

# ADVERTISING PROGRAM REVIEW

Prepared by Ginger Rosenkrans, professor of advertising, with assistance from Debbie Wideroe, visiting professor of advertising.

## Advertising Major Mission Statement

The advertising major equips students to attain the highest standards of academic excellence and Christian values through a curriculum that combines advertising fundamentals with the theories and practice of multimedia design, campaign creation and execution, and management. Through case studies and hands-on campaigns working with high-profile clients nationwide, students explore ethical and leadership issues while gaining the needed skill set and competencies to launch into a career in the advertising and marketing field.

## Advertising in Context

The Department of Advertising is within the Communication Division, which is one of the eight divisions in Seaver College at Pepperdine University. Advertising represents one of nine primary majors offered by the Communication Division, and students are required to take either an outside concentration or minor.

## Curriculum

Students in the advertising major have benefited from core courses (i.e., Com 200, Com 300, Com 301, and Com 400) provided for Communication Division students. The advertising major complements the liberal arts courses and Seaver's mission, which provide a good foundation for a career in advertising. Currently, Pepperdine's advertising major requires eight courses:

- (1) MSCO 220: Introduction to Integrated Marketing Communication
- (2) ADV 375: Advertising Media
- (3) ADV 475: Advertising Copywriting & Layout
- (4) ADV 561: Advertising Account Planning and Research
- (5) ADV 575: Advertising Campaign Management (capstone course)
- (6) ADV 595: Advertising Internship

(7) ADV 599: Advertising Directed Studies

(8) MSCO 371: Communication Graphics

(9) COM 570: Mass Communication Law

The curriculum also requires four communication core courses (i.e., COM 200, COM 300, COM 301, and Com 400) and 9-12 units of upper division courses for an outside concentration.

### Program History and Changes

The Advertising program has a history of over 25 years. Its curriculum content was developed based on other institutions with similar programs and by related associations as more complete and rigorous. The program has a balance between academic theories and real-world application.

Changes that have occurred in the program since the last 5-year review include changing ADV 275 (Introduction to Advertising) to MSCO 292 (Introduction to Advertising and PR) to MSCO 220 (Introduction to Integrated Marketing Communication).

### Staffing Changes

Since the last 5-year review, staffing changes have changed in the Advertising Program. Five years ago the Ad Major Program had one tenured faculty member, one tenure-track faculty member, one instructor and adjunct faculty. Presently there are about 130 majors and enrollment peaked in 2007 to 206 majors. Dr. Kyu Chang, tenured Associate Professor of Advertising, left the University several years ago and his position has not been filled. Dr. Ginger Rosenkrans is the only tenured advertising faculty member. There are no tenure-track faculty members. Professor Debbie Wideroe's status changed from Instructor to Visiting Assistant Professor in Communication and she has taken the additional load of Director of Internships for the Communication Division. Additionally, Professor Dana Zurzolo's Lecture position has changed to Visiting Assistant Professor of Graphics, a joint position with the Communication and Art Departments.

Since the last five year review, the following adjunct professors have been teaching in the advertising curriculum: Hong Kha, Brian Hemsworth, and Joe Huggins. All academic advising for the Advertising Major has gone to one tenured faculty member since there are no other tenured or tenure-track faculty members in the advertising Program. Professor Debbie Wideroe, Visiting Assistant Professor of Communication and Director of Internships, volunteers to advise students.

## COMPARISON WITH PEER PROGRAMS

The following is an analysis of advertising and media related programs/majors/degrees at 23 universities in the United States. The table below lists the program names and universities.

#	Program Name	University
3	College of Journalism and Communication	University of Florida University of Nebraska University of Oregon
2	College of Communication	Cal State Fullerton University of Texas at Austin
2	School of Communication	Northwestern University and Western Michigan University
1	College of Media	University of Illinois
1	College of Communication Arts and Sciences	Michigan State University
1	College of Mass Communication	Texas Tech University
1	College of Design	University of Minnesota
1	College of Arts and Sciences	University of North Carolina at Chapel Hill
1	College of journalism, Media Arts, Strategic Communication	University of Oklahoma
1	College of Communication and Information Science	University of Alabama
1	College of Communication and Information	University of Tennessee
1	College of Liberal Arts and Sciences	Wayne State University
1	School of Journalism and Mass Communication	Florida International University
1	School of Mass Communication	Louisiana State University

1	School of Communications	Penn State University
1	School of Humanities and Sciences	Stanford University
1	School of Journalism	University of Missouri
1	School of the Arts	Southern Methodist University
1	Name Undetermined	San Jose State University

### **Advertising Program Overview**

Fourteen of the 23 universities analyzed offer an advertising major/program/degree. One of the 23 universities offers a BA in communication with an emphasis in advertising (California State University at Fullerton) and another university (University of Oregon) offers a journalism-advertising degree. One of the 23 universities analyzed offers an integrated marketing communications degree/program (Northwestern). Five of the universities analyzed did not offer an advertising degree; however, their programs include interactive/digital media. Lastly, one of the universities (Stanford) offers a communication degree with three tracks that also incorporate interactive media: Communication Technologies, Communication and Public Affairs, and Media Practices and Performance.

### **Department Titles for Advertising Degrees**

Fourteen of the 23 schools analyzed have four different titles for their advertising programs. The University of Illinois, Michigan State University, University of Nebraska, Temple University, Southern Methodist University, and the University of Texas report their programs as the Department of Advertising. Four programs use titles that include Public Relations (University of Alabama, Florida International University, Penn State University, University of Tennessee—University of Tennessee name is reported as a “School”). The University of Missouri’s department uses Department of Strategic Communication, and Northwestern University bears the name Department of Integrated Marketing Communications. Two changes are at Texas Tech University where it is a self-standing Department of Advertising and the University of Kansas is the Strategic Communications Track.

### **History of Department Name Changes for Advertising (Ross and Richards, 2008)**

Over 43 years there have been changes but the number of Departments of Advertising remains the most widely used name referring to an advertising program while the Department of Advertising and Public Relations have increased from one to four. The two most noted changes have been in advertising programs hearing titles of Strategic Communication and Integrated Marketing Communications.

### **Program Trendsetters in Advertising**

In an analysis of 23 universities that offer mass media programs/degrees, eight advertising degree programs are similar to Pepperdine's and at least five advertising degree programs are leading edge: (1) University of Texas at Austin, (2) University of Florida, (3) Florida International University, (4) Michigan State University, and (5) University of Illinois. The University of Texas at Austin, Florida International University, and Michigan State University offer the most robust advertising programs. These Universities' advertising programs offer advertising tracks and incorporate digital/interactive media in their program requirements. The University of Texas at Austin offers two tracks: Creative (includes interactive) and Media (includes interactive). Florida International University offers two tracks: Creative and Account Management. Michigan State University offers two tracks: Creative (includes interactive design) and Management and Media (includes interactive management and integrated strategy). Additionally, these three universities have a greater number of advertising faculty members compared to Pepperdine. For example, the University of Texas at Austin has 35 full-time advertising faculty members (<http://advertising.utexas.edu/faculty>). The University of Florida boasts it has one of the nation's oldest advertising programs with 13 faculty teaching advertising. It offers a broader range of courses than Pepperdine, including retailing. It also has an Interactive Media Lab. The University of Illinois' robust advertising program also has 13 faculty teaching advertising and requires two different consumer courses and an audience analysis course in addition to other required advertising course. All five of these universities are more leading edge in their advertising program than Pepperdine and require an introduction or principles to advertising, introduction to integrated communication, and/or introduction to integrated communication research strategy class. Pepperdine's similar course is the MSCO 220 class: introduction to integrated marketing communication.

### **Academic Advising**

Many universities that offer an advertising program/degree have appointed academic advisors that take care of student advising instead of faculty advising students. For example, the University of Texas at Austin's 35 advertising faculty do not advise students; however, one person is appointed to advise students on course selection and degree planning; they also consult with students on specific issues, both academic and nonacademic.

### **Centers, Labs and Institutes Comparisons**

Several universities have centers or labs for research. For example, Stanford University has a Communication Between Humans and Interactive Media (CHIMe) Lab (<http://chime.stanford.edu/>), a Political Communication Lab, Virtual Human Interaction Lab (<http://vhil.stanford.edu>), a Communication between Humans and Interactive Media Lab, and a Center for Deliberative Democracy. The University of Texas at Austin's Advertising Department has a Center for Brand Research. Florida International University's School of Journalism and Mass Communication has a Scripps Howard Media Lab. The University of Florida's College of Journalism and Communication has an [Interactive Media Lab](#), [Brechtner Center for Freedom of Information](#), [Marion Brechtner](#), [Citizen Access Project](#), [Center for Media Innovation and Research](#), [The Documentary Institute](#), and the [Institute for Public Relations](#). The University of Illinois' College of

Media has an Institute of Communications Research. Southern Methodist University has The Temerlin Advertising Institute.

### **University Program Recaps and Links**

Cal State Fullerton College of Communications

<http://communications.fullerton.edu/>

BA in Communications with concentrations in one of the following: Advertising, Entertainment Studies, Journalism, Photocommunications, Public Relations. BA in Radio/TV/Film. Advertising concentration is similar to Pepperdine's. Offers principles of advertising (we offer intro to IMC), writing for advertising, ad media, ad creative, ad campaigns. The advertising program has seven advertising concentration faculty.

Florida International University School of Journalism and Mass Communication

<http://journalism.fiu.edu/>

Advertising, PR, Journalism majors. They have a more robust advertising program than Pepperdine. The School has two tracks (CREATIVE and ACCOUNT MANAGEMENT) with track requirements before entering the track. Requires integrated communications course in addition to the principles of advertising and principles of PR courses. Also requires a Radio/TV course. The School has a Scripps Howard Media Lab.

Louisiana State University Manship School of Mass Communication

<http://appl003.lsu.edu/masscomm/mcweb.nsf/index>

Advertising, Journalism, PR, Political Communication majors. They have a more robust advertising program than Pepperdine. Requires the similar courses we require and requires electronic media ad sales, ad problems, advertising theory and processes, issues in advertising, and direct response advertising and promotion (includes digital). It has only a principles of advertising course instead of what we offer as intro to integrated marketing communication.

Michigan State University College of Communication Arts and Sciences

[http://adv.msu.edu/modules.php?name=Pages&sp\\_id=761](http://adv.msu.edu/modules.php?name=Pages&sp_id=761)

Advertising, PR, and Retailing majors/degrees. Michigan has a robust advertising program—more robust than Pepperdine's. Two areas of concentration are offered for advertising majors: Creative or Management. Interactive advertising design is required for the creative concentration and interactive advertising management is required for the management concentration. Both

concentrations require consumer behavior, campaigns, principle of advertising courses (we have intro to IMC). The Management concentration also requires integrated strategy, international advertising, promotion, and courses our program requires.

Northwestern University School of Communication

Department of Integrated Marketing Communication

<http://www.communication.northwestern.edu/>

[http://www.medill.northwestern.edu/imc/page.aspx?id=63021&ekmense=c580fa7b\\_23\\_79\\_63021\\_4](http://www.medill.northwestern.edu/imc/page.aspx?id=63021&ekmense=c580fa7b_23_79_63021_4)

Northwestern offers a degree in IMC through Medill. It is different from advertising and all other advertising programs/degrees. It closely resembles a marketing degree with required courses in **Communications & Persuasive Messages; Consumer Insight, Marketing finance; Database Marketing and Analysis; Communities; Media Economics and Technology; Law, Policy and Ethics, Marketing Mix Analysis & Planning; Brand & Advertising Decisions (only ad class offered); Marketing Public Relations Management; Crisis Communication; Database Marketing; Digital Marketing; Consumer Loyalty; Segmentation and Lifetime Value; Quantitative Marketing Analysis; Managing the Integration Process; The Intuitive Marketer; Investor Relations Management; Asia Perspectives; Building Brand Equity; Entertainment Marketing; Global Communication; Marketing Measurement; and Negotiations. The department produces a Journal of Integrated Marketing Communications. The School of Communication does not offer majors in advertising, PR, or journalism. It does offer a program in TV/Film.**

Penn state School of Communications

[http://bulletins.psu.edu/bulletins/bluebook/college\\_campus\\_details.cfm?id=23](http://bulletins.psu.edu/bulletins/bluebook/college_campus_details.cfm?id=23)

[http://bulletins.psu.edu/bulletins/bluebook/college\\_campus\\_details.cfm?id=23&program=ad\\_pr.htm](http://bulletins.psu.edu/bulletins/bluebook/college_campus_details.cfm?id=23&program=ad_pr.htm)

Majors: Advertising/PR, Journalism, Media Studies, Telecommunications, Film/Video. Their advertising courses are similar to Pepperdine's and requires additional coursework in advertising and PR. Requires advertising in society, introduction to advertising (we have intro to IMC), research methods in advertising and PR, advertising creative strategies, advertising media planning, ad campaigns, advertising message strategy, international and intercultural communications, client/agency relations, mass media politics, advanced photography, media effects: theory and research, and ethics and regulation in advertising and PR.

San Jose State University

<http://info.sjsu.edu/web-dbgen/catalog/degrees/all-degrees.html>

Art and Design (digital media art, graphic design, animation, illustration, and more) Communication Studies Department offers a BA in Communication Studies.

Southern Methodist University School of the Arts

<http://smu.edu/meadows>

<http://smu.edu/meadows/advertising>

Majors: Advertising, Art, Art History, Arts Administration, Cinema-TV, Corporate Communications and Public Affairs, Dance, Journalism, Music, Theatre. The School of the Arts has The Temerlin Advertising Institute. It has a theoretical and practical curriculum and its courses are similar to Pepperdine's. The program offers three tracks in advertising: General, Creative, and Media. The advertising degree program is supported by 13 advertising faculty.

