Assurance of Student Learning 2018-2019	
Potter College	Communication
Advertising 727	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.			
Student Learning Outcome 1: Be able to articulate important concepts, methods, and examples of successful advertising design and media strategies.			
Instrument 1	Direct: Faculty review and analysis of the capstone portfolio project in AD 410 [Portfolio] based on disciplinary and professional expectations and standards, analysis of market trends, and comparison with student work created in benchmark programs.		
Instrument 2	Indirect: Evaluation by professionals in the Advertising professional community (including but not limited to program alumni), including those directly involved in hiring, creative direction and development, and strategic decision-making.		
Instrument 3	—		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		**Met**	Not Met
Student Learning Outcome 2: Be able to demonstrate strategically sound analysis of advertising decisions			
Instrument 1	Direct: Faculty review and analysis of the capstone portfolio project in AD 410 [Portfolio] based on disciplinary and professional expectations and standards, analysis of market trends, and comparison with student work created in benchmark programs.		
Instrument 2	Indirect: Evaluation by professionals in the Advertising professional community (including but not limited to program alumni), including those directly involved in hiring, creative direction and development, and strategic decision-making.		
Instrument 3	—		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		**Met**	Not Met
Student Learning Outcome 3: Be able to apply knowledge and creativity to real-world advertising situations			
Instrument 1	Direct: Faculty review and analysis of the capstone portfolio project in AD 410 [Portfolio] based on disciplinary and professional expectations and standards, analysis of market trends, and comparison with student work created in benchmark programs.		
Instrument 2	Indirect: Evaluation by professionals in the Advertising professional community (including but not limited to program alumni), including those directly involved in hiring, creative direction and development, and strategic decision-making.		
Instrument 3	—		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		**Met**	Not Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)			
This assessment indicates that student-learning-outcomes have been maintained and/or surpassed expected goals in each category. Annual reviews of course offerings will help strengthen program goals and outcomes. Ultimately, a continuing process of evaluation and adjustment will better prepare students for jobs/careers in the field of Advertising. Student learning outcomes have been modified and will be included in the next review cycle. We will look into ways of divorcing assessment from grades, and provide the rubric we use for this.			

Student Learning Outcome 1	
Student Learning Outcome	Be able to articulate important concepts, methods, and examples of successful advertising design and media .
Measurement Instrument 1	DIRECT: Direct: Analysis of the capstone portfolio project in AD 410 Direct measures of student learning: students in the Advertising Capstone (AD 410 - Portfolio) are given multiple assignments, generally in teams, including a requirement for a final digital portfolio. Portfolios are created by individuals, although case-study presentations by be developed by the team. Production of the portfolio and its contents began in the first Advertising class (AD 210 Software Studio) and culminates in AD 410. Students are encouraged to follow the tenets of effective Advertising with a focus on, when appropriate, necessary research, good design, audience analysis, research-driven strategy and a solid understanding of media, to develop successful Advertising campaigns and a final portfolio. As already mentioned, a percentage of project work should be presented in the form of a case study and include research and explanations of process with examples. Students were evaluated based on their ability to research, write and/or design and execute. Solutions must demonstrate an ability to think critically and ideas should be presented effectively and clearly—all indicators an understanding of advertising and media strategy.
Criteria for Student Success	Students should, at the end of the semester, score between a 90-100 for an A or an 80-89.9 for a B. Please refer to the attached rubric.

Program Success Target for this Measurement	85-90%	**Percent of Program Achieving Target**	90%

Methods	Student portfolios are submitted during finals week of each semester following the completion of all AD 410 (Portfolio) assignments. Portfolios are reviewed by the instructor of record although all Advertising/UX faculty may and probably do participate in the review. The review/evaluation should simulate an industry professional review.
Measurement Instrument 2	INDIRECT measures of student learning: appraisal and/or evaluation by professionals in the industry.
Criteria for Student Success	INDIRECT criteria for student success include those responses (both solicited and unsolicited) received from external reviewers and professionals.

Program Success Target for this Measurement	85-90%	**Percent of Program Achieving Target**	90%

Methods	The evaluation process is qualitative and often involves both faculty and industry professionals. Portfolios are used for moving forward in the industry—either into a job or on to an upper level degree. Occasionally professionals in the industry or recently graduated alums may also review student portfolios and make recommendations. The faculty stay in touch with our industry partners and our alumni and make every effort to respond to their critique by implementing changes in the classroom.

	Positive industry feedback includes:
	- Motivated - Skilled with software - Demonstrates good problem-solving skills - Communicates well Concerns include: - A lack of maturity - Very high expectations - A short-term focus on career
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	**Met** | **Not Met**

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Advertising faculty meet informally to discuss strengths and weaknesses in AD 410 (Portfolio), including specific assignments, during and at the end of the semester. Simple recommendations for change are implemented immediately via edits to the course syllabus and changes to future assignments. Industry critique and suggestions from alums working in the profession are also evaluated and implemented when possible. Syllabi for technical and design classes may change every semester in an effort to keep up with change in the industry. The process of long-term change usually begins in the spring and through the summer. Changes in curriculum, new course creation, textbooks and more in-depth changes to assignments can require COMM faculty approval and curriculum change must be run through several curriculum review committees before implementation.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Based on ongoing changes in the Advertising discipline, student learning outcomes have been modified and will be included in the next review cycle. Faculty will work together to increase the amount of industry review and encourage professionals and successful alums to visit or video-teleconference in the classroom. Faculty are well aware of the radical change taking place in this industry and are constantly looking for innovative ways to keep course content relevant and embrace change. In particular, a process of surveying industry professionals will be implemented in an effort to stay abreast of shifting requirements and expectations, and to better evaluate student portfolios.

Student Learning Outcome 2		
Student Learning Outcome	Be able to demonstrate strategically sound analysis of advertising decisions	
Measurement Instrument 1	DIRECT: Direct: Analysis of the capstone portfolio project in AD 410 Direct measures of student learning: students in the Advertising Capstone (AD 410 - Portfolio) are given multiple assignments, generally in teams, including a requirement for a final digital portfolio. Portfolios are created by individuals, although case-study presentations by be developed by the team. Production of the portfolio and its contents began in the first Advertising class (AD 210 Software Studio) and culminates in AD 410. Students are encouraged to follow the tenets of effective Advertising with a focus on, when appropriate, necessary research, good design, audience analysis, research-driven strategy and a solid understanding of media, to develop successful Advertising campaigns and a final portfolio. As already mentioned, a percentage of project work should be presented in the form of a case study and include research and explanations of process with examples. Students were evaluated based on their ability to research, write and/or design and execute. Solutions must demonstrate an ability to think critically and ideas should be presented effectively and clearly—all indicators an understanding of advertising and media strategy.	
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Program Success Target for this Measurement	85-90%	**Percent of Program Achieving Target** 90%
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Measurement Instrument 2	INDIRECT measures of student learning: appraisal and/or evaluation by professionals in the industry.	
Criteria for Student Success	INDIRECT criteria for student success include those responses (both solicited and unsolicited) received from external reviewers and professionals.	
Program Success Target for this Measurement	85-90%	**Percent of Program Achieving Target** 90%
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	• A lack of maturity • Very high expectations • A short-term focus on career
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	**Met** | **Not Met**

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

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Student Learning Outcome 3		
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