

Annual Assessment Report AY21-22

ADVERTISING MAJOR AND MINOR

I. LOGISTICS

- Contact person: Marthinus JC van Loggerenberg, Program Director (mvanloggerenberg@usfca.edu)
- This report is an aggregate report for the major and minor.
- No revisions have been made to the major or minor curricular maps.
 - The course used for the major assessment has an arrow beside it on the 'map' on page 1; ADVT201 Fundamentals of Creative Strategy
 - The course used for the minor assessment (also ADVT201) has an arrow beside it on the 'map' on page 3

Advertising Major Curricular 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-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 | 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 on 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 them selves 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 conversal on 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 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 | | | | | | |

| | | | | | | | |
|----------------------|---|---|---|-------|-------|---|---|
| ADV T391 | 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 | | | | | | |
| ADV T392 | 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 | | | | | | |
| ADV T400 | <ol style="list-style-type: none"> 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 |
| ADV T401 | <ol style="list-style-type: none"> 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 |
| ADV T402 | <ol style="list-style-type: none"> 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 |
| ADV T411 | <ol style="list-style-type: none"> 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 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 |
| ADV T412 | <ol style="list-style-type: none"> 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

| 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, analyze, 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 | <ol style="list-style-type: none"> Demonstrate a solid understanding of the history of the founders of strategic planning Articulate the various internal agency roles and how they work together to build creative campaigns Explain the role of strategy and a strategic planner Work collaboratively in a team to conduct ethically responsible target, brand and product research Productively contribute to the processes involved in designing and presenting a campaign strategy | I + D | | D | I + D | I | I |
| ADVT202 | <ol style="list-style-type: none"> Explain the function of and roles within the creative division of an agency and how these players work together Show familiarity with and be able to discuss the creative philosophies and the work of legendary advertising creatives as well as contemporary industry leaders Effectively apply creative development concepts, techniques and tools Use a framework to critically assess their own creative work and the work of others Understand and constructively contribute to the creative process required to 'pitch' a creative advertising campaign 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 | <ol style="list-style-type: none"> Explain the different roles in a Research Agency, who conducts and uses research in an Advertising agency and the purposes of research in advertising Explain why ethical advertising research is important and how to ensure research is conducted ethically Identify what make a research questions strong and be able to write research questions themselves Explain a variety of methods and explain why one approach is better than another for answering particular types research question Create both a basic quantitative and qualitative research design to answer an advertising related research question | I | D | D | D | I | |
| ADVT301 | <ol style="list-style-type: none"> Explain the advantages and disadvantages of different social media channels Listen and monitor for conversation and brand mentions and conversations online Write a basic social media strategy and place ads on a selection of social networks Create appropriate content for a variety of different social media channels 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 | <ol style="list-style-type: none"> Strategically evaluate problems and find new ways to define them Define key stages of the innovation process and barriers to innovation Distill actionable insight from everyday observations Understand how quickly developed solutions can be tested and learned from for better outcomes | I | D | D | | D | D |
| ADVT303 | <ol style="list-style-type: none"> Describe the various roles inside a media agency and explain how they work together Explain how and why media agencies, creative agencies and clients best work together Explain why different media are used and how/when they work best together 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 | <ol style="list-style-type: none"> Create and adapt messages across multiple mediums (i.e. radio script, mobile and billboard) Discern how tone of voice can affect the perception of a brand Explain how different approaches to language can have different effects on an audience and write with an awareness of a specific audience Edit their work to make messages articulate and more succinct | I | D | D | D | D | |
| ADVT321 | <ol style="list-style-type: none"> Understand how clear visual communication can maximize the effectiveness of an execution Use elements such as typography, photography, illustration, color and composition to established different tones Give and receive critical feedback and incorporate it into revising their work Critically assess examples of visual communication for clarity and composition | I | D | I + D | D | | |
| ADVT390 | <p>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</p> <p>For ADVT390(06) Spring 2018:</p> <ol style="list-style-type: none"> Employ strategic approaches for finding internship and job opportunities and targeting appropriate roles/companies Produce unique, targeted hard-copy resumes and portfolios that best showcase existing work Produce unique, customized targeted cover letters and leave-behind collateral Develop an appropriate online presence and communicate their 'Unique Selling Proposition' (USP) into a 1-minute pitch Present themselves effectively in networking, one-on-one and group interviewing opportunities | D | D | D | I + D | | D |
| ADVT391 | <p>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</p> | | | | | | |
| ADVT392 | <p>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</p> | | | | | | |

