

## **2017 Advertising Program Review**

# Program Review Guidebook for Academic Departments 2016-2017

## Advertising

### Overview

#### **PROGRAM REVIEW: INTRODUCTION**

A program review is a systematic process for evaluating and improving academic programs. It is conducted through self-evaluation and peer evaluation by external reviewers, with an emphasis on assessing the quality and degree of student learning within the program. The comprehensive analysis which the review provides and the resulting Memorandum of Understanding are used to stimulate curriculum and programmatic changes and to inform planning and budgeting processes at various levels. The program review cycle occurs every five years.

Program review is a required element in WASC Senior College and University Commission (WSCUC) accreditation and has been a part of Pepperdine's assessment cycle since 2003. While data provides the foundation for effective program review, assessment of student learning, and other quality improvement strategies, the data must be turned into evidence and communicated in useful formats. The program review does this.

When implemented effectively and followed up deliberately, program review is a powerful means for engaging faculty, staff, and administrators in evaluating and improving programs to enhance student learning. The review process is an opportunity to refine a program to meet the changing needs of student learning, retention, curriculum in various disciplines, and student support services. It is also a purposeful opportunity to link decision-making, planning, and budgeting with evidence.

This guidebook provides a framework and resources to help with the review.

#### **GUIDING PRINCIPLES**

The process is intended to be meaningful, foremost, for the department and its enhancement of student learning. As a result, the process is flexible in order to serve the needs of both small and large programs as well as academic, co-curricular, and student support programs. The review should be a collaborative process involving faculty, staff, administrators, and students in order to align more effectively the college or department with institutional goals and objectives.

Two guiding principles are embedded in this Guidebook and are consistent with WASC Senior College and University Commission (WSCUC) standards:

**\* Ongoing Evaluation of What Students Learn:**

Evidence-based program review includes: a review of program learning outcomes; evaluation of the methods employed to assess achievement of the outcomes; and analysis and reflection on learning results, retention/graduation rates, core competencies, and other outcomes data over a multi-year period.

**\* Quality Assurance, Planning, and Budgeting Decisions Based on Evidence:**

The results of the program review are to be used for follow-up planning and budgeting at various decision-making levels.

### **PREPARATION FOR PROGRAM REVIEW**

The program chair is responsible for the planning of the review. An internal committee or working group should be developed to allocate responsibilities for writing the program review including data collection, writing, and use of resources. It is recommended that a meeting occur between the committee and the Office of Institutional Effectiveness (OIE) to review data needs.

### **PROGRAM ALIGNMENT WITH THE UNIVERSITY, MISSION, AND INSTITUTIONAL OUTCOMES**

Program reviews focus on the meaning, quality, and integrity of a program as it relates to student learning and the mission of Pepperdine:

Pepperdine University is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

Each department carries out the University mission and institutional learning outcomes (ILOs). The ILOs are formed by two components:

- \* Core commitments: knowledge and scholarship, faith and heritage, and community and global understanding
- \* Institutional values: purpose, service, and leadership

Each basic commitment is seen through the lens of three essential institutional values drawn from the University mission statement: purpose, service, and leadership. These basic commitments should link to measurable objectives as stated in the student learning outcomes (SLOs).

### **OVERVIEW OF PROGRAM REVIEW COMPONENTS**

Program review at Pepperdine University is conducted on a five-year review cycle that involves three main components and six steps (see diagram below):

#### **SELF STUDY:**

- An in-depth, internal analysis written by program faculty/staff
- Department faculty or program staff (for co-curricular and student support services) conduct a departmental self-study within guidelines provided in the Guidebook. This portion of the review identifies program strengths and limitations, and suggests solutions to identified problems.

#### **EXTERNAL & INTERNAL REVIEWS:**

- An external review conducted by an outside expert in the field or discipline. The Guidebook describes how to secure qualified, objective external reviewers, including those with understanding and experience in addressing student learning outcomes assessment. Once the self-study is completed, the external review is organized.
- An internal review by the Advancement of Student Learning Council (ASLC)

#### **CLOSING THE LOOP:**

- A Quality Improvement Plan (QIP) developed by the department
- A Memorandum of Understanding (MOU) developed by the dean

Closing the Loop is used to describe the act of making decisions based on evidence. The most important product of a program review is the advancement of student learning. Therefore, the program review cycle ends by identifying evidence-based changes in the

**QIP, and then the MOU explains how the plan will be supported and carried out over the next five years.**

## **GLOSSARY OF TERMS**

**Please find the link below for the 'GLOSSARY OF TERMS'.  
<https://drive.google.com/open?id=0B6ufJTOgPx32TmZjU19JZ3FTM00>**

## **INTRODUCTION**

**Reviews begin with an introduction that provides a context for the review. In contrast to the rest of the self-study report, this portion is primarily descriptive and should include:**

### **1. INTERNAL CONTEXT**

**This begins with an overview of the program describing (as appropriate).**

- a. where the program is situated (school/division),**
- b. degrees granted, concentrations available, programs offered**
- c. where is the program located (campus location)**
- d. Provide a brief history of the program**
- e. Describe the changes made to the program since the last review.**

Pepperdine University's Seaver College is a liberal Arts college that provides students with a liberal arts education salted with "opportunities for spiritual exploration within a diverse community" (Pepperdine, 2017). A liberal arts college allows for interaction between faculty and students while grounding its curriculum in the liberal arts disciplines (AACU, 2011). The Advertising Major, implemented in 1972, equips students with the highest standards of academic excellence and Christian values through a curriculum that combines a comprehensive breadth of advertising courses. These courses underscore strategic thinking and conceptualization, advertising theories, consumer behavior, insight-based qualitative and quantitative research, effective visual communication and design practice, media planning, social media and digital strategy, campaign creation and execution, and various economic, legal, social, cultural, and ethical issues in the fields of advertising and marketing communication.

- a. The Advertising Major resides within the Communication Division, which is one of the eight divisions in Seaver College at Pepperdine University. Advertising represents one of ten primary majors offered by the Communication Division. In addition to the major requirements, Advertising students are required to complete either an "outside concentration" of 9 -12 upper division units in a subject outside of mediated Communication, or a minor in another subject area.
- b. The University grants the degree of Bachelor of Arts in Advertising upon completion of the degree requirements. No minor is offered in Advertising. In addition to the general education requirements, all advertising students must take 44 units (34 upper division) in the major, including 12 units in the Communication core and 32 units in the major, plus the previously mentioned 9 -12 upper division units in an "outside concentration." Included in the 32-unit major requirement is a required minimum 1-unit advertising internship.
- c. The program is fully housed in the Pepperdine's Malibu campus Center for Communication and Business. The second floor of this building is devoted to the Communication Division and has an availability of five standard classrooms, one large auditorium (capacity - 80), and two computer labs which can be assigned for use by the Advertising major.

d. The Advertising program has a history of over 30 years since its inception in 1972. 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.

e. In 2008, after especially heavy enrollments in the Advertising, Public Relations, and Integrated Marketing Communication majors over several years, the faculty in these three areas made the decision to combine the introductory level courses, ADV 275 and PR 255 into a new course, MSCO 220, (Introduction to Integrated Marketing Communication) which would introduce concepts and course materials common to both areas. This was approved by SAC and implemented in 2009. However, as the faculty continued to assess the acquisition of basic skills and knowledge that would prepare students to continue with their individual major requirements, they came to the realization that the single new course could not offer the depth of knowledge that was desired as an introduction to each separate subject field. Thus, in 2013, after the last 5-year review, the curriculum was returned to its former status, and MSCO 220 was replaced with ADV 275 (Introduction to Advertising) taken by the Advertising and Integrated Marketing majors, and PR 255 taken by the PR students as well as the Integrated Marketing students. Additional changes included replacing COM 301 with COM 205 (Storytelling through the Media); and adding a new course, MSCO 380 (Digital Strategy) which taught theory and skills which are in high demand among employers concerned with marketing their products online.

## **2. THE EXTERNAL CONTEXT**

**This should explain how the program responds to the needs of the area in which it serves: this can include the community, region, field, or discipline.**

The Advertising Program employs experiential learning as a key contributor to student success. Through hands-on projects and campaigns working with real-world clients, students develop the strong skill sets and competencies necessary to launch their career in the advertising and marketing fields, as well as the ability to negotiate ethical and leadership challenges with confidence. Many of these campaigns and projects directly provide a service to non-profit clients whose limited budgets for outreach would not cover the cost of hiring expensive advertising agencies to create innovative and well-planned media campaigns. Examples of campaigns which serve the community and region, in addition to improving the student learning process include the development in the Spring 2017 ADV 475 course of a creative ad campaign for the Ventura County Sheriff's Office, in 2016 developing an ad campaign for Urban Barrels, a local firm that recycles sailboat sails into outdoor gear, and in Fall 2015, creating informational advertising and media for Southern California Edison, the local power company.

One of the most rapidly developing areas in the advertising industry has been the need for employees who have mastered digital analytics, the science of measuring the effectiveness of mass communication. The addition of MSCO 380 (Digital Strategy) to the curriculum in Fall 2014 is at the forefront of new coursework that is needed as the advertising world increasingly focuses on internet and mobile/wireless-based means of consumption. As a result of this addition to the program, Pepperdine's advertising students are well-prepared to take on these tasks for future clients. Very few peer schools are currently offering such advanced coursework, so Pepperdine students are at the cutting edge of the discipline's newest trends.

**Evidence**  
**See OIE**

## OUTCOMES

### INSTITUTIONAL LEARNING OUTCOMES

Identifier	Description
CA-PEP-ILO-16.L-1-KS	Think critically and creatively, communicate clearly, and act with integrity.
CA-PEP-ILO-16.L-2-FH	Demonstrate value centered leadership.
CA-PEP-ILO-16.L-3-CGU	Demonstrate global awareness.
CA-PEP-ILO-16.P-1-KS	Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.
CA-PEP-ILO-16.P-2-FH	Appreciate the complex relationship between faith, learning, and practice.
CA-PEP-ILO-16.P-3-CGU	Understand and value diversity.
CA-PEP-ILO-16.S-1-KS	Apply knowledge to real-world challenges.
CA-PEP-ILO-16.S-2-FH	Incorporate faith into service to others.
CA-PEP-ILO-16.S-3-CGU	Demonstrate commitment to service and civic engagement.

## MISSION

### 3. MISSION, PURPOSES, GOALS, AND OUTCOMES

A key component in providing the context for the review is a description of the program's mission, purpose, goals, and outcomes.

- a. Mission - This should be a general explanation of why the program exists, what it hopes to achieve in the future, and the program's essential nature, its values, and its work.
- b. Goals are general statements of what the program wants to achieve.
- c. Outcomes are the specific results that should be observed if the goals are being met.

The program's purpose, goals, and outcomes should relate to and align with the mission and goals of the college and of the University.

a. Advertising is a key form of communication, as it is one of the most important ways companies and organizations inform the public about a product or an idea. The Advertising major equips students with the highest standards of academic excellence and Christian values through a curriculum that combines a comprehensive breadth of advertising courses. It is our mission to produce graduates who will be skilled leaders in strategic and creative fields, while never forgetting the ethical dimension in how they and their clients make and commit to choices in advertising. The coursework in the Advertising major underscores strategic thinking and conceptualization, advertising theories, consumer behavior, insight-based qualitative and quantitative research, effective visual communication and design practice, media planning, social media and digital strategy, campaign creation and execution and various economic, legal, social, cultural, and ethical issues in the fields of advertising and marketing communication. Our advertising majors learn about product advertising, supporting nonprofit organizations, and making high stakes marketing decisions.

b. The program hopes to educate and advise students so that they are ready to survive and thrive in a rapidly-changing industry. By providing outstanding access to the newest theoretical developments and practical learning experiences such as high-quality industry internships, as well as mentoring by numerous active advertising professionals and faculty members, the graduates of the Pepperdine Advertising major will be well-equipped to be leaders in the corporate, non-profit, and entertainment industries. Guest speakers from leading advertising and media firms are actively recruited each semester present their own experiences and work as well as critique student work to encourage excellence in current skills, as well as forward-thinking responses to new problems.

c. A student who graduates with a major in advertising should be able to:

- Describe and analyze/measure/assess the relevant theories, practice, digital ads, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication.
- Design effective visual communication for various advertising approaches that combine the use of print, online/digital and other multimedia communication.
- Create and defend the strategy and execution of an ad campaign for a client(s).
- Develop advertising media buying and planning strategies.

**Evidence**

See OIE

## CURRICULUM MAP

I - Introduced  
D - Developed  
M - Mastered

### Evidence

*Please attach evidence.*

For each course, indicate whether students will be Introduced to the PLO (I); Develop their skills related to the PLO (D); or demonstrate Mastery of the PLO (M) by entering I, D, or M under the appropriate PLO.

Course Number	Course Title	PLO#1	PLO#2	PLO#3	PLO#4
ADV 275	Introduction to Advertising	I	I	I	I
ADV 375	Advertising Media	I	I	D	I/D
ADV 475	Advertising Copywriting and Layout	D	D	D	
ADV 561	Advertising Research and Planning	D	D		
ADV 575	Advertising Campaigns	M	M	M	M
ADV 595	Advertising Internship		I	I	
MSCO 371	Communication Graphics	I	D	I	
MSCO 380	Digital Strategy	D	D	D	D

## ANALYSIS OF EVIDENCE: Meaning

### Analysis of Direct Student Learning: Meaning Quality and Integrity

The university is required to define and ensure a distinctive and coherent educational experience for each of its degree programs. The findings from the program assessment and analysis process should explain how effectively courses, curricula, the co-curriculum, and other experiences are structured, sequenced, and delivered so that students achieve learning outcomes at the expected levels of performance in core competencies in their majors or fields of specialization, in general education, and in areas distinctive to the institution. It means ensuring alignment among all these elements, and maintaining an assessment infrastructure that enables the institution to diagnose problems and make improvements when needed. Direct student learning, an examination of how well students are meeting the program learning outcomes, should come from the past four years of annual assessments.

(2013 WSCUC Accreditation Handbook.)

**Meaning of the Degree:** Describe how the program ensures a holistic experience by answering the following questions about the coherence and alignment within the program:

**4. What are the learning outcomes and how does the degree support the institutional mission and institutional learning outcomes? How does the degree embody the distinct values, basic commitment, and traditions of the institution?**

External (professionals) and internal (faculty and students) 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 Program have a robust internship program. This internship program offers students competitive opportunities to engage in real-world advertising work experience. Ad Majors are required to work at an internship. 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, JWT, Horizon, Initiative, Saatchi & Saatchi, Fox, OMD).

Additional strengths of the Advertising Major Program are the faculty who teach in the program. The Program brings seasoned and experienced faculty teaching. Faculty in the program support each other. For example, many faculty members attend the ADV 475 and ADV 575 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 annual Ad Major meetings faculty discuss the strengths of the program and the IMC Program, such as the program course requirements, assessment, and location in the LA area.

Indirect and Direct Evidence in ADV 475, ADV 561, ADV 575, and MSCO 380 (senior-level classes) indicate students are learning. Direct evidence of student learning the PLOs is supported by internal and external reviewers of students' ad campaign pitches to their class client in ADV 575 and ADV 475. Internal evidence is supported by student surveys indicating they had no experience in PLO #3 before the ADV 475 class started and then indicated they gained experience and confidence in PLO #3 at the end of the semester. PLO #3 for ADV 475 is to demonstrate the ability to defend the strategy and execution of a creative ad campaign.

Direct Evidence in ADV 575 indicates students are learning. Direct, authentic evidence of student learning the SLOs is supported by internal and external reviewers of students' ad campaign pitches to their external and internal reviewers. PLO #3 for ADV 575 is to master the ability to defend the strategy and execution of a creative ad campaign

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 presentations to their external and internal reviewers and the final exam. PLO #3 for ADV 375 is to Introduce/Demonstrate the ability to defend the strategy and execution of a creative ad campaign.