Stanford University School of Humanities and Sciences

<http://communication.stanford.edu/undergrad/index.html>

Stanford has a Communication Department and Communication Major offers three tracks: Communication Technologies, Communication and Public Affairs, and Media Practices and Performance. Courses include both theory and practicum in media and society, technology, digital, journalism, and communication research. They require more digital classes than our communication division offers or requires. They have Research Groups/Centers: Communication between Humans and Interactive Media (CHIME) Lab (<http://chime.stanford.edu/>), Political Communication Lab, Virtual Human Interaction Lab (<http://vhil.stanford.edu>), Communication between Humans and Interactive Media Lab, Center for Deliberative Democracy

Texas Tech University College of Mass Communication

<http://www.depts.ttu.edu/masscom/>

<http://www.depts.ttu.edu/masscom/programs/>

Advertising, Electronic Media & Communications, Journalism, and Public Relations degrees. Has a robust advertising program. Offers similar courses as we do and requires courses in electronic media, courses in business (statistics, marketing strategy, and more) and it requires a minor. It requires a principles in advertising course (we have intro to IMC), Principles of Advertising, Advertising Writing: Advertising Media Planning, Advertising Creative Strategy, Advertising Management and Account Planning, Advertising Campaigns: News Writing, Introduction to Mass Communications, Media Theories and Society, Mass Communications Law, and Mass Communications Research Methods.

University of Alabama: College of Communication and Information Science

<http://www.cis.ua.edu/>

Advertising and Public Relations Department, Communication Studies, Journalism, Library and Information Studies, Telecommunication and Film. The College has The Institute for Communication and Information Research (ICIR), a Center for Public TV and Radio, and The Plank Center for Leadership in Public Relations.

Did not find any curriculum/courses information online.

University of Florida College of Journalism and Communication

<http://www.jou.ufl.edu/>

<http://www.jou.ufl.edu/academic/adv/default.asp>

Advertising, PR, Journalism and Telecommunications majors/degrees. The College of Journalism and Communications' Department of Advertising boasts it is one of the nation's oldest. They have 13 faculty teaching advertising. Their advertising program is similar to ours but also requires courses in advertising strategy, elements of advertising (we have intro to imc), copywriting and visualization, ad design and graphics, retail advertising (or other special topics offered in the semester), and marketing. The College of Journalism and Communication has several centers and institutes: [Brechtner Center for Freedom of Information](#), [Marion Brechtner](#), [Citizen Access Project](#), [Center for Media Innovation and Research](#), [The Documentary Institute](#), [Institute for Public Relations](#), [Interactive Media Lab](#)

University of Illinois College of Media

<http://www.media.illinois.edu/programs/>

<http://www.media.illinois.edu/programs/#advertising>

Majors/Degrees: Advertising, Journalism, Journalism: Broadcast, Journalism-News Editorial, Media Studies. Has Department of Advertising with 13 advertising faculty. Has a robust advertising program that requires intro to advertising (we have intro to IMC), ad research methods, consumer communications and the public, classic campaigns, advertising history, creative strategy and tactics, audience analysis, advertising management, social ad cult context of advertising, and persuasion consumer response. The College of Media has an Institute of Communications Research.

University of Minnesota College of Design

<http://onestop2.umn.edu/programCatalog/viewCatalogSamplePlan.do?samplePlanID=12196&programID=57&programSeq=8187>

BS in Graphic Design. Not much information was provided online other than pre-graphic design courses to be taken in order to be admitted to the program in full. Pre-graphic design classes: Introduction to Design Thinking, Foundations: Drawing and Design in Two and Three Dimensions, Foundations: Color and Design in Two and Three Dimensions, Foundations: The Graphic Studio

University of Missouri School of Journalism

<http://journalism.missouri.edu/undergraduate/>

Convergence, Magazine, Photojournalism, Print/Digital News, Radio/TV, Strategic Communication (advertising falls under this heading). Unable to locate curriculum for each of these programs.

University of Nebraska College of Journalism and Mass Communication

<http://www.unl.edu/journalism/>

Advertising, broadcasting, news editorial. No courses/curriculum information provided on the college site.

University of North Carolina, Chapel Hill, College of Arts and Sciences

<http://college.unc.edu/>

Media studies program. Media studies/production offers courses in animation, film production, interactive media, communication and information technologies, and more. Please see document.

University of Oklahoma Gaylord College of Journalism, Media Arts, Strategic Communication

<http://webapps.ou.edu/academics/default.cfm?Academic=1774375>

<http://www.ou.edu/gaylord/home/main/majors/advertising/2.html>

Advertising, Broadcast and Electronic Media, Journalism. Professional Writing, and Public Relations majors/programs. The advertising major requires similar advertising courses that we require but also requires an additional nine elective course hours in typography and design, radio and TV, advanced copywriting, international advertising, and more. It requires Principles of Advertising (we have intro to IMC). It also requires two marketing classes.

University of Oregon School of Journalism and Communication

<http://uoadmit.uoregon.edu/explore/majors#a5>

Majors: Journalism, Journalism: Advertising, Journalism: Communication Studies, Journalism: Electronic Media, Journalism: Magazine, Journalism: News-Editorial, Journalism: PR. They offer courses in digital/electronic media. Unable to locate detailed information on curriculum. Did not see an advertising degree program; however, advertising was included in a journalism major.

University of Tennessee College of Communication and Information

School of Advertising and Public Relations

<http://www.cci.utk.edu/>

<http://www.cci.utk.edu/advpr/syllabi>

**Majors: Advertising, Communication Studies, Journalism and Electronic Media, Public Relations. The University of Tennessee's advertising major is similar to Pepperdine's major. Courses include a principles to advertising (Pepperdine's Ad Major has an intro to IMC), design, research, creative, media strategy, management, and campaigns. It has 16 faculty members who teach in the School of Advertising and PR and 12 Graduate Teaching Associates.**

University of Texas at Austin College of Communication

<http://communication.utexas.edu/>

Majors: Advertising, PR, Communication Sciences and Disorders, Communication Studies, Journalism, Radio-TV-Film. Univ of Texas at Austin has a robust advertising program and offers two tracks: Creative and Media (both include interactive). They are leading and cutting-edge in offering courses in advertising. The Creative track has a course on nontraditional media concepts, introduction to creativity, non-traditional media concepts, portfolio classes, art direction, team brand building, copywriting, and more. The Media track requires digital media, advanced media planning, media alliances, media research, media sales, media show, online consumer research, integrated communication campaigns, digital media seminar, digital metrics, and online privacy. It offers for these tracks an Interactive Campaigns class and a digital media seminar class. It has an intro to integrated communication (we have intro to IMC). The Department of Advertising has 35

faculty members. The College of Communication also has The Center for Brand Research.

Wayne State University College of Liberal Arts and Sciences

<http://www.comm.wayne.edu>

The Department of Communication at Wayne State University offers majors in [communication studies](#), [dispute resolution](#), [public relations](#), [film](#), [journalism](#), and [media arts and studies](#). Did not see an advertising degree program.

Western Michigan University School of Communication

<http://www.wmich.edu/communication/>

Interpersonal, Journalism, PR, Telecommunications and Information Management degrees.

## **SEAVER'S ADVERTISING PROGRAM AND ADVERTISING TRENDS**

### **Seaver's Advertising Program's Enrollment Trends**

Between 2006 and 2011, the percentage of advertising majors in the department averaged about 27% of total enrollment within the Communication Division, and enrollment has remained steady in the last five years with a spike of 206 majors in 2007.

The following Table reflects the number of ad majors during the past five years. The percentage of advertising majors in the department averaged about 27% of total enrollment within the Communication Division.

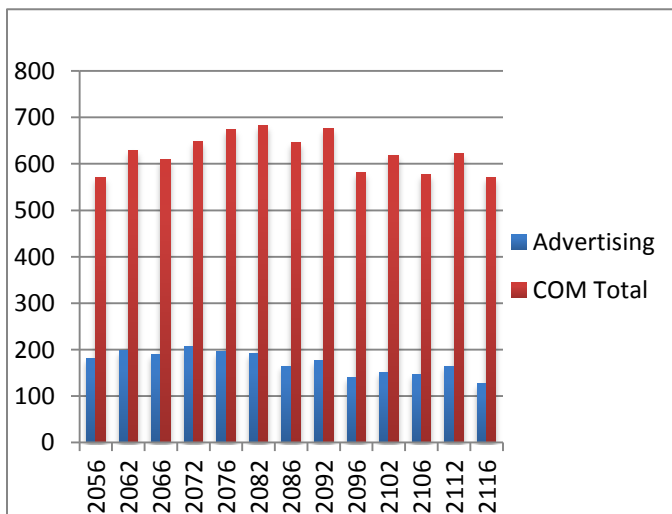
### **Seaver's Advertising Major Student Enrollment from Fall 2006-Spring 2011**

Term	Advertising	COM Total
2006 Fall	182	571
2006 Spring	198	629
2007 Fall	189	610
2007	206	649

Spring		
2007 Fall	197	675
2008 Spring	193	683
2008 Fall	165	646
2009 Spring	177	677
2009 Fall	141	582
2010 Spring	152	619
2010 Fall	146	578
2011 Spring	165	622
2011 Spring	127	571

The following Figure shows the number of Ad Majors compared to the overall number of majors in the Communication Division. Ad Major enrollments have remained steady with a spike of advertising majors in 2007.

### Seaver's Student Enrollment from Fall 2005-Spring 2011



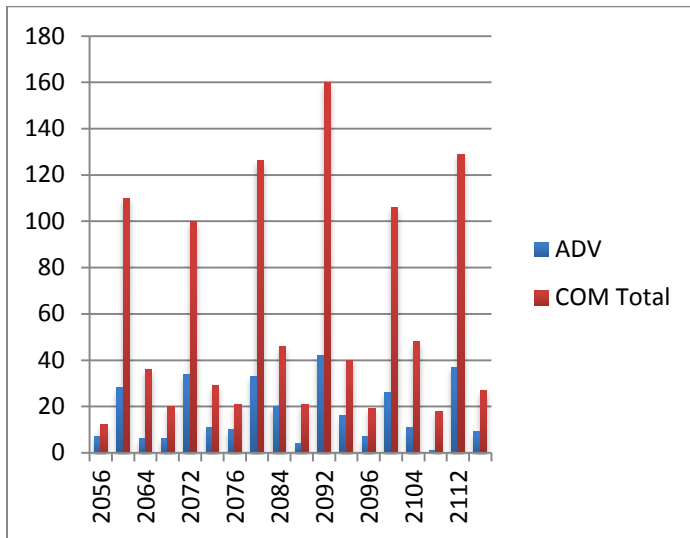
The following Table shows that .28% of the communication division degrees came from ad majors in the past five years.

**Degrees Awarded from Fall 2005 - Spring 2011, Pepperdine University**

Term	Advertising	COM Total
2056	7	12
2062	28	110
2604	6	36
2066	6	20
2072	34	100
2074	11	29
2076	10	21
2082	33	126
2084	20	46
2086	4	46
2092	42	21
2094	16	160
2096	7	40
2102	26	106
2104	11	48
2106	1	18
2112	37	129
2114	9	27

The following Figure shows the number of ad major degrees awarded in the Communication Division from 2005-2011. .28% of the Communication Division degrees came from ad majors in the past five years.

**Advertising Degrees Awarded from Fall 2005 -2011, Pepperdine University**



The following is the Communication Division’s and Advertising Department’s SAT scores.

**SAT Scores**

Enroll Term	Fall 05 Math	Fall 06 Math	Fall 07 Reading	Fall 07 Math	Fall 08 Reading	Fall 08 Math	Fall 09 Reading	Fall 10 Reading	Fall 10 Math
Com Div Average	584.69	583.84	591.17	586.04	590.51	593.27	586.11	583.07	591.12

Advertising	584.07	580.65	567.88	581.61	565.08	591.51	565.69	565.85	602.21
Average									

The following table provides a snapshot of Ethnicity in the Communication Division.

### Ethnicity in the Communication Division

Seaver -Communication Division (ENROLL TERM)	Fall 2005 (Term:2056)	Fall 2006 (Term:2066)	Fall 2007 (Term:2076)	Fall 2008 (Term: 2086)	Fall 2009 (Term: 2096)	Fall 2010 (Term:2106)	Total
IPEDS Ethnicity	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count
Non-Resident Alien	42	31	39	41	52	55	260
Hispanic	64	69	71	76	84	85	449
American Indian/Alaska Native	14	15	12	12	9	6	68
Asian	62	59	56	49	51	52	329
African American	70	74	73	64	62	59	402
Hawaiian/Pacific Islander	16	13	12	11	13	9	74
White, Non-Hispanic	494	501	544	535	475	394	2,943
Two or more race	4	3	2	2	1	10	22
Unknown	43	45	47	52	59	50	296
<b>Total</b>	<b>809</b>	<b>810</b>	<b>856</b>	<b>842</b>	<b>806</b>	<b>720</b>	<b>4,843</b>

### Pepperdine's Ad Major Program

There is an ever-increasing external need from the advertising industry to equip more well-trained professionals with academic and character development. According to a November 30, 2011 Forbes article, ad agencies, public relations agencies, media buyers and other businesses that work in that space between advertisers and media owners have seen an average sales increase of more than 11 percent in 2011. Additionally, IBIS World indicates Advertising agencies' revenues will increase beyond 2011. The 2011 report asserts that market conditions will continue to change in favor of the advertising industry as media expenditure, disposable income, consumer sentiment, and corporate profit are all projected to increase in 2012. Further, IBIS World's October 2011 report by David Grimes purports that online advertising is among the fastest growing industries. Online and

social media popularity among consumers will drive growth.

In a September 13, 2011 Wall Street Journal article by Gregory Beyer, the most common majors for success in the advertising industry are Advertising and Marketing. In this article, advertising industry professionals purport that “Fifty-eight percent of respondents to a PayScale.com survey said that the skills they acquired while earning a degree in their particular major made a difference in their careers. Forty-five percent said they were satisfied with their careers, and 44% said they had received at least two promotions.”

**Advertising/Marketing: Fastest Growing and Best Paying Jobs in Advertising/Marketing**

According to payscale.com (2011), the following jobs in Marketing/Advertising are the fastest growing, most satisfying, and best paying jobs within the field of marketing/advertising.

<b>Job</b>	<b>Average Starting Pay</b>	<b>Average Pay (5 Years Out)</b>	<b>Job Growth (BLS 2008-2018)</b>	<b>Education Reimbursement</b>
Brand Marketing Manager	\$33,300	\$58,400	12.5%	34%
Advertising Account Supervisor	\$31,700	\$62,900	12.5%	17%
Proposal Marketing Coordinator	\$30,100	\$44,200	28.1%	38%
Online Marketing Manager	\$40,300	\$55,500	12.5%	25%
Marketing Consultant	\$42,600	\$56,300	28.1%	22%
Marketing Manager	\$34,300	\$50,800	12.5%	23%
Advertising Account Executive	\$31,800	\$42,600	9.7%	12%

## Ad Agencies' Revenue and Employment

The following Table reflects ad agencies' revenue and employment since 2002 and its projections through 2016. This data shows steady ad agency revenue and employment growth.