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. No changes were made to the program mission statement since the last assessment cycle in November 2021. The mission statement thus remained the same for both the major and minor.

Major and 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. No changes were made to the program learning outcomes (PLOs) since the last assessment cycle in November 2021, and thus remained the same for both the major and minor.

Major PLOs:

| Program Learning Goals | 1. Critical thinking | 2. Problem analysis & problem solving | 3. Industry knowledge | 4. Social justice | 5. Teamwork | 6. Communication |
|------------------------|---|--|--|---|---|--|
| PLOs | 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 |

Minor PLOs:

| Program Learning Goals | PRIMARY PLOs | | | SECONDARY PLOs | | |
|------------------------|--|---|--|--|---|---|
| | 1. Industry knowledge | 2. Critical thinking | 3. Problem solving | 4. Communication | 5. Social justice | 6. Teamwork |
| PLOs | Describe key industry players and trends and use agency tools, processes and protocols | 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 | 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 |

3. The particular PLO assessed for academic year 2021-2022:
 - Major PLO being assessed: Teamwork, I = *Introductory*
 - Minor PLO (secondary PLO) being assessed: Teamwork, I = *Introductory*

Teamwork descriptor: “To work collaboratively with diverse team members, recognizing and negotiating individual differences and strengths, to solve problems and deliver solutions.”

III. METHODOLOGY

ADVT201 Fundamentals of Creative Strategy is a required foundational course for all ADVT Majors and Minors. The course is of such significance that only a C-minus as a final grade is deemed adequate for students to progress to ADVT202 Fundamentals of Creative Development (also a required foundational course for majors and minors), and all 300-level ADVT specializations courses. This is the only course in our program that plays such a significant role.

In Spring 2022, there were 15 majors who completed the course, and 6 minors, comprising 21 students. The third assessment in the Spring of 2022 (also the same for Fall 2022) in ADVT201 Fundamentals of Creative Strategy course was a third group project on Leah & Perrins Worcester Sauce; to create a campaign strategy to increase sales.

This is final project briefing and most significant assessment for the course, **counting 30% towards their final grade for ADVT201.**

Groups were required to develop a full campaign strategy (that includes primary research), and to pitch the strategy via a class presentation, with the aim of boosting declining sales for Leah & Perrins.

The presentation was accompanied by a full, detailed report, as per the brief: “A substantial piece of collaborative work that takes the reader on a journey from brief through research, trends analysis, market analysis, target audience analysis and consumer insights leading to the final Brand Mirror and Creative Brief.”

What makes this project challenging, is that is it probably one of the first group projects that Advertising Program students had to navigate, on top of practical application in everything that they have learned in the course to date. The grading matrix was as follows (see next page):

CONTENT RUBRIC
(25% of the 30%)

| | |
|--|------------|
| Coherent storytelling, seamless segues, no notes | 10 |
| Creative use of visuals | 10 |
| Secondary research | 10 |
| Primary research (qualitative) | 20 |
| Brand Mirror (1 slide) | 20 |
| Core target audience | 10 |
| Consumer insight | 20 |
| Single-Minded Proposition & Support | 30 |
| Leave-behind report | 20 |
| TOTAL | 150 |

To ensure that groups work together collaboratively in a diverse team of members, students were accountable to another and peer evaluations were done that directly influenced their grade for this assessment.

