



SLO Assessment Cycle for BUS 89

Advertising

Assessment Initiated by: [Michele Fritz](#) (8615) in BUS

Outcomes:

Outcome 1: Statement

Relate contemporary advertising to the classic human communication model.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [12/28/2010]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: , Richard Brien

Assessment Tools: Exams

Sections being assessed: 61

Outcome 1: Reflect & Enhance Modified: [12/28/2010]

Number of people involved in Reflection and Enhancement: 1

Changes:

Methods:

On November 23, at the beginning of the tenth week of class, an exam comprising 20 multiple choice questions was given to 30 of 38 registered students. Questions developed or selected for the exam relate expressly to the topics in the course SLOs, and the relative size of each battery roughly reflects the emphasis given to each area in the course. The questions also represent varying degrees of difficulty using Bloom's taxonomy of learning levels. Each question had five possible answers, many including options for "All of the above", "None of the above" and combination answers (A and D, e.g.).

Questions 1-4 of the SLO Exam were designed or selected specifically to test the degree of learning achieved on this outcome.

Summary:

The mean exam score was 84.3% and the range of correct responses across the 20 questions was 56.7% to 100%. Graded by student, the median was 85, 46.7% of takers scored 90 or above and 90% passed the exam (score of 70 or above). With regard to the overall content of the course as currently taught, I'm satisfied that most of the students mostly "get it".

The mean score on this battery (questions 1-4) was 79.1%, lowest of the three, with Question 1 being the lowest scored question on the entire exam at 56.7%. The range across the 4 questions was 56.7% to 100%. All questions in this battery are considered to be at the knowledge/ comprehension learning levels, so there is no breakout analysis.

Enhancement (Part I):

The low score on Question 1 is problematic and deserves a bit of special attention; it reveals that more than 40% of the students don't identify an actual sale (order) as advertising "feedback" as defined in the human communication model. This may well be because I regularly emphasize that while sales revenue is typically the ultimate goal of advertising and IMC, it usually is not, and often cannot realistically be, the immediate objective. I'm confident the strengthening of this clarification can be accomplished using current pedagogy.

Enhancement (Part II):

No institutional change required.

Outcome 2: Statement

Distinguish advertising from other elements of integrated marketing communications (IMC) and explain its role in an

Outcome 2: Assessment Planning Modified: [12/28/2010]

Assessment Strategy Used:

Quarter: Fall 2010

organization's marketing strategy.

Assessors: , Richard Brien
Assessment Tools: Exams
Sections being assessed: 61

Outcome 2: Reflect & Enhance Modified: [12/28/2010]

Number of people involved in Reflection and Enhancement: 1

Changes:

Methods:

Questions 5-14 of the SLO Exam were designed or selected specifically to test the degree of learning achieved on this outcome.

Summary:

The overall mean score on this battery (questions 5-14) was 85.0%, with a range across the 10 questions from 66.7% (Question 12) to 96.7%. Eight questions in this battery represent the knowledge/comprehension levels of learning, while two are designed to assess application/analysis abilities; both sub-sets had a mean of 85.0%.

Enhancement (Part I):

The relatively low score on Question 12 is a bit mystifying because it's a terminological question, the answer to which I should have thought was obvious, almost reflexive, by the time of this exam—guess not. It too can be improved, I'm certain, using current pedagogy.

Enhancement (Part II):

No institutional change required.

Outcome 3: Statement

Identify the major social and economic aspects of advertising in the U.S. and contrast those with the role of advertising in other countries.

Outcome 3: Assessment Planning Modified: [12/28/2010]

Assessment Strategy Used:

Quarter: Fall 2010
Assessors: , Richard Brien
Assessment Tools: Exams
Sections being assessed: 61

Outcome 3: Reflect & Enhance Modified: [12/28/2010]

Number of people involved in Reflection and Enhancement: 1

Changes:

Methods:

Questions 15-20 of the SLO Exam were designed or selected specifically to test the degree of learning achieved on this outcome.

Summary:

The overall mean score on this battery was 86.7%, highest of the three and a pleasant surprise. The range across the 6 questions was 73.3% (Question 15) to 96.7%. Again, the breakout mean scores, representing four questions at the knowledge/comprehension levels and two at the application/ analysis levels, were the same as that of the overall set, 86.7%.

Enhancement (Part I):

The mediocre score on Question 15 is a bit disappointing but, again, surely can be corrected with better explication and emphasis (current pedagogy).

Enhancement (Part II):

No institutional change required.

[Number of Outcomes for BUS 89: 3]