Direct and Indirect Evidence in MSCO 380 Digital Strategy indicate students are learning. Direct Evidence and indirect evidence were supported by students' mobile projects reviewed by clients and professors and by the final exam. Indirect evidence of students' surveys and job and internship offers as a result of students' mobile projects. These support students' learning for all SLOs and for PLO #5: Develop and integrate communication strategies in an advertising project(s).

Another significant example on how Pepperdine's Ad program is a leader in the industry is with the success of Pepperdine's advertising alumni and their participation in the Advertising Program by either guest speaking and/or judging at Pitch Events, and/or donating to the Ad Program: Art Director at RPA ad agency; Chief Growth Officer of Horizon Media; President of MBMG ad agency; Senior Client Solutions Manager, Omnicom clients; Brand Strategist on the Telemundo account; VP West Coast Sales at Telemundo; Partner at FLG Psyche social media ad agency; Creative Partner and Emmy Award winner of film Art & Copy; Partner of JJ&A POP and 2014 Seaver Distinguished Alumni; Media Planner at Quigly Simpson; Digital Specialist on Hyundai Account; Advertising Executive at Pandora; Digital Specialist at Digitas; VP at Snapchat; and Copy Writer on the Apple account. These are only a few examples on how Pepperdine's advertising program is a lead producer of advertising student graduates within the industry and also a lead producer of active Pepperdine alumni within the university.

4. Advertising Program Learning Outcomes: The student who successfully completes the Advertising major will be able to:

1. Describe and analyze/measure/assess the relevant theories, practice, digital ads, 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/digital and other multimedia communication.
3. Create and defend the strategy and execution of an ad campaign for a client(s).
4. Develop advertising media buying and planning strategies.

Institutional Learning Outcomes (ILOs) represent the knowledge, skills and attitudes that all Pepperdine students are expected to acquire during the completion of their degree from Pepperdine University. The ILOs can be categorized as three institutional values (purpose, service, and leadership) and three core commitments (Knowledge and scholarship, faith and heritage, and community and global understanding) as follows:

The student who successfully completes the Advertising degree can be expected to support the institutional mission and the institutional learning outcomes through demonstration of the following:

**Purpose: Knowledge & Scholarship: Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.**

Students demonstrate knowledge and scholarship: (1) full ad campaigns in ADV 575 and ADV 475; (2) research and ethical ad remakes in ADV 561; (3) media mix in a media plan for ADV 575, ADV 465, and ADV 375; (4) target market research in MSCO 380, MSCO 4371, ADV 561, ADV 475, and ADV 575; and (5) mobile strategy, design, launch, and optimization in MSCO 380.

**Faith and Heritage: Appreciate the complex relationship between faith, learning, and practice.**

Students demonstrate Faith and Heritage in ADV 575, ADV 475, ADV 375, and ADV 561. For example, in ADV 375 students learn about the role of the Federal Communications Commission and how they regulate TV programming in the U.S. and in ADV 561 students learn the importance of breaking down various consumers' values as well as understand the ethical issues that could surround advertisements or campaigns.

**Community and Global Understanding: Understand and value diversity.**

Students demonstrate Community and Global Understanding in ADV 575, ADV 475, ADV 375, ADV 561, and MSCO 380. Examples include full ad campaigns for a real class client in ADV 475 that involve diversity; full ad campaigns in ADV 575 that require a global understanding and application of diversity; and mobile site development and launch in MSCO 380 that requires global understanding and diversity.

**Service: Apply knowledge to real-world challenges.**

Students demonstrate the application of knowledge to real-world challenges in ADV 575, ADV 561, ADV 475, ADV 375, and MSCO 380. In each of these classes, students experience real-world challenges working with class clients and producing work for real clients.

**Leadership: Knowledge & Scholarship: Think critically and creatively, communicate clearly, and act with integrity.**

Students demonstrate Leadership in ADV 575, ADV 475, ADV 375, ADV 561, and MSCO 380. Please see comments from students under Evidence of Student Learning.

**5. Is there a coherent, aligned sequence of learning opportunities? Does the degree offer sufficient breadth and depth of learning for this particular major or program? Please explain.**

Each course builds on one another and culminates with a capstone course, ADV 575: Advertising Campaigns. Students are required to take Introduction to Advertising (ADV 275) before advancing to ADV 375: Advertising Media. Additionally, students must take ADV 275 and COM 205: Storytelling through the Media before advancing to MSCO 371: Communication Graphics. Once students successfully complete MSCO 371 they may proceed to MSCO 380: Digital Strategy and ADV 475: Advertising Copywriting and Layout. After successful completion of these courses, students advance to ADV 561: Advertising Research and Planning and ADV 575: Advertising campaigns (capstone class).

Previous Findings also show that 1/3 of the Industry Professionals (external reviewers) in ADV 475 Ad Campaign Pitches/Presentations for a real class client indicated students could use more courses in digital in addition to the Digital Strategy class to further develop and master understanding, knowledge, and skills in the ever expanding and rapidly growing field of Digital. This was based on direct and indirect evidence (rubric scores and comments). Direct Data Rubric scores for Spring 2016 and Spring 2017 are in progress. Interim, indirect data have been collected and provided in this Report. External reviewers commended the use of digital in the ad campaign and provided suggestions for enhanced development and mastering of understanding, knowledge, and skills not only in Digital Strategies but also in Digital Design and Digital/Web Analytics. For example, suggestions included a course just on web analytics and SEO.

In the 2016 assessment report, it was noted that during the Advertising Major's annual Ad Major Meeting, faculty concurred students are on the cutting edge in advertising education and that we must continue to remain on the cutting edge and in front of the curve with the advertising industry, especially in the digital advertising areas such as metrics/analytics, digital advertising, mobile, SEM, target research, media planning and buying, software platforms to develop traditional and digital ads, web development and design, and social media. Data have been collected from faculty in the Advertising Program, such as samples of students' work in each class, students'

reflections on what they have learned, and comments from external reviewers. These forms of indirect data provide evidence of learning.

Assessment Reports from 2002 through 2012 indicated with data and evidence that were collected for over 10 years the need for the Ad Major to provide a Digital Strategy class. It was approved and implemented in 2013 to not only include this course as a requirement for Ad Majors but also for PR and IMC Majors.

Over the last several assessment reports, it was indicated that Ad Major students do not have a video production course and improvement in video production is needed based on external reviewers and internal reviewers' direct assessment. A suggestion by the media industry professionals (external reviewers) in ADV 475 is to include a course in video production for Ad Majors. There is a continued need for this course based on external and internal reviewers who judge the capstone ad campaigns class and the ADV 475 class where students develop full ad campaigns for a real class client.

It is imperative that Advertising course proposals are approved and implemented in a timely manner, including the updating of current course offerings because online advertising is moving forward at a rapid pace and the Ad Major must keep current and ahead of the curve to provide students with the most cutting-edge courses to prepare them for jobs when they graduate.

Another need based on the analyses of 34 institutions is to hire more Advertising faculty, especially since Advertising faculty serve as faculty for the Advertising and IMC Majors. Southern Methodist University, one of Pepperdine's peer institutions, offers three BA in Advertising tracks with approximately 200 total Advertising majors with 35 advertising faculty (15 full time and 10 part time). Pepperdine's Ad Major boasts 126 students combined with 135 IMC Majors taking Advertising courses (267 students total) with only 6 advertising faculty (2 full time, three part time, and one teaching part time while directing the Internship full time) compared to SMU's 35 advertising major faculty for 200 students.

**6. How current is the program curriculum? How has the curriculum changed (if at all) over the last five years including the reasons for the change (e.g., the result of a learning outcome assessment) and evidence used as a basis for change?**

The faculty in the Advertising major are constantly striving to keep the program current. Proposing a new course at Seaver is a very dilatory process and cutting edge courses need to be implemented in a timely manner, including the updating of current course offerings, because online advertising is moving forward at a rapid pace and the Advertising major must keep current and ahead of the curve to provide students with the most cutting-edge courses to prepare them for jobs when they graduate.

Suggestions for enhancing knowledge and skills in our curriculum have come from the five year assessments, regular learning outcome assessments, suggestions from industry professionals who regularly evaluate student work, the faculty committee in charge of curriculum, and from alumni working in the field. As a result of these suggestions, the division planned to initiate three courses in the Digital field: (1) Digital Strategies, (2) Digital Analytics, and (3) Digital Design.

The Digital Strategies course was inaugurated in the Fall 2014 semester. The Digital Strategy class offers Pepperdine students a chance to employ leading-edge mobile design tools and is at

the forefront of equipping students with the latest industry tools and trends in Advertising.

This is a challenging, innovative, cutting-edge class. This intensive course involves new and emerging digital strategies and technologies, including web/digital analytics, Search Engine Marketing, Social Media strategies, email strategies, mobile strategies, internet/digital advertising and marketing strategies, lead generation, digital media planning and buying strategies, big data, international digital strategies, ethics, and legal guidelines. After assessing the course from Fall 2014, it was discovered that more course hours were needed to discuss analytics and SEM/SEO; thus, 5 weeks were dedicated to these areas since Fall 2014 and direct and indirect evidence indicate students have increased learning and knowledge in SEO and Analytics.

Much success has come from this class. As a result of this digital strategy class and project, several students have had job offers. Each semester students have been offered either jobs or internships as a result of this class and project.

The Ad Major curriculum does not require a video production course but it is an area of need.

**7. Please present a curriculum comparison with at least three peer institutions and with national disciplinary or professional standards if available.**

Below are three peer institutions — info based on their websites.

**Southern Methodist University**

School of the Arts

<http://smu.edu/meadows>

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

<http://www.smu.edu/Meadows/AreasOfStudy/Advertising/UndergraduateStudies/AdvertisingDigital>

<http://www.smu.edu/Meadows/AreasOfStudy/Advertising/UndergraduateStudies/AdvertisingCreative>

<http://www.smu.edu/Meadows/AreasOfStudy/Advertising/UndergraduateStudies/AdvertisingStrategicBrandMgmt>

Majors: Advertising, Art, Art History, Arts Management and Arts Entrepreneurship, Corporate Communication and Public Affairs, Creative Computation, Dance, Film and Media Arts, Journalism, Music, and 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: (1) BA Advertising — Creative Specialization, (2) BA Advertising — Digital Media Strategy, and (3) BA Advertising — Strategic Brand Management

Specialization. The advertising degree program is supported by 25 advertising faculty. The School of the Arts also offers a Minor in Advertising and a Minor in Graphic Design.

**Santa Clara University**

College of Arts and Sciences

<https://www.scu.edu/cas/communication/academic-programs/majors--minors/> . BA Communication. Does not appear to have an Advertising Major, no courses in advertising, no advertising emphasis. Similar courses required in the Ad Major: research methods, communication law.

**University of San Diego**

School of Journalism and Media Studies

<http://jms.sdsu.edu/index.php/academics/advertising>

Does not appear to have an Advertising Major or advertising courses.

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**Evidence**  
See OIE

## **PEDAGOGY**

**8. Please present measures of teaching effectiveness (e.g., course evaluations, peer evaluations of teaching or implementing, scholarship on issues of teaching and learning, formative discussions of pedagogy among faculty, survey measures, participation rates, and student satisfaction surveys).**

Students are learning in the Ad Major year-over-year based on course evaluations, peer evaluations of teaching, student success, alumni, and discussions among Ad Faculty in annual Ad Major Faculty Meetings. Students are offered entry-level jobs after pitching their ad campaigns in ADV 475 And ADV 575.

Findings from the 2015, 2016, and 2017 Industry Professional evaluations also indicate students are improving in digital strategy since a course in Digital Strategy was implemented Fall 2013 and began Fall 2014. Over 1/2 of Professionals evaluating students' campaigns recommended three areas of improvement within Digital Strategy: 1) Digital Analytics 2) Digital Design 3) Digital

Strategies. Digital Analytics, Strategy and Design are components of the digital strategy class; however, as the industry is rapidly moving it is recommended to enhance this class by adding three additional classes: a course in Digital Analytics, Digital Strategies, and Digital Design. Another area of need and improvement is video production. Students in the Ad Major do not have a video production course and improvement in video production is needed. A suggestion by the media industry professionals (external reviewers) is to include a course in video production for ad majors.

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) and internal (faculty and students) 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 Program have a robust internship program. This internship program offers students competitive opportunities to engage in real-world advertising work experience. Ad Majors are required to work at an internship. 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, JWT, Horizon, Initiative, Saatchi & Saatchi, Fox, OMD).

Additional strengths of the Advertising Major Program are the faculty who teach in the program. The Program brings seasoned and experienced faculty teaching. Faculty in the program also support each other. For example, many faculty members attend the ADV 475 and ADV 575 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 annual Ad Major meetings faculty discuss the strengths of the program and the IMC Program, such as the program course requirements, assessment, and location in the LA area.

Indirect and Direct Evidence in ADV 475, ADV 561, ADV 575, and MSCO 380 (senior-level classes) indicate students are learning. Direct evidence of student learning the PLOs is supported by internal and external reviewers of students' ad campaign pitches to their class client in ADV 575 and ADV 475. Internal evidence is supported by student surveys indicating they had no experience in PLO #3 before the ADV 475 class started and then indicated they gained experience and confidence in PLO #3 at the end of the semester. PLO #3 for ADV 475 is to demonstrate the ability to defend the strategy and execution of a creative ad campaign.

Direct Evidence in ADV 575 indicates students are learning. Direct, authentic evidence of student learning the SLOs is supported by internal and external reviewers of students' ad campaign pitches to their external and internal reviewers. PLO #3 for ADV 575 is to master the ability to defend the strategy and execution of a creative ad campaign

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 presentations to their external and internal reviewers and the final exam. PLO #3 for ADV 375 is to Introduce/Demonstrate the ability to defend the strategy and execution of a creative ad campaign.

Direct and Indirect Evidence in MSCO 380 Digital Strategy indicate students are learning. Direct Evidence and indirect evidence were supported by students' mobile projects reviewed by clients and professors and by the final exam. Indirect evidence of students' surveys and job and internship offers as a result of students' mobile projects. These support students' learning for all SLOs and for PLO #5: Develop and integrate communication strategies in an advertising project(s).

Another significant example on how Pepperdine's Ad program is a leader in the industry is with the success of Pepperdine's advertising alumni and their participation in the Ad Program by either guest speaking and/or judging at Pitch Events, and/or donating to the Ad Program: Art Director at RPA ad agency, Chief Growth Officer of Horizon Media, Senior Client Solutions Manager, Omnicom clients; Brand Strategist on the Telemundo account at Horizon Media, VP West Coast Sales at Telemundo; Partner at FLG Psyche social media ad agency; Creative Partner and Emmy Award winner of film Art & Copy; Partner of JJ&A POP and 2014 Seaver Distinguished Alumni; Media Planner at Quigly Simpson; Digital Specialist on Hyundai Account; Advertising Executive at Pandora; Digital Specialist at Digitas NY; VP at Snapchat; and Copy Writer on the Apple account. These are only a few examples on how Pepperdine's advertising program is a lead producer of advertising student graduates within the industry and also a lead producer of active Pepperdine alumni within the university.

















### ADV 575 Capstone Summary

For the past 27 years students in ADV 575 Advertising Campaigns course (graduating seniors) put the theories of advertising, marketing, promotion and public relations to work. This class is the ultimate testing ground for both creativity and knowledge. Students are responsible for putting together an entire individualized multimedia advertising campaign. From conception to finished proposal, from creative strategy to proof of performance, they develop an individually supervised ad campaign throughout the length of this course.