These peer evaluations should be indicative to students showing an ability from an *introductory* level to conduct themselves successfully in *teamwork*.

PEER GROUP EVALUATIONS RUBRIC (5% of the 30%)

CONFIDENTIAL: ADVT 201 Spring 2022
PEER EVALUATION FORM



UNIVERSITY OF
SAN FRANCISCO

Project #3: Strategy Pitch

Your name in caps: _____ Agency: _____

Be sure to include a rating for yourself IN BOTH CASES.

Team members:

| | |
|---|--|
| A | |
| B | |
| C | |
| D | |
| E | |

1. Rate each member's performance (**including your own**) during this project.
Very good = 5. Good = 4. Average = 3. Poor = 2. Very poor = 1.

| | A | B | C | D |
|-------------------------------------|---|---|---|---|
| Contribution of ideas to the team | | | | |
| Respect for other members' opinions | | | | |
| Collaboration | | | | |
| Hard worker | | | | |
| Punctual for team meetings | | | | |
| Commitment to the project | | | | |
| Performance overall | | | | |

2. If another opportunity arose, would you work with this person again?
YES = 5. MAYBE = 3. NO THANKS = 1. (**Include yourself.**)

| | | | | | | | |
|---|--|---|--|---|--|---|--|
| A | | B | | C | | D | |
|---|--|---|--|---|--|---|--|

3. Any comments you wish to make about any particular team members?

**When completed, promptly return this form to your professor.
Do not share your evaluation with other students.**

Let's take the top performing group's peer assessment as an example to see how the professor of this class has calculated each student's final grade for this assessment.

Herewith an example of how one group member, for instance; student C, graded their peers (see next page):

| P3: C | Student name | A | B | C | D |
|-----------------------|--------------|-------------|-------------|-------------|-----------|
| Contribution of ideas | | 4 | 4.5 | 5 | 5 |
| Respect for others | | 5 | 5 | 5 | 5 |
| Collaboration | | 5 | 5 | 5 | 5 |
| Hard worker | | 4.5 | 4.5 | 4.5 | 5 |
| Punctual for team | | 5 | 5 | 5 | 5 |
| Commitment to project | | 4.5 | 4 | 5 | 5 |
| Performance overall | | 4.5 | 4.8 | 4.8 | 5 |
| Work again (5) | | 3 | 3.5 | 5 | 5 |
| | | 35.5 | 36.3 | 39.3 | 40 |

The professor added all the peer responses (out of 5) and created a matrix that would calculate the student's final grade for the project, as per example (of our same group):

| | | Student: | | | |
|-----------------------|--|--------------|--------------|--------------|------------|
| P3: Summary | | A | B | C | D |
| Contribution of ideas | | 19 | 19.5 | 20 | 20 |
| Respect for others | | 20 | 20 | 20 | 20 |
| Collaboration | | 20 | 20 | 20 | 20 |
| Hard worker | | 19.5 | 19.5 | 19.5 | 20 |
| Punctual for team | | 20 | 20 | 19 | 20 |
| Commitment to project | | 19.5 | 19 | 19 | 20 |
| Performance overall | | 19.5 | 19.8 | 19.8 | 20 |
| Work again (5) | | 18 | 18.5 | 19 | 20 |
| 160 maximum | | 155.5 | 156.3 | 156.3 | 160 |
| Out of 50: | | 49 | 49 | 49 | 50 |
| Final points/300 | | 289 | 289 | 289 | 290 |

The calculation was as follows – for this group consisting of four group members:

- Student ratings were all added to comprise a total of maximum 160 points (i.e., 5 per category x 4 peer ratings x 8 categories total)
- The professor then averaged that to count out of 50
- The rating out of 50 was then added to the project grade given by the professor, out of 250 (not shown above), to comprise a total score out of 300. (Note that the [50:250] ratio does calculate to a [5:25] ratio (or 1:5) for a 30% contribution to the student's final grade, comprising of a 5% peer evaluation score and 25% the project grade.)
- In this scenario, the given project grade by the professor was a very high 96%, hence them being the top group, translating to 240/250 (or 0.96*250). By adding the peer evaluation grade, students A-C each received 49 (out of 50), bringing their total grade to 289/300 = 96.33%. Student D pulled more weight, and was graded 50/50 by the group, scoring a total of 290/300 = 96.67%, hence being rewarded for a stronger effort.
- Note that the professor also awarded a point for pitch presentation quality to each student, so their project points may differ marginally on the results. However, the focus of this report is on the analysis of the teamwork.

IV. RESULTS & FINDINGS

Results:

Only one professor teaches and instructs the course and that professor also did all the grading.

According to the PLOs and CLOs, students were expected to demonstrate an “Introductory” level of “Teamwork”. Teams were diverse in that they comprised of majors from a vast array of specialization tracks (and even some undeclared), and minors comprising a variety of majors (complementary to the Advertising Minor). Students also ranged from Freshmen to Seniors, representative as follows: 5 x Freshmen (all majors), 5 x Sophomores (all majors), 10 x Juniors (5 majors and 5 minors), and 1 x Senior (minor). There were 5 groups; 4 groups of 4 members each, and one group of 5 members.

Student grades, in order; Group #, Year (Freshman, Sophomore, Junior or Senior), professor’s project grade per individual (just for reference), and then the 8 areas judged in the peer evaluation, ending with a *total out of 100 for the peer evaluation* (teamwork) only:

| Major | | | | | | | | | | | | | Part. Grade: |
|-----------------|---------|-------------------|-------------------|---------------|---------------|-------------|-------------|---------------------|---------------------|------------|------------|------------|--------------|
| Group | Year | Project | Idea contribution | Respect | Collaboration | Hard worker | Punctuality | Commitment | Overall performance | Work again | Out of 40 | Out of 100 | |
| 1 | FR | 96 | 4.75 | 5 | 5 | 4.88 | 5 | 4.88 | 4.88 | 4.5 | 38.89 | 97 | A+ |
| 4 | FR | 90 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 40 | 100 | A+ |
| 3 | FR | 94 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 40 | 100 | A+ |
| 3 | FR | 94 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 40 | 100 | A+ |
| 5 | FR | 82 | 4.4 | 4.8 | 4.2 | 4.2 | 4.8 | 4.4 | 4.2 | 3.8 | 34.8 | 87 | B+ |
| 2 | SO | 86 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 40 | 100 | A+ |
| 2 | SO | 86 | 4.5 | 5 | 5 | 4.5 | 5 | 5 | 5 | 4.5 | 38.5 | 96 | A |
| 3 | SO | 95 | 5 | 5 | 5 | 5 | 4.75 | 5 | 5 | 4.75 | 39.5 | 99 | A+ |
| 4 | SO | 90 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 40 | 100 | A+ |
| 5 | SO | 82 | 3.8 | 4.8 | 4 | 4 | 4.8 | 4 | 4.2 | 3.8 | 33.4 | 84 | B |
| 1 | JR | 96 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 40 | 100 | A+ |
| 3 | JR | 94 | 4.75 | 5 | 5 | 4.75 | 5 | 5 | 5 | 5 | 39.5 | 99 | A+ |
| 4 | JR | 90 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 40 | 100 | A+ |
| 5 | JR | 82 | 4.8 | 4.6 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 4.4 | 37.8 | 95 | A |
| 5 | JR | 82 | 4.4 | 4.6 | 4.4 | 4.2 | 4.8 | 4.4 | 4.4 | 4.2 | 35.4 | 89 | B+ |
| Average: | | | 4.76 | 4.92 | 4.83 | 4.76 | 4.93 | 4.83 | 4.83 | 4.66 | 38.52 | 96 | A |
| % | | | 95.2 | 98.4 | 96.5 | 95.1 | 98.6 | 96.6 | 96.6 | 93.3 | | | |
| Minor | | | | | | | | | | | | | |
| Year | Project | Idea contribution | Respect | Collaboration | Hard worker | Punctuality | Commitment | Overall performance | Work again | Out of 40 | Out of 100 | | |
| 2 | JR | 86 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 40 | 100 | A+ |
| 2 | JR | 86 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 40 | 100 | A+ |
| 3 | JR | 94 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 40 | 100 | A+ |
| 4 | JR | 82 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 38.4 | 96 | A |
| 5 | JR | 84 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 38.4 | 96 | A |
| 1 | SR | 96 | 4.88 | 5 | 5 | 4.88 | 5 | 4.75 | 4.95 | 4.63 | 39.09 | 98 | A+ |
| Average: | | | 4.91 | 4.93 | 4.93 | 4.91 | 4.93 | 4.89 | 4.93 | 4.87 | 39.32 | 98 | A+ |
| % | | | 98.3 | 98.7 | 98.7 | 98.3 | 98.7 | 97.8 | 98.5 | 97.4 | | | |