	Revenue(\$m)	IVA(\$m)	Establishment s	Enterprises	Employment	Exports(\$m)	Imports(\$m)	Wages(\$m)	Domestic Demand(\$m)	Advertising Expend.(\$ billion)
2002	25,686.50	14,054.90	12,002	10,982	149,054	-	-	11,332.20	-	239.9
2003	26,681.00	15,069.20	12,596	11,495	155,939	-	-	12,134.30	-	245.5
2004	28,432.00	15,154.00	12,998	11,901	159,255	-	-	11,941.20	-	263.8
2005	28,564.10	16,021.60	13,239	12,127	156,462	-	-	12,793.90	-	271.1
2006	30,359.20	16,670.00	13,508	12,436	166,422	-	-	13,269.80	-	281.7
2007	31,660.90	17,381.80	13,459	12,348	168,086	-	-	13,930.80	-	283.7
2008	30,141.10	15,824.10	13,021	12,056	163,716	-	-	13,864.90	-	271.9
2009	28,031.30	14,576.30	12,597	11,773	154,057	-	-	12,894.40	-	241.2
2010	28,227.50	14,791.20	12,476	11,714	150,513	-	-	12,984.60	-	269
2011	29,215.40	16,156.10	12,697	11,978	156,383	-	-	13,731.30	-	278.7
2012	30,530.10	17,249.50	13,143	12,517	161,231	-	-	14,043.90	-	294.5
2013	31,659.80	17,761.10	13,473	12,955	165,101	-	-	14,405.20	-	309.1
2014	32,862.80	18,304.60	13,944	13,408	169,228	-	-	14,788.30	-	319.1
2015	34,177.30	18,865.90	14,495	13,938	172,613	-	-	15,208.90	-	305.2
2016	35,373.50	19,349.30	14,955	14,379	176,065	-	-	15,564.40	-	308.8

## Online Advertising Revenues

A significant area of growth for the advertising industry involves online advertising. According to Emarketer, which includes daily research articles, analyst reports, and a database of e-business and online marketing statistics, aggregated and analyzed from over 2,800 sources, online ad revenues will increase through 2013. See Table below.

### US Online and Total Ad Revenues, 2009-2013

billions, % change and % of total

	2009	2010	2011	2012	2013
<b>Total online ad revenues</b>	<b>\$22.66</b>	<b>\$26.04</b>	<b>\$31.50</b>	<b>\$36.85</b>	<b>\$41.92</b>
% change	-3.4%	15%	21%	17%	14%
<b>Total ad revenues</b>	<b>\$163.59</b>	<b>\$170.90</b>	<b>\$172.85</b>	<b>\$177.81</b>	<b>\$184.83</b>
% change	-16%	4%	1%	3%	4%
<b>Online % of total</b>	<b>14%</b>	<b>15%</b>	<b>18%</b>	<b>21%</b>	<b>23%</b>

Note: 2009 and 2010 data from IAB/PWC

Source: Citigroup Investment Research, Dec 8, 2011

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## Online Advertising Tactics

Within the area of online advertising, the following table shows the top online tactics that will be deployed in 2012.

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### Online Marketing Tactics for Which Spending Will Increase in 2012 According to US Ad Agencies and Public Relations Firms

*% of respondents*

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#### Social engagement



#### Digital content



#### CRM



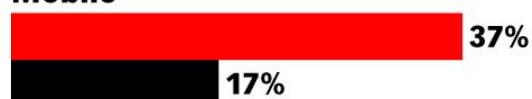
#### Analytics



#### Search



#### Mobile



■ Public relations firms

■ Ad agencies

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Source: *lonelybrand*, "Agency Growth Blueprint 2012: Analyzing Business Development Practices In Advertising and Public Relations Agencies," Nov 15, 2011

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www.eMarketer.com

## OBJECTIVES/GOALS OF PEPPERDINE'S ADVERTISING PROGRAM

The objectives and goals of the Advertising Program at Pepperdine University are to:

- 1) emphasize that a sense of vocation requires an integration of faith and training in a particular field of endeavor as well as the utilization of that vocation for a life of service;
- 2) equip students for the evolving world of advertising, including digital advertising;
- 3) teach critical thinking and the application of the advertising research;
- 4) provide training in the enterprise of science, including the design of a research project, the implementation of a campaign, the analysis and interpretation of data, and the presentation of ad campaigns to a real class client and professionals;
- 5) develop first-hand knowledge of ad campaigns;
- 6) provide access to undergraduate research activities under the direction of members of the advertising faculty, including the opportunity to design and implement an ad project;
- 7) foster understanding of ethical issues in advertising;
- 8) make students aware of the diverse career opportunities in the advertising field and provide guidance on how to find an internship before graduation and a job after graduation;
- 9) integrate diversity in course work

## ADVERTISING PROGRAM LEARNING OUTCOMES (PLOS)

### **Advertising Program's PLOs**

1. Describe and analyze the relevant theories, practice, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication.
2. Design effective visual communication for various advertising approaches that combine the use

of print, online and other multi-media communication.

3. Create and defend the strategy and execution of a creative ad campaign for a client(s).

4. Develop advertising media buying and planning strategies.

5. Develop and integrate communication strategies in an advertising project(s)

**Table 1. Advertising Program Learning Outcome Matrix (I = introduced; D= Demonstrated; M = mastered)**

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
MSCO 220	I	I		I	I
ADV 375				D	I/D
ADV 475	D	D			D
ADV 561	D	D			D
ADV 575	M	M	M	M	M
MSCO 371	I	D			I

Table 2 presents an alignment map that relates learning outcomes identified by the Advertising Program with those outlined by Seaver College and the Communication Division. Advertising courses related to both sets of learning outcomes are listed on the right hand side of the table.

PLO#1 Describe and analyze the relevant theories, practice, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication.

PLO#2: Design effective visual communication for various advertising approaches that

combine the use of print, online and other multi-media communication.

PLO#3: Create and defend the strategy and execution of a creative ad campaign for a client(s).

PLO#4: Develop advertising media buying and planning strategies.

PLO#5: Develop and integrate communication strategies in an advertising project(s) .

Table 2. Alignment Map of Learning Outcomes

School: Seaver College/Communication Division

Program: Advertising

Student Learning Outcomes from IEOs	Advertising Program Learning Outcomes (PLOs)	Courses
<p>Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.</p>	<p>PLO #1: Describe and analyze the relevant theories, practice, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication.</p> <p>PLO #2: Design effective visual communication for various advertising approaches that combine the use of print, online and other multi-media communication.</p> <p>PLO #3: Create and defend the strategy and execution of a creative ad campaign for a client(s).</p> <p>PLO#4: Develop advertising media buying and planning strategies.</p>	<p>MSCO 220</p> <p>MSCO 371</p> <p>ADV 575</p> <p>ADV 475</p> <p>ADV 375</p> <p>ADV 561</p>

	PLO #5: Develop and integrate communication strategies in an advertising project(s) .	
Explore the complex relationship between faith, learning, and practice.	PLO #1: Describe and analyze the relevant theories, practice, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication.	MSCO 220 MSCO 371 ADV 575 ADV 595 ADV 475 ADV 375 ADV 561
Develop and enact a compelling personal and professional vision that values diversity.	PLO #1: Describe and analyze the relevant theories, practice, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication.  PLO#5: Develop and integrate communication strategies in an advertising project(s) .	MSCO 220 MSCO 371 MSCO 475 ASCO 575
Apply knowledge to real-world challenges.	PLO#2: Design effective visual communication for various advertising approaches that combine the use of print, online and other multi-media communication.  PLO#3: Create and defend the strategy and execution of a creative	MSCO 220 ADV 575 ADV 475 ADV 595

	<p>ad campaign for a client(s).</p> <p>PLO#5: Develop and integrate communication strategies in an advertising project(s) .</p>	
<p>Recognize the responsibility and call to use one’s talents in the service of others rather than merely for personal or material gain.</p>	<p>PLO#1 Describe and analyze the relevant theories, practice, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication</p>	<p>MSCO 220</p> <p>ADV 575</p> <p>ADV 475</p> <p>DV 595</p>
<p>Demonstrate commitment to service and civic engagement.</p>	<p>PLO#1 Describe and analyze the relevant theories, practice, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication</p>	<p>MSCO 220</p> <p>ADV 575</p> <p>ADV 475</p> <p>ADV 595</p>
<p>Read widely, think critically, and communicate clearly.</p>	<p>PLO #1: Describe and analyze the relevant theories, practice, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication.</p> <p>PLO #2: Design effective visual communication for various advertising approaches that combine the use of print, online and other multi-media communication.</p> <p>PLO #3: Create and defend the strategy and execution of a creative ad campaign for a client(s).</p> <p>PLO#5: Develop and integrate</p>	<p>MSCO 371</p> <p>ADV 575</p> <p>ADV 475</p> <p>ADV 561</p> <p>ADV 375</p>

	communication strategies in an advertising project(s) .	
Engage in responsible conduct and allow decisions and directions to be informed by a value-centered life.	<p>PLO#3: Create and defend the strategy and execution of a creative ad campaign for a client(s).</p> <p>PLO#5: Develop and integrate communication strategies in an advertising project(s) .</p>	<p>MSCO 220</p> <p>ADV 575</p> <p>ADV 475</p>
Use global and local leadership opportunities in pursuit of justice.	<p>PLO#3: Create and defend the strategy and execution of a creative ad campaign for a client(s).</p> <p>PLO#5: Develop and integrate communication strategies in an advertising project(s) .</p>	<p>MSCO 220</p> <p>ADV 575</p> <p>ADV 475</p>

## PROGRAM QUALITY

### Student Profile

Student recruitment focuses primarily on predictors of academic success, such as either SAT or ACT scores and high school GPA. The average high school GPA for the Advertising Program is almost the same average as for the Communication Division.

Table 3. High School GPA from Fall 2005 – Spring 2011

Term	Advertising	COM Total
2056	3.50	3.53
2066	3.45	3.52
2076	3.42	3.52
2086	3.48	3.55
2096	3.49	3.54
2106	3.47	3.54

Table 4. High School GPA from Fall 2005 – Spring 2011

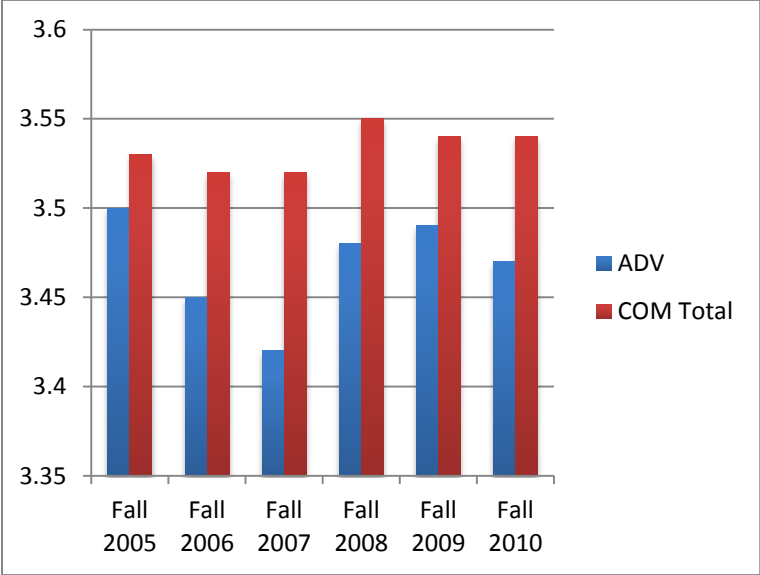


Table 5. Advertising Majors

	2005	2006	2007	2008	2009	2010
<b>Freshman</b>	58	33	44	32	33	19
<b>Sophomore</b>	60	59	36	49	43	35
<b>Junior</b>	41	59	59	35	41	42
<b>Senior</b>	70	80	94	84	61	64

<i>GPAs</i>	2005	2006	2007	2008	2009	2010
<b>HS GPA</b>	3.50	3.45	3.42	3.48	3.49	3.47
<b>Pep GPA</b>	2.96	2.88	2.85	2.84	2.87	2.93
<b>ACT</b>	24	24	24	25	25	25
<b>SAT Math</b>	584	581	582	592	592	602
<b>SAT Verbal</b>	565	559	559	561	545	570

Table 6. Communication Division Majors

	2005	2006	2007	2008	2009	2010
<b>#</b>	809	810	856	842	806	720
HS	3.53	3.53	3.53	3.56	3.56	3.55
Pep	3.10	3.07	3.07	3.08	3.09	3.12
ACT	25	25	25	25	26	26
SAT Math	587	586	588	595	594	594
SAT Verbal	577	576	575	579	580	592

#### Faculty Profile

The Department of Advertising has one tenured faculty member; one full-time visiting

faculty member, who also is Director of Internships; three adjunct faculty; and one part-time visiting faculty member who teaches in the Communication Division and Fine Arts Division; two men and four women; and in terms of ethnicity, five are classified as white and one is classified as Asian American. Currently, one member of the advertising faculty is tenured and there are no advertising faculty members on tenure track.

The list of faculty and their specific rank are as follows: Dr. Ginger Rosenkrans (Associate Professor), Debbie Wideroe (Visiting Assistant Professor and Director of Internships), Dana Zurzolo (Visiting Assistant Professor for the Communication and Fine Arts Divisions—part time with Communication Division), Brian Hemsworth (Adjunct Professor), Joe Huggins (Adjunct Professor), and Hong Kha (Adjunct Professor). Specialties of the faculty are diverse enough to accommodate the curriculum offered within the department. Table 5 shows a breakdown of each faculty member's specialty, and Table 6 shows the courses taught by each member of the faculty.

Note: Matt McKissick (Adjunct Professor) and Makenzie Rasmussen (Adjunct Professor) will teach MSCO 371 beginning Spring 2012.

Table 7. Expertise of Members of the Advertising Faculty.

