

ASSESSMENT REPORT (REGULAR TEMPLATE)

ADVERTISING MAJOR AND MINOR

ACADEMIC YEAR 2019 - 2020

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	2. Critical thinking	3. Problem solving	4. Communication	5. Social justice	6. Teamwork
Course	Course Learning Outcomes	Describe key industry players and trends and use agency tools, processes and	Independently critique advertising briefs, creative work and communication strategies	Apply academic and industry theories and tools to frame, analyse, and creatively solve real	Articulate a clear message and effectively adapt it for a specific target audience	Evaluate the contextual ethical implications of advertising, and engage in	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 2019? 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 2019? 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, 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	

Minor PLOs:

The Primary Minor PLOs appear in PINK and the Secondary Minor PLOs appear in BLUE on the map attached here and the 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 2019-2020.

Major PLO being assessed:

1. Critical Thinking: Independently critique advertising briefs, creative work and communication strategies

Minor PLO being assessed:

2. Critical Thinking: Independently critique advertising briefs, creative work and communication strategies

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 ADVT majors in the revised program officially launched in Fall of 2018. Of the 19 students who took the class in Fall 2019, 17 were majors.

The third assessment in Fall 2019 ADVT202 Fundamentals of Creative Development course is a midterm exam which each student is required to complete during class independently.

The entire focus of the exam is based on assessing each student’s “Critical Thinking”, specifically, how they critically critique a piece of creative work. Putting their emotions and personal preferences aside they are required to assess a creative campaign execution in an objective, CRITICAL fashion.

The ability to CRITICALLY analyze and discuss a creative execution is an important skill for any Advertising professional to possess. Applying the S.C.O.R.E. method presented and used in class, students were assessed for their ability to critically analyze and discuss a creative execution according to the following criteria attached below on Page 8.

S.C.O.R.E. MIDTERM MATRIX

STUDENT: _____

Communication						
Clear position for each criteria	S	C	O	R	E	
Understanding of criteria	S	C	O	R	E	
Relevance & accuracy	S	C	O	R	E	
Conclusion						

Communication	
L	Syntax, structure, grammar/spelling/punctuation issues or handwriting compromised clarity of communication.
M	Demonstrated good clarity of expression and communication. This includes solid syntax, structure, grammar/spelling/punctuation and/or legible handwriting.
H	Demonstrated outstanding clarity of expression and communication achieved through masterful syntax and structure, exceptional grammar/spelling/ punctuation and consistently clear, very legible handwriting.
Clear position	
L	Lacked a clearly stated, objective position or argument or may have included conflicting or unsupported information or demonstrated neutrality/inability to choose between two sides.
M	Took a clear, objective position but did not communicating a clear position from the start or provided potentially conflicting information/substantiation or provided potentially conflicting criteria in other framework criteria.
H	Demonstrated an indisputably single, clear, objective position for the criteria being assessed right from the start and clearly supported the position and position not countered in support of other framework criteria and entirely objective.
Understanding of criteria	
L	Information included demonstrated confusion towards or a lack of/low degree of understanding of the criteria/element being assessed.
M	Some information included may have not been relevant to the criteria in question and/or information included demonstrated some confusion as to what the element being assessed represented and/or demonstrated only a basic understanding of the criteria.
H	Substantial information included which was all thorough, relevant and applicable to the criteria being assessed demonstrating a very high level of understanding of the criteria.
Relevance and accuracy of position/argument/support	
L	The position, argument and/or support provided: - is largely irrelevant or inaccurate in light of the content, context, intention or target audience of the execution and/or - lacked or inaccurately applied basic/important information in argument/support and/or - included a position/argument/support that countered what was included in other framework criteria and/or - Position/argument/support showed subjectivity.
M	The position, argument and/or support provided: - is substantial and non-redundant and - is largely accurate, applicable and relevant in light of the content, context, intention or target audience of the execution however some key support may have been missing and/or - demonstrated some degree of subjectivity
H	The position, argument and/or support provided: - was all accurate, applicable and relevant in light of the content, context, intention or target audience of the execution and - included insightful information as well as extensive non-redundant support and - is seamlessly linked to position/arguments/support provided for other framework criteria and - position/argument/support was entirely objective
Conclusion	
L	Concluding position was: - introduced new information - irrelevant and/or - unsubstantiated and/or - subjective.
M	Provided a concise concluding position but demonstrated either a lack of context, detail, relevance, substantiation or shown a degree of subjectivity.
H	Provided a concise, relevant, substantiated, purely objective concluding position.

Minor Methodology used:

ADVT202 Fundamentals of Creative Development is a required course for ADVT minors in the revised program officially launched in Fall of 2018.

Of the 19 students who took the class in Fall 2019, 2 were minors. Please note: Next year, with Minor numbers gaining traction, I will finally be able to supply data that reflects 12 minors in the class!

The third assessment in Fall 2019 ADVT202 Fundamentals of Creative Development course is a midterm exam which each student is required to complete during class independently.

The entire focus of the exam is based on assessing each student's "Critical Thinking", specifically, how they critique a piece of creative work. Putting their emotions and personal preferences aside they are required to assess a creative campaign execution in an objective, CRITICAL fashion.

