Academic Assessment Plan for Bachelor of Science in Advertising

Department of Advertising
College of Journalism and Communications
University of Florida

Mission

Our mission is to prepare students for leadership roles in strategic communications. We collaboratively combine research and creativity to provide messaging solutions that add value and improve the lives of our diverse stakeholders.

Our departmental mission firmly supports the mission of the College of Journalism and Communications, which is *committed to a diverse and inclusive environment, preeminent scholarship, cross-disciplinary education, superior skills development, and collaboration spanning the science and practice of communication to produce significant societal impact on a local, state, and global scale.*

Both the college and departmental missions align directly with the University of Florida mission, which is *to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.*

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

- ***Teaching*** *is a fundamental purpose of this university at both the undergraduate and graduate levels.*
- ***Research*** *and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses.*
- ***Service*** *reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.*

The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

These three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.

The advertising curriculum is designed to provide a foundation for problem-solving, strategic thinking, and persuasion techniques that drive audience-centered marketplace communications. Skills attained can be applied to the advertising industry, to entrepreneurism, and to health marketing, among others. Learning outcomes prepare students for the challenges of culturally diverse and technologically changing marketplaces.

Students choose one of two specializations:

1. *Advertising Agency Track.* The Advertising Agency Track emphasizes skills that are necessary for entry-level positions in an advertising agency and is designed to provide a foundation for advancement to positions of leadership in these organizations. This track introduces students to the concepts and skills needed to prepare for careers in account management, account planning, media planning, research, art direction and copywriting.

2. *Persuasive Messaging Track.* The Persuasive Messaging Track focuses on the skill set required to engage media audiences through the use of strategic, persuasive communications. The track emphasizes the concepts and application of audience and media analytics, advertising sales, brand storytelling, and message persuasion. The track prepares students for careers in a broad array of industries and organizations.

Program Goals (PGs)

PG 1: *To prepare students for long-term career success in rapidly changing strategic communication industry.*

PG 2: *To increase the percentage of advertising majors from underrepresented groups, exceeding percentages for the general UF undergraduate population.*

Student Learning Outcomes (SLOs)

Content Knowledge
SLO 1: *Students correctly identify information and trends related to the history and roles of professionals and institutions in shaping strategic communications.*

Critical Thinking
SLO 2: *Students formulate accurate audience insights from research and consumer information.*
SLO 3: *Students correctly analyze strategic communication from case studies in branding.*

Communication
SLO 4: *Students work effectively in teams to solve strategic communication problems.*
SLO 5: *Students orally present ideas and recommendations clearly and effectively.*

Curriculum Map

Key: I = Introduced, R = Reinforced, A = Assessed

	MMC 2604	SPC 2608 or ORI 2000	MAR 3023	ADV 3008	ENC 3254	ADV 3001	ADV 3403	ADV 3500	ADV 4800 or Immersion
Content Knowledge									
SLO 1 History & Roles	I		R	I,R			R		A (test)
Critical Thinking									
SLO 2 Audience Insights			I	I	R	R	R	R	A (test)
SLO 3 Brand Strategy			I	I		R	R	R	A (test)
Communication									
SLO 4 Teamwork						I		R	A (peer evals/ rubric)
SLO 5 Oral Presentation		I				R		R	A (rubric)

Program: Department of Advertising
College: Journalism and Communications

Analysis and Interpretation: May-September
Improvement Actions: Completed by end of September
Dissemination: Completed by October 1

Year	18-19	19-20	20-21	21-22	22-23	23-24
Content Knowledge						
SLO 1 History & Roles		√			√	
Critical Thinking						
SLO 2 Audience Insights	√			√		
SLO 3 Brand Strategy	√			√		
Communication						
SLO 4 Teamwork			√			√
SLO 5 Oral Presentation			√			√

Program Goal 1 (PG 1)

PG 1, "*To prepare students for long-term career success in rapidly changing strategic communication industry,*" is observed primarily with indirect measures, including the following:

- Student self-report via required CJC exit survey.
- Interviews with Department of Advertising Advisory Council members.
- Review of supervisor evaluations from internships.

The CJC exit survey is conducted by the Director of the Knight Division for Scholarships, Career Services, and Multicultural Affairs, and reported to department chairs each fall and spring.

The advertising advisory council visits twice per year (once in fall and once in spring). At least once per year (usually spring), advisory council members are asked to interview a sample of students and review their resumes/portfolios. Council members are then asked to evaluate students' career preparedness and make recommendations.

Although internships are not required for graduation, all internships completed for credit require supervisor evaluations, including assessment of student preparedness and professionalism.

Program Goal 2 (PG 2)

PG 2, "*To increase the percentage of advertising majors from underrepresented groups, exceeding percentages for the general UF undergraduate population,*" is measured with annual enrollment data provided by the registrar.

