fortunately, no one demonstrated nil development.

Advertising Minor Results:

According to the PLOs and CLOs, advertising minors were expected to demonstrate a “Development” level of Communication. The average grade of the 18 minors was an overwhelming 91% (A-), and their grades on this assessment were as follows:

Showed “Development” overall (A, A+)	Showed “development” in most parts (A-, B+, B, B-)		“Developed” some parts of the outcome (C+, C, C-, D+)	Did not show “development” at the level intended (D, D-, F)
99 (A+)	91 (A-)	90 (A-)		
97 (A+)	91 (A-)	90 (A-)		
97 (A+)	91 (A-)	90 (A-)		
95 (A+)	91 (A-)	88 (B+)		
94 (A+)	91 (A-)	86 (B)		
	91 (A-)	84 (B)		
		83 (B)		

Level	Percentage of Students
Complete “Development” of the outcome <i>(Overall assessment grade of A or higher)</i>	27.8%
“Developed” the outcome in most parts <i>(Overall assessment grade of A- through B-)</i>	72.2%
“Developed” some parts of the outcome <i>(Overall assessment grade of C- through D+)</i>	0%
Did not “Develop” the outcome at the level intended <i>(Overall assessment grade of D- or worse)</i>	0%

This data indicates that the 18 Advertising Minors taking the course are showing strong development of Communication, specifically the ability to articulate a clear message and effectively adapt it for a specific target audience. Fortunately, no one demonstrated nil development.

V. CLOSING THE LOOP

1. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

Closing the Advertising Major's Loop:

1) It was noted that survey data would be helpful but was not required. As such, it was not implemented.

Closing the Advertising Minor's Loop:

1) It was noted that survey data would be helpful but was not required. As such, it was not implemented.

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2019-2020, submitted in December 2020)? How did you incorporate or address the suggestion(s) in this report?

Response to feedback and suggestions from last year's report:

- *Assessment Report Submission: Complete*
- *Mission Statement: The department may consider making the major and minor statements distinct from one another, in order to clarify the rewards of completing the major as opposed to the minor.*
 - *It was decided the missions would remain the same*
- *Program Learning Outcomes: No recommendations for changes to the text of the PLO's.*
- *Curricular Map: No changes have been made since the most recent assessment submission.*
- *Assessment Methods: It is unclear in the report whether multiple faculty were responsible for evaluation, or if it was based only on single faculty grading of exams.*
 - *Due to the nature of the course and the limited full-time faculty in our program, a single faculty member graded the exams. This remained the same this year and will likely stay the same until we have more than two full-time faculty in our program.*

- Results: Aggregation is an excellent addition to the report
 - *Based on this feedback, Aggregation was used again*
- Closing the loop: Your program already provides an excellent foundation for your students to achieve your learning outcomes.
- Consideration of Previous Report Suggestions: Thank you for responding to our concerns and suggestions.