Majors results

The majors in the class had a strong average of 96% (A). The distribution is as follows:

| Shown introductory level competence in teamwork overall A+ & A | Shown introductory level competence in teamwork in most parts A-, B+, B & B- | Shown introductory level competence in teamwork in some parts C+, C, C-, D+ | Did not show introductory level competence in teamwork D, D- and F |
|--|--|---|--|
| 12 students (of 15 = 80%) | 3 students (of 15 = 20%) | None | None |

Findings:

This data indicates that a good majority of Advertising Majors are showing strong overall competence on the introductory level of teamwork, with their strongest area being “punctuality” (98.6%) and “respect” (98.4%). The areas somewhat in potential need of development (in higher level/further courses), are “idea contribution” (95.2%) and “hard worker” (95.1%).

Done as a little side-calculation, the following information could be quite interesting. As there is an equal spread of Freshmen, Sophomores, and Juniors in this data set (5 each), a brief analysis seems valid. The area of concern most prevalent for Sophomores seems to be related to “idea contribution” (4.66/5 av.), compared to Freshman (4.83/5 av.), and Juniors (4.79/5 av.). In terms of “hard worker”, the data showed that Freshman were the hardest workers (4.82/5 av.), compared to Sophomores (4.7/5 av.) and Juniors (4.75/5 av.). Good news: “Collaboration” as well as “Overall performance” have the most consistent average across Freshmen, Sophomores, and Juniors (4.8/5 throughout).

In total, for the majors, it seems that the Freshman (marginally) showed the most adequacy on the “Introductory” level for PLO “Teamwork”, with a 96.85% average, very closely followed by the Juniors (96.35% av.) and then Sophomores (95.7% av.).

Minors results

The minors in the class had a very strong average of 98% (A+). The distribution is as follows:

| Showed introductory level competence in teamwork overall A+ & A | Showed introductory level competence in teamwork in most parts A-, B+, B & B- | Showed introductory level competence in teamwork in some parts C+, C, C-, D+ | Did not show introductory level competence in teamwork D, D- and F |
|--|--|---|---|
| 6 students (of 6 = 100%) | None | None | None |

Findings:

This data indicates that a solid majority of Advertising Minors are showing strong overall competence on the introductory level of teamwork, with their strongest area being “punctuality”, “respect”, and “collaboration” (all weighing in at an average of 98.7% each). No areas of concern for further development surfaced probably because all the minor students were more senior in nature (Juniors and a Senior).

V. CLOSING THE LOOP

Based on the results, no changes or modifications seem to be needed in order to achieve the desired level of mastery in the assessed learning outcome for *Teamwork* from an *Introductory* perspective. This goes for both the Advertising Program major and minor students.

Kindly email me the feedback or suggestions from the FDCD 20/21 report and then I can also address the suggestions made in the report?