Faculty Member	Highest Degree	Institution	Expertise
Ginger Rosenkrans	PhD, 2001	Nova Southeastern University	Digital Advertising (online, mobile, tablet, social media, emerging digital advertising)
Debbie Wideroe	EdM, 1983	Harvard University	Marketing and Branding, Entertainment Licensing and Merchandising, Sustainability
Brian Hemsworth	MBA, 2002	California Lutheran University	Media Planning, Brand Development, Social Media
Hong Kha	MA, 2002	California State University, Los Angeles	Education Technology
Joe Huggins	MA, MBA	NYU	Marketing of entrepreneurial service ventures
Dana Zurzolo	MA, 2001	Pepperdine University	Graphic Design, Typography, Fiber Arts

Table 8. List of courses offered and faculty members responsible for each course.

Courses Offered	Courses Taught
ADV 599: Advertising Directed Studies	Rosenkrans
ADV 595: Advertising Internship	Rosenkrans, Wideroe
ADV 575: Advertising Campaign	Wideroe, Rosenkrans
ADV 475: Copy and Layout	Rosenkrans
ADV 561: Advertising Research and Planning	Wideroe, Rosenkrans, Huggins
ADV 375: Advertising Media	Hemsworth, Wideroe
MSCO 371: Communication Graphics	Rosenkrans, Zurzolo, Kha, McKissick*, Rasmussen*
MSCO 220: Introduction to Integrated Marketing Communication	Rosenkrans, Wideroe, Furtney
	*Begins in Spring 2012

### ASSESSMENT OF LEARNING OUTCOMES FOR THE AD PROGRAM

#### Learning Outcome 1:

Describe and analyze the relevant theories, practice, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication.

This learning outcome is assessed in ADV 575, ADV 475, ADV 561, MSCO 371, and MSCO 220.

In each of the courses assessment is done by the depth of understanding through exams, portfolios, and/or projects. Students master this learning outcome in ADV 575 by developing an individual ad campaign project; students demonstrate this outcome in ADV 475 through a creative ad campaign group project; students demonstrate this in ADV 561 through the use of assignments; students in MSCO 371 are introduced to this learning outcome through individual projects and a progressive portfolio; and in MSCO 220 students are introduced to this outcome through use exams and a group project.

Examples of Evidence of Student Learning Outcome that aligns with this Program Learning Outcome

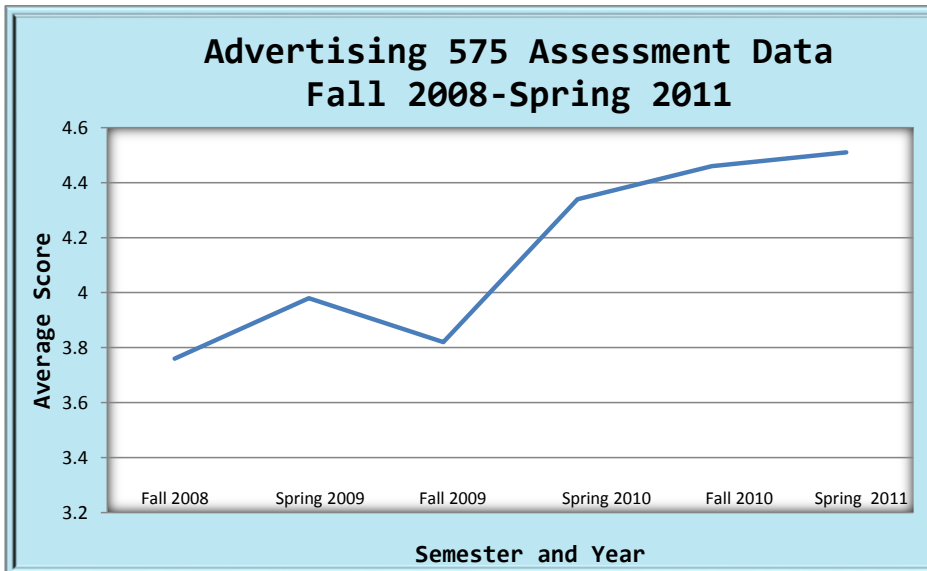
ADV 575

ADV 575 is the Ad Major's capstone course. The following charts demonstrate that the past 5 years students are demonstrating mastery in this Program Learning Outcome. Evidence is based on rankings of 1-5 by internal and external reviewers, with the average of 4.25 over the past five years. Improvement can be made in the digital/online area of the ad campaign (execution of online/digital). Please see the appendix on the rubrics used to assess this program learning outcome.

Question #	Q1	Q2	Q3	Q4	Q5	Average
Fall 2008	3.6	3.7	3.9	3.7	3.9	3.76
Spring 2009	3.9	3.9	4.0	3.8	4.3	3.98
Fall 2009	3.8	4.1	3.7	3.7	3.8	3.82
Spring 2010	4.2	4.4	4.1	4.5	4.5	4.34
Fall 2010	4.3	4.4	4.8	4.2	4.6	4.46
Spring 2011	4.7	4.2	4.8	4.4	4.4	4.50
<b>Average</b>	<b>4.08</b>	<b>4.12</b>	<b>4.22</b>	<b>4.05</b>	<b>4.25</b>	

Key

ed Mastery in visual communication that combines the use of print, online, and other multi-media communication  
ed Mastery in the ability to defend the strategy and execution of a creative ad campaign  
ed Mastery in the ability to develop ad media planning strategies  
ed Mastery in the ability to develop and integrate communication strategies into a creative ad campaign  
ed Mastery in the ability to describe any research theories, practice, legal, and ethical challenges



**ADV 561**

ADV 561 student learning outcomes regarding SLO 1 are aligned with this program learning outcome.

Student Learning Outcomes

1) Field Specific Knowledge and Experience: Students will be expected to reflect a knowledge of the critical concepts of Advertising, Account Planning and Research based on Consumer Behavior theory drawn from sound traditional principles and supported by current, challenging examples. The level of knowledge gained will be measured through two examinations based on the text, class presentations and handout material.

2) Critical Thinking Skills: Students will develop the ability and the perspective necessary for successfully applying consumer behavior marketing concepts. An ongoing review of pertinent current events will provide a model for students to apply consumer behavior theory from various perspectives they progress through the course.

3) Written Communication Skills: Students are required to submit a professionally written project paper / presentation that reflects a clear, interesting and effective communications style with relevant insights and examples. The project / term report and two essay examinations are assigned to measure the application of effective, clear written communications skills.

The following table provides information on how various forms of assessment contribute to the student learning outcomes as highlighted above.

Form of Assessment	1	2	3
Attendance and Participation in Sessions	X	X	
Case Study Discussion	X	X	X
Mid-Term Exam	X	X	X
Final Exam	X	X	X
Final Project	X	X	X

Evidence shows students are achieving the student learning outcomes as well as program learning outcomes in ADV 561. For example, nearly all students adequately answered two of several final exam questions that show students are learning theories relevant to advertising.

Example of two final exam questions:

1. As the recession's impact on employment and consumer spending lingers, marketers must monitor the situation and alter their marketing strategies to respond to current economic conditions and consumer's resources. Identify and describe strategies that companies can implement to adjust their product design, pricing, promotion or distribution in response to these changing dynamics.
2. What three key concepts did you find most useful in understanding customer behavior? Why are they important to you?

### **ADV 475**

In ADV 475, evidence shows during the past five years that students are analyzing and demonstrating the use of theories, ethical applications, legal applications, and diversity in their creative ad campaigns. An average ranking of 4.0 (out of 5) from internal and external reviewers were given for this Program Learning Outcome. The following is a sample from the Fall 2011 Butterfly Twists ad campaign's print ad draft reflecting diversity.

### **MSCO 371**

Over the past five years, students have been introduced to the theories, diversity, legal and ethical issues in advertising. Students' work and questions embedded in exams reflect their understanding in these areas.

#### Assessment Techniques

- Direct and Indirect Assessment: Pre- and post-test terms and survey
- Direct Assessment: Rubrics to evaluate hands-on exercises
- Direct Assessment: Rubrics to evaluate print designs
- Direct Assessment: Rubrics to evaluate website design
- Direct Assessment: Rubrics to evaluate portfolio
- Direct Assessment: Midterm
- Indirect Assessment: Course survey

### **MSCO 220**

In the past five years, MCO 220 has undergone several changes. It was originally a course designed for ADV 275: Principles of Advertising. The course then changed to MSCO 292: Introduction to Advertising

and PR and then changed to MSCO 220: Introduction to Integrated Marketing Communication. With a culture of assessment in the Ad Major Program, assessment of student learning in MSCO is in progress.

Advertising and PR faculty have been working together to assess this course. The goals of the course are to equip students with the ability to critically examine advertising as a means of communication, an economic and social institution, a tool of marketing and public relations, and an influence on consumer buying decisions and behavior. This includes the exploration of terminology used in the advertising, marketing, and PR industries that provide them with the ability to produce an advertising and PR project (e.g., branding strategy, lifecycle stage, target audience, media choices/media planning relative to target audience, appeals used in ads, slogans and logos, ad copy, design principles, research employed, news releases, PR and marketing in all media).

### MSCO 220: Introduction to Integrated Marketing Communication

#### Student Learning Outcomes (SLOs)

A student who successfully completes this course should be able to:

1. Articulate an understanding of important advertising, integrated marketing communication, and public relations theories, terms, and concepts
2. Critically assess advertising as a means of communication, an economic and social institution, a tool for marketing and public relations, and an influence on consumer buying decisions and behavior
3. Differentiate the influence and role of public relations in society, its value to organizations in building mutually beneficial relationships with internal and external publics, its value to publics in contributing to their ability to make informed decisions, and its use as a tool for marketing and advertising
4. Identify various communication formats and the media planning and buying strategies used to deploy them
5. Demonstrate competent oral and written communication skills
6. Critically evaluate public relations, IMC, and advertising messages and ethical behavior that communicates with diverse groups in a sensitive manner

MSCO 220's Student Learning Outcomes support the Advertising, Integrated Marketing Communication, and Public Relations Program Learning Outcomes (PLOs) by introducing students to relevant theories, visual communication, media planning and buying strategies, research, philosophies, ethics, diversity, and practices in these professions and allowing them to demonstrate that understanding through a major project

#### **Assessment techniques**

Direct Assessment: Pre-Post test terms

Indirect Assessment: Pre-class survey

Direct Assessment: Rubrics to evaluate Advertising and Public Relations written project

Direct Assessment: Rubrics to evaluate project presentation

Direct Assessment: Rubrics to evaluate class assignments

Direct Assessment: Midterm

Direct Assessment: Final exam

Indirect Assessment: Post-class survey

### **Learning Outcome 2:**

**Design effective visual communication for various advertising approaches that combine the use of print, online and other multi-media communication.**

This learning outcome is assessed in ADV 575, ADV 475, ADV 561, MSCO 371, and MSCO 220.

One of the primary goals is to assess student learning through exams, portfolios, and/or projects. In ADV 575 students demonstrate mastery of this outcome through an individual ad campaign project that is then presented to external and internal reviewers who evaluate the campaign; in ADV 475 students demonstrate this outcome through a creative ad campaign group project that is presented to multiple external and internal judges that evaluate the campaign; in ADV 561 students demonstrate this outcome through assignments; in MSCO 371 students demonstrate this outcome through individual projects and a progressive portfolio; and in MSCO 220 students are introduced to this outcome through exams and a group project.

### ***Examples of Evidence of Student Learning Outcome that aligns with this Program Learning Outcome***

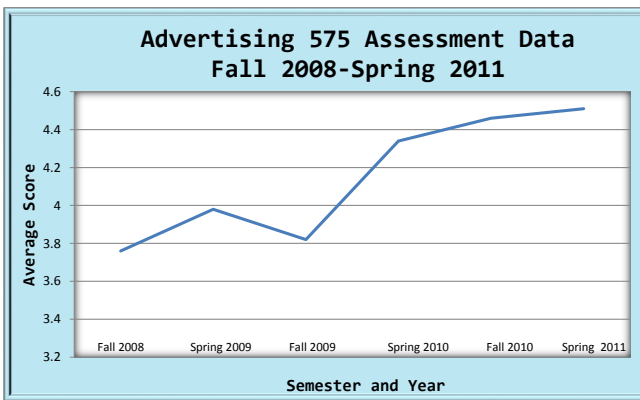
#### **ADV 575**

ADV 575 is the Ad Major's capstone course. The following charts demonstrate that the past 5 years students are demonstrating mastery in this Program Learning Outcome. Evidence is based on rankings of 1-5, with the average of 4.08 over the past five years. Improvement can be made in the digital/online area of the ad campaign (execution of online/digital). Please see the appendix on the rubrics used to assess this program learning outcome.

Question #	Q1	Q2	Q3	Q4	Q5	Average
Fall 2008	3.6	3.7	3.9	3.7	3.9	3.76
Spring 2009	3.9	3.9	4.0	3.8	4.3	3.98
Fall 2009	3.8	4.1	3.7	3.7	3.8	3.82
Spring 2010	4.2	4.4	4.1	4.5	4.5	4.34
Fall 2010	4.3	4.4	4.8	4.2	4.6	4.46
Spring 2011	4.7	4.2	4.8	4.4	4.4	4.50
<b>Average</b>	<b>4.08</b>	<b>4.12</b>	<b>4.22</b>	<b>4.05</b>	<b>4.25</b>	

**Key**

ed Mastery in visual communication that combines the use of print, online, and other multi-media communication  
 ed Mastery in the ability to defend the strategy and execution of a creative ad campaign  
 ed Mastery in the ability to develop ad media planning strategies  
 ed Mastery in the ability to develop and integrate communication strategies into a creative ad campaign  
 ed Mastery in the ability to describe any research theories, practice, legal, and ethical challenges



**ADV 561**

ADV 561 student learning outcomes regarding SLO 1 are aligned with this program learning outcome. Evidence of achieving this outcome is reflected through presentations of students’ final project. Below are excerpts from one of the presentations.

**ADV 475**

Direct assessment (external and internal – judges for creative ad campaign) show students are effectively combining the use of print, online, and other multimedia.

Based on the performance of midterms and judges’ comments, online advertising could be improved. For example, during Fall 2011 the average midterm grade for digital designs was 80% and the average final campaign rubric ranking for the digital ad designs was “satisfactory.” Some of the judges indicated that a course in digital advertising could help improve student learning of digital strategy and execution.