The ability to CRITICALLY analyze and discuss a creative execution is an important skill for any Advertising professional to possess. Applying the S.C.O.R.E. method presented and used in class, students were assessed for their ability to critically analyze and discuss a creative execution according to the following criteria attached above on Page 8.

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.

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

Level	Percentage of Students
Complete Mastery of the outcome	8.7%
Mastered the outcome in most parts	20.3%
Mastered some parts of the outcome	66%
Did not master the outcome at the level intended	5%

Advertising Major Results:

According to the PLOs and CLOs, students were expected to demonstrate a “Development” level of Critical Thinking. This assessment is judged rather strictly. The majors in the class had an average grade of 79% (C+) and their grades on this assessment were as follows:

Shown “Development” overall	Shown “development” in most parts	“Developed” some parts of the outcome	Did not show “development” at the level intended
95 (A)	92 (A-)	72 (C-)	65 (D-)
95 (A)	90 (A-)	72 (C-)	60 (D-)
93 (A)	89 (B+)	70 (C-)	48 (F)
	85 (B)	69 (D+)	
	85 (B)		
	84 (B)		
	80 (B-)		

Level	Percentage of Students
Complete “Development” of the outcome <i>(Overall assessment grade of A or higher)</i>	17.6%
“Developed” the outcome in most parts <i>(Overall assessment grade of A- through B-)</i>	41.1%
“Developed” some parts of the outcome <i>(Overall assessment grade of C- through D+)</i>	23.5%
Did not “Develop” the outcome at the level intended <i>(Overall assessment grade of D- or worse: not enough to count as completed as the ADVT400 prerequisite)</i>	0.5%

This data indicates that a solid majority of Advertising Majors are showing strong development of Critical Thinking. But, as to be expected, one failed to show development of Critical Thinking and 4 others (23.5%) lacked in parts when demonstrating their ability to think critically.

Advertising Minor Results:

According to the PLOs and CLOs, advertising minors were expected to demonstrate a “Development” level of Critical Thinking. This assessment is judged rather strictly. The two minors in the class had an average grade of 88.5% (B+) and their grades on this assessment were as follows:

Shown “Development” overall	Shown “development” in most parts	“Developed” some parts of the outcome	Did not show “development” at the level intended
	90 (A-)		
	87 (A-)		

Level	Percentage of Students
Complete “Development” of the outcome	0%
“Developed” the outcome in most parts <i>(Overall assessment grade of A- through B-)</i>	100%
“Developed” some parts of the outcome	0%
Did not “Develop” the outcome at the level intended	0%

This data indicates that the small number of Advertising Minors taking the course are showing strong development of Critical Thinking.

In order to improve the sample size and determine trends the Fall 2018 and Fall 2019 assessment data were aggregated:

Shown "Development" overall Fall 2018+Fall 2019	Shown "development" in most parts Fall 2018+Fall 2019	"Developed" some parts of the outcome Fall 2018+Fall 2019	Did not show "development" at the level intended Fall 2018+Fall 2019
	90 (A-) Fall 2019 87 (A-) Fall 2019 B+ Fall 2018	C- Fall 2018	

2018 + 2019 Level	Percentage of Students
Complete "Development" of the outcome	0%
"Developed" the outcome in most parts <i>(Overall assessment grade of A- through B-)</i>	75%
"Developed" some parts of the outcome <i>(Overall assessment grade of C- through D+)</i>	25%
Did not "Develop" the outcome at the level intended	0%

This shows an improvement on last year's results (which suggested that the two students who took the class were split across having developed the Critical Thinking outcome in most parts and some parts). With the minor growing substantial this year assessment will finally be able to look at a much larger sample of Advertising Minors next year!

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. However, we are, as a program, considering implementing a survey in a few of our Fall classes to provide future information for assessment.

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. However, we are, as a program, considering implementing a survey in a few of our Fall classes to provide future information for assessment.

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2018-2019, submitted in October 2019)? How did you incorporate or address the suggestion(s) in this report?

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

No response required.

Last year's assessment feedback:

1. Was the rubric appropriately described? Yes.
2. Was the method of analysis and the rubric used appropriate for the purpose? Yes.
3. Are the results appropriately summarized and consistent with data evidence? Yes. Excellent and clear exposition of the results, with frequency percentages disaggregated by level of mastery.
4. Was data analysis comprehensive? Very much so – yes!

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

In order to address the feedback provided for our data analysis last year I referenced last year's minor assessment data which doubled the numbers and shows a two year trend. Next year if we assess the same PLO and course, thanks to our Minor program growing substantially, I will finally have the minimum recommended number of students in ADVT202 to conduct a more robust assessment of.

Last year's assessment feedback:

1. Was the rubric appropriately described? Yes.
2. Was the method of analysis and the rubric used appropriate for the purpose? Yes.
3. Are the results appropriately summarized and consistent with data evidence? Yes.
4. Was data analysis comprehensive?
To the extent possible given very limited data, yes. Combining samples of minor students across courses and over time is often the only way to achieve a reasonable sample size. Thank you for your efforts to analyze the data that was available to you.