### SECTION 1: Introduction

1. Submitted by Dr. Cameron Pace, department chairperson, with assistance from Nancy Pace-Miller and Melinda Booze; Communication Department; Advertising & Public Relations Major; 2018-2019
2. Advertising/Public Relations major, also known as the Advertising/Promotions/Public Relations Track under the Strategic Communication major. There is also an Advertising/PR minor. Students may earn a BA or BS using this major.
3. The primary faculty in this area are Nancy Pace-Miller and Melinda Booze. Each have master’s degrees in communication studies and public relations. Both have professional experience in this field of work. Other professors in the department contribute with ancillary coursework in communication and media. All professors have advanced degrees and professional experience connected with their course subjects.
4. Students seeking careers in marketing, promotions, advertising, and public relations would benefit from this major. Alumni and professionals in area ad agencies and businesses are regular contributors to our courses as special speakers and consultants to faculty.

### SECTION 2: Identity: Mission, Values and Strategic Plan

5. As with all majors at Evangel, Advertising & PR provides students with professional training and education while integrating faith and learning. The program contributes the EU20 and the general communication curriculum in terms of helping students achieve both institutional and program objectives.
6. Specifically, the Advertising/PR program contributes to the Communication Studies major, the Multimedia Journalism major, the Strategic Communication major as a track, and the Political Communication track under Strategic Communication through overlapping coursework.
7. This is the first program-specific review for this major, but there have been changes during the last two years. The Advertising/Public Relations major was rolled into a larger major, Strategic Communication, and made into a track under that major. To address the downward enrollment trend in the previous Advertising/Public Relations major, the department researched current higher education programs preparing students for professions in these fields. Underpinning these professions is the foundation of research-based strategic planning. Because all professional communication is strategic and the contemporary tactics of communication are less profession-specific, both in the professional services world and in higher education, the terminology of strategic communication is being used to encompass programs and services that broaden students’ and professionals’ scope of skills, abilities and applications. We found in our research that it is common in degree programs across higher education for advertising, public relations, marketing, even journalism, to be named the more contemporary Strategic Communication title, rather than a specific tactic title, such as Advertising or Public Relations. The principles of strategic communication include critical thinking and problem-solving, effective written and oral communication skills, presentation skills, all employed to fulfill a strategic plan that is informed by research. Naming the degree program Strategic Communication broadens the appeal to students who may not be pursuing the more narrowly defined Advertising/Public Relations professions but are seeking to be prepared to be strategic communicators in more diverse professions.
8. In today’s society, media publicity is critical to the success of most businesses and organizations. This major is instrumental in providing Evangel students the skills and knowledge of promotion in its various forms. Though these forms change in terms of medium and strategy, it is imperative that Evangel offers students this program to prepare them for careers in this impactful field.

### SECTION 3: Relevance
9. Enrollment in this program has dipped in recent years, therefore, the need to update and improve it within the Strategic Communication (COSC) major as a track as described previously. The most recent data is as follows:
   Fall 2017 – 19 majors; Fall 2018 – 16 majors (including COSC tracks); Fall 2019 - 14
10. The benefit of moving the program to a track within Strategic Communication was first, to update the program to match current trends in the profession and industry, and secondly, to include more marketing and strategy into the program curriculum.
11. The program’s strengths include the level of skill training we include in the program makes for job-ready graduates. Our grads have found work in many fields of promotion and have been awarded competitive internships over the years. Students are given practical training within our student media and the Advertising Workshop, which acts as an advertising agency.
   Weaknesses in the past included a lack of marketing coursework, which is now included, and the need for improvements in workshop experience, which was corrected last spring with the elimination of Mass Media Workshop. The eliminated workshop was not meeting our goals of advancing the skills of students in their areas of study.
12. There is always a need for promotion of all types by most businesses and organizations. The job roles have changed somewhat with more attention given to video and social media. We have addressed that recently with the changes to the track under COSC. Threats to this profession include the ability of business professionals to use computer software and pre-package bundles of promotional materials to take the place of professional help or agency work. Social media contributes to this by becoming more in-house using existing personnel who may not have professional training.
13. We have boosted our emphasis on both social media and video use in promotion. We have added a new course in Strategic Communication for students to gain a better understanding of the need for strategic planning and associated tactics related to various types of promotional methods.