Direct assessment from the professor in students' drafts indicate learning the past five years. Below is an example of Group drafts 1,2 and the final from Fall 2010 classes. Please see appendix for the rubrics used to assess students' final campaign demonstrating copywriting and layout.

#### ADV 475.01

Team 1: 80% Draft 1; 88% Draft 2; 95% Draft 3 (final one)

Team 2: 78% Draft 1, 84% Draft 2, 96% Draft 3 (final one)

Team 3: 88% Draft 1, 90% Draft 2, 96% Draft 3 (final one)

Team 4: 90% Draft 1, 92% Draft 2, 98% Draft 3 (final one)

#### ADV 475.02

Team 1: 78% Draft 1; 82% Draft 2; 90% Draft 3 (Final)

Team 2: 82% Draft 1; 85% Draft 2; 98% Draft 3 (Final)

Team 3: 82% Draft 1; 86% Draft 2; 90% Draft 3 (Final)

#### **MSCO 371**

**Course content ranges from Photoshop, Illustrator, Quark, InDesign, Dreamweaver, and Flash to principles of design, animation, advanced design; typography, package design and portfolio development.**

Student Learning: Course delves into the meaning, intent and productive development of visual communication as it relates to all forms of mass media. Emphasis is given to the application of design concepts, terminology, production techniques, layout, typography, and graphic presentations.

Students are expected to practice the design process in course projects and demonstrate an analytic ability to discern elements of good design as applied to all various and distinct forms of visual media such as magazines, websites, billboards, etc. using imagery and typography.

**The following** sites contain samples of completed class projects, as well as historical style references and color schemes, photography, and resumes. Students have, in fact, used these

Pepperdine websites to attain employment or secure competitive internships.

<http://students.pepperdine.edu/kmlund/>

<http://students.pepperdine.edu/schung5/>

<http://students.pepperdine.edu/lacarter/>

<http://students.pepperdine.edu/tlallstu/>

<http://students.pepperdine.edu/aranschu/>

<http://students.pepperdine.edu/knbaker/>

<http://students.pepperdine.edu/klbeauch/>

<http://students.pepperdine.edu/cebergen/>

<http://students.pepperdine.edu/aubergad/>

<http://students.pepperdine.edu/lrbowdit/>

### **Learning Outcome 3:**

**Create and defend the strategy and execution of a creative ad campaign for a client(s).**

This learning outcome is assessed in ADV 575 and ADV 475.

In ADV 575 students demonstrate mastery of this outcome through an individual ad campaign project that is then presented to external and internal reviewers who evaluate the campaign; and in ADV 475 students demonstrate this outcome through a creative ad campaign group project that is presented to multiple external and internal judges that evaluate the campaign. Please see the appendix on the rubrics used to assess this program learning outcome.

#### ***Examples of Evidence of Student Learning Outcome that aligns with this Program Learning Outcome***

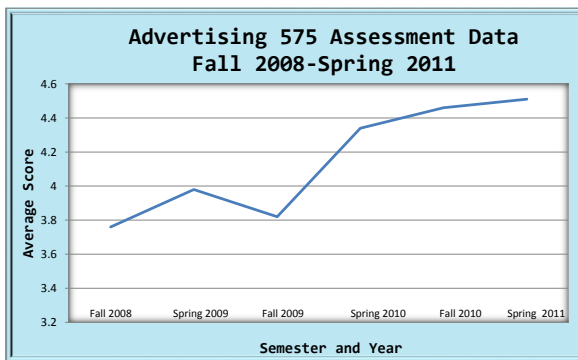
##### **ADV 575**

ADV 575 is the Ad Major's capstone course. The following charts demonstrate that the past 5 years students are demonstrating mastery in this Program Learning Outcome. Evidence is based on rankings of 1-5, with the average of 4.12 over the past five years. Improvement can be made in the digital area of the ad campaign (strategy and execution). Please see the appendix on the rubrics used to assess this program learning outcome.

Question #	Q1	Q2	Q3	Q4	Q5	Average
Fall 2008	3.6	3.7	3.9	3.7	3.9	3.76
Spring 2009	3.9	3.9	4.0	3.8	4.3	3.98
Fall 2009	3.8	4.1	3.7	3.7	3.8	3.82
Spring 2010	4.2	4.4	4.1	4.5	4.5	4.34
Fall 2010	4.3	4.4	4.8	4.2	4.6	4.46
Spring 2011	4.7	4.2	4.8	4.4	4.4	4.50
Average	4.08	4.12	4.22	4.05	4.25	

**Key**

ed Mastery in visual communication that combines the use of print, online, and other multi-media communication  
 ed Mastery in the ability to defend the strategy and execution of a creative ad campaign  
 ed Mastery in the ability to develop ad media planning strategies  
 ed Mastery in the ability to develop and integrate communication strategies into a creative ad campaign  
 ed Mastery in the ability to describe any research theories, practice, legal, and ethical challenges



**ADV 475**

For the past five years, students in ADV 47 have demonstrated this Program Learning Outcome.

For over nine years students have been involved in the development and presentation of a creative ad campaign for a real client. Students compete in teams and present their work to ad professional judges (external reviewers) and faculty (internal reviewers). Their work includes two drafts and a final campaign book and presentation on ad strategy; research; target market; big idea development and deployment; theories; diversity; ethical and legal applications; and execution of online/digital ads, print ads, out of home ad, package design, point of purchase ad, direct mail, radio, Youtube spot, and ad pieces of choice that culminate in an integrated ad campaign pitched to the client and ad guest judges.

Direct evidence shows students are meeting this Learning Outcome with an average score of “Good” (ranking of Excellent, Good, Satisfactory, Unsatisfactory, and Unacceptable) the past five years. Direct evidence also indicates out of the campaign, the most improvement that needs to be made is the Online/Digital strategy and execution where the average ranking has been “Satisfactory.”

**After the pitch event in ADV 475, SapientNitro offered paid internships to each of the winning team members in the Fall 2011 ADV 475.01 class. SapientNitro has asserted**

**it will continue to offer paid internships to the ADV 475 team winners for future semesters.**

Example of Fall 2011 ADV 475.01 Ad Campaign Competition pitches for Medgest all-natural probiotic. 1 faculty judge (internal reviewer) evaluated three teams' final campaign pitches using rubrics that include this program PLO: Create and Defend the strategy and execution of a creative ad campaign for a client(s). 2 faculty judges (internal reviewers) evaluated four teams' final campaign pitches using rubrics that include this program PLO: Create and Defend the strategy and execution of a creative ad campaign for a client(s).

Student Team	Excellent 5	Good 4	Satisfactory 3	Unsatisfactory 2	Unacceptable 1
1-SmartSharks	2				
2-Simplexity		1	1		
3-Bucketlist		2			
4-Nam			2		

22 judges (external reviewers) evaluated four teams' final campaign pitches using rubrics that include this program PLO: Create and Defend the strategy and execution of a creative ad campaign for a client(s).

Student Team	Excellent 5	Good 4	Satisfactory 3	Unsatisfactory 2	Unacceptable 1
1-SmartSharks	5	17			
2-Simplexity	3	15	4		
3-Bucketlist	4	18			
4-Nam		15	7		

Fall 2011 ADV 475.02 Ad Campaign Competition pitches for Medgest all-natural probiotic.

1 faculty judge (internal reviewer) evaluated three teams' final campaign pitches using rubrics that include this program PLO: Create and Defend the strategy and execution of a creative ad campaign for a client(s).

Student Team	Excellent 5	Good 4	Satisfactory 3	Unsatisfactory 2	Unacceptable 1
1-Sock Puppet		1			
2-Runaway		1			
3-Accolade			1		

22 judges (external reviewers) evaluated three teams' final campaign pitches using rubrics that include this program PLO: Create and Defend the strategy and execution of a creative ad campaign for a client(s).

Student Team	Excellent 5	Good 4	Satisfactory 3	Unsatisfactory 2	Unacceptable 1
1-Sock Puppet	4	18			
2-Runaway	5	17			
3-Accolade		8	14		

**Please see the appendix for rubrics used to evaluate student learning.**

## Learning Outcome 4:

### Develop advertising media buying and planning strategies.

This learning outcome is assessed in ADV 575, ADV 375, and MSCO 220.

This outcome for ADV 575 is measured through an individual ad campaign that integrates media planning and buying strategies. ADV 375 is a critical component of advertising theory, with the course typically falling midway through the program. The course integrates both quantitative and qualitative analysis of traditional and non-traditional media. This learning outcome is measured by examinations, class projects, and a final group project and presentation designed to synthesize and integrate the entire course content. In MSCO 220, this learning outcome is introduced to students and is measured through a class assignment and exams.

### *Examples of Evidence of Student Learning Outcome that aligns with this Program Learning Outcome*

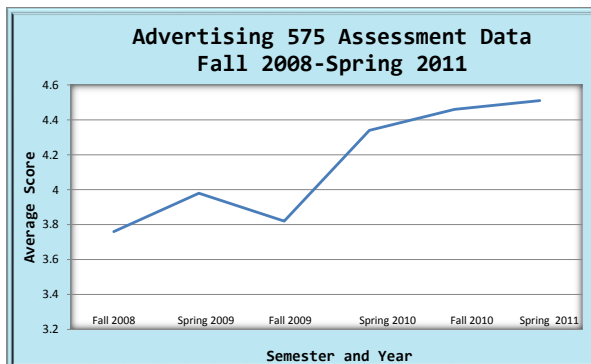
#### ADV 575

ADV 575 is the Ad Major's capstone course. The following charts demonstrate that the past 5 years students are demonstrating mastery in this Program Learning Outcome. Evidence is based on rankings of 1-5, with the average of 4.22 over the past five years.

Question #	Q1	Q2	Q3	Q4	Q5	Average
Fall 2008	3.6	3.7	3.9	3.7	3.9	3.76
Spring 2009	3.9	3.9	4.0	3.8	4.3	3.98
Fall 2009	3.8	4.1	3.7	3.7	3.8	3.82
Spring 2010	4.2	4.4	4.1	4.5	4.5	4.34
Fall 2010	4.3	4.4	4.8	4.2	4.6	4.46
Spring 2011	4.7	4.2	4.8	4.4	4.4	4.50
Average	4.08	4.12	4.22	4.05	4.25	

#### Key

ed Mastery in visual communication that combines the use of print, online, and other multi-media communication  
ed Mastery in the ability to defend the strategy and execution of a creative ad campaign  
ed Mastery in the ability to develop ad media planning strategies  
ed Mastery in the ability to develop and integrate communication strategies into a creative ad campaign  
ed Mastery in the ability to describe any research theories, practice, legal, and ethical challenges



## ADV 375

Example of Spring 2011 ADV 375.01 Direct Evidence include a Final Project (Media Plan).

1 faculty member and 1 external judge evaluated 9 teams' (37 students) final media plans using rubrics that include program SLOs 3, 4, and 5:

PLO #4- Develop advertising media buying and planning strategies.

# of students	Excellent	Good	Satisfactory	Unsatisfactory	Unacceptable
37	5	4	3	2	1
37	16	17	4	0	0

ADV 375 Final Exam (Course Comprehensive)

37 students' final examinations using rubrics that include this program SLO: Develop advertising media buying and planning strategies.

# of students	Excellent	Good	Satisfactory	Unsatisfactory	Unacceptable
37	5	4	3	2	1
37	17	13	5	2	0

(Rubric Key: Excellent = A/A-; good = B+/B/B-; Satisfactory = C+/C/C-; Unsatisfactory = D+/D/D-; Unacceptable = F)

Students in this course during Fall 2011 demonstrated application of audience measurement (e.g., coverage vs composition, frequency of different media; audited, circulation, audience accumulation, ABC, BPA, SRDS, rating share, HH, HH1, TVHH, HUT, etc.); research media strateg; frequency, effective frequency, passalong, CPM, CPC, DMA, RPC, etc; and tactics (e.g., technographics, demographics, media kit contents, target market, demographics). During the Fall 2011 ADV 375 class, students also demonstrated learning through the midterm, final exam, final group project, and overall course grade. For example, the average course grade evaluating this learning outcome was 92% and the average final exam was 89%. The average midterm grade was 94% and the average group project grade to evaluate this outcome was 90%. Please see appendix for samples of students' work that demonstrate learning.

Overall, during the past five years, evidence indicates students are achieving this learning outcome.

## **Learning Outcome 5:**

### **Develop and integrate communication strategies in an advertising project(s)**

**This learning outcome is assessed in ADV 575, ADV 475, ADV 561, MSCO 371, and MSCO 220.**

One of the primary goals is to assess student learning through exams, portfolios, and/or projects. In ADV 575 students demonstrate mastery of this outcome through an individual ad campaign project that is then presented to external and internal reviewers who evaluate the campaign; in ADV 475 students demonstrate this outcome through a creative ad campaign group project that is presented to multiple external and internal judges that evaluate the campaign; in ADV 561 students demonstrate this outcome through assignments; in ADV 375 students are introduced and demonstrate this outcome through a media plan project; in MSCO 371 students are introduced to this outcome through individual projects and a progressive portfolio; and in MSCO 220 students are introduced to this outcome through exams and a group project.

### ***Examples of Evidence of Student Learning Outcome that aligns with this Program Learning Outcome***

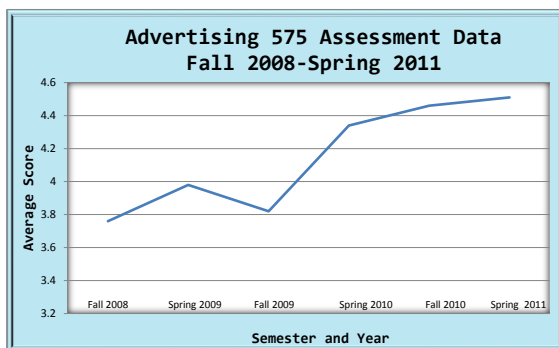
#### **ADV 575**

ADV 575 is the Ad Major's capstone course. The following charts demonstrate that the past 5 years students are demonstrating mastery in this Program Learning Outcome. Evidence is based on rankings of 1-5, with the average of 4.05 over the past five years. Please see chart.

