

2012-2013
Undergraduate Academic
Assessment Plan

Advertising

College of Journalism
and Communications

April 2013

Department of Advertising: Bachelor of Science Degree Undergraduate Academic Assessment Plan

Introduction

The Department of Advertising's mission aligns directly with the mission of the University of Florida and the College of Journalism and Communications as laid out in the Strategic Plan of the State Board of Governors: "The University of Florida is committed to educating students so they are prepared to make significant contributions within an increasingly global community offering a broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation, and the world. Through its mission of education, research and service, the University of Florida nurtures young people from diverse backgrounds to address the needs of our societies while creating new knowledge and the pursuit of new ideas." Specifically, the Department of Advertising's mission is to:

1. Create and promote new knowledge and understanding of advertising and other marketing-related communication as a resource to the academic and professional communities;
2. Attract and develop the best talent for its undergraduate, masters, and doctoral programs and prepares them to make significant contributions to an ever-changing, diverse, global future;
3. Provide the academic and professional communities with ethical leaders whose efforts and ideas affect the growth and development of the profession of advertising and advertising education; and
4. Prepare and support students and faculty in taking the "next" step in their career development.

Student Learning Outcomes (SLOs)

The Department of Advertising's existing Student Learning outcomes, shown below, were revised to better reflect the advertising curriculum and an "understand, analyze, create" learning outcome perspective.

1. Understand concepts and theoretical perspectives relevant to the creation and execution of advertising campaigns.
2. Understand ethical principles and the importance of truth, honesty, accuracy, fairness and diversity in advertising.
3. Apply tools and technologies relevant to the practice of advertising.
4. Gather information and conduct research for campaign planning and evaluation.
5. Analyze information and apply problem solving skills in the development of an advertising campaign.
6. Write correctly and clearly in forms and styles appropriate for the advertising profession.

The six existing SLOs were revised/converted into the following new SLOs:

Content (Understand)

SLO1: Describe the role of advertising in a free market system.

SLO2: Recognize and discuss the legal and social responsibilities of advertising.

Critical Thinking (Analyze)

SLO3: Identify and compare media, research and consumer information and critically analyze their implications for advertising.

SLO4: Compare and recommend media to best reach a target audience.

Communication (Create)

SLO5: Develop an advertising/marketing communications plan.

SLO6: Conceptualize and create persuasive messages for a variety of media.

SLO7: Work cooperatively and efficiently in a team environment.

SLO8: Give professional and informative oral presentations of advertising recommendations.

The table on the next page shows the links between the existing SLOs and the new SLOs. For example, the new SLO1 and SLO7 are new SLOs not reflected in the existing SLOs. Further, the existing SLO2 was converted to the new SLO2. The new SLO3, SLO4, SLO5, SLO6 and SLO8 are representative of the existing SLO3, SLO4 and SLO5.

| New/Revised SLOs | Link to Existing SLOs |
|--|---|
| SLO1: Describe the role of advertising in a free market system. | Not present in existing SLOs. |
| SLO2: Recognize and discuss the legal and social responsibilities of advertising. | SLO2: Understand ethical principles and the importance of truth, honesty, accuracy, fairness and diversity in advertising. |
| SLO3: Identify and compare media, research and consumer information and critically analyze their implications for advertising. | SLO3: Apply tools and technologies relevant to the practice of advertising. SLO4: Gather information and conduct research for campaign planning and evaluation. SLO5: Analyze information and apply problem solving skills in the development of an advertising campaign. |
| SLO4: Compare and recommend media to best reach a target audience. | SLO3, SLO and SLO5 |
| SLO5: Develop an advertising/marketing communications plan. | SLO3, SLO and SLO5 |
| SLO6: Conceptualize and create persuasive messages for a variety of media. | SLO5: Analyze information and apply problem solving skills in the development of an advertising campaign. SLO6: Write correctly and clearly in forms and styles appropriate for the advertising profession. |
| SLO7: Work cooperatively and efficiently in a team environment. | Not present in existing SLOs. |
| SLO8: Give professional and informative oral presentations of advertising recommendations. | SLO5: Analyze information and apply problem solving skills in the development of an advertising campaign. SLO6: Write correctly and clearly in forms and styles appropriate for the advertising profession. |

