Course Assessment in a Box

Course Assessment in a Box is a practical tool for you to conduct assessment of course Student Learning Outcomes (SLOs). By following these simple steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, it should be easy to transfer your work to, or simply attach it to, the Program Review.

1. Number and name of the course being assessed:

| Journalism 155 Mass Media |

2. Course SLOs from the Course Outline of Record (simply cut and paste from the COR):

1. Detect persuasive techniques and psychological methods used in advertising and marketing messages.
2. Demonstrate an understanding of the history of the various forms of mass media, especially the relationship between social trends, technological innovations and media development.
3. Analyze mass media messages, utilizing the communication model to understand who is saying what to whom, and why.
4. Write in the news media style, emphasizing the action and putting all elements in order.
5. Understand the ways in which mass media content is regulated by state and federal laws, despite the guarantees of the First Amendment.
6. Utilize principles of communication theory to decode mass media messages that are intended to confuse and mislead the public.
7. Use the skills of media and visual literacy to interpret news and marketing messages.

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):

None

4. List the SLO(s) you are assessing in this particular instance:

| 1. Detect persuasive techniques and psychological methods used in advertising and marketing messages. |
5. Describe the assessment strategy or tool that addresses the SLO(s):

1. Students will clip five ads from magazines or newspapers.
2. Students will decide which of the 15 human needs or 10 persuasion techniques apply to each. More than one can apply.
   The human needs:
   1. Need for sex.
   2. Need for affiliation.
   3. Need to nurture.
   5. Need to get even.
   6. Need to achieve.
   7. Need to dominate.
   8. Need for prominence.
   10. Need for autonomy.
   11. Need to escape.
   12. Need to feel safe.
   13. Need for aesthetic sensations.
   14. Need to satisfy curiosity.
   15. Other physical needs.
   The persuasion techniques:
   1. Slogans – “Just do it.”
   2. Name-calling – Implies product is “Better than those other guys’.”
   4. Transfer – Associate desirable thing, condition, accomplishment, etc. with the product. Fun with friends, beauty, power, achievement, success.
   5. Testimonial – Celebrity endorsement.
   6. “Plain Folks” – Not only for snobs. Ordinary people buy the product, too.
   7. Card-stacking – Selective facts, illustrations, statements support product. “Four out of five dentists...”
   8. Bandwagon effect – Everybody’s doing it.
   10 Music – Theme songs, jingles, etc.

3. Students will write a one-page paper discussing:
   • How you think the ads are supposed to work.
   • Which demographic group you think the ads are aimed at.
   • Whether you think the ads are effective in doing the three things they have to do: grab attention, say something about the product and
leave a memory device.

NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others....

6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

Students demonstrate mastery of detection techniques.

7. By looking holistically at the results from all students, describe your findings:

Most students are excited and surprised to find a way to detect misleading and unnecessary marketing messages. Most students have no trouble finding examples in their everyday lives.

8. Describe faculty dialogue (if any) involved in the assessment process:

None.

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies implemented to promote student success:

I revise constantly. This semester we studied ads in the Super Bowl, which were fairly bland. I showed the class videos of interesting ads from previous Super Bowls for comparison. For instance, we watched the Volkswagen ads showing the boy playing Darth Vader, then the one from the following year showing Darth watching the game in a sports bar. Of course, we dissected the classic 1984 ad for the MacIntosh by Ridley Scott.

10. After the improvements are implemented, describe the results:

We plan to continue updating the advertising content of the course.