Question #	Q1	Q2	Q3	Q4	Q5	Average
Fall 2008	3.6	3.7	3.9	3.7	3.9	3.76
Spring 2009	3.9	3.9	4.0	3.8	4.3	3.98
Fall 2009	3.8	4.1	3.7	3.7	3.8	3.82
Spring 2010	4.2	4.4	4.1	4.5	4.5	4.34
Fall 2010	4.3	4.4	4.8	4.2	4.6	4.46
Spring 2011	4.7	4.2	4.8	4.4	4.4	4.50
Average	4.08	4.12	4.22	4.05	4.25	

**Key**

ed Mastery in visual communication that combines the use of print, online, and other multi-media communication  
ed Mastery in the ability to defend the strategy and execution of a creative ad campaign  
ed Mastery in the ability to develop ad media planning strategies  
ed Mastery in the ability to develop and integrate communication strategies into a creative ad campaign  
ed Mastery in the ability to describe any research theories, practice, legal, and ethical challenges



**ADV 561**

Students in ADV 561 are achieving learning of this outcome through the class Student Learning Outcome: A written project paper / presentation that reflects a clear, interesting and effective communications style with relevant insights and examples. The project / term report and two essay examinations are assigned to measure the application of effective, clear written communications skills.

The following table provides information on how various forms of assessment contribute to the student learning outcome as highlighted above. This student learning outcome aligns with the 5<sup>th</sup> Ad Major Program Learning Outcome.

**Measures of Student learning outcome in ADV 561 that aligns with the 5<sup>th</sup> Ad Major Program Learning Outcome.**

<b>Form of Assessment</b>
Case Study Discussion
Mid-Term Exam
Final Exam
Final Project

The measures used to evaluate student learning show students are successfully achieving this Program Learning Outcome.

**ADV 475**

Evidence shows students are learning, based on scores of their two rough drafts to the final campaign book and pitch. This 5th Student learning Outcome was met: Develop and integrate communication strategies in an advertising project(s)

Additional Evidence:

**After the pitch event in ADV 475, SapientNitro offered paid internships to each of the winning team members in the Fall 2011 ADV 475 class. SapientNitro has asserted it will continue to offer this for future semesters.**

**TIMELINE FOR EVALUATING THE ADVERTISING PROGRAM'S  
LEARNING OUTCOMES**

Table 9. Identified Courses and Timeline for Evaluation of the Advertising Program's Learning Outcomes


Program Outcomes	Course for Assessment	Timeline	Direct Evidence	Indirect Evidence	Reporting
3, 5 (1-year review)	ADV 575 ADV 475	2010-2011	Project, exams, external and internal reviewers	Stduent evaluation	2011
1,2,3,4,5 (5-year review)	ADV 575 ADV 475 ADV 561 ADV 375 MSCO 371 MSCO 220	2011-2012	Projects, exams, portfolios, assignments, external and internal reviewers	Stduent evaluation	2012
1, 4 (1-year review)	MSCO 220 ADV 475 ADV 375 MSCO 371 MSCO 220	2012-2013	Projects, exams, portfolios, assignments, external and internal reviewers	Stduent evaluation	2013
2, 3 (1-year review)	ADV 575 ADV 475	2013-2014	Projects, exams, portfolios, assignments,	Stduent evaluation	2014





	ADV 561 MSCO 371 MSCO 220		external and internal reviewers		
4, 5 (1 year- review)	ADV 575 ADV 475 ADV 561 ADV 375 MSCO 371 MSCO 220	2013- 2014	Projects, exams, portfolios, assignments, external and internal reviewers	Stduent evaluation	2014

In addition to the five major learning outcomes identified for the Advertising Program, each course offered to advertising majors also lists learning outcomes. An example of a learning alignment map that will be placed in future syllabi is shown in Table 8. Table 9 provides a timeline for the assessment of each course.

ALIGNMENT OF COURSE LEVEL LEARNING OUTCOMES WITH  
PROGRAM LEARNING OUTCOMES

Table 10. Alignment Example of Course Level Learning Outcomes with Program Learning Outcomes

Advertising PLOs		ADV 475
#1: Describe and analyze the relevant theories, practice, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication.		Describe, analyze, apply relevant theories in a creative ad campaign

<p>#1: Describe and analyze the relevant theories, practice, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication.</p>		<p>Include diversity in a creative ad campaign</p>
<p>#1: Describe and analyze the relevant theories, practice, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication.</p>		<p>Describe ethical and legal challenges in the fields of advertising</p>
<p>#2: Design effective visual communication for various advertising approaches that combine the use of print, online and other multi-media communication.</p>		<p>Design and write copy for print, online/digital, video, radio, out of home, point of purchase, direct mail, and other media that targets a specific market</p>
<p>#3: Create and defend the strategy and execution of a creative ad campaign for a client(s).</p>		<p>Create and defend the strategy and execution of a creative ad campaign for a client.</p>
<p>#5: Develop and integrate communication strategies in an advertising project(s)</p>		<p>Create and defend the strategy and execution of a creative ad campaign for a client.</p>

**TIMELINE FOR ASSESSMENTS OF ALL ADVERTISING COURSES**

**Table 11. Timeline for Assessments of All Advertising Courses**

Course	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
ADV 575	*	*	*		*
ADV 475	*	*	*	*	*
ADV 561		*			
ADV 375	*	*	*	*	*
ADV 595		*			*
MSCO 220		*	*		*
MSCO 371	*	*	*	*	*

## SUMMARY AND REFLECTION

Pepperdine's Advertising program has a unique relationship with the University's mission, focusing on the importance of service, purpose, and leadership. Faculty in the program train and prepare students to become advertising professionals equipped with excellent advertising skills while maintaining high levels of ethical standards and service leadership for the industry and for the world. To generate students as qualified professionals, the program's coursework is carefully developed and sequenced in a highly rigorous pattern, combined with practical training components to meet the Program Learning Objectives. Student Learning Outcomes are aligned with the Program Learning Outcomes, which are aligned with the University's Mission.

Establishing a strategic partnership program with outside corporations/agencies and nonprofits as well as partnering with alumni working in the field is significant for the advertising major. For example many alumni return as guest speakers or judges for in-class ad campaign presentations for ADV 575 and ADV 475. The student class advertising competitions have become so popular that Pepperdine's Alumni department has taken notice and has co-sponsored these events. As many as 30+ Pepperdine alumni have attended these events.

The Advertising Program's presence in the West is significant. Most other large academic programs in Advertising are located in the East and Midwest regions. With possible exceptions of programs at University of Texas/Austin and at the University of Oregon, Pepperdine's Advertising Program presence is well-established as an institution providing a B.A. in Advertising.

### Recommendations for Pepperdine's Advertising Program

The advertising program/major as well as other media related programs/majors at Pepperdine must keep current with the industry by offering the latest in advertising media classes (e.g., interactive media or digital media) in its curriculum. Pepperdine's students must be given an education that equips them with the ability to analyze, design, and bring to market advertising media using the latest digital design trends in a rapidly changing advertising climate.

Suggestions to keep Pepperdine's advertising major at the forefront of the industry include offering two advertising tracks: Creative (Online and digital design) and Account Management (media planning and buying, research, strategy, digital, etc.). Each of these tracks could include an interactive media component, such as classes in interactive advertising management, digital media, online consumer research, media alliances, advertising graphics and production, interactive advertising design, integrated strategy, integrated communication campaigns as well as digital metrics, online privacy, and nontraditional media concepts. The leading advertising Universities are already doing this. The University of Texas at Austin and Florida International University already offer advertising tracks under the above mentioned categories.

From the analysis of 23 universities, 16 of 23 universities offer an advertising degree program; one university offers an advertising concentration (Cal State Fullerton), and one university offers a journalism-advertising degree (University of Oregon). Of the 16 universities that offer an advertising degree, several universities are now offering "tracks" with an emphasis in either a creative track or an account management (or media) track with PR being a completely separate degree. Also it was noted that most of the other universities had several more faculty and staff on hand for their advertising programs, and offer more specialized classes to choose from. Additionally, most universities appoint an academic advisor to advise students whereas Pepperdine's Ad Major Program's one tenured faculty member advises all ad majors. One of the Ad Major's Visiting Professors volunteers to advise ad majors. Further, most universities have more full-time professors (tenured, tenure-track) than Pepperdine.

A suggested area of improvement based on assessment and comparison of Pepperdine's Ad Major to other universities could include returning to an introduction to advertising course (similar to other peer institutions) or Introduction to Advertising and Integrated Brand Communication (similar to University of Texas at Austin) instead of the current introduction to Integrated Marketing Communication course (MSCO 220) that covers Advertising, PR, and Marketing. The current MSCO 220 course is geared toward accommodating three majors' Program Learning Outcomes (Advertising, PR, and IMC) instead of only Advertising.

### **Ad Program Weaknesses**

**Pepperdine Ad Major's weakness** is its lack of offering curriculum tracks to allow students to specialize in one advertising competency track (e.g., creative, account management) with interactive included in both tracks. Another observation has been a lack of an Online/Digital Media Strategy course in the curriculum. Although online advertising/media strategy is discussed in MSCO 220, ADV 375, ADV 475, and ADV 575, during the 2009-2011 academic years, external reviewers judging/evaluating students' ad campaign in ADV 575 and ADV 475

suggested on the rubrics that students' acquire more knowledge and learning in online media (i.e., web analytics, research skills in online advertising, media planning in online advertising, creativity in online ads, various online advertising/media formats). Additionally, many alumni who attend the ADV 475 pitches as evaluators/judges indicated the need and importance of having an online media course in the curriculum. During the Spring 2011 ADV 475 campaign competition, 15 of the 31 external judges were alumni. Nine alumni indicated the need to develop an online media class that includes strategy, types/formats of online advertising to reach the target market, etc. During the Fall 2011 ADV 475 campaign pitches, a total of 57 combined ad judges (external reviewers) for two pitch events indicated on rubrics that students need more training in digital media. One judge, an alumna, wrote on the evaluations sheet: "Please work with all groups on digital." Each class scored either "unsatisfactory" or "satisfactory" in the digital component of the creative ad campaign.

Pepperdine's faculty to student ratio may be much lower than other universities (see previous write-ups on comparison to other universities in this report) and choice of available elective class offerings may be much lower when compared to other universities.

Pepperdine's faculty to student ratio may be much lower than other universities (see previous write-ups on comparison to other universities in this report) and choice of available elective class offerings may be much lower when compared to other universities. Additionally, there is only one full-time tenured faculty member, one full-time visiting faculty member who also serves as the Director of Internships in the Communication Division, one part-time visiting faculty member, and three adjuncts. Most of the student advising for the approximately 130 ad majors is done by the one full-time tenured faculty member.

Pepperdine needs to compare the number of advertising majors (130) to the number of tenured faculty members (1) and number of tenure-track faculty (0) and determine if additional tenure-track advertising faculty members are needed. When compared to other Pepperdine majors and other universities the Pepperdine's full-time tenured advertising faculty to student ratio is much higher. Without adding additional full-time tenure track advertising professors the advertising major will suffer in the long run. For example, the advertising club has been eliminated several years ago due to lack of faculty resources and keeping the advertising major competitive with additional academic tracks will be impossible without additional tenure-track faculty members.

Previously (2007 and prior), there were two full-time tenured faculty members and one full time visiting professor that were augmented with a few adjunct faculty members representing the advertising major. Now there is one full-time tenured faculty member, one full-time visiting member (also assumes director of internships position), and one part-time visiting faculty member augmented with several more adjunct faculty members. When one of the tenured advertising faculty members left several years ago, that position has

never been filled. This has left only one tenured faculty member to teach, research, advise, commit to Seaver Faculty Association committees, and write the one year and 5-year Ad Major Program assessment reports. The Ad Major is in need of at least one more tenure-track faculty member.

The current MSCO 220 course covers Advertising, PR, and Marketing to accommodate three majors (Advertising, Integrated Marketing Communication, and PR) instead of only Advertising. Peer institutions offer courses in either Introduction to Advertising or Introduction to Advertising and Integrated Brand Communication.

The advertising class sizes have increased the past five years without adding professors. The IMC Major is a new major since the last five year review, and this major requires two advertising classes: MSCO 220 and ADV 375. Additionally, ADV 575 and ADV 475 are elective classes for the IMC Major. This has increased the number of students in each class and many times has pushed it over 20 students. ADV 375 and ADV 561 consistently have over 20 students in class. ADV 475 has had the need to offer two sections during the fall semester or it would reach close to 40 students in the class if only one section were offered. This has taxed the class sizes with the same number of professors teaching before the increase in advertising major enrollment and the IMC major.

### **Ad Program Strengths**

**Strengths of the Ad Major Program** are its ongoing connections to the advertising and media industry through classroom speaking engagements, alumni relations, internships, and applied classroom projects and assignments. Guest speakers from leading advertising and media firms are actively recruited each semester to present their work and experiences or critique student projects, such as in ADV 475 and ADV 575. External (professionals, including alumni) and internal (faculty) reviews of student learning outcomes strengthen the program and contribute to the evidence of student learning through their evaluations. That relationship with industry executives and alumni gives students real world experiences and networking job opportunities that other universities would be hard pressed to match. Evidence from students' work and evaluations show students are learning the SLOs and PLOs.

Pepperdine's Communication Division and Advertising Department have a robust internship program headed by Visiting Advertising Professor Debbie Wideroe. This internship program offers students competitive opportunities to engage in real-world advertising work experience. Pepperdine is ideally located in the Los Angeles area boasting some of the biggest and award-winning advertising and media agencies in the world that offer internships (e.g., TBWA Chiat Day, BBDO, R&PA, Horizon, Initiative, Saatchi & Saatchi, Fox, OMD, Dreamworks, J Walter Thompson, E! Entertainment, NBC, CBS, Zenith Media,

SapientNitro). The 2007-2008 academic year had a successful internship entry-level placement rate of 72%, and the 2009-2010 academic year had a successful internship entry-level placement rate of around 70%.

Additional strengths of the Ad Major Program are the faculty who teach in the program. During the past several academic years, the program brought seasoned and experienced faculty teaching core advertising courses (see curriculum map): three adjunct faculty, two visiting faculty, and one tenured faculty member. Faculty members in the program support each other. For example, many faculty members attend the ADV 575 and ADV 475 campaign pitches to provide internal assessment of student learning outcomes. Further, faculty members gather once a year to discuss the ad major program. During the 2010-2011 annual meeting faculty discussed the strengths of the program, such as assessment, the program course requirements and location in the LA area.