Students first come up with their own unique product or service idea. They develop the marketing mix strategy; perform market research (both qualitative and quantitative); construct 3-5-year comprehensive marketing and advertising plans (including green ideas, PR, marketing integration, social); a working media plan and budget (for each an unlimited budget, \$1,000,000 and for \$100k); design a prototype of the product; create a working website, sizzle reel, digital ads, print ads, out of home ads; deliver a final class pitch with a fully produced campaign book

presenting their entire campaign to top-tier industry professionals, students, and professor(s). Those who judge ADV 575 are either hiring and/or funding. In addition, Shark Tank Executive Producers have attended class as well as several of the billionaires on the hit TV series.

The use of external reviewers (e.g., advertising industry professionals) and internal reviewers (e.g., students and professors) to judge students' ad campaigns provides authentic, direct evidence for students in the Capstone Advertising course. This form of authentic evidence for student learning in the Capstone course also meets WASC's (2017) requirement for reliable results in the Capstone Course.

The judges (external and internal reviewers, authentic direct evidence) critique students' pitches based on all of the criteria in the rubrics. Direct evidence over the past five+ years consistently shows students are not only meeting, but also exceeding each Program Learning Outcome. Direct evidence also indicates one of the most needed improvements made these past three years were in the media planning and digital areas of advertising. This has been a result of a new faculty member that was hired in 2014 to teach media planning; and a result of a new course in Digital Strategy taught by advertising faculty, which was implemented and required since 2014. Evidence of this is through external reviewers' and students' feedback and comments. Further success has resulted from this course, such as internship offers and entry-level job offers in media planning. During the 2016-2017 academic year, 16 of 27 students (59%) received job offers in media planning.

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**Evidence:**

See OIE

## **ANALYSIS OF EVIDENCE: Quality**

**Quality of the Degree: In meaning of the degree student learning outcomes and curriculum matrixes were used to define the degree. Now please describe the processes used to ensure the quality of the program.**

**9. Describe the high impact practices which enrich the learning experiences (How are they integrated in the curriculum? Are they assessed?)**

**a. Service learning**

**b. Research opportunities**

**c. Internships**

**d. Other high-impact practices**

a. For over 15 years the ADV 475 class includes a semester-long experiential learning project that involves student teams developing advertising campaigns for a real class client. Grounded by the synergy effect, this experiential learning project allows senior ad major students in the upper division undergraduate advertising class to optimize ad spending of a set budget through cross-media advertising campaigns that engenders socially responsible practices. Cross-media advertising campaigns involve more than one media channel to deliver a message and students have the opportunity to extensively research the brand, competition, target market, and media placement as well as create a variety of original ad pieces (e.g., mobile ad, email ad, print ad, social media ad, out-of-home guerilla tactic ad, Internet video ad, etc.) in an ad campaign that promotes the need of the client. This experiential learning project allows students to transcend the classroom by becoming actively engaged with the client on their ad campaign projects throughout the entire semester. Each student team's ad campaigns culminate in pitch at the end of the semester to the client and media industry volunteer judges who critiqued their ad campaigns. Students' ad campaigns result in cultivating socially responsible practices and community contributions by working closely with the client while developing ad campaigns that promote the need of the client. This class project prepares and equips students from an advertising discipline perspective and from the opportunity to learn through the application of the synergy effect, skills, and knowledge applied to real-world experiences using sound ethical and socially responsible practices. Please see the attached Full Assessment Report for description and evidence of student learning and student success.

b. Students are fully engaged in research in ADV 575, ADV 561, ADV 475 (see above), ADV 375, and ADV 275.

c. Internships: Pepperdine's Communication Division and Advertising Program have a robust internship program. This internship program offers students competitive opportunities to engage in real-world advertising work experience. Ad Majors are required to work at an internship. 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, JWT, Horizon, Initiative, Saatchi & Saatchi, Fox, OMD). That relationship with industry executives 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.

d. Other high-impact practices: Another significant example on how Pepperdine's Ad program is a leader in the industry is with the success of Pepperdine's advertising alumni and their participation in the Advertising Program by either guest speaking and/or judging at Pitch Events, and/or donating to the Ad Program: Art Director at RPA ad agency; Chief Growth Officer of Horizon Media; President of MBMG ad agency; Senior Client Solutions Manager, Omnicom clients; Brand Strategist on the Telemundo account; VP West Coast Sales at Telemundo; Partner at FLG Psyche social media ad agency; Creative Partner and Emmy Award winner of film Art & Copy; Partner of JJ&A POP and 2014 Seaver Distinguished Alumni; Media Planner at Quigly Simpson; Digital Specialist on Hyundai Account; Advertising Executive at Pandora; Digital Specialist at Digitas; VP at Snapchat; and Copy Writer on the Apple account. These are only a few examples on how Pepperdine's advertising program is a lead producer of

advertising student graduates within the industry and also a lead producer of active Pepperdine alumni within the university.

**10. Co-Curricular : How intentional are the co-curricular experiences which are provided and how are they integrated into the curricular plan?**

- a. Academic and career advising programs and resources**
- b. Tutoring, supplemental instruction, and teaching assistants**
- c. Orientation and transition programs**
- d. Financial support for obtaining scholarships, fellowships, teaching assistantships, etc.**
- e. Support for engagement in the campus community**
- f. Support for emotional and psychological variables of success**
- g. Spiritual development programs and opportunities**
- h. Multicultural opportunities which support diversity**
- i. Plays, musicals, art exhibits, and lectures**
- j. the Sophomore Experience**
- k. Study Abroad**

a. Academic and career advising programs and resources: **provided by professors, internship program, in-class projects, in-class industry professional guest speakers, in-class professional alumni guest speakers, industry professional volunteer judges at campaign pitch events, class clients**

b. Tutoring, supplemental instruction, and teaching assistants: **online and library databases and resources**

c. Orientation and transition programs: **internships and career center**

d. Financial support for obtaining scholarships, fellowships, teaching assistantships, etc.: **SFA merit scholarship and other scholarships provided by the University**

e. Support for engagement in the campus community: **visits from alumni, career networking opportunities, mentorship programs, and more**

f. Support for emotional and psychological variables of success: **Pepperdine provides a host of services for students.**

g. Spiritual development programs and opportunities: **Pepperdine provides a host of services for students.**

h. Multicultural opportunities which support diversity: **In-class projects; internships; Pepperdine provides a host of services for students.**

i. Plays, musicals, art exhibits, and lectures: **Guest speakers in classes; guest speakers on campus; Pepperdine provides a host of plays, musicals, art exhibits, and lectures for students.**

j. the Sophomore Experience: **Pepperdine provides a host of services for students.**

k. Study Abroad: **Pepperdine provides a host of study abroad programs for students**

**11. Please describe evidence of students' research and publications, awards and recognition, professional accomplishments.**

Significant examples on how Pepperdine's Ad program is a leader in the industry is with the success of Pepperdine's advertising alumni and their participation in the Advertising Program by either guest speaking and/or judging at Pitch Events, and/or donating to the Ad Program: Art Director at RPA ad agency; Chief Growth Officer of Horizon Media; President of MBMG ad agency; Senior Client Solutions Manager, Omnicom clients; Brand Strategist on the Telemundo account; VP West Coast Sales at Telemundo; Partner at FLG Psyche social media ad agency; Creative Partner and Emmy Award winner of film Art & Copy; Partner of JJ&A POP and 2014 Seaver Distinguished Alumni; Media Planner at Quigly Simpson; Digital Specialist on Hyundai Account; Advertising Executive at Pandora; Digital Specialist at Digitas; VP at Snapchat; and Copy Writer on the Apple account. These are only a few examples on how Pepperdine's advertising program is a lead producer of advertising student graduates within the industry and also a lead producer of active Pepperdine alumni within the university.

Pepperdine's Ad Major : Pepperdine's Advertising Major is ranked the top 1% in the United States by College Factual and the top 15% in the United States as the highest paid graduates in 2017.

<http://www.collegefactual.com/colleges/pepperdine-university/rankings/>

**Evidence**

**STUDENT SUCCESS, ALUMNI, AND ASSESSMENT DATA**

**Student success data**

**12. What is the profile of students in the program and how does the profile relate to or enhance the purpose and goals of the program?**

**Please explain your student success data (enrollment and retention data). Evidence should include student retention and graduation rate trends (disaggregated by different demographic categories such as race, gender, first-generation students, etc.).**

**OIE provides this data annually and houses the reports on the OIE website and LiveText site.**

**Student Success Data**

**Capstone Course: ADV 575: Advertising Campaigns (Graduating Ad Major Seniors)**

For the past 27 years students in ADV 575 Advertising Campaigns course (graduating seniors) put the theories of advertising, marketing, promotion and public relations to work. This class is the ultimate testing ground for both creativity and knowledge. Students are responsible for putting together an entire individualized multimedia advertising campaign. From conception to finished proposal, from creative strategy to proof of performance, they develop an individually supervised ad campaign throughout the length of this course.

Students first come up with their own unique product or service idea. They develop the marketing mix strategy; perform market research (both qualitative and quantitative); construct 3-5-year comprehensive marketing and advertising plans (including green ideas, PR, marketing integration, social); a working media plan and budget (for each an unlimited budget, \$1,000,000 and for \$100k); design a prototype of the product; create a working website, sizzle reel, digital ads, print ads, out of home ads; deliver a final class pitch with a fully produced campaign book presenting their entire campaign to top-tier industry professionals, students, and professor(s). Those who judge ADV 575 are either hiring and/or funding. In addition, Shark Tank Executive Producers have attended class as well as several of the billionaires on the hit TV series.

The use of external reviewers (e.g., advertising industry professionals) and internal reviewers (e.g., students and professors) to judge students' ad campaigns provides authentic, direct evidence for students in the Capstone Advertising course. This form of authentic evidence for student learning in the Capstone course also meets WASC's (2017) requirement for reliable results in the Capstone Course.

The judges (external and internal reviewers, authentic direct evidence) critique students' pitches based on all of the criteria in the rubrics. Direct evidence over the past five+ years consistently shows students are not only meeting, but also exceeding each Program Learning Outcome. Direct evidence also indicates one of the most needed improvements made these past three years were in the media planning and digital areas of advertising. This has been a result of a new faculty member that was hired in 2014 to teach media planning; and a result of a new course in Digital Strategy taught by advertising faculty, which was implemented and required since 2014. Evidence of this is through external reviewers' and students' feedback and comments. Further success has resulted from this course, such as internship offers and entry-level job offers in media planning. During the 2016-2017 academic year, 16 of 27 students (59%) received job offers in media planning.



**ADV 561: Advertising Research and Planning (graduating Ad Major seniors)**

In ADV 561, consumer behavior is a dynamic analysis of the role of the consumer in the marketplace, purchasing influences, and the marketing of both products and services. For students majoring in advertising, it is essential to have a proper understanding of consumer behavior, which is a prerequisite for effective marketing and advertising decision-making.

Throughout each semester, students are provided with a variety of theories that are useful for understanding the behavior of consumers. Examples of key theories explored throughout the semester are Elaboration Likelihood Model (ELM), Motivation-Opportunity-Ability (MOA), cognitive dissonance theory, Cognitive response model, Fishbein's expectancy and value model, and Taylor's motivational strategy model.

Further, students in this graduating senior-level advertising course learn how to apply those models to devise solutions for marketing and advertising problems through examples, exercises, and short projects (indirect and direct evidence). Since the knowledge of consumer behavior drives the marketer's research efforts, all these activities entail a great deal of research from students. It revolves around the basic functions and elements of the advertising research process such as design, data collection, analysis, and presentation (direct and indirect evidence).

In one of the projects, student groups are asked to create an unconventional Public Service Announcements (PSAs) stressing "*anti-texting and driving*" for Pepperdine students. Considering the fact that today's society is filled with numerous persuasive messages, the main focus of the project is how to break through the clutter to attract consumers' attention and enhance their motivation, ability, and opportunity to process the PSA messages. Students are required to research the main problems/issues related to texting while driving by using secondary research. They review current anti-texting and driving PSAs and analyze the common themes, message execution styles, etc. Then, each team conducts their own survey to identify factors affecting Pepperdine students' perception and behaviors of texting while driving by using Motivation Opportunity and Ability framework. With the data collected, students came up with their own MOA model. The model helps each team understand the decision making process of Pepperdine students as to why they are motivated to engage in risk behaviors while driving. Also it help students articulate the types of internal (e.g., ability to multitask) and external factors (e.g., driving confidence, the availability of a cell phone charger in a car) that impact the decision making process. Later, students create unconventional PSAs including a written component and visual cues to enhance their target's MOA to process their PSA messages.

Through this project students demonstrate achieving PLOs 1-4 (see below).

SLO 1: have knowledge of key theories and research that help them understand fundamental consumer behavior concepts (PLO 1, 2, 3, 4)

SLO 2: articulate the decision making process of consumers; internal and external factors that impact the decision making process (PLO 1)

SLO 3: analyze and interpret market information related to consumers (PLO 1)

In another ADV 561 project, students have an opportunity to learn the strategies and tactics that companies use to deal with competing messages from other brands. Before beginning the project, students review book chapters covering the Cognitive Response Model, which proposes that consumers exert a lot of effort in responding to conflicting information — enough effort to generate counterarguments, support arguments, and source derogations and these responses tend to produce different results, such as favorable initial attitude or resistance to attitude change.

As a team, student groups chose their own topic dealing with conflicting advertising information, and conduct in-depth qualitative interviews on how their target audiences interpret meaning from the conflicting information, and why types of support/counter arguments and source derogations were elicited, etc. Then, they are asked to provide a critical analysis on how the company should deal with the situation to enhance the company's reputation. From various groups' presentations

and written reports, students successfully generate creative solutions as a team and integrate those terms and knowledge learned in class into their ad campaigns. These outcomes meet PLOs 1-4 (see below).

SLO 4: use their knowledge of consumer behavior to make appropriate and effective marketing management decisions (PLO 1, 2, 3, 4)

SLO 5: work effectively on problem-solving teams (PLO 3 and 4)

To touch upon the ethical and social issues in advertising during ADV 561, students are given an Ad remake project. The main goal of the project is to 1) identify and avoid advertising that might grossly offend others, 2) to learn to balance ethics with the goal of persuasion, 3) to identify consumers' values on advertising, and 4) to practice the Means-End Chain Analysis as a research method. After in-depth discussions on ethical and social dilemmas in advertising, students choose an ad that they find morally objectionable or overly shocking. They show it to their target consumers and conduct a Means-End Chain analysis to find out what they thought of the product in the ad, and whether they would be interested in buying the product. Further, this analysis serves to gain valuable insight into the relationship between the product's attributes/benefits and values to the consumers. Based on the grouping hierarchy map generated by the Means-End Chain analysis, they remake the ad so that it is no longer objectionable.

From this project, students learn about the nature of advertising appeals, the hidden motivations for companies to use overly sexual or offensive ad executions, the vulnerable population that gains no benefits from those executions, and how to solve those problems. Students achieve PLO 1 (see below).

SLO 6: understand ethical issues & social concerns related to consumer behavior issues (PLO 1)

### **Indirect Evidence of Student Learning in ADV 561**

**ADV 375: Advertising and Media (Advertising Major and IMC Major juniors)**

Although this five-year review focuses on evidence of student learning in the Advertising Program, ADV 37 equips juniors in the Advertising and IMC Majors and meets PLO 1-4 in the Ad Major.

In the ADV 375 class in spring of 2016, students were instructed to develop a media campaign plan for a hypothetical Greek yogurt company as their final project. In fall of 2017, students were asked to create a media plan book. Their main job as a media planner was to identify the company's communication problems and provide logical solutions. The project involved research, writing, and visual presentations while helping students develop a basic understanding of the advertising media selections, planning, research, and buying.

To identify the problems, each team was first asked to do primary and secondary research. Examples include analyzing the overall industry atmosphere, profiling the client and competitors, surveying the target audience, and constructing the demographic and psychographic profiles of the target market(s) using *Simmons OneView*, Mintel, SRDS, Statista.com, and other relevant data sources. Various consumer segments (e.g., different races, ages, cultures, etc.) were recommended to explore. With a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, each group narrowed down the most important problem and opportunity, which led them to develop media objectives and media selections. Later students were asked to find information on various media buying options and exercise creative strategies and tactics in media buying and selling.

