

M.Adv. in Advertising Academic Assessment Plan

**College of Journalism and Communication
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan – M.Adv. in Advertising

College of Journalism and Communications

A. Mission

From: <http://www.jou.ufl.edu/grad/mission/>

Graduate Division

The Division of Graduate Studies in the College of Journalism and Communications seeks to advance understanding of how mass media and communications contribute to democracy, the economy and a diverse society, and to create graduates who can contribute to this understanding and dialogue. Our graduates learn how to advance the body of knowledge in mass communication by critically evaluating and investigating media theory, research, and applied knowledge. As such, we prepare professionals, educators, and scholars who, through management and research, can provide leadership and service to their fields both nationally and internationally.

College

Our mission is to prepare exemplary professional practitioners and scholars for journalism and communications fields and to generate and exchange new knowledge about these fields. The College is the home for the world's most respected educators and scholars who advance the value, practice, and understanding of journalism and communications in a democratic society. The faculty is committed to preparing professionals and scholars to practice and teach in a global society, providing leading research and service while generating and sharing knowledge.

University

It is the mission of the University of Florida to offer broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation and the world. The fusion of these three endeavors stimulates a remarkable intellectual vitality and generates a synthesis that promises to be the university's greatest strength.

The university maintains its dedication to excellent teaching and researching by creating a strong and flexible foundation for higher education in the 21st century. The university welcomes the full exploration of our intellectual boundaries and supports our 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 education 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.

Master of Advertising

The Master of Advertising (M.Adv.) program is designed to develop leaders in the profession by providing students with (1) the theoretical, research and decision-making skills essential for strategic advertising and integrated communications planning, as well as (2) the opportunity to develop expertise in a specialized area such as account management, research, creative strategy, media planning, new technology and advertising sales management.

Shared Mission

We seek to produce scholars who conduct cutting-edge research to create new knowledge and new ideas in the field of advertising and strategic communications. These diverse graduates will be skilled in professionalism and independent thinking to become the leaders in academic and professional careers.

B. Student Learning Outcomes and Assessment Measures

SLO Type	SLO	Assessment Method	Delivery Mode
Knowledge	Students can identify and apply (1) the processes used in planning advertising, (2) relevant advertising and/or mass communication theory and (3) research methods used in advertising/strategic communications.	All masters' students will demonstrate knowledge through successful completion of program required courses and conceptualize, carry out and successfully defend either a thesis or project on an advertising or strategic communications topic (the student must incorporate primary research into the project and demonstrate a mastery of an identifiable body of literature) as measured by the students' master's thesis or project committee.	Campus
Skills	Students can create research/project problem statements, review and summarize the relevant literature, conduct primary research as necessary, synthesize information and recommend solutions to an advertising or strategic communication problem.	All masters' students will conceptualize, carry out and successfully defend either a thesis or project on an advertising or strategic communications topic (the student must incorporate primary research into the project and demonstrate a mastery of an identifiable body of literature) as measured by the students' master's thesis or project committee. Each master's thesis or project will be assessed using a common rubric.	Campus
Professional behavior	Students will display professional and ethical behaviors, including cultural sensitivity and appreciation for diverse viewpoints, leadership, independent and creative thinking.	These behaviors are assessed in an advanced class through instructor observation and peer evaluation.	Campus

C. Research

We expect our master's students to successfully formulate research/project problem statements, review relevant literature, conduct primary research as necessary, synthesize information and recommend solutions to the problem. To that end, we require all of our master's students to take a basic and an advanced research methods class, as well as complete a thesis or a project, which includes a primary research component.

Preparation: The College offers a variety of research methods courses each semester including: a basic introduction to research methods, experimental, survey, content analysis and qualitative methods. Students are required to take a minimum of 6 hours in research methods courses along with 6 hours for thesis or project research.

D. Assessment Timeline

Program: M.Adv.

College of Journalism and Communications

SLOs	Assessment
Knowledge	
Advertising processes, advertising/mass communication theory and research methods	Thesis or Project Defense
Skills	
Formulate research/project problem statements, review relevant literature, conduct primary research as necessary, synthesize information and recommend solutions to an advertising or strategic communication problem	Thesis or Project Defense
Professional Behavior	
Professional and ethical behavior	Upon completion of second semester coursework

E. Assessment Cycle

Use this Assessment Cycle template for your plan. Place an "X" in the cells that coincide with the assessment cycle for your program. Add or delete rows as needed to accommodate your SLOs.

Assessment Cycle for:

Program: M.Adv.

Analysis and Interpretation:

Program Modifications:

Dissemination:

College of Journalism and Communications

January-February

Completed by June 1

Completed by August 15

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Knowledge							
Advertising processes, advertising/mass communication theory and research methods					X	X	X
Skills							
Formulate research/project problem statements, review relevant literature, conduct primary research as necessary, synthesize information and recommend solutions to an advertising or strategic communication problem					X	X	X
Professional Behavior							
Professional and ethical behavior					X	X	X

F. Measurement Tools

As a whole, the measurement tools involve a combination of methods. The **knowledge and skills** SLOs (advertising processes, advertising/mass communication theory and research methods) will be measured by faculty members supervising a student's thesis or project through their assessment of the student's written document and oral defense. The **professional and ethical behaviors** SLO will be measured as part of an advanced required course through peer evaluations and assessment by the faculty member teaching the course.