Direct evidence in ADV 575 indicates students are learning. Direct evidence of student learning the SLOs aligned with the PLOs was supported by internal and external reviewers of students' ad campaign pitches to their external and internal reviewers. Indirect and Direct Evidence in ADV 475 indicate students are learning. Internal and external reviewers of students' ad campaign pitches to their class client, the midterm exam, and assignments supported direct evidence of student learning outcomes aligned with the PLOs. Indirect evidence includes course exit questions, which also show students are learning the SLOs and PLOs. Direct Evidence in ADV 375 indicates students are learning. Direct evidence of student learning the SLOs was supported by internal and external reviewers of students' ad media campaign pitches to their external and internal reviewers, the midterm, and the final exam. Additionally, direct evidence of student learning in ADV 561 is demonstrated through exams. Further, direct evidence in MSCO 371 indicates student learning. Student learning outcomes in MSCO 371 align with the program learning outcomes, which are demonstrated through projects, assignments, midterms, final exams, and portfolios.

Other strengths of the Ad Program are its ongoing connection to the advertising and media industry through classroom speaking engagements, alumni relations, internships, and applied classroom assignments. Guest speakers from leading advertising and media firms are actively recruited each semester to present their work and experiences or critique student projects. That relationship with industry executives and alumni gives students real world experiences and networking job opportunities that other universities would be hard pressed to match.

One significant example on how Pepperdine's Ad program is a leader in the industry is with the internship relationship Pepperdine has established with SpaiientNitro. SpaiientNitro's Vice President and Director of Marketing for North America attended the Fall 2011 ADV 475.01 student competition pitches and evaluated each team's work. SpaiientNitro was so impressed that the company has offered paid internships to each of the winning team members in the Fall 2011 ADV 475.01 class. SpaiientNitro has asserted it will continue to

offer this for future semesters. Another significant example of the success of Pepperdine’s advertising internship program was during the 2011-2012 academic year, one Ad Major Alumnus and a parent of an Ad Major Alumnus made two separate donations to the Ad Program. These are two separate examples on how Pepperdine’s advertising program is a lead producer of advertising students within the industry and also a lead producer of active Pepperdine alumni within the university.

## APPENDIX

### Appendix A: Grading Rubric for External Reviewers for ADV 475 Campaign

**Ad Guest Judges’ Evaluation Team Name:** \_\_\_\_\_

**1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>: Rank Team**\_\_\_\_\_

Excellent	Good	Satisfactory	Unsatisfactory	Unacceptable		COMMENTS
5	4	3	2	1		

Newspaper print ad designs (color and black and white)

Excellent	Good	Satisfactory	Unsatisfactory	Unacceptable	
5	4	3	2	1	

Magazine print ad designs (color and black and white)

Excellent	Good	Satisfactory	Unsatisfactory	Unacceptable	
5	4	3	2	1	

Out of Home

Excellent	Good	Satisfactory	Unsatisfactory	Unacceptable	
5	4	3	2	1	

Twitter, Facebook

Excellent	Good	Satisfactory	Unsatisfactory	Unacceptable	
5	4	3	2	1	

Point of Purchase

Excellent	Good	Satisfactory	Unsatisfactory	Unacceptable	
5	4	3	2	1	

Direct Mail

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable

5            4            3            2            1

Package Design

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable

5            4            3            2            1

Digital Advertising (2 kinds):

1st one: \_\_\_\_\_

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable

5            4            3            2            1

Digital Advertising

2nd one: \_\_\_\_\_

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable

5            4            3            2            1

Ad piece of choice #1 \_\_\_\_\_

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable

5            4            3            2            1

Ad piece of choice #2 \_\_\_\_\_

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable

5            4            3            2            1

Radio Spot

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable

5            4            3            2            1

Youtube

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable

5            4            3            2            1

Strategy Statement/Selling Concept/overall pitch

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable

5            4            3            2            1

Comments:

**Appendix B: Grading Rubric for ADV 475 Ad Campaign Internal Reviews**

**Ad Guest Judges' Evaluation Team Name:** \_\_\_\_\_

**1st, 2nd, 3rd, 4th: Rank Team** \_\_\_\_\_

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

COMMENTS

Newspaper print ad designs (color and black and white)  
Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

Magazine print ad designs (color and black and white)  
Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

Out of Home  
Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

Twitter, Facebook  
Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

Point of Purchase  
Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

Direct Mail  
Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

Package Design  
Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

Digital Advertising (2 kinds):  
1st one: \_\_\_\_\_

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

Digital Advertising  
2nd one: \_\_\_\_\_

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

Ad piece of choice #1 \_\_\_\_\_

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

Ad piece of choice #2 \_\_\_\_\_

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

Radio Spot

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

Youtube

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

Strategy Statement/Selling Concept/overall pitch

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

Comments:

Appendix C: Grading Rubric for External Reviewers for ADV 575 Campaign (aligns with Program Learning Outcomes)

Demonstrates Mastery in the relevant theories, practice, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication.

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

Demonstrates Mastery in effective visual communication design for various advertising approaches that combine the use of print, online and other multi-media communication.

Excellent | Good | Satisfactory | Unsatisfactory| Unacceptable  
5            4            3            2            1

**Demonstrates Mastery in creating and defending the strategy and execution of a**

## **creative ad campaign**

Excellent | Good | Satisfactory | Unsatisfactory | Unacceptable

5            4            3            2            1

## **Demonstrates Mastery in developing advertising media buying and planning strategies**

Excellent | Good | Satisfactory | Unsatisfactory | Unacceptable

5            4            3            2            1

## **Demonstrates Mastery in developing and integrating communication strategies in an advertising project(s)**

Excellent | Good | Satisfactory | Unsatisfactory | Unacceptable

5            4            3            2            1

## **Appendix D: MSCO 371 Pre-and Post-Assessment Questionnaire**

Name: \_\_\_\_\_ date: \_\_\_\_\_

1. What do the letters d.p.i. mean?

- a. Double Point Incline
- b. Dots Per Inch
- c. Decimals per inch
- d. Design Point Inclines

2. What file resolution do we assume appropriate for the Web?

- a. 72
- b. 150
- c. 300
- d. 500

3. What file resolution do we assume appropriate for print?

- a. 72

- b. 150
  - c. 300
  - d. 500
4. What are some differences between RGB and CMYK files?
- a. one is for Web, one is for Print
  - b. One is for digital images, one is for analog images
  - c. one represents process colors, one represents spot colors
  - d. a. and b. are both correct
5. Sans serif typefaces are:
- a. Often considered modern and clean.
  - b. Decorative and curly
  - c. Not used for body copy, or full paragraphs of text
  - d. Found only on gravestones
6. What is html?
- a. Hyped type made language
  - b. Hyper text markup language
  - c. Human text made language
7. What is the *best* file format for high resolution image printing?
- a. BMP
  - b. TIFF
  - c. GIF
  - d. JPEG
8. What is the best file format for photo-realistic web images?
- a. JPEG
  - b. GIF
  - c. TIFF
  - d. PDF
9. What is the best file format for multi-page layouts?
- a. SWF
  - b. PNG
  - c. BMP
  - d. PDF

10. A raster file is essentially:

- a. pixels and object-based curved edges
- b. pixels and a grid-like layout
- c. rastings and curved edges

11. A vector file is essentially:

- a. pixels and curved edges
- b. curved edges and compact algorithmic data
- c. curved objects and compact algorithmic data
- d. pixels and large data file size

12. There are three kinds of figure/ground relationships. What are they?

- a. Dynamic, stable, and figurative
- b. Reversible, ambiguous, and figurative
- c. Figurative, ambiguous, and dynamic
- d. Stable, reversible, and ambiguous

13. What are warm colors?

- a. orange, green, violet
- b. yellow, green, blue
- c. red, yellow, orange
- d. blue, green, turquoise

14. What are cool colors?

- a. orange, green, violet
- b. yellow, green, blue
- c. red, yellow, orange
- d. blue, green, turquoise

15. Justified text is:

- a. flush left, aligned right text columns
- b. even along both sides of the text column
- c. evenly distributed across and down the page
- d. proof-read and ready for publication

***Gestalt Principles:***

16. This principle explains that people often perceive objects as a group or pattern because they look alike.

- a) Similarity    b) Proximity    c) Figure/ground    d) Closure    e) Continuity

17. A smooth flowing line leads the viewer's eye to another point on the layout.

- a) Similarity    b) Proximity    c) Figure/ground    d) Closure    e) Continuity

18. People will perceive an object as "complete" if enough information is given.

- a) Similarity    b) Proximity    c) Figure/ground    d) Closure    e) Continuity

19. Items are perceived as a unified whole if they are near each other.

- a) Similarity    b) Proximity    c) Figure/ground    d) Closure    e) Continuity

20. People can differentiate one object from another because of this principle.

- a) Similarity    b) Proximity    c) Figure/ground    d) Closure    e) Continuity

***True or False:***

21. Contrast is required to perceive figure and ground.

- a) True    b) False

22. Colors adjacent to each other on the color wheel are “Complimentary.”

- a) True      b) False

23. Photoshop is the best software program in which to build a logo.

- a) True      b) False

24. CMYK stands for *yellow, black, cyan and magenta* Inks.

- a) True      b) False

25. An RGB file is best viewed in printed materials.

- a) True      b) False

26. CMYK and RGB are *color modes* used only in Photoshop.

- a) True      b) False

27. Using Dreamweaver requires that you be fluent in html.

- a) True      b) False

28. By definition, a .gif, .jpg, and .png files are single layer files.

- a) True      b) False

29. Photo-realistic images prepared for the web should be .jpg files.

- a) True      b) False

30. Web animations should also be saved as .jpg files.

a) True      b) False

31. Commonly used Illustrator tools are the Rubber stamp and the Dodge and burn.

a) True      b) False

32. Commonly used Photoshop tools are Cell insert and Rollover image.

a) True      b) False

33. The placement and shape of text paragraphs is referred to as "formatting."

a) True      b) False

34. Leading is the vertical space between lines of text; tracking is horizontal.

a) True      b) False

35. "Old Style" typefaces refer back in history in typefaces like, "American Typewriter."

a) True      b) False

36. Advertisements for newsprint must be generated for quickly than for television.

a) True      b) False

37. Advertisements for the internet are quite restrictive in color palettes and size.

a) True      b) False

38. Hierarchies and focal points are essentially the same thing in graphic design.

a) True      b) False

39. Graphic design is a shrinking professional field because of technology.

a) True      b) False

40. Graphic design is concerned about the placement of images AND type.

a) True      b) False

**Appendix E: Grading Rubric for Portfolios**

<b>Rank</b>	<b>Required items</b>	<b>Concepts</b>	<b>Reflection/Critique</b>	<b>Overall Presentation</b>
5	All required items are included, with a significant number of additions.	Items clearly demonstrate that the desired learning outcomes for the term have been achieved. The student has gained a significant understanding of the concepts and applications.	Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives.	Items are clearly introduced, well organized, and creatively displayed, showing connection between items.
4	All required items are included, with a few additions.	Items clearly demonstrate most of the desired learning outcomes for the term. The student has gained a general understanding of the concepts and applications.	Reflections illustrate the ability to critique work, and to suggest constructive practical alternatives.	Items are introduced and well organized, showing connection between items.
3	All required items are included.	Items demonstrate some of the desired learning outcomes for the term. The student has gained some understanding of the concepts and attempts to apply them.	Reflections illustrate an attempt to critique work, and to suggest alternatives.	Items are introduced and somewhat organized, showing some connection between items.

2	A significant number of required items are missing.	Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts.	Reflections illustrate a minimal ability to critique work.	Items are not introduced and lack organization.
0	No work submitted			

*Based on Pierette Pheeny, in The Science Teacher, October 1998.*

**Appendix F: Samples of overall rankings of ADV 475's Program Learning Outcome #3**

Fall 2011 ADV 475.01 Ad Campaign Competition pitches for Butterfly Twists ballet flats

2 faculty judges (internal reviewers) evaluated four teams' final campaign pitches using rubrics that include this program PLO: Create and Defend the strategy and execution of a creative ad campaign for a client(s).

Student Team	Excellent	Good	Satisfactory	Unsatisfactory	Unacceptable
	5	4	3	2	1
1- SmartSharks	2				

2-Simplicity		1	1		
3-Bucketlist		2			
4-Nam			2		

22 judges (external reviewers) evaluated four teams' final campaign pitches using rubrics that include this program PLO: Create and Defend the strategy and execution of a creative ad campaign for a client(s).

Student Team	Excellent	Good	Satisfactory	Unsatisfactory	Unacceptable
	5	4	3	2	1
1-SmartSharks	5	17			
2-Simplicity	3	15	4		
3-Bucketlist	4	18			
4-Nam		15	7		

Fall 2011 ADV 475.02 Ad Campaign Competition pitches for Medgest all-natural probiotic.

1 faculty judge (internal reviewer) evaluated three teams' final campaign pitches using rubrics that include this program PLO: Create and Defend the strategy and execution of a creative ad campaign for a client(s).

Student Team	Excellent	Good	Satisfactory	Unsatisfactory	Unacceptable
	5	4	3	2	1
1-Sock Puppet		1			

2-Runaway		1			
3-Accolade			1		

22 judges (external reviewers) evaluated three teams' final campaign pitches using rubrics that include this program PLO: Create and Defend the strategy and execution of a creative ad campaign for a client(s).

Student Team	Excellent	Good	Satisfactory	Unsatisfactory	Unacceptable
	5	4	3	2	1
1-Sock Puppet	4	18			
2-Runaway	5	17			
3-Accolade		8	14		

Spring 2011 ADV 475.01 Ad Campaign Competition pitches for Maurice Hilliard's book, The Price of a Pearl

7 faculty judges (internal reviewers) evaluated three teams' final campaign pitches using rubrics that include this program SLO: Create and Defend the strategy and execution of a creative ad campaign for a client(s).

Student Team	Excellent	Good	Satisfactory	Unsatisfactory	Unacceptable
	5	4	3	2	1
1-Candi	5	2	0	0	0
2-Sup4	0	4	3	0	0
3-Marcz	2	3	2	0	0

27 judges (external reviewers) evaluated three teams' final campaign pitches using rubrics that

include this program SLO: Create and Defend the strategy and execution of a creative ad campaign for a client(s).