SLO 1

SLO 1, "*Students correctly identify information and trends related to the history and roles of professionals and institutions in shaping strategic communications,*" is measured directly with a sample of test items selected randomly from a faculty-developed pool of multiple-choice and true-false questions. A departmental exam including these items and items for SLO 2 and SLO 3 is administered online, and completion of the test is required of all students enrolled in ADV 4800, Advertising Campaigns (required capstone for Advertising Agency Track), or enrolled in one of the Immersion Option courses (required for the Persuasive Messaging Track). Answering less than 60% of the questions correctly does not meet expectations. Answering 60% or more of the questions correctly nears expectations. Answering 70% or more meets expectations. Answering 90% or more exceeds expectations.

SLO 2

SLO 2, "*Students formulate accurate audience insights from research and consumer information,*" is measured directly with a sample of test items selected randomly from a faculty-developed pool of questions that entail accurately reading and interpreting research data and information. A departmental exam including these items and items for SLO 1 and SLO 3 is administered online, and completion of the test is required of all students enrolled in ADV 4800, Advertising Campaigns (required capstone for Advertising Agency Track), or enrolled in one of

the Immersion Option courses (required for the Persuasive Messaging Track). Answering less than 60% of the questions correctly does not meet expectations. Answering 60% or more of the questions correctly nears expectations. Answering 70% or more meets expectations. Answering 90% or more exceeds expectations.

SLO 3

SLO 3, "*Students correctly analyze strategic communication from case studies in branding,"* is measured directly with a sample of test items selected randomly from a faculty-developed pool of questions that entail reading a case study and choosing correct response options based on the information provided in the case. A departmental exam including these items and items for SLO 1 and SLO 2 is administered online, and completion of the test is required of all students enrolled in ADV 4800, Advertising Campaigns (required capstone for Advertising Agency Track), or enrolled in one of the Immersion Option courses (required for the Persuasive Messaging Track). Answering less than 60% of the questions correctly does not meet expectations. Answering 60% or more of the questions correctly nears expectations. Answering 70% or more meets expectations. Answering 90% or more exceeds expectations.

SLO 4

SLO 4, "*Students work effectively in teams to solve strategic communication problems,"* is assessed directly with peer evaluations completed by students' team members assigned as part of requirements for ADV 4800, Advertising Campaigns (required capstone for Advertising Agency Track), or one of the Immersion Option courses (required for the Persuasive Messaging Track). A sample rubric is attached as Appendix A. In courses in which it is impractical for peer evaluations to be gathered from other students (e.g., Advanced Internship or STEM Research and Application), the teamwork rubric may be completed by the intern supervisor, research mentor, etc. to indicate how well the student worked with others in the office, lab environment, etc.

A rubric for SLO 4 is used to measure eight critical characteristics on a 1-4 scale:

- Reliable
- Problem Solver
- Effective Communicator
- Active Listener
- Active Participant
- Cooperative
- Commitment

An average of rubric responses below 2.0 does not meet expectations. An average of 2-2.9 out of 4 is near expectations. An average of 3-3.9 out of 4 meets expectations. An average of 4 out of 4 exceeds expectations.

SLO 5

SLO 5, "*Students orally present ideas and recommendations clearly and effectively,"* is assessed with a rubric (Appendix B) completed by the instructor in ADV 4800, Advertising Campaigns

(required capstone for Advertising Agency Track), or the instructor or supervisor in one of the Immersion Option courses (required for the Persuasive Messaging Track).

A rubric for SLO 5 measures five critical characteristics on a 1-4 scale:

- Organization
- Content Knowledge
- Visual Product
- Mechanics
- Delivery

An average of rubric responses below 2.0 does not meet expectations. An average of 2-2.9 out of 4 is near expectations. An average of 3-3.9 out of 4 meets expectations. An average of 4 out of 4 exceeds expectations.

The Department of Advertising faculty meet at least once a year to review student learning outcome expectations and student performance. The CJC Curriculum Committee then reviews the Department of Advertising's SLO outcomes and departmental response.

Contact information regarding assessment oversight for the Department of Advertising:

Name	Affiliation	Contact Information
Tom Kelleher, Ph.D.	Chair, Department of Advertising	tkell@jou.ufl.edu 392-4046
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Rubric for SLO 4

Students work effectively in teams to solve strategic communication problems.