SLO 1: develop a basic understanding of the advertising media selection, planning, research, and buying (PLO 1, 2, 3, 4)

At the very beginning of each semester, students learned basic media terminologies and the structure of the media department in an ad agency. The terms include media, mediums, media vehicles, media units, ROI, media planner, media researcher, media buyer, media seller, paid, owned, and earned media, etc. Near the middle of the semester, students had the opportunity to learn more advanced terminologies (i.e., DMA, conversation rate, ABC, circulations vs. readerships, pulsing, continuity, and flighting, share of voice, traffic audit bureau, etc.) and

calculations used in many media agencies (i.e., Rating, HUT, Share, Gross Rating Points, Impressions, Gross Impressions, etc.).

SLO 2: advance terminology and calculations in media planning (PLO 1)

SLO 3: develop a working knowledge of audience measurement concepts/techniques (PLO 1)

Through classroom exercises and multiple worksheets, students developed a working knowledge of how general critical thinking promotes better decisions for the client. For instance, on a research question as to which media to choose, both qualitative and quantitative methods were introduced and reviewed to use in their final project. Qualitative method includes intensive discussions made within the team members' subjective knowledge etc., while quantitative approach required them to explore various research databases by using *Simmons Oneview*, Ad\$pende, Nilsen, etc.

By encouraging students to use sources of research, they became familiar with cost-related matrixes such as Cost per Thousand (CPM), Cost per Click (CPC), Click through Rate (CTR), etc., and how to mathematically calculate them. Those real-world examples and formulas helped them narrow down their decisions in terms of where to advertise, when to advertise, whom to advertise to, how much ad budget to allocate etc.

Further, students were frequently asked to familiarize themselves with the access and usage of *Simmons OneView* and SRDS databases to strengthen their media decisions. For instance, students were instructed to avoid making their geographical decision (e.g., where to advertise) based on ambiguous thoughts/assumptions, etc. Instead, estimated Brand Development Index (BDI), and Category Development Index (CDI), and the characteristics of High/Low BDI and High/Low CDI markets were recommended, and students found them very useful for an objective decision.

SLO 4: know and use sources of research relating to media and media decision-making (PLO 1)

Students were regularly asked to review the textbook and examples of successful media campaign cases in order to equip themselves with competency in the media planning process and how to execute and evaluate a media plan. Several in-class exercises and built-in quizzes helped them follow a step-by-step media planning process etc.

SLO 5: have a competency in the development, execution, and evaluation of a media plan (PLO 1, 2, 3, 4)

Students were asked to find articles associated with various areas of ethical and legal issues on traditional and new/interactive advertising. Examples include some issues of click fraud and fake traffic in digital advertising. Students came across various opportunities to discuss possible solutions for those problems.

SLO 6: understand ethical and legal issues associated with advertising and media (PLO 1)

**ADV 475: Advertising Copywriting and Layout (Advertising Major and IMC Major graduating seniors)**

Students successfully demonstrate PLOs #1-5 each semester. Students were involved in the development and presentation of a creative ad campaign for a real client. Students competed in teams and presented their work to over 30 advertising professional judges (external reviewers) and faculty (internal reviewers), and many students and guests. Each semester the project included two drafts, a final comprehensive campaign book, and a presentation/pitch. During each draft each student team met with the class client and at least one industry professional to provide feedback on the drafts. This final campaign book and pitch to professionals, the client, guests, faculty, and students involved: (1) ad strategy; (2) research; (3) target market; (4) big idea; (5) and development and deployment of theories, diversity, ethical and legal applications, media plan, online/digital ads, print ads, out of home guerilla tactic ad, direct e-mail, produced Youtube video spot, and ad pieces of choice that culminated in an integrated ad campaign pitched to the client and advertising guest judges.

Direct evidence shows students are meeting each Program Learning Outcome. Direct evidence also indicates the most improvements/strengths/growth/success made this past academic year was in the digital area of advertising. Evidence of this is through students' work, external reviewers' praise during the Q&A session after each ad campaign pitch, and written comments on the digital areas of the ad campaigns. A Digital Strategy class was developed and proposed and implemented in the 2013-2014 academic year with the first digital strategy class taught in Fall 2014. Much added success has come from the digital strategy class and it has been reflected during the ad campaign pitches in ADV 475 and ADV 575 from Fall 2014-Spring 2017. Further success has resulted from this course, such as internship offers and entry-level job offers.









### **Student and Alumni Data**

**13. Please present your student and alumni survey data examining student attitudes, satisfaction levels and dispositions. OIE will provide the data in tables and graphs in their Educational Effectiveness Report. Programs are responsible for explaining the survey results. Survey data includes: UCLA/CIRP satisfaction survey data, alumni data.**

#### **Student and alumni survey data**

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) and internal (faculty and students) 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. Pepperdine's Ad program is a leader in the industry is with the success of Pepperdine's advertising alumni and their participation in the Ad Program by either guest speaking and/or judging at Pitch Events, and/or donating to the Ad Program: Art Director at RPA ad agency, Chief Growth Officer of Horizon Media, Senior Client Solutions Manager, Omnicom clients; Brand Strategist on the Telemundo account at Horizon Media, VP West Coast Sales at Telemundo; Partner at FLG Psyche social media ad agency; Creative Partner and Emmy Award winner of film Art & Copy; Partner of JJ&A POP and 2014 Seaver Distinguished Alumni; Media Planner at Quigly Simpson; Digital Specialist on Hyundai Account; Advertising Executive at Pandora; Digital Specialist at Digitas NY; VP at Snapchat; and Copy Writer on the Apple account. These are only a few examples on how Pepperdine's advertising program is a lead producer of advertising student graduates within the industry and also a lead producer of active Pepperdine alumni within the university.

#### **Assessment Data**

**14. Other relevant data. e.g. General education data, special reports.**

#### **Assessment Data**

A sample of speeches from Com 180 - Public Speaking and Rhetorical Analysis (N = 220) was collected, and the assessment evaluated students in the categories of organization, language, delivery, use of supporting materials, and central message. Overall, students performed better in the categories pertaining to content (i.e, organization, supporting material and central message). More than 40% of the sample received either capstone or milestone 3 evaluations. The evaluations related to language and delivery were weaker, and larger percentages were seen at milestone 2 for these categories. A majority of students are demonstrating milestone 3 level work overall.

## **ANALYSIS OF EVIDENCE: Integrity**

**In meaning of the degree (section four) student learning outcomes and curriculum matrixes were used to define the degree. Now please describe the processes used to ensure the rigor of the program.**

**15. Are the graduates achieving the student learning outcomes at the expected level? How was the threshold determined? How do you know your expectations are appropriate? Do you use comparisons based on national standards or benchmarking? How have your assessment findings supported this? Is there assurance that students consistently meet**

**the standards of performance that the major has established? What happens to students that don't meet the standards?**

### **Written communication**

**ADV 575:** Advertising Majors and IMC Majors take this course in their senior year. Students demonstrate full competency of written communication skills. Each week students submit to the professor written assignments of all campaign written material that contribute to the final advertising campaign book. The final written capstone advertising campaign book is then presented to industry top-tier professionals for critique. Written components include product development; situation analyses; complete comprehensive primary and secondary research; survey development and summary; quantitative and qualitative data analyses; target market; ad planning and buying, using both an unlimited and limited budget; creation of 3-5-year advertising calendar/plan; research support for use of all creative elements (TV, radio, print, online, social media, etc.)

**ADV 475:** Advertising Majors and IMC Majors take this course in their senior year. Students are required to submit two written drafts and a final campaign book for the class client that includes an introduction, extensive target market research, research to support ad placement and design; big idea; concepts; budget; charts; creative brief; ads (mobile, desktop, print, out of home, video, email, etc.); and more.

**MSCO 380:** Advertising Majors, IMC Majors, and PR Majors in their junior or senior year are required to take this course. Students are required to submit a written draft of their mobile project and developed site during the semester and a final written report of their mobile project and site developed and optimized at the end of the semester. Written sections include **an introduction to the project and client; written acknowledgments; bios; extensive write up of client, client's competition, and brand with internal cites and bibliography; budget; goals; SEO strategies; IAB research; KPIs and Metrics strategies and tactics; extensive target market research; content marketing strategy; lead generation strategy; mobile ad strategy; promotion strategy; email marketing strategy; relationship building strategies; content and design of site; analytics tools and assessment; CTA strategy; style guide; user interface design; site functionality; social media strategy; analytics report; findings, recommendations, and summary; bibliography.**

**ADV 375:** Advertising Majors and IMC Majors in their junior year are required to take this course. Students are given "hands on" experience building actual media plans. There is a final group project and it involves extensive written communications. 3-4 final project groups are asked to develop a media plan book for a given brand by writing a "media plan report". The plan book includes writing in an executive summary, situation analysis, target audience analysis, creative brief, media objectives, and media strategies and tactics. All these components require a series of writing, editing, and resubmission. Also, individual assignments including Facebook updates and reflection papers are a form of written communication.

**ADV 561:** Advertising Majors are required to take this course in their senior year. Throughout the semester, students are required to deal with four mini projects, which focus on understanding consumer behaviors through research methods including a survey, an experiment, a content analysis, and an in-depth interview. All these projects are to be turned in as written reports. Each report generally includes problem recognition, target audience, literature review, research method, data collection, research results and findings, production of advertising, tests of the ads, implications, and limitations. Students are asked to participate in in-depth writing in each area. Also, a number individual assignments including journal abstracts, book chapter summaries, etc. are a form of written communication.

**ADV 275:** Advertising Majors and IMC Majors, required to take this course during their freshman

or sophomore year. Students demonstrate competent written communication skills through a myriad of written assignments and reports. Ultimately students turn in comprehensive, written group brand plans.

**MSCO 371:** Advertising Majors, IMC Majors, PR Majors, and Multimedia Design Minors are required to take this course. Print and web design projects are accompanied with written components on target market research, digital research, design principles employed, and tools used to accomplish designs.

### Oral communication

As part of the Core Competency and General Education requirements at Seaver College, students are expected to demonstrate competency in Oral Communication. Twelve external reviewers assessed 12 students in ADV 475's final Advertising Campaign Pitches/Presentations using the AACU Oral Communication Value Rubric. As students pitched their Ad Campaigns to their client and industry professionals, 12 of the professionals evaluated students' presentations on the rubric.

Results were tallied for 12 students, using the values of 1 (Benchmark) through 4 (Capstone) as defined by AACU's rubric. The rubric measured five dimensions of a presentation: Organization, Language, Delivery, Supporting Material, and Central Message.

Based on results from other universities that implemented this rubric, a mean overall score of 3.00 or better on each of the five dimensions was decided to be a desirable outcome. Results are shown in the table below.

Dimension	Mean
Organization	4.00
Language	3.75
Delivery	4.00
Supporting Material	3.83
Central Message	4.00

Mean scores of 3.00 or higher were achieved on all five dimensions, thus indicating students are excelling in Oral Communication in the Ad Major.

**ADV 575:** Advertising Majors and IMC Majors take this course in their senior year. Students present oral pitches individually to industry top-tier professionals and venture capitalists for possible funding. In the past, the Executive producer of Shark Tank, as well as various billionaires from the hit TV series, have attended student pitches. Many students have since successfully launched their products into the marketplace.

**ADV 475:** Advertising Majors and IMC Majors take this course in their senior year. Student teams meet with real class client a minimum of two times during the semester to present their campaign drafts. Student teams present their final ad campaigns for a real class client each semester to the client and over 20+ industry professionals serving as judges. All individual team members are required to participate in the presentation. After a 20-minute pitch/presentation to industry professionals, professors, and students (generally 100+people in attendance at the Presentation/Pitch Event), they are to clearly articulate answers to the judges during a 15-minute Q&A session.

**MSCO 380:** Advertising Majors, IMC Majors, and PR Majors in their junior or senior year are required to take this course. Students present their final mobile project to the entire class at the end of the semester. All individual team members (teams of 2 to 3) are required to participate in the presentation.

**MSCO 371:** Advertising Majors, IMC Majors, PR Majors, and Multimedia Design Minors are required to take this course. Students present their progressive portfolio to the entire class at the end of the semester.

**ADV 375:** Advertising Majors and IMC Majors in their junior year are required to take this course. Students present their final media plan to the entire class at the end of the semester. All individual team members are required to participate in the presentation. Further, in every class, each team member is asked to prepare their ideas and present them to their team members during their team meetings.

**ADV 561:** Advertising Majors are required to take this course in their senior year. All of four mini projects entail 15-20 mins' group presentations, and each student is asked to participate in all of them. They are another form of oral communications. The individual group leading a section prepares for a discussion topic, shares their ideas, and gets feedback from the team members. Also, when a general individual assignment is given, two or three students are encouraged to present their ideas to the entire class. Further, guest judges are invited to class for mini project presentations and student discussions with them are the part of the oral communication experience.

**ADV 275:** Advertising Majors and IMC Majors are required to take this course in their freshman or sophomore year. Students articulate an understanding of important advertising, integrated marketing communication theories, terms, and concepts and present these orally in class. This course involves many "mini-presentations" and in-class "mini-pitches". These give students a chance to hone their presentation skills. In addition, student groups orally pitch their final brand plans.

### **Quantitative reasoning**

**ADV 575:** Advertising Majors and IMC Majors take this course in their senior year. This course involves a great deal of research and often takes students an additional 50 hours outside of the class. Besides using quantitative skills for consumer research and online advertising, students create an annual media budget and pull media rates for their product and/or service. Media buying involves a high level of quantitative skills. Students need to create annual budgets based on an unlimited budget, \$1,000,000 budget, as well as a \$100k budget.

**ADV 475:** Advertising Majors and IMC Majors take this course in their senior year. Students research quantitative information on media and effectively apply it to an ad campaign for a real class client. The areas of the quantitative reasoning include (1) finding and calculating various costs of media (i.e., cost per thousand, cost per click, cost per action, etc.); finding and

calculating the metrics of audience measurements (i.e., rating, impressions, reach, frequency, etc.); (3) defending effectiveness of ad placement for campaign; (4) underscoring research on target market, including primary and secondary data; (5) quantitative data and analyses of diverse ethnicities for target market research and applying ethnic diversity in campaigns; and (6) gathering and interpreting quantitative data on green advertising and applying green advertising to campaigns.

**MSCO 380:** Advertising Majors, IMC Majors, and PR Majors in their junior or senior year are required to take this course. Students research quantitative information on mobile site strategies and development and effectively apply it to development of a mobile or responsive site for a real class client. The areas of the quantitative reasoning include (1) finding and calculating various costs of media (i.e., cost per thousand, cost per click, cost per action, etc.) for mobile advertising; finding and calculating the metrics of audience measurements (i.e., rating, impressions, reach, frequency, etc.) for mobile and website; (3) calculating effectiveness of ad placement for mobile; (4) gathering primary and secondary research on target market and applying results to the development of a mobile site; (5) quantitative data and analyses of diverse ethnicities for target market research and applying ethnic diversity in mobile site and mobile ads; (6) gathering and interpreting quantitative data on green advertising and applying green advertising to campaigns; (7) gathering quantitative data on SEO and applying it to the optimizing of the launched mobile site; and (8) gathering quantitative analytic data after mobile site is launched to optimize the site.

**ADV 375:** Advertising Majors and IMC Majors in their junior year are required to take this course. Throughout the semester, students are asked to find and research about quantitative information on media and learn how to use it effectively and efficiently. The areas of the quantitative reasoning include finding and calculating various costs of media (i.e., cost per thousand, cost per click, cost per action, etc.) and the metrics of audience measurements (i.e., rating, impressions, reach, frequency, etc.). Further, students are asked to use and interpret many different types of research data (i.e., Simmons OneView, SRDS, etc.) and make sound decisions based on it.