Student Team	Excellent	Good	Satisfactory	Unsatisfactory	Unacceptable
	5	4	3	2	1
1-Candi	18	6	1	0	0
2-Sup4	6	9	6	2	0
3-Marcz	5	18	3	2	0

Spring 2011 ADV 475.01 Indirect Evidence: Spring 2011 ADV 475 Indirect Evidence was used to measure SLO #3 by providing students with a pre- and post-knowledge survey in ADV 475

ADV 475.01 Spring 2011 Student Pre-knowledge Survey (11 students enrolled)

SLO	No Experience	Little Experience	Experience
Create and defend the strategy and execution of a creative ad campaign for a client(s).	11		

ADV 475.01 Spring 2011 Student Post-knowledge Survey (11 students enrolled)

SLO	No Experience	Little Experience	Experience
Create and defend the strategy and execution of a creative ad campaign for a client(s).			11

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Fall 2010 ADV 475.01 Ad Campaign Competition pitches for StyleWest's Dav multipurpose, all-weather boots

5 faculty (internal reviewers) evaluated three teams' final campaign pitches using rubrics that include this program SLO #3: Create and Defend the strategy and execution of a creative ad campaign for a client(s).

SLO	Unsatisfactory	Satisfactory	Good
Create and defend the strategy and execution of a creative ad campaign for a client(s).			15

14 professionals (external reviewers) evaluated three team's final campaign pitches using rubrics that include this program SLO #3: Create and Defend the strategy and execution of a creative ad campaign for a client(s).

SLO	Unsatisfactory	Satisfactory	Good
Create and defend the strategy and execution of a creative ad campaign for a client(s).		2	40

Fall 2010 ADV 475.02 Direct Evidence: Ad campaign competition pitches for ADV 475 to Introduce/Demonstrate the learning outcome

Fall 2010 ADV 475.02 Ad Campaign Competition for Madison Hildebrand's Agent Control website product

4 faculty evaluated three teams' final campaign pitches

SLO	Unsatisfactory	Satisfactory	Good
Create and defend the strategy and execution of a creative ad campaign for a client(s).		5	7

21 professionals evaluated three teams' final campaign pitches

SLO	Unsatisfactory	Satisfactory	Good
Create and defend the strategy and execution of a creative ad campaign for a client(s).		30	33

Indirect Evidence was used to measure SLO #3 by providing students with a pre- and post-knowledge survey in ADV 475

ADV 475.01 Fall 2010 Student Pre-knowledge Survey (17 students enrolled)

SLO	No Experience	Little Experience	Experience
Create and defend the strategy and execution of a creative ad campaign for a client(s).	17		

ADV 475.01 Fall 2010 Student Post-knowledge Survey

SLO	No Experience	Little Experience	Experience
Create and defend the strategy and execution of a creative ad campaign for a client(s).			17

ADV 475.02 Fall 2010 Student Pre-knowledge Survey (13 students enrolled)

SLO	No Experience	Little Experience	Experience
Create and defend the strategy and execution of a creative ad campaign for a client(s).	17		

ADV 475.02 Fall 2010 Student Post-knowledge Survey (13 students enrolled)

SLO	No Experience	Little Experience	Experience
Create and defend the strategy and execution of a creative ad campaign for a client(s).			17

**Samples of Indirect Assessment of ad campaign competition—Sample of Student Survey course exit comments.**

“Very, very good experience. I loved it. You should make it a course requirement. It made me assess my abilities, pushed me, and challenged me. It is a great way to really understand the process.”

“Hard but very good.”

“It was the best project I’ve done so far. I liked the campaign – felt like the final (exam) was not necessary because the project took up the whole time.”

“Because this is an upper-division class, we’ve learned all the theory over and over.

“You can only learn theory so long, but the campaign helped us put it into practice.”

“Definitely do this again. Learned a lot from all the drafts and final pitch.”

“It was really fun! You should make it a course requirement.”

“It was fun, and the fact that it was a competition made me more motivated to do well.”

“The competition was a great success. I really enjoyed it and felt much more confident for the real-world campaign creative process. We really improved from the beginning of the semester to the pitch.”

### **Samples of Indirect Assessment of ad campaign—Sample of External Reviewers’ Survey Comments**

“Super consistent and easy to follow (concept), loved the pitch, loved the first person (in pitch), so engaging, very creative work with incredible pitch, great design and excellent concept carried through on all pieces.”

“Include more training on digital strategy and tactics.”

“Include training on google analytics and search.”

“Very professional. Great ideas, great Photoshop work, great PowerPoint, very polished.”

“Good ideas. Concept flowed well throughout campaign. Loved the call for action. Target market was perfect.”

“Please work with all groups on digital.”

“Didn't like Twitter.”

“Online ads: Where is the product/box?”

“Youtube: which URL?”

“Website: Great idea to advertise a free sample, providing incentive is always good.”

“Facebook: A conversation needed. A Q and A on the wall.”

“Magazine: Good use of white space but product use needs to be more apparent.”

# **Advertising Program's Response to External Review from Brad L. Rawlins May 15, 2012**

Brad Rawlins' Site Visit: March 22-23, 2012

Brad Rawlins' External Review Report: May 15, 2012

## **Standard 1: Mission, Governance and Administration**

The Advertising Program agrees with Rawlins' suggestion to provide a general mission statement for the Mediated Programs. Faculty from Mediated Programs would need to convene to develop a broad mission statement for the Mediated side of the Communication Division.

## **Standard 2: Curriculum and Instruction**

The Advertising Program agrees with Rawlins that the advertising program provides a solid foundation for advertising principles and practices and that it might consider ways to push some advertising courses into the junior year because most of the courses that are focused on advertising occur in the senior year. The Ad Major concurs with Rawlins that the campaign course is a capstone of learning for the students where students are expected to develop and design their own product or service and completely develop an advertising strategy as an individual project. One suggestion is to move the capstone course project as a group project, which would be more reflective of what occurs in the industry. The course as it is developed is very demanding for students and the faculty member teaching the course.

Although faculty and students expressed interest in a creative track or at least more creative courses, Rawlins indicates this does not look like a possibility considering the current number of faculty teaching in advertising. There are a variety of ways, according to Rawlins, where students interested in a creative track have found ways to take courses in design from the Art Division and internships that can help them develop their skills. Another suggestion by the external reviewer is to consider developing a more formal interdisciplinary relationship with graphic design in the development of a creative track. The Ad Major Program would like to have two tracks (Media Management and Creative) to keep competitive in industry and allow students to take courses in both media and creative with a concentration in one of them. This will result in the need to hire more faculty.

The Advertising Program agrees with Rawlins about the recommendation of eliminating IMC as a program because it takes resources away from advertising and public relations

programs. This will allow the Advertising Program to focus its resources on creating updated courses in social media and digital production of content. Additionally, the Advertising Program agrees with the External Reviewer that the IMC Program could be reduced to a minor by having Advertising Major students or other Mediated Communication Major students take a minor in Marketing. And for marketing students, it would be a minor in Communication. Further, eliminated the IMC Program would allow for the external reviewer's recommendation of revising the introductory course in advertising to be more focused on communication and less on marketing.

The Ad Program agrees with the External Reviewer that most of the courses focused on advertising occur in the senior year (according to the schedule map provided) and that it might be worth considering ways of pushing some of the courses into the junior year.

The Ad Major agrees with the External Reviewer that access to one of the world's largest media markets is a strength. Proximity to a city that can provide exceptional professional learning experiences. This resource provides exceptional internships, guest speakers, and career development.

The External Reviewer suggests creating a course in social and digital media where both PR and advertising are playing in the same sandbox to reach audiences. This would create a planned integration in the curriculum that reflects the realities of the current practice. The Ad Program concurs with this suggestion.

### **Standard 3: Diversity and Inclusiveness**

Rawlins indicates that additional steps would need to be shown about how the Communication Division is addressing diversity in its learning outcomes, course content, adjunct faculty, and guest speakers. For example, the Advertising Program could keep a record of guest speakers that add to the diversity of student experiences. Note: Many guest speakers add diversity to the Ad Program.

### **Standard 4: Full-Time and Part-Time Faculty**

The Advertising Program agrees with Rawlins that currently there is an overreliance on visiting faculty and adjunct faculty. The need for full-time faculty is felt with the loads for student academic advising, internship supervision, division service, and having a long-term commitment to the success of the Advertising Programs. The Advertising Program fully supports Rawlins' strongest recommendation from his report to increase the number of full-time faculty, particularly the tenure-track faculty in advertising and public relations.

### **Standard 5: Scholarship**

The Advertising Program agrees that scholarship from full-time tenure/tenure-track faculty is essential, and with the current situation of student advising this takes considerable faculty time along with the current teaching and service loads that seem to be interfering with the Mediated Communication Division's stated scholarship expectation for tenure-track faculty. Hiring more full-time faculty would allow for more scholarship produced by the faculty. Additionally, Rawlins recommended hiring a full-time academic advisor.

### **Standard 6: Student Services**

Faculty have the primary responsibility for academic advising. The Ad Program agrees with Rawlins that with the reliance upon just a few full-time faculty, academic advising is requiring a lot of faculty time and is viewed as a burden by some. Rawlins suggests exploring various options, such as hiring a full-time academic advisor.

### **Standard 7: Resources, Facilities and Equipment**

The Ad Program agrees with the external reviewer's notes that the Communication Division's building and facilities are sufficient and up-to-date. For example, classrooms are equipped with technology to teach, and computer labs are relatively up to date with equipment and software.

### **Standard 8: Professional and Public Service**

The Ad Program agrees with Rawlins that the Major is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

### **Standard 9: Assessment of Learning Outcomes**

The Ad Program agrees with the external reviewer report that learning outcomes are stated, an assessment plan is devised, data collected, and revisions made to its curriculum to improve student learning. One of the direct measure strengths is student work in the ADV 575 capstone course and ADV 475 course are evaluated by external reviewers. Rawlins states the "advertising program has been doing this well." An additional suggestion is to use portfolio reviews, which is done in MSCO 371, but also include more external reviewers, particularly professionals, who might provide more useful data.

The Ad Program concurs with Rawlins that the assessment loop has been completed, and the program is making good use of data related to knowledge assessment.

### **Final Reviewer Comments**

Rawlins concludes in his review of the mediated programs that "one the greatest needs is for more tenure-track faculty in advertising and public relations." The Ad Major fully

concurs with this recommendation.

# Proposed Quality Improvement Plan

## Advertising Program

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**Action 1: Revise introductory course in advertising and public relations to be more focused on communication and less on marketing.**

**Evidence to support action: Recommended by External Reviewer and 5-year Assessment Report (see report). External reviewer recommended reducing IMC program to a minor. For marketing students, it would be a minor in Communication. For Communication students it would be a minor in marketing.**

**Expected outcome: Allows for more coverage on advertising and enhances student learning in advertising and less on marketing. Allows for optimum use of resources.**

**Timeline for action: Fall 2013**

**Type of action:        \_xx\_ Resource neutral        \_\_ Resources necessary**

**If resources are necessary, provide more information on the nature of resources requested (e.g., cost, resource implications, source of funds, other resources:**

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**Action 2: Hire more tenure-track faculty in advertising**

**Evidence to support action: Recommended by External Reviewer and 5-year Assessment Report (see report). Presently the advertising major has two full-time faculty members, one tenured and one extended appointment visiting whose duties are split between teaching and directing internships, and three adjunct faculty for an average of 147 majors in 2011. Responsibilities include advising the advertising majors and overseeing internships for the ad majors. For the tenured professor, responsibilities include advising ad majors, internship advising, research, and service to Division, University and Profession.**

**Expected outcome: Long-term commitment to the success of the Advertising Program.**

**Timeline for action: Fall 2013**

**Type of action:        \_\_ Resource neutral        \_xx\_ Resources necessary**

**If resources are necessary, provide more information on the nature of resources requested (i.e., cost, resource implications, source of funds, staffing, etc.):**

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**This will require the hiring of a tenure track assistant professor of advertising. We hope the division can work with the dean to identify current visiting positions that were originally tenure track and can be returned to tenure track status.**

**Action 3: Revise pre-requisites and replace COM 301 with COM 205 to allow for students to take more advertising classes in the junior year and to allow students to become more equipped in digital media.**

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**Evidence to support action: Most of the courses focused on advertising occur in the senior year and the external reviewer suggested it might be worth considering ways of pushing some of the courses into the junior year. Additionally, with the replacement of COM 301 with COM 205, students will become more equipped in digital media (see 5-year-review Ad Assessment Report)**

**Expected outcome: Expands learning.**

**Timeline for action: Fall 2013**

**Type of action:        \_xx\_ Resource neutral        \_\_ Resources necessary**

**If resources are necessary, provide more information on the nature of resources requested (i.e., cost, resource implications, source of funds, staffing, etc.):**

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**Action 4: Create a course in digital media where both PR and advertising are “playing in the same sandbox to reach audiences” (Brad Rawlins, 2012 Assessment Report).**

**Evidence to support action: Assessment data for the past several years from External Evaluators in ADV 475 and ADV 575 indicate a need (see 5-year assessment report) and the External Review Report from Brad Rawlins also indicates it.**

**Expected outcome: This would create a planned integration in the curriculum that reflects the realities of the current practice.**

**Timeline for action: 2013**

**Type of action:        \_\_ Resource neutral        \_xx\_ Resources necessary**

**If resources are necessary, provide more information on the nature of resources requested (i.e., cost, resource implications, source of funds, staffing, etc.):**

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**This will require an adjunct or full time professor to teach the class.**

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**Action 5: Create an advertising major curriculum that includes two tracks: Media Management and Creative.**

**Evidence to support action: Assessment data (see 5-year assessment report). Challenge, according to Brad Rawlins: Lack of faculty resources.**

**Expected outcome: This would prepare students in both media and creative and allow them to select media or creative to specialize/concentrate in one of these areas.**

**Timeline for action: 2014, 2015**

**Type of action:       \_\_ Resource neutral \_xx\_ Resources necessary**

**If resources are necessary, provide more information on the nature of resources requested (i.e., cost, resource implications, source of funds, staffing, etc.):**

**More faculty will be needed to have two tracks in advertising.**

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**Ginger Rosenkrans**  
Program Director/Chair

**5-21-12**  
Date