SECTION 4: Effectiveness

14. Fall 2018 PLO Scores

<table>
<thead>
<tr>
<th>Row Labels</th>
<th>Average of outcome score</th>
<th>Distinct Count of student sid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AP1-1 Audience and Client Types</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMR 333 LEC 1 Advertising I</td>
<td>3.25</td>
<td>20</td>
</tr>
<tr>
<td>COMR 352 LEC 1 Public Relations I</td>
<td>2.55</td>
<td>22</td>
</tr>
<tr>
<td><strong>AP1-2 Integrated Marketing Plans</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMR 333 LEC 1 Advertising I</td>
<td>3.38</td>
<td>13</td>
</tr>
<tr>
<td>COMR 352 LEC 1 Public Relations I</td>
<td>2.64</td>
<td>22</td>
</tr>
<tr>
<td><strong>AP2 Ethical Dilemmas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 113 LEC 1 Introduction to Mass Communications</td>
<td>2.75</td>
<td>56</td>
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<tr>
<td><strong>AP3 Skills of Observation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMR 352 LEC 1 Public Relations I</td>
<td>2.95</td>
<td>22</td>
</tr>
</tbody>
</table>

The scores of the above PLOs do not include some of the coursework included in the program as this was for spring only. The score of 3 would be satisfactory with 4 outstanding and 2 less than expected. Not all PLOs were represented in the fall sample. Here is the data for the spring sample:

<table>
<thead>
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<tbody>
<tr>
<td><strong>AP1-1 Audience and Client Types</strong></td>
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<tr>
<td>COMR 372 LEC 1 Social Media Communication</td>
<td>2.21</td>
<td>19</td>
</tr>
<tr>
<td>COMR 433 LEC 1 Advertising II</td>
<td>3.33</td>
<td>9</td>
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</table>

2
<table>
<thead>
<tr>
<th>Course</th>
<th>GPA</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMR 452 LEC 1 Public Relations II</td>
<td>3.00</td>
<td>8</td>
</tr>
<tr>
<td><strong>AP1-2 Integrated Marketing Plans</strong></td>
<td>2.18</td>
<td>28</td>
</tr>
<tr>
<td>COMR 372 LEC 1 Social Media Communication</td>
<td>1.87</td>
<td>19</td>
</tr>
<tr>
<td>COMR 433 LEC 1 Advertising II</td>
<td>3.33</td>
<td>9</td>
</tr>
<tr>
<td>COMR 452 LEC 1 Public Relations II</td>
<td>2.38</td>
<td>8</td>
</tr>
<tr>
<td><strong>AP2 Ethical Dilemmas</strong></td>
<td>2.67</td>
<td>23</td>
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<tr>
<td>COMR 372 LEC 1 Social Media Communication</td>
<td>2.58</td>
<td>19</td>
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<tr>
<td>COMR 452 LEC 1 Public Relations II</td>
<td>2.88</td>
<td>8</td>
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<tr>
<td><strong>AP3 Skills of Observation</strong></td>
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<tr>
<td>COMR 372 LEC 1 Social Media Communication</td>
<td>2.26</td>
<td>19</td>
</tr>
<tr>
<td>COMR 452 LEC 1 Public Relations II</td>
<td>2.63</td>
<td>8</td>
</tr>
</tbody>
</table>

There are areas between the two semesters where the scores have dropped, especially PLOs AP1-2 and AP3. We have noted these and have discussed the possible causes for these results. We concluded that there was a gap in knowledge between the two levels of courses where students were expected to know more than what was demonstrated in the upper division courses. This knowledge gap was identified and changes are being put into place in Advertising I and Public Relations I to improve these scores. We continue to contact outside professionals and alumni in the field of Advertising and Marketing to provide us feedback and consultation on a regular basis. Nancy Pace-Miller describes her efforts this summer to gain feedback in this way for use in our program development.

**Summer 2018-2019 Interviews and Strategies for Communication program enhancement.**

**Report**

**June 7, 2018**  Met with Jeff Hedrick (Convoy of Hope Communication/Media Director)
- Experiential content (students want experiences)
- Audience (Who are you talking to? What do they need?)
- Content
- Internal/External content (must match)
- Team player
- Understand who you work for
- SEOs
- What works best for each audience?
- What photos bring more money, what videos, (gauge/evaluate method of presentation to the project)?
- Google analytics
- Work from a creative brief

**June 7, 2018**  Met with Jen Weibton (Jen@Boundless.net) Owner of Digital Marketing company Boundless
- Audience
- How to tell the story.
- Internal content management
- Writing
- Speaking
- Kids know how to work social media, how to make the message for the audience specific
- Definitely teach them that – use social media for the audience…not everything.
- Make things look spontaneous and free-wheeling, but in reality it has planning and strategy.
- Teach people skills
- Teach ethics and ethical dilemmas
- Sending information.

June 8, 2018  Met with Abby Terhark and Kelly Vaughan  (Paul Mueller Marketing and Internal Communication specialists).
- People skills (Dale Carnegie’s book Influencing People)
- Team Management
- Content specific to correct audience (no one shot fits all)
- She is sending a book by Shell Holt
- Creative brief that everyone is on the same page (internally and externally)
- Practice reporting and telling the story
- How is the best way to tell this story, then put it on the right social media.
- Do more informational advertising messages. Offer your audience an informative / need to know piece and then the call-to-action is more information on YOUR company, service, or idea.
- Stay flexible.