**ADV 561:** Advertising Majors are required to take this course in their senior year. Since various advertising theories (i.e., Fishbein's attitude model, Elaboration Likelihood model, etc.), research methods (i.e., survey, interviews, experiments, and content analysis), and analytic tools (i.e., Means-End Chain analysis, etc.) are the bases of the class to understand consumer behavior, quantitative reasoning is an integral part of students' learning objectives. On a basic level, students are required to understand how attitudes are measured and it often includes mathematical computations with basic Mean analysis, scale distributions, frequencies of basic statistics. In terms of research design, students are asked to come up with the sufficient number of research participants to be collected and they are asked to follow up with literature review or develop their own quantifiable rationales. On the advanced level, quantitative data collection and analysis involve statistical approaches. In regard to understanding target audiences, secondary data is also heavily used and it includes many quantitative resources such as index numbers, raw and estimated target populations, etc. More sophisticated attitude measurements, such as Fishbein's expectancy model, are often used for an assignment. Students are asked to exercise quantitative reasoning on how a consumer's attitude can be identified with someone's belief score weighed by the person's evaluation score, which requires systematic and mathematical reasoning. Later, students make a comparison between the general attitude measure and the Fishbein's attitude measure to see the respective usage in consumer-related research.

**ADV 275:** Advertising Majors and IMC Majors, required to take this course during their freshman or sophomore year. Students 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. Students initially create a survey. They administer the survey to their intended target market, as well as analyze the data quantitatively (e.g., percentages, means and standard deviations, graphs, and analytics).

### Information literacy

**ADV 575:** Advertising Majors and IMC Majors take this course in their senior year. Students utilize primary and secondary research for their entire advertising campaign. Students have a library session each semester so they master all of the available resources to complete the brand plan and course. Students cannot complete this course without high proficiency in information literacy.

**ADV 475:** Advertising Majors and IMC Majors take this course in their senior year. Students master primary and secondary research to develop strategy and tactics for their ad campaigns for a real class client (e.g., target market, media plan and placement, ads, etc.). They must be able to succeed in information literacy in order to complete the campaign for a real class client and to successfully complete this course.

**MSCO 380:** Advertising Majors, IMC Majors, and PR Majors in their junior or senior year are required to take this course. Students master primary and secondary research material. They synthesize information to defend mobile strategies and tactics for successful development, deployment, and optimization of a mobile site for a real client.

**MSCO 371:** Advertising Majors, IMC Majors, PR Majors, and Multimedia Design Minors are required to take this course. Students must find various secondary research using Mintel for target markets and eMarketer for digital audiences and placements of their web and print design projects.

**ADV 375:** Advertising Majors and IMC Majors in their junior year are required to take this course. Students are exposed to various areas of advertising and media information. This class is expected to help students to open their eyes to the strategic decision-making process in media planning and it is useful for those who believe that advertising is a simple creative production. By conducting research on the numerous types of traditional and new advertising media, students are anticipated to expand their knowledge in choosing or mixing the best mediums for their advertising campaign. Students are also invited to learn new terms and calculations on audience metrics such as CPM, CPC, Rating, Gross Rating Points, etc., which tend to be very fresh to them. Moreover, questions on how the audience size is determined, how advertising ratings are collected, how the effectiveness of each advertising media is considered, or how a media researcher uses consumer data such as Simmons OneView, etc., would disrupt students' general concepts on advertising and challenge them to consider how those metrics and concepts are inter-connected and transformed as useful tools for media planners and researchers.

**ADV 561:** Advertising Majors are required to take this course in their senior year. Various advertising issues and topics are discussed in this class. They often include somewhat less-known/interested areas to students, such as the underlying mechanisms of consumer behaviors (i.e., psychological reasoning on attitude formation on conflicting advertising information, intention to purchase the brand in the ad, etc.), unconventional advertising strategies and tactics (i.e., virtual reality, snow stamp, 3-dimensional advertising, etc.), the social and ethical issues in advertising (i.e., notorious brands for controversial ads, corporation's social responsibility, advertising disclosure for consumer protection, etc.). For instance, as one of the four projects, one student group is asked to research the bottled water industry and ad agencies' creative approaches. The other student group is exposed to stories made by consumer advocacy groups on how advertisers have tried to manufacture consumers' wants and needs and to prompt them to buy their bottled water. Later, the two student groups are required to show these two different aspects to ordinary consumers to observe how they deal with the potential contradictory information on advertising and media. The reflections of the project generally demonstrate students' information literacy on the efforts of advertisers' manipulations and help them realize the potential dilemmas that society holds in general.

**ADV 275:** Advertising Majors and IMC Majors, required to take this course during their freshman or sophomore year. Students use secondary research and library services for their entire brand plan. They have a library session each semester so students familiarize themselves with all of the available resources to complete the brand plan and course. Often this is their first time using the information resources available. They cannot complete a competitive analysis (or this course) without information literacy skills.

### **Critical thinking**

**ADV 575:** Advertising Majors and IMC Majors take this course in their senior year. To develop a comprehensive and realistic advertising campaign involves critical thinking skills. Students must master an understanding of all significant advertising, integrated marketing communication, and public relations theories, terms, and concepts and be able to put them into use. In addition, they use sophisticated target marketing techniques including “exploding the dot” and the person/product match™ to direct advertising strategies. Critically assess and show competency in advertising field to include, but not limited to the following: product development; situation analyses; complete comprehensive research; survey development; quantitative and qualitative data analyses; target market proficiency; ad planning and buying, using both an unlimited and limited budget; creation of 3-5-year advertising calendar/plan; proficiency in all creative elements (TV, radio, print, online, social media)

**ADV 475:** Advertising Majors and IMC Majors take this course in their senior year. The development of a full ad campaign for a real class client requires critical thinking skills. Students must master critical thinking skills to develop the big idea (concepting); effectively work with a real class client; engage in decision making; defend the strategy and tactics of their ad campaigns; effectively identify the target market after thorough research; engage in group/team decision making and possible conflicts; identify and employ strategies and tactics; design print and digital ads; prepare and pitch ad campaign to industry professionals; critically think and articulately answer questions from industry professionals on their ad campaigns; and more.

**MSCO 380:** Advertising Majors, IMC Majors, and PR Majors in their junior or senior year are required to take this course. The development of a mobile site and mobile field report for a real client requires critical thinking skills. Students must master critical thinking skills to work with a real client; synthesize research to effectively develop and launch a mobile site; synthesize research to effectively employ SEO and analytics to optimize a mobile site; effectively identify their target market after thorough research; engage in decision making; identify and employ strategies and tactics; design print and digital ads; and more.

**ADV 275:** Advertising Majors and IMC Majors are required to take this course during their freshman or sophomore year. Students critically evaluate advertising messages on an ongoing basis. Critical thinking skills are employed throughout the course through mini-assignments, breakout sessions, and challenges.

**MSCO 371:** Advertising Majors, IMC Majors, PR Majors, and Multimedia Design Minors are required to take this course. Students critically evaluate their web and print design projects and engage in critical thinking skills to employ design principles and theories to their print and web projects.

**ADV 375:** Advertising Majors and IMC Majors in their junior year are required to take this course. Simply put, ADV 375 is all about the media planner’s strategic decisions on advertising message delivery to target audiences. It involves a series of critical decisions on the systematic/scientific decision making process when it comes to what to advertise, where to advertise, when to

advertise, whom to advertise, and how to advertise. This requires students to go through in-depth research on media, consumer, and advertising, come up with ideas on making cost-efficient/effective decisions, dealing with dilemmas occurring within their teams, and put various information and decisions together. This process allows students to get involved with critical thinking.

**ADV 561:** Advertising Majors are required to take this course in their senior year. This class's main proposition is to apply useful consumer behavior theories into practice using various research methods. As described in the previous sections, students are expected to demonstrate critical thinking skills through various group/individual assignments. Students are exposed to various tactics and strategies for consumer analysis and brand development. Beyond the surface level of advertising operation in this society, this class develops the intuitive skills necessary for students to uncover consumer trends and insights in order to connect with and deliver to advertiser's goals, account management, creative production, and various social/ethical issues. Students who take this class will further be able to answer the following sample questions:

- How do individuals process advertising information?
- How do consumers select, use, and dispose of products and services?
- Why is Consumer Behavior important to the planning, development and execution of advertising?
- How to get into the inside of the mind of the consumer?
- What are the tools used to uncover consumer behaviors?
- How effectively can researchers identify consumers' true needs and wants?

Students are meeting the Advertising Major's Program Learning Outcomes. Students are learning and improving in the PLOs year-over-year and graduating students are offered entry-level jobs after pitching their Advertising Campaigns in ADV 575 (capstone class), pitching their Ad Campaigns to a real class client in ADV 475, and completing their mobile projects in MSCO 380. Findings from the Spring 2017 through Fall 2015 ADV 575 and ADV 475 classes include improvement since 2013-2015 academic year in strategy, media planning, and digital strategies and tactics in a campaign.

Findings also show that 1/3 of the Industry Professionals (external reviewers) in ADV 475 Ad Campaign Pitches/Presentations for a real class client indicated students could use more courses in digital in addition to the Digital Strategy class to further develop and master understanding, knowledge, and skills in the ever expanding and rapidly growing field of Digital. This was based on direct and indirect evidence (rubric scores and comments). Direct Data Rubric scores for Spring 2016 and Spring 2017 are in progress. Interim, indirect data have been collected and provided in this Report. External reviewers commended the use of digital in the ad campaign and provided suggestions for enhanced development and mastering of understanding, knowledge, and skills not only in Digital Strategies but also in Digital Design and Digital/Web Analytics. For example, suggestions included a course just on web analytics and SEO. Proposing a new course at Seaver is a very dilatory process and the need for cutting-edge courses need to be implemented in a timely manner. For example, Dr. Rosenkrans's area of research is digital advertising/marketing and she proposed a Digital Strategy class several times until it was approved and implemented into the Ad Major Curriculum. It is imperative that Advertising course proposals are approved and implemented in a timely manner, including the updating of current course offerings because online advertising is moving forward at a rapid pace and the Ad Major must keep current and ahead of the curve to provide students with the most cutting-edge courses to prepare them for jobs when they graduate.

Students in the Ad Major do not have a video production course and improvement in video production is needed based on external reviewers and internal reviewers' direct assessment. A suggestion by the media industry professionals (external reviewers) in ADV 475 is to include a course in video production for Ad Majors.

Another need based on the analyses of 34 institutions is to hire more Advertising faculty, especially since Advertising faculty serve as faculty for the Advertising and IMC Majors.

In 2015 and 2016 (approved by Communication Division's Curriculum Committee and Communication Division in 2016), it was proposed that ADV 575: Advertising Campaigns (capstone) class return to a 4-unit class from the current 3-unit class. This is the capstone class and based on assessment for over five years, students dedicate more hours than a three-unit class and the capstone class must be just as rigorous with the number of required hours as the other courses in the Ad Major. This capstone course involves a great deal of research and often takes students an additional 50 hours outside of the class. Further, the class used to be a 4-unit class and was changed to 3 units to accommodate an outside concentration; however, this is not necessary because the overall units in the ad major including a 4-unit capstone class still allows time to complete an outside concentration within a 4-year academic plan. Presently, as of 2017, this course is not showing as a 4-unit course in the Catalog and Curriculum and needs follow-up to ensure this change is made.

Additionally, access to richer online databases for target market research is needed. Students are limited to Mintel, an online database provided by Pepperdine's online libraries, and it does not provide up-to-date research for geographic, psychographic, and demographic research.

**Evidence used to support proposed actions:** External reviewer comments, quantitative analyses, student comments, faculty comments, rubric ratings, analyses of institutions, annual assessment reports.

To further assess students' critical thinking skills, various tools such as self-reflection and the critique and support of guest judges, instructors, and peer groups are frequently used.

**16. Please present an integrated analysis of the data collected from the assessment of direct learning and indirect learning ( survey data, focus group, alumni data, and authentic evidence). Please report on the findings from the last comprehensive program review. In summary please explain how the program has achieved a holistic evaluation of the students' educational experience.**

**Capstone Course: ADV 575: Advertising Campaigns (ALL Graduating Ad Major Seniors)**

For the past 27 years students in ADV 575 Advertising Campaigns course (graduating seniors) put the theories of advertising, marketing, promotion and public relations to work. This class is the ultimate testing ground for both creativity and knowledge. Students are responsible for putting together an entire individualized multimedia advertising campaign. From conception to finished proposal, from creative strategy to proof of performance, they develop an individually supervised ad campaign throughout the length of this course.

Students first come up with their own unique product or service idea. They develop the marketing mix strategy; perform market research (both qualitative and quantitative); construct 3-5-year comprehensive marketing and advertising plans (including green ideas, PR, marketing integration, social); a working media plan and budget (for each an unlimited budget, \$1,000,000 and for \$100k); design a prototype of the product; create a working website, sizzle reel, digital ads, print ads, out of home ads; deliver a final class pitch with a fully produced campaign book presenting their entire campaign to top-tier industry professionals, students, and professor(s). Those who judge ADV 575 are either hiring and/or funding. In addition, Shark Tank Executive Producers have attended class as well as several of the billionaires on the hit TV series.

The use of external reviewers (e.g., advertising industry professionals) and internal reviewers (e.g., students and professors) to judge students' ad campaigns provides authentic, direct evidence for students in the Capstone Advertising course. This form of authentic evidence for student learning in the Capstone course also meets WASC's (2017) requirement for reliable results in the Capstone Course.

The judges (external and internal reviewers, authentic direct evidence) critique students' pitches based on all of the criteria in the rubrics. Direct evidence over the past five+ years consistently shows students are not only meeting, but also exceeding each Program Learning Outcome. Direct evidence also indicates one of the most needed improvements made these past three years were in the media planning and digital areas of advertising. This has been a result of a new faculty member that was hired in 2014 to teach media planning; and a result of a new course in Digital Strategy taught by advertising faculty, which was implemented and required since 2014. Evidence of this is through external reviewers' and students' feedback and comments. Further success has resulted from this course, such as internship offers and entry-level job offers in media planning. During the 2016-2017 academic year, 16 of 27 students (59%) received job offers in media planning.

Below are (1) comments from external reviewers (authentic evidence) providing summative, indirect evidence of students achieving the Advertising PLOs in the Capstone class the past five years; and (2) quantitative direct evidence of students achieving the Advertising Program PLOs.



**Direct Assessment Data 2012-2017 for ADV 575 Capstone class  
(ALL GRADUATING AD MAJORS)**

**Grading Rubric for External and Internal 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

**ADV 561: Advertising Research and Planning (graduating Ad Major Seniors)**

In ADV 561, consumer behavior is a dynamic analysis of the role of the consumer in the marketplace, purchasing influences, and the marketing of both products and services. For students majoring in advertising, it is essential to have a proper understanding of consumer behavior, which is a prerequisite for effective marketing and advertising decision-making.

Throughout each semester, students are provided with a variety of theories that are useful for understanding the behavior of consumers. Examples of key theories explored throughout the semester are Elaboration Likelihood Model (ELM), Motivation-Opportunity-Ability (MOA),

cognitive dissonance theory, Cognitive response model, Fishbein's expectancy and value model, and Taylor's motivational strategy model.

Further, students in this graduating senior-level advertising course learn how to apply those models to devise solutions for marketing and advertising problems through examples, exercises, and short projects (indirect and direct evidence). Since the knowledge of consumer behavior drives the marketer's research efforts, all these activities entail a great deal of research from students. It revolves around the basic functions and elements of the advertising research process such as design, data collection, analysis, and presentation (direct and indirect evidence).

