College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
    - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
    - Graduate programs must include one curricular map showing how courses map onto PLOs.
    - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.

- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.

- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information

Name of Program *

Advertising

Type of Program *

Major ▼

College of Arts and Sciences Division *

Social Sciences ▼

Name/Title/E-mail Address of Submitter *

Kate Charlton / Program Director / kcharlton@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

○ Yes

◉ No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

WARNING: This form currently **cannot be saved** once it is in-progress.
If you close out of the form before submission, responses will be **discarded**.

Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

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.

Program Learning Outcomes (PLOs)

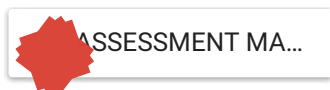Please type and/or copy-and-paste directly into the space below:

*

1. Critical thinking: Independently critique advertising briefs, creative work and/or communication strategies

2. Problem solving: Apply academic and industry theories and tools to frame, analyse, and creatively solve real-world problems

3. Industry knowledge: Describe key industry players and trends and use agency tools, processes and protocols

4. Social justice: 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

5. Teamwork: Work collaboratively with diverse team members, recognizing and negotiating individual differences and strengths, to solve problems and deliver solutions

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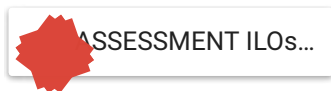
Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *

ASSESSMENT MA...

Please upload your PLOs to ILOs Curriculum map here *

ASSESSMENT ILOs...

Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

Critical thinking ADVT202 (currently still listed as ADVT340)

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- ☐ Published (Standardized) Test (e.g., Major Field Test)
- ☐ Class Tests & Quizzes with Embedded Questions
- ☐ Class Presentations
- ☐ Off-Campus Presentations (NGOs, clients, agencies, etc.)
- ☐ Research Projects Reports
- ☐ Case Studies
- ☐ Term Papers
- ☐ Portfolio
- ☐ Artistic Performances, Recitals & Products
- ☐ Capstone Projects
- ☐ Poster Presentations
- ☑ Comprehensive Exams
- ☐ Thesis, Dissertation
- ☐ Pass Rates on Certification or Licensure Exams
- ☐ Group Projects
- ☐ In-/Out-of Class Presentations
- ☐ Competency Interviews (e.g., oral exams)
- ☐ Simulations
- ☐ Juried Presentations
- ☐

Brief description of student work products used to assess PLOs: *

The ability to critically analyze and discuss a creative execution is an important skill for any Advertising, Marketing, Communications or Media professional to possess. For their mid-term exam students were required to apply the S.C.O.R.E. critical analysis framework presented and used in class and write an objective critique for a pre-selected advertising creative execution.

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

Rubric and test score

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

| ASSESSMENT scor... | ASSESSMENT scor... |
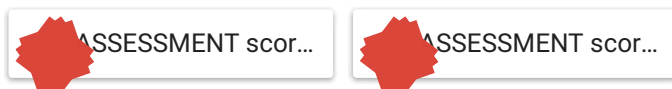
Who evaluated the student work product? Check all that apply. *

☐ FT faculty members who were not instructor(s) of the course(s)

☑ FT faculty members who were instructor(s) of the course(s)

☐ PT faculty members who were not instructor(s) of the course(s)

☐ PT faculty members who were instructor(s) of the course(s)

☐ Other: ....

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

The same person graded every exam

What indirect methods did you employ, if any?

- [ ] Student Survey

- [ ] Student Interview

- [ ] Focus Groups

- [ ] Reflection Sessions

- [ ] Reflection Essays

- [ ] Faculty Survey

- [ ] Exit (end of program) Survey

- [ ] Exit (end of program) Interview

- [ ] Alumni Survey

- [ ] Employer Survey

- [ ] Diaries or Journals

- [ ] Data from Institutional Surveys

- [ ] Curriculum/Syllabus Analysis

- [ ] Other: _____

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

Attach survey/script/interview here as needed

Results

What were the direct data results? *

Class average on exam was 86.84%

What were the indirect data results? (If applicable)

n/a

How do you interpret these results? What do they mean? *

In the past there was no clear rubric let alone assessment that measured the students ability to apply critical thinking. A class average of 86.84% demonstrates that students were able to practically apply the critical framework they were introduced to.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

--9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

☐ Revision of PLOs

☐ Changes in pedagogical practices

☐ Revision of program course sequence

☐ Revision of course(s) content

☐ Curriculum Changes (e.g. addition and/or deletion of courses)

☐ Modified program policies or procedures

☐ Designed measurement tools more aptly suited for the task

☐ Improved within and across school/college collaboration

☐ Improved within and across school/college communication

☐ Revised student learning outcomes in one or more courses

☐ Modified rubric

☐ Developed new rubric

☐ Developed more stringent measures (key assessments)

☐ Modified course offering schedules

☐ Changes to faculty and/or staff

☐ Changes in program modality of delivery

☑ Other: Another rubric to measure another PLO

Description of the Proposed Changes (as checked above): *

Develop a rubric to measure another CLO and PLO in this or another course

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

It will become easier to assess the courses in the ADVT major once the redesigned program is rolled out in it's entirety next year.

Google Forms

ADVERTISING (ADVT) MAJOR PROGRAM LEARNING GOALS AND OUTCOMES					
1. Critical thinking	2. Problem analysis & problem solving	3. Industry knowledge	5. Social justice	5. Teamwork	2. Communication
Independently critique advertising briefs, creative work and communication strategies	Apply academic and industry theories and tools to frame, analyse, and creatively solve real-world problems	Describe key industry players and trends and use agency tools, processes and protocols	Evaluate the contextual ethical implications of advertising, and engage in advertising practices that are professional, socially responsible and in the mutual interests of organizations and communities	Work collaboratively with diverse team members, recognizing and negotiating individual differences and strengths, to solve problems and deliver solutions	Articulate a clear message and effectively adapt it for a specific target audience
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

Outcome	1. Critical thinking	2. Problem analysis & problem solving	3. Industry knowledge	5. Social justice	5. Teamwork	2. Communication
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	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		

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, analyse, and creatively solve real-world problems	Describe key industry players and trends and use agency tools, processes and protocols	Evaluate the contextual ethical implications of advertising, and engage in advertising practices	Work collaboratively with diverse team members, recognizing and negotiating individual	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 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	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
ADVT401	1. Demonstrate to potential employers they have practical industry experience (or in-depth knowledge of a particular agency/organization) 2. Professionally respond to feedback on from a manager's Intern Evaluation Form and/or (or) articulate key strengths and weaknesses and how they are addressing these weaknesses 3. Demonstrate how they added value to the team and company they worked for (or how they will add value in their next role) 4. Add new professional connections and expand their industry network	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. 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
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 concepting 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						

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96
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85
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96
92
98
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78
89
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94
85
92
CLASS
AVERAGE
86.84%

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.

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.

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 undisputably 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

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**
		 - 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** - 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.