

## ADVERTISING MAJOR

### ASSESSMENT REPORT ACADEMIC YEAR 2018 – 2019 REPORT DUE DATE: Nov 1, 2019

**Who should submit the report? – All majors, minors (including interdisciplinary minors), graduate and non-degree granting certificate programs of the College of Arts and Sciences. Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated.**

**Note:** Dear Colleagues: In an effort to produce a more streamlined and less repetitive assessment report format, we are piloting this modified template for the present annual assessment cycle. We are requesting an assessment report that would not exceed eight pages of text. Supporting materials may be appended. We will be soliciting your feedback on the report as we attempt to make it more user-friendly.

#### Some useful contacts:

1. Prof. Alexandra Amati, FDCCD, Arts – [adamati@usfca.edu](mailto:adamati@usfca.edu)
2. Prof. John Lendvay, FDCCD, Sciences – [lendvay@usfca.edu](mailto:lendvay@usfca.edu)
3. Prof. Mark Meritt, FDCCD, Humanities – [meritt@usfca.edu](mailto:meritt@usfca.edu)
4. Prof. Michael Jonas, FDCCD, Social Sciences – [mrjonas@usfca.edu](mailto:mrjonas@usfca.edu)
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – [schakraborty2@usfca.edu](mailto:schakraborty2@usfca.edu)
6. Ms. Corie Schwabenland, Academic Data & Assessment Specialist- [ceschwabenland@usfca.edu](mailto:ceschwabenland@usfca.edu)

#### Academic Effectiveness Annual Assessment Resource Page:

<https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment>

**Email to submit the report: [assessment\\_cas@usfca.edu](mailto:assessment_cas@usfca.edu)**

**Important: Please write the name of your program or department in the subject line.**

**For example: FineArts\_Major (if you decide to submit a separate report for major and minor); FineArts\_Aggregate (when submitting an aggregate report)**

## I. LOGISTICS & PROGRAM LEARNING OUTCOMES

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

[kcharlton@usfca.edu](mailto:kcharlton@usfca.edu)

Advertising Program Director

2. Were any changes made to the program mission statement since the last assessment cycle in October 2017? 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:

*"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."*

3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? 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](mailto:gamson@usfca.edu)). Minor editorial changes are not required to go through the College Curriculum Committee.

No – the program learning outcomes remained the same:

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, analyze, 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
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.			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	

4. Which particular Program Learning Outcome(s) did you assess for the academic year 2017-2018?

2. Problem solving	Apply academic and industry theories and tools to frame, analyze, and creatively solve real-world problems
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## II. METHODOLOGY

**5. 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.**

The final project was a submission for a national student advertising competition. The 5 criteria they were judged against were (1) Research, (2) Consumer insights and strategy, (3) creative, (4) media planning, (5) Measurement and evaluation (6) Overall Presentation. The project involved students working in teams of 5, simulating agency life, and using tools learned in this class as well as across the major to effectively problem solve a client brief. Their final project allowed them to demonstrate their ability to use and apply theories and tools in order solve the competition’s brief. Each of the criteria were weighed according to the national completion, again in line with industry. Criteria 1 was worth 15%, Criteria 2 was worth 20%, Criteria 3 was worth 30% Criteria 4 was worth 15%, criteria 5 was worth 10% and criteria 6 was worth 10%.

FINAL PLAN BOOK GRADE													
	0.15 Research		0.2 Consumer		0.3 Creative		0.15 Media		0.15 Measurement		0.1 Quality		0.1 Total
H&N	9.5	1.425	9.75	1.95	9.5	2.85	9.5	1.425	8	0.8	10	1	95%
G3	9.5	1.425	9.5	1.9	9	2.7	5	0.75	8.5	0.85	9	0.9	85%
Maslow	9.5	1.425	10	2	9	2.7	9	1.35	9	0.9	9.5	0.95	93%
				15		10	Exceptional						
				20		8 to 9	Good to very good						
				30		6 to 7	Average						
				15		4 to 5	Deficient						
				10		1 to 3	Unacceptable						
				10									
				100									

Once team criteria was totaled, participation for each individual was determined by having each member of each team 'pay' (aka assess participation points), as you would in real life, according to each members contribution by distributing \$2000 across the team. This could impact an individual's team score either by increasing or decreasing the overall team grade by 20% up to a maximum of 100% or a base of 0%.