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Debbie Treise	Graduate	dtreise@jou.ufl.edu	392-6557
Robyn Goodman	Advertising	rgoodman@jou.ufl.edu	392-2704

Appendix A. SLO: Professional and Ethical Behavior – MA. ADV.

SLO: Professional and Ethical Behavior Rubric

Criterion	Below Expectations (Inadequate)	Near Expectations	Meets Expectations	Exceeds Expectations
Process Knowledge	Lack of understanding of processes used in advertising. Unable to grasp situation.	Not completely familiar or comfortable with advertising process. Limited ability to understand situation.	Firm grasp of the advertising process. Ability to understand situation.	In-depth understanding of advertising process and ability to provide explanations and elaborate on situation.
Theoretical Knowledge	Lack of understanding of conceptual framework/theor(ies) in use. Does not understand situation.	Not completely familiar or comfortable with conceptual framework/theor(ies) in use. Some understanding.	Firm grasp of the conceptual framework/theor(ies). Ability to understand situation.	In-depth understanding of conceptual framework/theor(ies) in use. Able to provide explanations and elaborate on situation.
Able to organize an argument/process	Unable to organize an argument/process in a logical, interesting or creative sequence.	Inadequate organization of argument/process. Not easily understood or incorrect.	Argument/process was organized in a logical manner. Easily understood. Correct.	Argument/process was organized in a logical, interesting, creative and engaging sequence easily understood and acted upon by others.
Commitment	Not committed to success of group. Did not complete tasks on time or by deadline.	Not fully committed to group's success. Completed most takes on time or by deadline, sometimes needed to be reminded.	Committed to group's success. Completed all tasks on time or by deadline without being reminded.	Devoted to group's success. "Team" was a top priority. Completed all tasks with excellence and on time and by deadline without being reminded.
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 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.
Cooperation	Not cooperative in working with others to solve problems and get work done.	Not fully cooperative in working with others to solve problems and get work done.	Cooperated with others for success of the group. Worked with others to solve problems and get work done.	Always cooperated. Able to build cooperation among others involved. Figured out ways for group to work together to solve problems and get work done.
Dependable	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.

SLO: Professional and Ethical Behavior Rubric continued

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. Does not always take initiative.	Able to deal with problems/tasks in a solutions-oriented manner. Identifies problems and solutions. Generally takes initiative.	Able to deal with problems/tasks in a solutions-oriented manner. Able to involve team members in identifying problems and solutions. Always takes initiative.
Active Listener (Equality)	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.
Respect & Courtesy (Fairness & Diversity)	Do not treat others with respect, courtesy and consideration. Did not avoid being offensive or insensitive to public decency, gender and/or minority groups.	Not consistent in treating others with respect, courtesy and consideration and/or avoiding being offensive or insensitive to public decency, gender and/or minority groups.	Consistently treated others with respect, courtesy and consideration and avoided being offensive or insensitive to public decency, gender and/or minority groups.	Consistently treated others with respect, courtesy and consideration and avoiding being offensive or insensitive to public decency, gender and/or minority groups. Provided leadership in helping team members act accordingly.
Honest and Trustworthy	Does not demonstrate honest/trustworthy behaviors.	Demonstrated some understanding. Minor violations of honesty and/or trustworthiness.	Honest and trustworthy.	Exceptional. An example of honest and trustworthiness.

**Appendix B. SLOs: SKILLS and KNOWLEDGE: Advertising Processes,
Advertising/Mass Communication Theories and Research Methods – MA. ADV.**

SLO 2: Project/Thesis Defense Rubric

Criterion	Below Expectations (Inadequate)	Near Expectations	Meets Expectations	Exceeds Expectations
Process Knowledge	Lack of understanding of processes used in advertising. Unable to grasp situation.	Not completely familiar or comfortable with advertising process. Limited ability to understand situation.	Firm grasp of the advertising process. Ability to understand situation.	In-depth understanding of advertising process and ability to provide explanations and elaborate on situation.
Theoretical Knowledge	Lack of understanding of conceptual framework/theor(ies) in use. Does not understand situation.	Not completely familiar or comfortable with conceptual framework/theor(ies) in use. Some understanding.	Firm grasp of the conceptual framework/theor(ies). Ability to understand situation.	In-depth understanding of conceptual framework/theor(ies) in use. Able to provide explanations and elaborate on situation.
Synthesis	Lack of ability to synthesize information in the formulation of appropriate research questions/hypotheses.	Research questions/hypotheses are not obviously linked to synthesis of relevant information.	Research questions/hypotheses generally fit the synthesis of relevant information.	Research questions/hypotheses are appropriate, parsimonious, unambiguous.
Method	Proposed method is inadequate. Does not address research questions/hypotheses in an appropriate method.	Proposed method has minor deficiencies. Does not completely address research questions/hypotheses.	Proposed method is appropriate. Adequately addresses research questions/hypotheses.	Proposed method addresses research questions/hypotheses in an appropriate, parsimonious, unambiguous manner.
Conclusions and Recommendations	Conclusions and/or recommendations do not fit research findings.	Conclusions and/or recommendations generally fit research findings. Limited understanding. Difficult to understand recommended actions.	Conclusions and/or recommendations fit research findings. Understandable.	Conclusions and/or recommendations fit research findings. Easily understood. Clearly actionable. Able to elaborate on issues and extend findings to other areas.