May 23, 2019  Met with Brand Miguel (Kings Chapel Administrator).  Administrator for over 250 churches in Oahu, Maui and the Kona.
- Know your audience and environment
- Be able to tell the story for the client in all mediums
- Writing
- Editing
- Skills in public relations for a general audience
- Social media expertise
- Video skills for promotional purposes/story-telling
- Interpersonal skills
- Life skills for church ministry is heavily needed
- Know how the community communication systems work to help others.
- Getting information out to the audience in a timely manner

- Know practical skills – writing, speaking, organization
- Learn to use nonverbal communication skills in your work
- Don’t get caught up with your own self in your work; client’s needs are most important.
Generate a good product, service or support
Give 100 percent to being a professional
Learn patience and adaptability
Social media and traditional media work together

EVALUATION
Changes made in COMR/MRKT 333 since the interviews:
Professor added more business aspects of the marketing mix, including lectures on Integrated Marketing Communication and Social Media Strategy.
Professor added additional support on Management Communication, specifically communication philosophy styles in agency work.
Professors added more original content development in the introductory classes of advertising and public relations.
Faculty decided to include more social media and video work within the advertising class requirements. These changes have been added to the major sheets.

Advertising 2
Changes were made to include case studies, evaluating strategies and procedures as well as ethical dilemmas of company advertising campaigns.
Additional marketing techniques were added to support the client needs for a more integrated marketing plan given to the client as pro bono work. Client’s satisfaction on work has been rated high.

INTERNSHIP EVALUATIONS:
This is a random sampling pull of the internship site evaluators’ comments on our current advertising or communication studies students.
Students: Rebekah Dinwiddie, Michael Herrington, Brianna Mabon, Briana Rivera, and Vivien Smith

Evaluators’ comments for weaknesses:
* Work on editing, writing, and social media
* Work on initiative to create work
* Work on team engagement
* Work on making connections with the product
* Work on interoffice communication
* Work on taking criticism and learning expectations

Evaluator’s comments on strengths:
* Understanding of how to use social media
* Is timely in their job duties assigned.
* Good writing skills, keep learning.
* Confident in their advertising strategic planning.

EVALUATION
The comments presented by the internship site supervisors’ directly correspond to similar comments made by our working alumni. The need to increase the workplace skills – team interaction, initiation of work, making the connection with the product to understand the client, and having the maturity of professionals – is a component needed within the advanced classes of Strategic Communication.
In the new class, Cases and Campaigns, these issues will be discussed and implemented within assignments for growth within these areas.
15. Another area of evaluation and analysis for our Advertising/PR majors comes from feedback from reviewers, outsiders and on-campus faculty, concerning senior projects and capstones. The following tables show results from these reviews:
   Average review score for SP-17 = 3.623
   Average review score for FA – 17 = 3.446
   Average review score for SP-18 = 3.106
   Average review score for FA-18 = 3.606
   These scores are fairly close except for that of SP18. After that semester, we realized that some students were not putting enough effort into presenting their capstone professionally. We changed some requirements that included improvements in posters and visual aids, wording of presentations, arrangement of presentations in the building, and proper attire for presentations. The review numbers show a corresponding increase the next semester. These numbers are for Advertising/PR only, but they are similar to the overall scores for all programs combined.

SECTION 5: Sustainability

16. We currently do not receive outside sources of funding or grants to sustain our program. We have managed to maintain the program within the confines of institutional budgeting.
17. The majors in this program rely on various technology facilities within our department, including computer labs, publication lab, TV Studio, and the photography studio. These are constantly being improved upon and updated so students have the latest software and equipment to use in their projects.
18. By moving the major into a track under a larger major, we achieve additional efficiencies by offering related courses that benefit more than one track. We have also allowed the cross-listing of marketing courses for credit in the Advertising/Promotion/PR track over the last 2 years. These courses are taught in the Business department, allowing us to include these without having to hire adjuncts. The Communication Department overall has faculty that have training and experience in more than one area, therefore, allowing us flexibility to teach a greater variety of courses for all programs. This also eliminates the need for additional adjuncts.

SECTION 6: Planning for the Future

19. It is a concern of ours that the number of students in this field at Evangel has been dropping slowly over the last three or four years. This is partly due to the overall university enrollment having gone down somewhat, but not entirely. Similar to journalism and broadcasting, advertising is now being viewed by young people as an “old” medium in comparison to online communication. They don’t always make the connection that promotion expands and changes with the media trends. Advertising is associated with newspapers and TV in the minds of many students. Through the change of making this program a track within Strategic Communication, we hope to advance the idea that promotional communication requires significant planning, research, and strategic execution, which includes all new technologies as they come available.

(Part B)

Academic Program Review Rubric