In one of the projects, student groups are asked to create an unconventional Public Service Announcements (PSAs) stressing "*anti-texting and driving*" for Pepperdine students. Considering the fact that today's society is filled with numerous persuasive messages, the main focus of the project is how to break through the clutter to attract consumers' attention and enhance their motivation, ability, and opportunity to process the PSA messages. Students are required to research the main problems/issues related to texting while driving by using secondary research. They review current anti-texting and driving PSAs and analyze the common themes, message execution styles, etc. Then, each team conducts their own survey to identify factors affecting Pepperdine students' perception and behaviors of texting while driving by using Motivation Opportunity and Ability framework. With the data collected, students came up with their own MOA model. The model helps each team understand the decision making process of Pepperdine students as to why they are motivated to engage in risk behaviors while driving. Also it help students articulate the types of internal (e.g., ability to multitask) and external factors (e.g., driving confidence, the availability of a cell phone charger in a car) that impact the decision making process. Later, students create unconventional PSAs including a written component and visual cues to enhance their target's MOA to process their PSA messages.

Through this project students demonstrate achieving PLOs 1-4 (see below).

SLO 1: have knowledge of key theories and research that help them understand fundamental consumer behavior concepts (PLO 1, 2, 3, 4)

SLO 2: articulate the decision making process of consumers; internal and external factors that impact the decision making process (PLO 1)

SLO 3: analyze and interpret market information related to consumers (PLO 1)

In another ADV 561 project, students have an opportunity to learn the strategies and tactics that companies use to deal with competing messages from other brands. Before beginning the project, students review book chapters covering the Cognitive Response Model, which proposes that consumers exert a lot of effort in responding to conflicting information — enough effort to generate counterarguments, support arguments, and source derogations and these responses tend to produce different results, such as favorable initial attitude or resistance to attitude change.

As a team, student groups chose their own topic dealing with conflicting advertising information, and conduct in-depth qualitative interviews on how their target audiences interpret meaning from the conflicting information, and why types of support/counter arguments and source derogations were elicited, etc. Then, they are asked to provide a critical analysis on how the company should deal with the situation to enhance the company's reputation. From various groups' presentations

and written reports, students successfully generate creative solutions as a team and integrate those terms and knowledge learned in class into their ad campaigns. These outcomes meet PLOs 1-4 (see below).

SLO 4: use their knowledge of consumer behavior to make appropriate and effective marketing management decisions (PLO 1, 2, 3, 4)

SLO 5: work effectively on problem-solving teams (PLO 3 and 4)

To touch upon the ethical and social issues in advertising during ADV 561, students are given an Ad remake project. The main goal of the project is to 1) identify and avoid advertising that might grossly offend others, 2) to learn to balance ethics with the goal of persuasion, 3) to identify consumers' values on advertising, and 4) to practice the Means-End Chain Analysis as a research method. After in-depth discussions on ethical and social dilemmas in advertising, students choose an ad that they find morally objectionable or overly shocking. They show it to their target consumers and conduct a Means-End Chain analysis to find out what they thought of the product in the ad, and whether they would be interested in buying the product. Further, this analysis serves to gain valuable insight into the relationship between the product's attributes/benefits and values to the consumers. Based on the grouping hierarchy map generated by the Means-End Chain analysis, they remake the ad so that it is no longer objectionable.

From this project, students learn about the nature of advertising appeals, the hidden motivations for companies to use overly sexual or offensive ad executions, the vulnerable population that gains no benefits from those executions, and how to solve those problems. Students achieve PLO 1 (see below).

SLO 6: understand ethical issues & social concerns related to consumer behavior issues (PLO 1)



**ADV 375: Advertising and Media (Advertising Major and IMC Major Juniors)**

Although this five-year review focuses on evidence of student learning in the Advertising Program, ADV 37 equips juniors in the Advertising and IMC Majors and meets PLO 1-4 in the Ad Major.

In the ADV 375 class in spring of 2016, students were instructed to develop a media campaign plan for a hypothetical Greek yogurt company as their final project. In fall of 2017, students were asked to create a media plan book for a product/service. Their main job as a media planner was to identify the company's communication problems and provide logical solutions. The project involved research, writing, and visual presentations while helping students develop a basic understanding of the advertising media selections, planning, research, and buying.

To identify the problems, each team was first asked to do primary and secondary research. Examples include analyzing the overall industry atmosphere, profiling the client and competitors, surveying the target audience, and constructing the demographic and psychographic profiles of the target market(s) using *Simmons OneView*, Mintel, SRDS, Statista.com, and other relevant data sources. Various consumer segments (e.g., different races, ages, cultures, etc.) were recommended to explore. With a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, each group narrowed down the most important problem and opportunity, which led them to develop media objectives and media selections. Later students were asked to find information on various media buying options and exercise creative strategies and tactics in media buying and selling.

SLO 1: develop a basic understanding of the advertising media selection, planning, research, and buying (PLO 1, 2, 3, 4)

At the very beginning of each semester, students learned basic media terminologies and the structure of the media department in an ad agency. The terms include media, mediums, media vehicles, media units, ROI, media planner, media researcher, media buyer, media seller, paid, owned, and earned media, etc. Near the middle of the semester, students had the opportunity to learn more advanced terminologies (i.e., DMA, conversation rate, ABC, circulations vs. readerships, pulsing, continuity, and flighting, share of voice, traffic audit bureau, etc.) and calculations used in many media agencies (i.e., Rating, HUT, Share, Gross Rating Points, Impressions, Gross Impressions, etc.).

SLO 2: advance terminology and calculations in media planning (PLO 1)

SLO 3: develop a working knowledge of audience measurement concepts/techniques (PLO 1)

Through classroom exercises and multiple worksheets, students developed a working knowledge of how general critical thinking promotes better decisions for the client. For instance, on a research question as to which media to choose, both qualitative and quantitative methods were introduced and reviewed to use in their final project. Qualitative method includes intensive discussions made within the team members' subjective knowledge etc., while quantitative approach required them to explore various research databases by using *Simmons Oneview*, Ad\$pende, Nilsen, etc.

By encouraging students to use sources of research, they became familiar with cost-related matrixes such as Cost per Thousand (CPM), Cost per Click (CPC), Click through Rate (CTR), etc., and how to mathematically calculate them. Those real-world examples and formulas helped them narrow down their decisions in terms of where to advertise, when to advertise, whom to advertise to, how much ad budget to allocate etc.

Further, students were frequently asked to familiarize themselves with the access and usage of *Simmons OneView* and SRDS databases to strengthen their media decisions. For instance, students were instructed to avoid making their geographical decision (e.g., where to advertise) based on ambiguous thoughts/assumptions, etc. Instead, estimated Brand Development Index (BDI), and Category Development Index (CDI), and the characteristics of High/Low BDI and High/Low CDI markets were recommended, and students found them very useful for an objective decision.

SLO 4: know and use sources of research relating to media and media decision-making (PLO 1)

Students were regularly asked to review the textbook and examples of successful media campaign cases in order to equip themselves with competency in the media planning process and how to execute and evaluate a media plan. Several in-class exercises and built-in quizzes helped them follow a step-by-step media planning process etc.

SLO 5: have a competency in the development, execution, and evaluation of a media plan (PLO 1, 2, 3, 4)

Students were asked to find articles associated with various areas of ethical and legal issues on traditional and new/interactive advertising. Examples include some issues of click fraud and fake traffic in digital advertising. Students came across various opportunities to discuss possible solutions for those problems.

SLO 6: understand ethical and legal issues associated with advertising and media (PLO 1)

**ADV 475: Advertising Copywriting and Layout (Advertising Major and IMC Major graduating seniors)**

Students successfully demonstrate PLOs #1-5 each semester. Students were involved in the development and presentation of a creative ad campaign for a real client. Each semester for the past 15 years, students competed in teams and presented their work to over 30 advertising professional judges (external reviewers) and faculty (internal reviewers), and many students and guests. Each semester the project include two drafts, a final comprehensive campaign book, and a presentation/pitch. During each draft each student team meets with the class client and at least one industry professional to provide feedback on the drafts. This final campaign book and pitch to professionals, the client, guests, faculty, and students involved: (1) ad strategy; (2) research; (3) target market; (4) big idea; (5) and development and deployment of theories, diversity, ethical and legal applications, media plan, online/digital ads, print ads, out of home guerilla tactic ad, direct e-mail, produced Youtube video spot, and ad pieces of choice that culminated in an integrated ad campaign pitched to the client and advertising guest judges.

Direct evidence shows students are meeting each Program Learning Outcome. Direct evidence also indicates the most improvements/strengths/growth/success made the past three academic years was in the digital area of advertising. Evidence of this is through students' work, external reviewers' praise during the Q&A session after each ad campaign pitch, and written comments on the digital areas of the ad campaigns. A Digital Strategy class was developed and proposed by

and implemented in the 2013-2014 academic year with the first digital strategy class taught in Fall 2014. Much added success has come from the digital strategy class and it has been reflected during the ad campaign pitches in ADV 475 and ADV 575 from Fall 2014-Spring 2017. Further success has resulted from this course, such as internship offers and entry-level job offers in the digital fields.

One area noted in direct assessment from professionals during the past three years is a need to provide better quality of videos/videos produced – the average ranking has been “Satisfactory.” Presently, the Ad Major curriculum does not require a video production course but it is an area of need. Further, another recommendation based on external reviewers’ comments during the past few years are to provide three digital courses: (1) Digital Strategies, (2) Digital/Web Analytics, and (3) Digital Design.



## HOW WASC's 5 CORE COMPETENCIES ARE INCLUDED IN THE

### AD MAJOR PROGRAM

#### Written communication

**ADV 575:** Advertising Majors and IMC Majors take this course in their senior year. Students demonstrate full competency of written communication skills. Each week students submit to the professor written assignments of all campaign written material that contribute to the final advertising campaign book. The final written capstone advertising campaign book is then presented to industry top-tier professionals for critique. Written components include product development; situation analyses; complete comprehensive primary and secondary research; survey development and summary; quantitative and qualitative data analyses; target market; ad planning and buying, using both an unlimited and limited budget; creation of 3-5-year advertising calendar/plan; research support for use of all creative elements (TV, radio, print, online, social media, etc.)

**ADV 475:** Advertising Majors and IMC Majors take this course in their senior year. Students are required to submit two written drafts and a final campaign book for the class client that includes an introduction, extensive target market research, research to support ad placement and design; big idea; concepts; budget; charts; creative brief; ads (mobile, desktop, print, out of home, video, email, etc.); and more.

**MSCO 380:** Advertising Majors, IMC Majors, and PR Majors in their junior or senior year are required to take this course. Students are required to submit a written draft of their mobile project and developed site during the semester and a final written report of their mobile project and site developed and optimized at the end of the semester. Written sections include **an introduction to the project and client; written acknowledgments; bios; extensive write up of client, client's competition, and brand with internal cites and bibliography; budget; goals; SEO strategies; IAB research; KPIs and Metrics strategies and tactics; extensive target market research; content marketing strategy; lead generation strategy; mobile ad strategy; promotion strategy; email marketing strategy; relationship building strategies; content and design of site; analytics tools and assessment; CTA strategy; style guide; user interface design; site functionality; social media strategy; analytics report; findings, recommendations, and summary; bibliography. Samples of written mobile projects are filed in Dr. Rosenkrans' cabinets for up to five years.**

**ADV 375:** Advertising Majors and IMC Majors in their junior year are required to take this course. Students are given "hands on" experience building actual media plans. There is a final group project and it involves extensive written communications. 3-4 final project groups are asked to develop a media plan book for a given brand by writing a "media plan report". The plan book includes writing in an executive summary, situation analysis, target audience analysis, creative brief, media objectives, and media strategies and tactics. All these components require a series of writing, editing, and resubmission. Also, individual assignments including Facebook updates and reflection papers are a form of written communication.

**ADV 561:** Advertising Majors are required to take this course in their senior year. Throughout the semester, students are required to deal with four mini projects, which focus on understanding consumer behaviors through research methods including a survey, an experiment, a content

analysis, and an in-depth interview. All these projects are to be turned in as written reports. Each report generally includes problem recognition, target audience, literature review, research method, data collection, research results and findings, production of advertising, tests of the ads, implications, and limitations. Students are asked to participate in in-depth writing in each area. Also, a number individual assignments including journal abstracts, book chapter summaries, etc. are a form of written communication. 68

**ADV 275:** Advertising Majors and IMC Majors, required to take this course during their freshman or sophomore year. Students demonstrate competent written communication skills through a myriad of written assignments and reports. Ultimately students turn in comprehensive, written group brand plans.

**MSCO 371:** Advertising Majors, IMC Majors, PR Majors, and Multimedia Design Minors are required to take this course. Print and web design projects are accompanied with written components on target market research, digital research, design principles employed, and tools used to accomplish designs.

See OIE for evidence

### Oral communication

As part of the Core Competency and General Education requirements at Seaver College, students are expected to demonstrate competency in Oral Communication. Twelve external reviewers assessed 12 students in ADV 475's final Advertising Campaign Pitches/Presentations using the AACU Oral Communication Value Rubric. As students pitched their Ad Campaigns to their client and industry professionals, 12 of the professionals evaluated students' presentations on the rubric.

Results were tallied for 12 students, using the values of 1 (Benchmark) through 4 (Capstone) as defined by AACU's rubric. The rubric measured five dimensions of a presentation: Organization, Language, Delivery, Supporting Material, and Central Message.

Based on results from other universities that implemented this rubric, a mean overall score of 3.00 or better on each of the five dimensions was decided to be a desirable outcome. Results are shown in the table below.

Dimension	Mean
Organization	4.00
Language	3.75
Delivery	4.00
Supporting Material	3.83
Central Message	4.00

Mean scores of 3.00 or higher were achieved on all five dimensions, thus indicating students are excelling in Oral Communication in the Ad Major.

**ADV 575:** Advertising Majors and IMC Majors take this course in their senior year. Students present oral pitches individually to industry top-tier professionals and venture capitalists for possible funding. In the past, the Executive producer of Shark Tank, as well as various billionaires from the hit TV series, have attended student pitches. Many students have since successfully launched their products into the marketplace.

**ADV 475:** Advertising Majors and IMC Majors take this course in their senior year. Student teams meet with real class client a minimum of two times during the semester to present their campaign drafts. Student teams present their final ad campaigns for a real class client each semester to the client and over 20+ industry professionals serving as judges. All individual team members are required to participate in the presentation. After a 20-minute pitch/presentation to industry professionals, professors, and students (generally 100+ people in attendance at the Presentation/Pitch Event), they are to clearly articulate answers to the judges during a 15-minute Q&A session.

**MSCO 380:** Advertising Majors, IMC Majors, and PR Majors in their junior or senior year are required to take this course. Students present their final mobile project to the entire class at the end of the semester. All individual team members (teams of 2 to 3) are required to participate in the presentation.

**MSCO 371:** Advertising Majors, IMC Majors, PR Majors, and Multimedia Design Minors are required to take this course. Students present their progressive portfolio to the entire class at the end of the semester.

**ADV 375:** Advertising Majors and IMC Majors in their junior year are required to take this course. Students present their final media plan to the entire class at the end of the semester. All individual team members are required to participate in the presentation. Further, in every class, each team member is asked to prepare their ideas and present them to their team members during their team meetings.

**ADV 561:** Advertising Majors are required to take this course in their senior year. All of four mini projects entail 15-20 mins' group presentations, and each student is asked to participate in all of them. They are another form of oral communications. The individual group leading a section prepares for a discussion topic, shares their ideas, and gets feedback from the team members. Also, when a general individual assignment is given, two or three students are encouraged to present their ideas to the entire class. Further, guest judges are invited to class for mini project presentations and student discussions with them are the part of the oral communication experience.

**ADV 275:** Advertising Majors and IMC Majors are required to take this course in their freshman or sophomore year. Students articulate an understanding of important advertising, integrated marketing communication theories, terms, and concepts and present these orally in class. This course involves many "mini-presentations" and in-class "mini-pitches". These give students a chance to hone their presentation skills. In addition, student groups orally pitch their final brand plans.