Agency: G3

	Member 1	Member 2	Member 3	Member 4	Member 5
Member 1		700	700	600	0
Member 2	800		500	600	100
Member 3	666	666		666	0
Member 4	750	625	625		0
Member 5	500	500	500	500	
SUM	2716	2491	2325	2366	100
DIFFERENCE	716	491	325	366	-1900
TRANSLATIO	7.16	4.91	3.25	3.66	-19
85	92.16	89.91	85	88.66	66
0.15	13.824	13.4865	12.75	13.299	9.9

Agency: H&N

	Member 1	Member 2	Member 3	Member 4	Member 5
Member 1		500	500	500	500
Member 2	500		500	500	500
Member 3	500	500		500	500
Member 4	500	500	500		0
Member 5	500	500	500	500	
SUM	200	2000	2000	2000	200
DIFFERENCE	0	0	0	0	0
TRANSLATIO	0	0	0	0	0
95	95	95	95	95	95
0.15	14.25	14.25	14.25	14.25	14.25

Agency: Maslow

	Member 1	Member 2	Member 3	Member 4	Member 5
Member 1		500	500	500	500
Member 2	500		500	500	500
Member 3	500	500		500	500
Member 4	500	500	500		0
Member 5	500	500	500	500	
SUM	200	2000	2000	2000	200
DIFFERENCE	0	0	0	0	0
TRANSLATIO	0	0	0	0	0
93	93	93	93	93	93
0.15	13.95	13.95	13.95	13.95	13.95

Participation was important because it demonstrated how much each individual was contributing to problem solving.

The final grades demonstrating each individuals' ability to problem solve a live advertising brief as follows:

87 B+

93 A

59 F  
91 A-  
90 A-  
93 A  
90 A-  
93 A  
93 A  
90 A-  
94 A  
93 A  
90 A-  
90 A-  
90 A-

### III. RESULTS & MAJOR FINDINGS

**6. 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.

To address this, among many other options, one option is to use a table showing the distribution, for example:

According to the PLOs and CLOs students were expected to demonstrate mastery of problem solving based on the 5 criteria articulated.

Level	Percentage of Students
Complete Mastery of the outcome	40%
Mastered the outcome in most parts	46.6%
Mastered some parts of the outcome	6.66%
Did not master the outcome at the level intended	6.66%

The students' ability to utilize and apply industry tools to solve a real brief from industry was demonstrated to be at a very high level of mastery which is expected at the capstone level. We are confident that our students are being prepared for what lies ahead of them and that they are able to proficiently use practical industry tools we have taught them to solve industry problems.

#### IV. CLOSING THE LOOP

7. 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.

As one of the three groups demonstrated themselves to operate in a rather dysfunctional way, more group management and dynamic intervention tools will be added to the curriculum.

8. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or address the suggestion(s) in this report?

Mission statement: all fine

PLO's: all fine

Methodology: direct and indirect, all fine

Results and major findings: excellent and very clear

Closing the loop: They said they were looking forward to seeing my assessment of the new curriculum. The program has been officially launched and PLOs and CLOs are being carefully assessed.

# ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)

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 at 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. Offer 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	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 tablet). 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. Sell 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 instruction. 2. Use elements such as typography, photography, illustration, color and composition to establish 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 an 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 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.						
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 showcases 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, intended, 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 Major 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. Interrogate 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 complete 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 conceptualizing and development. 5. Translate campaign ideas 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 499	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will depend on the project.						