Assessment Curriculum Map

Curriculum Map for: Department of Advertising

Program: Bachelor of Science

College: Journalism and Communications

Key: Introuced

Reinforced

Assessed

| Courses SLOs | ADV 3008 | ADV 3001 | ADV 3203 | ADV 3500 | ADV 4101 | ADV 4300 | ADV 4800 | Additional Assessments: Internships |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---|
| Content Knowledge | | | | | | | | |
| #1 | I | R | R | R | R | R | A Q/T | R/A |
| #2 | I | R | R | R | R | R | A Q/T | R/A |
| Critical Thinking | | | | | | | | |
| #3 | I | R | R | R | R | R | A Q/T | R/A |
| #4 | I | R | | R | | R | A Q/T | R/A |
| Communication | | | | | | | | |
| #5 | I | R | R | R | R | R | A Q/T | R/A |
| #6 | I | R | R | R | R/A P | | | R/A |
| #7 | | I | | I/R | R | R | A Q/T | R/A |
| #8 | | I | | I/R | R/A P | | | R/A |

Assessment Codes: Q/T: Quizzes and Tests P: Oral Presentation

Assessment Cycle

Program: Department of Advertising

College: Journalism and Communications

Analysis and Interpretation: May-August

Improvement Actions: Completed by September 1

Dissemination: Completed by October 1

| SLOs | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------------------|----------------|----------------|----------------|----------------|----------------|
| Content Knowledge | | | | | |
| #1 | √ | √ | √ | √ | √ |
| #2 | √ | √ | √ | √ | √ |
| Critical Thinking | | | | | |
| #3 | √ | √ | √ | √ | √ |
| #4 | √ | √ | √ | √ | √ |
| Communication | | | | | |
| #5 | √ | √ | √ | √ | √ |
| #6 | √ | √ | √ | √ | √ |
| #7 | √ | √ | √ | √ | √ |
| #8 | √ | √ | √ | √ | √ |

Methods and Procedures

The Department of Advertising’s academic assessment plan serves as the foundation for a systematic, data-driven program to identify needed changes and improvements. Direct assessment of SLOs 1-2-3-4-5-6-7 will be tests and quizzes, including a final test assessment administered in the Department of Advertising’s capstone course, ADV 4800, Advertising Campaigns. This course has all required (core) courses in Advertising as pre-requisites and offers the opportunity for direct assessment at the completion of a student’s program in Advertising. Direct assessment of SLO8 will be faculty assessed student oral presentations of advertising recommendations using rubric established by the faculty as part of ADV 4101, Copy and Visualization, a required (core) course in the major (See Appendix A & B). Multiple test questions are used to assess SLO subparts such that 3 correct answers to 4 questions for a subpart equals “meets expectations.”

In addition to these assessments, the Department of Advertising compiles annually a variety of data regarding student performance, program quality and program operations for faculty review and analysis. These data include: admissions, student exit surveys, faculty teaching evaluations, internship evaluations, feedback from employees, evaluations of students’ performance by advertising professionals, and graduation data.

SLO Assessment Matrix

SLO Assessment Matrix for 2012-2013

| 2013-14 Student Learning Outcome | Assessment Method | Measurement Procedure |
|--|--------------------------|--|
| Describe the role of advertising in a free market system. | Quizzes and Tests | Test and Quiz scores: 3 of 4 correct answers for set of questions for each SLO subpart =Meets expectations |
| Recognize and discuss the legal and social responsibilities of advertising. | Quizzes and Tests | Test and Quiz scores: 3 of 4 correct answers for set of questions for each SLO subpart =Meets expectations |
| Identify and compare media, research and consumer information and critically analyze their implications for advertising. | Quizzes and Tests | Test and Quiz scores: 3 of 4 correct answers for set of questions for each SLO subpart =Meets expectations |
| Compare and recommend media to best reach a target audience | Quizzes and Tests | Test and Quiz scores: 3 of 4 correct answers for set of questions for each SLO subpart =Meets expectations |
| Develop an advertising/marketing communications plan. | Quizzes and Tests | Test and Quiz scores: 3 of 4 correct answers for set of questions for each SLO subpart =Meets expectations |
| Conceptualize and create persuasive messages for a variety of media. | Oral Presentation | Rubric: Meets Expectations |
| Work cooperatively and efficiently in a team environment. | Quizzes and Tests | Test and Quiz scores: 3 of 4 correct answers for set of questions for each SLO subpart =Meets expectations |
| Give professional and informative oral presentations of advertising recommendations. | Oral Presentation | Rubric: Meets Expectations |

Assessment Oversight

The Department of Advertising's faculty meets, at a minimum, once a semester to review Student Learning Outcome expectations and student performance. The same will be discussed as necessary as other departmental meetings.