### **Quantitative reasoning**

**ADV 575:** Advertising Majors and IMC Majors take this course in their senior year. This course involves a great deal of research and often takes students an additional 50 hours outside of the class. Besides using quantitative skills for consumer research and online advertising, students

create an annual media budget and pull media rates for their product and/or service. Media buying involves a high level of quantitative skills. Students need to create annual budgets based on an unlimited budget, \$1,000,000 budget, as well as a \$100k budget.

**ADV 475:** Advertising Majors and IMC Majors take this course in their senior year. Students research quantitative information on media and effectively apply it to an ad campaign for a real class client. The areas of the quantitative reasoning include (1) finding and calculating various costs of media (i.e., cost per thousand, cost per click, cost per action, etc.); finding and calculating the metrics of audience measurements (i.e., rating, impressions, reach, frequency, etc.); (3) defending effectiveness of ad placement for campaign; (4) underscoring research on target market, including primary and secondary data; (5) quantitative data and analyses of diverse ethnicities for target market research and applying ethnic diversity in campaigns; and (6) gathering and interpreting quantitative data on green advertising and applying green advertising to campaigns.

**MSCO 380:** Advertising Majors, IMC Majors, and PR Majors in their junior or senior year are required to take this course. Students research quantitative information on mobile site strategies and development and effectively apply it to development of a mobile or responsive site for a real class client. The areas of the quantitative reasoning include (1) finding and calculating various costs of media (i.e., cost per thousand, cost per click, cost per action, etc.) for mobile advertising; finding and calculating the metrics of audience measurements (i.e., rating, impressions, reach, frequency, etc.) for mobile and website; (3) calculating effectiveness of ad placement for mobile; (4) gathering primary and secondary research on target market and applying results to the development of a mobile site; (5) quantitative data and analyses of diverse ethnicities for target market research and applying ethnic diversity in mobile site and mobile ads; (6) gathering and interpreting quantitative data on green advertising and applying green advertising to campaigns; (7) gathering quantitative data on SEO and applying it to the optimizing of the launched mobile site; and (8) gathering quantitative analytic data after mobile site is launched to optimize the site.

**ADV 375:** Advertising Majors and IMC Majors in their junior year are required to take this course. Throughout the semester, students are asked to find and research about quantitative information on media and learn how to use it effectively and efficiently. The areas of the quantitative reasoning include finding and calculating various costs of media (i.e., cost per thousand, cost per click, cost per action, etc.) and the metrics of audience measurements (i.e., rating, impressions, reach, frequency, etc.). Further, students are asked to use and interpret many different types of research data (i.e., Simmons OneView, SRDS, etc.) and make sound decisions based on it.

**ADV 561:** Advertising Majors are required to take this course in their senior year. Since various advertising theories (i.e., Fishbein's attitude model, Elaboration Likelihood model, etc.), research methods (i.e., survey, interviews, experiments, and content analysis), and analytic tools (i.e., Means-End Chain analysis, etc.) are the bases of the class to understand consumer behavior, quantitative reasoning is an integral part of students' learning objectives. On a basic level, students are required to understand how attitudes are measured and it often includes mathematical computations with basic Mean analysis, scale distributions, frequencies of basic statistics. In terms of research design, students are asked to come up with the sufficient number of research participants to be collected and they are asked to follow up with literature review or develop their own quantifiable rationales. On the advanced level, quantitative data collection and analysis involve statistical approaches. In regard to understanding target audiences, secondary data is also heavily used and it includes many quantitative resources such as index numbers, raw and estimated target populations, etc. More sophisticated attitude measurements, such as Fishbein's expectancy model, are often used for an assignment. Students are asked to exercise quantitative reasoning on how a consumer's attitude can be identified with someone's belief score weighed by the person's evaluation score, which requires systematic and mathematical reasoning. Later, students make a comparison between the general attitude measure and the Fishbein's attitude measure to see the respective usage in consumer-related research.

**ADV 275:** Advertising Majors and IMC Majors, required to take this course during their freshman or sophomore year. Students 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. Students initially create a survey. They administer the survey to their intended target market, as well as analyze the data quantitatively (e.g., percentages, means and standard deviations, graphs, and analytics).

### **Information literacy**

**ADV 575:** Advertising Majors and IMC Majors take this course in their senior year. Students utilize primary and secondary research for their entire advertising campaign. Students have a library session each semester so they master all of the available resources to complete the brand plan and course. Students cannot complete this course without high proficiency in information literacy.

**ADV 475:** Advertising Majors and IMC Majors take this course in their senior year. Students master primary and secondary research to develop strategy and tactics for their ad campaigns for a real class client (e.g., target market, media plan and placement, ads, etc.). They must be able to succeed in information literacy in order to complete the campaign for a real class client and to successfully complete this course.

**MSCO 380:** Advertising Majors, IMC Majors, and PR Majors in their junior or senior year are required to take this course. Students master primary and secondary research material. They synthesize information to defend mobile strategies and tactics for successful development, deployment, and optimization of a mobile site for a real client.

**MSCO 371:** Advertising Majors, IMC Majors, PR Majors, and Multimedia Design Minors are required to take this course. Students must find various secondary research using Mintel for target markets and eMarketer for digital audiences and placements of their web and print design projects.

**ADV 375:** Advertising Majors and IMC Majors in their junior year are required to take this course. Students are exposed to various areas of advertising and media information. This class is expected to help students to open their eyes to the strategic decision-making process in media planning and it is useful for those who believe that advertising is a simple creative production. By conducting research on the numerous types of traditional and new advertising media, students are anticipated to expand their knowledge in choosing or mixing the best mediums for their advertising campaign. Students are also invited to learn new terms and calculations on audience metrics such as CPM, CPC, Rating, Gross Rating Points, etc., which tend to be very fresh to them. Moreover, questions on how the audience size is determined, how advertising ratings are collected, how the effectiveness of each advertising media is considered, or how a media researcher uses consumer data such as Simmons OneView, etc., would disrupt students' general concepts on advertising and challenge them to consider how those metrics and concepts are inter-connected and transformed as useful tools for media planners and researchers.

**ADV 561:** Advertising Majors are required to take this course in their senior year. Various advertising issues and topics are discussed in this class. They often include somewhat less-known/interested areas to students, such as the underlying mechanisms of consumer behaviors (i.e., psychological reasoning on attitude formation on conflicting advertising information, intention to purchase the brand in the ad, etc.), unconventional advertising strategies and tactics (i.e., virtual reality, snow stamp, 3-dimensional advertising, etc.), the social and ethical issues in advertising (i.e., notorious brands for controversial ads, corporation's social responsibility, advertising disclosure for consumer protection, etc.). For instance, as one of the four projects, one student group is asked to research the bottled water industry and ad agencies' creative

approaches. The other student group is exposed to stories made by consumer advocacy groups on how advertisers have tried to manufacture consumers' wants and needs and to prompt them to buy their bottled water. Later, the two student groups are required to show these two different aspects to ordinary consumers to observe how they deal with the potential contradictory information on advertising and media. The reflections of the project generally demonstrate students' information literacy on the efforts of advertisers' manipulations and help them realize the potential dilemmas that society holds in general.

**ADV 275:** Advertising Majors and IMC Majors, required to take this course during their freshman or sophomore year. Students use secondary research and library services for their entire brand plan. They have a library session each semester so students familiarize themselves with all of the available resources to complete the brand plan and course. Often this is their first time using the information resources available. They cannot complete a competitive analysis (or this course) without information literacy skills.

### Critical thinking

**ADV 575:** Advertising Majors and IMC Majors take this course in their senior year. To develop a comprehensive and realistic advertising campaign involves critical thinking skills. Students must master an understanding of all significant advertising, integrated marketing communication, and public relations theories, terms, and concepts and be able to put them into use. In addition, they use sophisticated target marketing techniques including "exploding the dot" and the person/product match™ to direct advertising strategies. Critically assess and show competency in advertising field to include, but not limited to the following: product development; situation analyses; complete comprehensive research; survey development; quantitative and qualitative data analyses; target market proficiency; ad planning and buying, using both an unlimited and limited budget; creation of 3-5-year advertising calendar/plan; proficiency in all creative elements (TV, radio, print, online, social media)

**ADV 475:** Advertising Majors and IMC Majors take this course in their senior year. The development of a full ad campaign for a real class client requires critical thinking skills. Students must master critical thinking skills to develop the big idea (concepting); effectively work with a real class client; engage in decision making; defend the strategy and tactics of their ad campaigns; effectively identify the target market after thorough research; engage in group/team decision making and possible conflicts; identify and employ strategies and tactics; design print and digital ads; prepare and pitch ad campaign to industry professionals; critically think and articulately answer questions from industry professionals on their ad campaigns; and more.

**MSCO 380:** Advertising Majors, IMC Majors, and PR Majors in their junior or senior year are required to take this course. The development of a mobile site and mobile field report for a real client requires critical thinking skills. Students must master critical thinking skills to work with a real client; synthesize research to effectively develop and launch a mobile site; synthesize research to effectively employ SEO and analytics to optimize a mobile site; effectively identify their target market after thorough research; engage in decision making; identify and employ strategies and tactics; design print and digital ads; and more.

**ADV 275:** Advertising Majors and IMC Majors are required to take this course during their freshman or sophomore year. Students critically evaluate advertising messages on an ongoing basis. Critical thinking skills are employed throughout the course through mini-assignments, breakout sessions, and challenges.

**MSCO 371:** Advertising Majors, IMC Majors, PR Majors, and Multimedia Design Minors are required to take this course. Students critically evaluate their web and print design projects and

engage in critical thinking skills to employ design principles and theories to their print and web projects.

**ADV 375:** Advertising Majors and IMC Majors in their junior year are required to take this course. Simply put, ADV 375 is all about the media planner's strategic decisions on advertising message delivery to target audiences. It involves a series of critical decisions on the systematic/scientific decision making process when it comes to what to advertise, where to advertise, when to advertise, whom to advertise, and how to advertise. This requires students to go through in-depth research on media, consumer, and advertising, come up with ideas on making cost-efficient/effective decisions, dealing with dilemmas occurring within their teams, and put various information and decisions together. This process allows students to get involved with critical thinking.

**ADV 561:** Advertising Majors are required to take this course in their senior year. This class's main proposition is to apply useful consumer behavior theories into practice using various research methods. As described in the previous sections, students are expected to demonstrate critical thinking skills through various group/individual assignments. Students are exposed to various tactics and strategies for consumer analysis and brand development. Beyond the surface level of advertising operation in this society, this class develops the intuitive skills necessary for students to uncover consumer trends and insights in order to connect with and deliver to advertiser's goals, account management, creative production, and various social/ethical issues. Students who take this class will further be able to answer the following sample questions:

- How do individuals process advertising information?
- How do consumers select, use, and dispose of products and services?
- Why is Consumer Behavior important to the planning, development and execution of advertising?
- How to get into the inside of the mind of the consumer?
- What are the tools used to uncover consumer behaviors?
- How effectively can researchers identify consumers' true needs and wants?

To further assess students' critical thinking skills, various tools such as self-reflection and the critique and support of guest judges, instructors, and peer groups are frequently used.

## Evidence

## SUSTAINABILITY: RESOURCES

**18. With the rapid changes in the higher education environment, the University needs to demonstrate how financial viability and planning of their long-term stability are ensured.**

**In order to demonstrate this each program should address**

- a. questions about the level of student demand for the program and**
- b. the degree to which resources are allocated appropriately so they are sufficient to maintain program quality.**
- c. What is happening within the profession, local community, or society that identifies an anticipated need for this program in the future? (If appropriate include market research.)**

a. There is high student demand for the Ad Major and IMC Major

b. More resources need to be allocated for these two majors

c. Traditionally, advertising is defined as marketing communication (MARCOM) that employs a sponsored message to promote a product, service, or idea. Advertising serves as informing new products, enhancing brand image, engaging consumers and influencing them in their purchase or acquisition decisions, maintaining consumer loyalty, etc. However, it is commonly believed that advertising, as one of Marketing's 4 Ps (i.e., Product, Price, Place, and Promotion), is a promotional tool for marketers to increase their corporate sales in the market. Regularly, advertising messages (i.e., TV commercials) are developed by a designated advertising agency and its various marketing efforts are delivered to consumers through numerous forms of traditional and new/interactive communication channels.

Noticeably, there have been dramatic *changes* in the industry that will continue to evolve in this society. Examples might include the development of new technologies in various fields (i.e., Artificial Intelligence, wearable technologies) and media (i.e., interactive and social media, mobile, personal media), new advertising delivery systems (i.e., drone-aerial advertising, virtual reality, 3D advertising), and new ways to understand and measure consumer behaviors (i.e., consumer big data, related analytics). More importantly, all these driving forces and attributes have demanded the field of advertising in academics to rethink and revamp the direction of advertising education.

Specifically, educators should reexamine the recent transformations in the way corporations and consumers interact. Historically, the typical way of communication was one-way: from a message sender (i.e., a corporation) to a message recipient (i.e., a consumer). In this case, advertising is something that a marketer does *to* a consumer (Stewart, & Pavlou, 2008). However, more recently, consumers have more flexibility than regarding how they respond to advertising messages due to various interactive channels as well as personal and non-personal media. Not only are they better able to select, process, and respond to advertising information, but they can also influence the way the advertisers produce advertising messages (i.e. leaving comments on social media about a corporation's marketing activity and its impact on other consumers). This is distinguished separately from the earlier definition of advertising flow and is now recognized as a "mutual" or "two-way" interaction (Leckenby and Li, 2000).

In considering the new communication perspective in an interactive environment, there are numerous questions of interest that require review by advertising practitioners, researchers, educators and students.

- How would the interactive nature between consumers and advertisers impact advertisers' marketing activities and decisions?
- How should an advertiser deal with those consumers with more control for advertising content such as filtering advertising?
- How would an advertiser strategically use consumers' feedback or responses to their marketing communication efforts?

- How would an advertiser effectively and efficiently integrate traditional and digital/interactive advertising?
- How would a media planner develop a strategic media plan in the overall context of marketing and advertising decisions?

Out of the many advances in technology, artificial intelligence (A.I.) is one of the most rapid adaptations in the field of advertising and marketing. A.I. is defined as a device that has the capability of learning things and solving problems in resemblance to the human mind (Russell & Norvig, 2003). While the A.I. concept can be utilized in various forms, there are fast-moving advertisers that have already adopted it as their core advertising message strategy (a robot depicted in a TV commercial as a selling endorser), and that have launched A.I. related-products in the marketplace. For instance, Amazon's *Alexa* is an A.I. product, which is capable of assisting humans by responding to basic questions, reporting weather, playing music from streaming services, managing voice-controlled alarms, or accessing online articles. The more A.I. related products that are available to consumers, the more A.I. or robots relevant content will be depicted in advertisements. Further, it is predicted that people in some advertising jobs will be replaced by A.I. in the near future (i.e., advertising copy testing done by robots). In this situation, some critical questions must be addressed and discussed. For instance,

- How would A.I. products change consumer behaviors in terms of acquisition, consumption, and disposal?
- To what extent would ad agencies integrate robots/A.I. machines into their advertising and the ad production process?
- How would the adoption of A.I. in advertising and marketing practices affect consumers' attitudes and behavioral intentions to a certain brand?
- How would the adoption of A.I. in advertising and marketing practices affect the quality of understanding consumer behavior?
- How would the adoption of A.I. in advertising and marketing practices affect the quality of advertising messages?

In addition to constantly evolving technologies (i.e., sophisticated features of a mobile device, the availability of locative/geo-targeting service, various new venues of advertising placement in various media), there is an upcoming revolutionary change in terms of advertising distribution channel. *Drone-aerial advertising* is a new medium that allows a corporation to deliver promotional messages to consumers via drones. Some companies and ad agencies are currently using drones for flying billboards, for delivering specific products during special events, or for dropping promotional incentives including gift cards. Similar to the trend of the integration of A.I. within advertising, drones are frequently observed and integrated in companies' advertising commercials (i.e., Pepsi Max's campaign) and multi-platform campaigns (i.e., GE's #DroneWeek, 2015) as an element of surprise too. Further, drones have been adopted in the production of commercials for more dynamic cinematography.