Rubric for SLO 4: *Students work effectively in teams to solve strategic communication problems.*				
	Below Expectations (1)	**Near Expectations (2)**	**Meets Expectations (3)**	**Exceeds Expectations (4)**
1. Reliable	Cannot be trusted to deliver a good performance. Is not consistent in meeting commitments.	Usually delivers good performance, just not all the time. Could be more consistent in meeting commitments.	Typically delivers good performance. Can be expected to meet commitments.	Always delivers good performance. Always meets commitments.
2. Problem Solver	Not able to deal with problems/tasks in a solutions-oriented manner. A problem-dweller, not a solver.	Usually able to deal with problems/tasks in a solutions-oriented manner. Sometimes dwells on the problem rather than the solution.	Able to deal with problems/tasks in a solutions-oriented manner. Identifies problems and solutions.	Able to deal with problems/tasks in a solutions-oriented manner. Able to involve team members in identifying problems and solutions.
3. Effective Communicator	Difficult to understand. Does not show respect for the opinions of others. Unable to receive criticism without acting defensively.	Needs improvement in clearly and concisely expressing thoughts and ideas and accepting criticism. Tries to show respect for the opinions of others.	Usually Expresses thoughts and ideas clearly and concisely. Typically shows respect for the opinions of others. Able to receive criticism without acting defensively.	Always expresses thoughts and ideas clearly and concisely. Always shows respect for the opinions of others. Able to receive criticism as well as understand and act upon it.
4. Active Listener	Not able to listen, understand and consider ideas and points of view from others without debating or arguing every point.	Needs improvement in ability to listen, understand and consider ideas and points of view from other people without debating or arguing every point.	Able to listen, understand and consider ideas and points of view from others without debating or arguing every point.	Able to listen, understand and consider ideas and points of view with the ability to help others express their idea.
5. Active Participant	Does not attend all meetings. Does not prepare for meetings. Does not make contributions. Does not take initiative and does not do what s/he is expected to do. Does not carry a fair share of the load.	Misses some meetings for no reason. Could be better prepared for meetings. Made limited contributions. Take some initiative, but usually just does what s/he is told to do. Could carry a larger share of the work.	Attended most team meetings, but team meetings were not always top priority. Prepared for meetings. Makes contributions. Takes initiative. Does what is expected. Does a fair share of the work.	Rarely missed team meetings. Exceptionally prepared. Makes significant contributions. Took initiative to make the team more successful. Does more than a fair share of the work.
6. Cooperation	Not cooperative in working with team members to solve problems and get work done.	Not fully cooperative in working with team members to solve problems and get work done.	Cooperated with team members for success of the team. Worked with team members to solve problems and get work done.	Always cooperated. Able to build cooperation among team members. Figured out ways for team to work together to solve problems and get work done.
7. Commitment	Not committed to success of team. Did not complete tasks on time or by deadline.	Not fully committed to team's success. Completed most takes on time or by deadline, sometimes needed to be reminded.	Committed to team's success. Completed all tasks on time or by deadline without being reminded.	Devoted to team's success. Team was a top priority. Completed all tasks with excellence and on time and by deadline without being reminded.

Appendix B
Rubric for SLO 5
Students orally present ideas and recommendations clearly and effectively.

Rubric for SLO 5: *Students orally present ideas and recommendations clearly and effectively*				
	Below Expectations (1)	**Near Expectations (2)**	**Meets Expectations (3)**	**Exceeds Expectations (4)**
1. Organization	Information was not presented in a logical, interesting or creative sequence. Does not convey the information in a manner the audience can understand.	Information was presented in a manner which does not adequately convey the information in a manner the audience can completely understand.	Information was presented in a logical, straightforward sequence which conveys the meaning in a manner the audience can understand.	Information was presented in a logical, interesting, creative and engaging sequence which conveys the meaning in a manner the audience can understand.
2. Content Knowledge	Lack of understanding of content. Unable to answer basic questions.	Not completely familiar or comfortable with content. Limited ability to answer basic questions.	Demonstrated a firm grasp of the content. Ability to answer basic questions.	Demonstrated an in-depth understanding of the content and ability to provide explanations and elaborate on issues.
3. Visual Product	Use of visuals and/or graphics does not contribute to the effectiveness of the presentation and/or detract from its effectiveness.	Use of visuals and/or graphics do not fully contribute to the effectiveness of the presentation and/or somewhat detract from its effectiveness.	Use of visuals and/or graphics contribute to the effectiveness of the presentation and do not detract from its effectiveness	Visuals and/or graphics make the presentation engaging and free from detractions.
4. Mechanics	Major misspellings, grammatical, punctuation and pronunciation errors throughout. Unacceptable.	Major misspellings, grammatical, punctuation and pronunciation errors in some areas. Acceptable with revisions.	No more than minor misspelled words, grammar, punctuation or pronunciation errors. Adequate for presentation without revision.	No misspelled words, grammar, punctuation or pronunciation errors.
5. Delivery	Inadequate use of volume and clarity of voice, pronunciation and eye contact to deliver the information. Read directly from notes or visuals for majority of presentation.	Some flaws in use of volume and clarity of voice, pronunciation and eye contact to deliver the information. Strong reliance on notes or visuals.	Presenter used proper volume and clarity of voice, pronunciation and eye contact to deliver the information with some reliance on notes or visuals.	Presenter was able to manipulate volume and clarity of voice, pronunciation and eye contact to engage the audience and effectively deliver the information with only appropriate reliance on notes or visuals.