The College of Journalism and Communications Curriculum Committee will also review the Department of Advertising's SLO outcomes and student performance.

The Accrediting Council on Education in Journalism and Mass Communications, our national accrediting body, also oversees the Department of Advertising's SLOs and student performance.

Specific contact information regarding assessment oversight for the Department of Advertising is:

| Name | Affiliation | Contact Information |
|----------------------|--|--|
| John Sutherland, PhD | Chair, Department of Advertising | jsutherland@jou.ufl.edu 392-4046 |
| Mike Weigold, PhD | Associate Dean for Undergraduate Affairs and Enrollment Management Chair, College of JM and COM, Curriculum Committee | mweigold@jou.ufl.edu 392-1124 |
| Suzanne Shaw | Executive Director, ACEJMC | sshaw@ku.edu (785) 864-3986 |

Appendix A: Rubric for SLO6: Conceptualize and Create Persuasive Messages

SLO 6: Persuasive Messages Rubric

| | Below Expectations | Near Expectations | Meets Expectations | Exceeds Expectations |
|---------------------------------|--|--|--|---|
| Objectives | Did not understand the purpose/objective(s) of the message or main points that need to be communicated to the target audience. Unable to answer questions. | Not completely familiar or comfortable with purpose/objective(s) of the message or main points that need to be communicated to the target audience. Limited ability to answer questions. | Demonstrated a firm grasp of the purpose/objective(s) of the message or main points that need to be communicated to the target audience. Able to answer basic questions. | Demonstrated an in-depth understanding of purpose/objective(s) of the message and main points that need to be communicated to the target audience and able to provide explanations and elaborate on issues. |
| Relevant Attention | Does not attract relevant attention of the audience. | Does not fully attract relevant attention and/or the attention-getting detracts from the effectiveness of the message. Needs further development. | Attracts relevant attention of audience without detracting from the effectiveness of the message. | Attracts attention in a unique, original and/or compelling manner adding to the effectiveness of the message. |
| Clearly Communicate the Message | Message/main points are not communicated. Inadequate. | Message/main points are not fully communicated. Needs major improvements. | Clearly communicates the message/main points. May need minor improvements. | Communicates the messages in a compelling, interesting, engaging manner. Original, innovative approach. |
| Visualization and Copy | Execution was not unique/original and/or detracted from the effectiveness of the message. Major flaws. | Execution was not unique/original and/or detracted somewhat from the effectiveness of the message. Needs further development. | Execution was appropriate. Minor flaws detract from the effectiveness of the message. Less unique, original. | Execution was executed in a unique, original, engaging manner contributing to the effectiveness of the message. No flaws. |
| Effectiveness | Message does not inform and/or motivate the audience to respond in the desired manner. Needs to start over. | Message does not fully inform and/or motivate the audience to respond in the desired manner. Needs further development. | Message informs and motivates the audience to respond in the desired manner. | Message informs and motivates the audience to respond in the desired manner in an engaging, memorable, unique manner. |
| Overall Evaluation | Major flaws. Inadequate. Does not demonstrate basic principles. | Some flaws, not ready for actual presentation. Needs further development/ improvements. | Solid work. Few, if any flaws. Could be more unique, original and compelling. | Exceptional work. Unique, original, compelling, extremely effective. |

Appendix B: Rubric for SLO8: Give Professional and Informative Oral Presentations

| SLO 8: Presentation Rubric | | | | |
|-----------------------------------|--|--|--|--|
| | Below Expectations | Near Expectations | Meets Expectations | Exceeds Expectations |
| 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 that does not adequately convey the information in a manner the audience can completely understand. | Information was largely presented in a logical, straightforward sequence that conveys the meaning in a manner the audience can understand. Minor flaws and/or more details needed. | Information was presented in a logical, interesting, creative and engaging sequence that conveys the meaning in a manner the audience can understand. |
| 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. |
| 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. |
| 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. |
| 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. |
| Overall Evaluation | Major flaws. Inadequate. Do not demonstrate basic principles of presenting. | Some flaws, not ready for actual presentation. Needs further development, improvements. | Solid work. Few, if any flaws. Could be more unique, original and compelling. | Exceptional work. Unique, original, compelling, extremely effective. |