Drones are also capable of collecting data with embedded cameras and to provide relevant analytics, thus a large amount of consumer data can be easily gathered, transferred, interpreted and used for advertising and marketing strategies. This data can be accumulated and be recreated as what is commonly known the *Big data*. The three Vs that define Big data: large Volumes of data generated at a high Velocity from a Variety of courses (Laney, 2001). Coupled with the emergence of a digital environment, it has become easier for companies to monitor and record consumer behaviors through various brand touch points. Consumer dialogue behaviors such as liking or sharing, online shopping, or brand use behaviors can be recorded by Big data, and it would allow advertisers to optimize the delivery of advertising messages while accurately measuring consumers' needs and wants (Malthouse, & Li, 2017).

Now, as more companies have shifted their focus toward various types of marketing-related Big data and various new distribution and communication channels, such as drone advertising, privacy and data protection of consumers are often raised as critical issues. In fact, there are a growing number of voices in favor of setting standards on the levels of information acquisition and for ethical guidelines regarding the proper use of collected data. Combined with the potential impacts of drones on consumers and the advertising industry, this is another important area for ad practitioners, faculty and students to discuss.

- What are the pros and cons of using drones for delivering advertising messages or for commercial purposes?
- What are the ethical boundaries about the proper and improper use of drones?
- How would the general capability of collecting consumer data by new technologies help marketers and advertisers to understand and predict consumer behaviors?
- What are the current ethical codes regulated by the government on drone advertising and big-data application
- What are the trade-offs between gaining insights from big data and exposing consumers to privacy issues?

In summary, not limited to those above examples, a series of remarkable advancements of technologies are about to influence voluminous areas in the advertising industries and disciplines. Emerging media have already started disrupting the traditional ways of marketing and advertising. Although the contexts might be different, all of the previously mentioned questions and observations have something in common. The goal is to come up with a creative strategic plan, operate with an efficient process, and make sound decisions based on research as marketers and communicators. These questions are especially vital in this transitory period of our contemporary society and must be raised, discussed, and constantly reexamined by advertising-related people, and more importantly, in classrooms that are filled with future advertising creatives and responsible communication facilitators. All these questions identify the need for an advertising program at Pepperdine, especially for those students who are interested in learning about the past, current, and future of advertising.

## **19. FACILITIES**

**Please describe the adequacy of**

**a. Classroom space**

**b. Laboratories**

**c. Office space**

**d. Programming venues**

**e. Student study spaces**

- a. Classroom space: Adequate
- b. Laboratories: Adequate
- c. Office space: Adequate
- d. Programming: COM 408, which involves some computer programming, is an optional course for Ad Majors and a required course for multimedia minors. Some programming of HTML is included in MSCO 371. In MSCO 380 digital strategy class, students are engaged in the development, deployment, assessment of the analytics, and optimization of desktop and mobile sites for real class clients.
- e. Student study spaces: Adequate

**FACULTY AND STAFF**

**20. What are the qualifications and achievements of the faculty/staff in the program in relation to the program purpose and goals? How do faculty/staff members' backgrounds, expertise, research, and other professional work contribute to the quality of the program?**

**Evidence in this category should include (this could be collected through faculty CVs) :**

- a. Proportion of faculty with terminal degrees**
- b. List of faculty/staff specialties within discipline (and how those specialties align with the program curriculum)**
- c. Record of scholarship for each faculty member, professional presentations for staff members**
- d. Faculty/staff participation in development opportunities related to teaching, learning, and/or assessment**
- e. External funding awarded to faculty/staff**

- a. The Communication Division has this information

**History**

Employing expert Advertising faculty is essential to sustain the current curriculum and to expand the major. Employing expert Advertising faculty also is needed since the Integrated Marketing Communication Major (IMC) has grown the past five years and is a part of the Advertising Major since IMC involves Advertising and taking advertising courses. With 126 Advertising Majors as of Spring

2017 and 135 IMC Majors as of Spring 2017, students in the IMC Major and AD Major take core Advertising courses (total of 261 students): ADV 275, ADV 375, ADV 475, MSCO 371, and MSCO 380. Additionally, Advertising course enrollments have increased, exceeding the Fall 2016 average of Seaver's student-faculty ratio of 1 faculty to 13.6 students.

e. Please see the Communication Division for this information and please see attached CVs of faculty for education, industry experience, expertise, research areas, grants, and success.

## **21. FACULTY/STAFF**

**Are there sufficient numbers of faculty/staff to maintain program quality? Do program faculty/staff have the support they need to do their work?**

- a. Distribution of faculty across ranks (or staff years at institution)**
- b. Diversity of faculty/staff**
- c. Number of full-time faculty (ratio of full-time faculty to part-time faculty)**

- d. Student-faculty ratio
- e. Faculty workload
- f. Faculty review and evaluation processes
- g. Mentoring processes
- h. Professional development opportunities and resources (including travel and research funds)
- i. Sufficient time for research, program development

Are there sufficient numbers of faculty/staff to maintain program quality? Do program faculty/staff have the support they need to do their work? Please see attached 2017 report and below.

The Advertising Program is understaffed with faculty. Based on the analyses of 34 institutions, the Ad Major needs to hire more Advertising faculty, especially since Advertising Faculty serve as faculty for the Advertising and IMC Majors and the two full-time Advertising Professors also serve in advising students in the Advertising and IMC majors.

Presently, there are at least four adjunct professors, one tenured professor with a full teaching load each semester (3/3), one tenure-track professor (3/2), and one visiting professor who teaches a 2/2 and runs the internship program full time. The Communication Division has more information on the number of full-time and part-time professors teaching courses in the Ad Major.

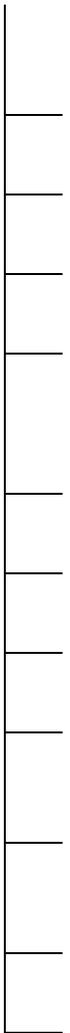
Compared to one of Pepperdine's peer institutions (peer institution info taken from their websites), it (SMU) offers three BA in Advertising tracks with approximately 200 total Advertising majors with 35 advertising faculty (15 full time and 10 part time). Pepperdine's Ad Major boasts 126 students combined with 135 IMC Majors taking Advertising courses (267 students total) with only 6 advertising faculty (2 full time, three part time, and one teaching part time while directing the Internship full time) compared to SMU's 35 advertising major faculty for 200 student.

## COMPARISON WITH OTHER PROGRAMS

The following is an analysis of advertising and media related programs/majors/degrees at 34 universities in the United States. The table below lists the program names and universities.

**Peer Institutions: See previous sections. Info on peer institutions taken from their websites.**

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**Advertising Program Overview**

See previous sections

**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, one of the University's 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.

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

**Peer Institutions: also see previous sections**  
**Information taken from institutions' websites**

#### **Baylor University**

Journalism, Public Relations, and New Media  
<http://www.baylor.edu/Journalism/index.php?id=859654>

#### **Calvin College**

<https://calvin.edu/academics/majors-programs/>



**Occidental**

Media Arts and Culture

<http://www.oxy.edu/media-arts-culture/courses-requirements>

**Santa Clara University**

College of Arts and Sciences

<https://www.scu.edu/cas/communication/academic-programs/majors--minors/> .

**Southern Methodist University**

School of the Arts

<http://smu.edu/meadows>

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

<http://www.smu.edu/Meadows/AreasOfStudy/Advertising/UndergraduateStudies/AdvertisingDigital>

<http://www.smu.edu/Meadows/AreasOfStudy/Advertising/UndergraduateStudies/AdvertisingCreative>

<http://www.smu.edu/Meadows/AreasOfStudy/Advertising/UndergraduateStudies/AdvertisingStrategicBrandMgmt>

**St. Olaf College**

<http://wp.stolaf.edu/academics/departments/>

**University of San Diego**  
School of Journalism and Media Studies  
<http://jms.sdsu.edu/index.php/academics/advertising>



**University of San Diego**  
College of Arts and Sciences

<https://www.sandiego.edu/academics/academic-programs/majors.php>  
<http://www.sandiego.edu/cas/communication-studies/>

<http://catcher.sandiego.edu/items/usd/2014-16-undergraduate.pdf>

**Valparaiso University\***

College of Arts and Sciences  
Communication Department

<http://www.valpo.edu/communication/academics/undergraduate-programs/>

<http://www.valpo.edu/communication/academics/undergraduate-programs/32-hour-b-a-in-digital-media/>

**Evidence**

See OIE

**EXTERNAL REVIEW**

In summary please explain how, through the findings in the annual assessments, the program has achieved a holistic evaluation of the educational experience that is supported through benchmarking. (Has the program been reviewed by external stakeholders, such as practitioners in the field, or compared with other similar institutions, or national standards?)

**I. GUIDELINES FOR ORGANIZING THE EXTERNAL REVIEW**

The external review typically occurs after a program or department completes its self-study report, but the selection and invitation of external reviewers can occur during the self-study process to ensure the availability of the best reviewers. However, programs with concurrent accreditation (e.g., AACSB, APA, ABA) can use the visiting team for that discipline-specific accreditation as the external review. The report from the site visitors should be included in the final report. For an illustration of potential areas for the reviewers to consider, see Attachment below.

## **II. CHOOSING REVIEWERS**

The size and composition of the review team can vary, depending on the size of the program under review. Usually, the team involves one or two people. At the time a department or program is notified that it will be conducting a program review, appropriate individuals should submit a list of names of possible reviewers. These reviewers should be external to the school/University. External reviewers should be distinguished scholars/teachers/practitioners in the field and be familiar with campuses that are similar to Pepperdine University and the program undergoing review. It is also helpful for external reviewers to have had experience with program administration and with program assessment. At least one of the reviewers should be experienced with student learning outcomes assessment in order to review and analyze the program's assessment processes and results. The Dean of each School will have the final approval of the external reviewer.

## **III. MATERIALS FOR THE EXTERNAL REVIEW TEAM**

At least 30 days prior to the scheduled department visit, the information from the program self-study and appropriate additional materials are sent to each member of the external review team. An identical information package should be provided to appropriate members of the administrators overseeing the program. The reviewers should compile a report that includes observations, strengths, weaknesses, and recommendations based on evidence. The attached External Review Report expectations outlines the guidelines for the external reviewers' site visit and report. Reviewers and Divisional Deans should also sign a consultant agreement. External Reviewers should also be given a schedule for their visit and a confirmation letter, and programs will submit a budget proposal for the site visit to the Office of Institutional Effectiveness.

## **IV. CATEGORIES FOR EVALUATION**

- Curriculum
- Faculty
- Resources
- Viability

## **V. EXTERNAL REVIEW TEAM VISIT AND REPORT**

The review team visit typically lasts for two days, during which time the review committee members meet with department faculty, academic advisors, students, and select administrators. The review team typically takes part in an exit interview just prior to concluding its departmental visit.

The team is expected to submit its written evaluation to the campus program review committee no later than 4 weeks after the visit. The written evaluation should include a review of strengths and challenges, resource allocation, and program viability as well as suggestions for policy and resources. Upon submission of the report, off-campus reviewers receive a previously agreed upon stipend and travel expense reimbursement (to be determined by the department under review).

As soon as the program receives the report from the external review team, it is distributed to the appropriate individuals. The department is typically asked to review the report (within a brief time period) for factual inaccuracies and misperceptions. To maximize the effectiveness of program review, the findings and resulting decisions should be shared with all of the stakeholder groups. Such sharing of findings generates buy-in to the program's and/or institution's goals. To facilitate and track the implementation of improvement plans, each year the relevant faculty members should review the progress of

programs reviewed in previous years. If the department/program was not successful in implementing all aspects of the plan, they may follow up with their appropriate administrative unit regarding resource allocation or other barriers involved in preventing successful implementation.

#### External Reviewer Report Expectations

Please find the link below for the "External Review Summary Sheet".  
<https://www.surveymonkey.com/r/Z835R7F>

#### External Reviewer Report Expectations

*Please attach the completed form.*

## FORMS

### 1. UAC REPORT

Programs should submit to UAC:

- a. The major strengths and weaknesses identified in the Program Review's Quality Improvement Plan (QIP). Please identify and cite the evidence that supports your answer.
- b. A list of the program goals established for the next five years (please list in order of priority, the most important goal first). Please cite the evidence that supports your answer.

Other documentation available to the UAC:

1. Program Reviews: found on the OIE web site
2. QIP: Upon Request
3. External Reviewer's Report: Upon Request
4. MOU: Upon Request

The major strengths and weaknesses identified in the Program Review's Quality Improvement Plan (QIP).

A list of the program goals established for the next five years (please list in order of priority, the most important goal first). Please cite the evidence that supports your answer.

### 2. Educational Effectiveness Report

Please find the link below for the "Educational Effectiveness Indicators".  
<https://drive.google.com/open?id=0B6ufJTOgPx32Nm5tVmdnbWx1SDQ>

Educational Effectiveness Report

pdf

PEPPERDINE UNIVERSITY'S CREDIT HOUR POLICY

For all Pepperdine programs, including but not limited to the undergraduate, master's, juris doctor, and doctoral levels, for each credit hour (unit) granted, students must have successfully met the academic requirements with an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours..

The above policy is applicable to all courses offered, regardless of the mode of delivery and/or session length (e.g. full term-length, weekend mode, abbreviated term, face-to-face, hybrid, online, etc.).

Approved by the University Academic Council - May 2012

#### **PROCEDURE FOR CHECKING CREDIT HOURS**

Credit hours will be examined for compliance by Department, by School, and by the Registrar prior to the start of each term.

Official credit hour approval occurs via UAC during new program proposals, changes to programs, changes to courses, and during program review (via UAC and ASLC).

Exceptions such as Independent Studies and Internships are checked on an ongoing basis by faculty, Division Chair and/or Associate Dean, and Registrar.

#### **3. University Credit Hours**

Please find the link below for the "University Credit Hour Policy Example Table".  
<https://drive.google.com/open?id=0B6ufJTOgPx32RXhFeXBzMS10Tm8>

University Credit Hour Policy Example Table.  
pdf

### **QUALITY IMPROVEMENT PLAN**

For the Quality Improvement Plan, the program should extract from the "preliminary quality improvement goals and action plan" of the self-study (section A.III) as well as from both the external and internal review recommendations.

The following prompts may be helpful in considering your QIP:

1. Are the curriculum, practices, processes, and resources properly aligned with the goals of the program?
2. Are department/program outcomes aligned with the institutional learning outcomes (ILOs)?
3. Is the level of program quality aligned with the school/University's acceptable level of

program quality?

4. Is the level of program quality aligned with the constituents' acceptable level of quality?
5. Are program goals being achieved?
6. Are student learning outcomes being achieved at the established standard of achievement? What are you using for comparison/benchmarking?
7. How have the results of program review been used to inform decision-making and improve instruction and student learning outcomes?
8. What was identified in the process of examining the institution's program review process that may require deeper reflection, changes, and/or restructuring? What will be done as a result? What resources will be required?
9. What have the reviewers learned as they carried out assessments of student learning? How have assessment protocols, faculty development, choices of instruments, or other aspects of assessment changed as a result?

Many of the changes that occur following program review are related to curricular adjustments that are, in essence, resource neutral. Program faculty or staff should make note of the ways that they used data to make decisions. Changes that are outside the control of the program or need additional support should be noted and reviewed by the dean in the final section, the Memorandum of Understanding (MOU).

#### QIP Form

Please find the link below for the "QIP Form".

<https://drive.google.com/file/d/0B6ufJTOgPx32M3JiNTM3bV9KNVk/view?usp=sharing>

Please see QIP form