

RESEARCH-BASED TEACHING IMPROVEMENT PRACTICES:
DEVELOPING A MARKETING PROGRAM AUDIT

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A great deal of attention has recently been focused upon the deficiencies of the American educational system at all levels. Out of this concern has emerged a series of research studies and commission reports dealing with the causes and cures of this educational malaise.

Research identifies seven key factors as contributors to the success of teaching programs. Each of these seven areas can be operationalized as a series of questions against which to evaluate a given marketing department's program.

Following is an example of the types of diagnostic questions which could focus a department's self-analysis on a series of specific issues in each of these seven areas and suggest areas of strength and weakness.

This method of program analysis can prove helpful at not only identifying relevant program improvement areas, but can also facilitate the establishment of concrete objectives to change and improve key program areas.

In addition, such an analysis is useful for communicating program missions, strengths, and needs to important constituencies outside the immediate department - such as students, the administration, and the business community.

MARKETING PROGRAM AUDIT

- I. Academic Learning Time
Is class time presently being effectively utilized?
Are students (and professors) sufficiently organized and prepared for class?
Do students have sufficient time (in and out of class) to complete assignments?
Is enough time devoted to student counseling outside of class?
Are professors allowed sufficient time for course development?
- II. Program Mission
Is the mission of your program well defined and clearly understood by faculty? By students? By campus administrators? By the business community?
Have specific program goals and objectives been established? Are they tied directly to course content and text selection, and teaching mode?
- III. Teaching Techniques
Are your teaching methods appropriate to your program goals?
Do you allow for a variety of learning styles within each course?

How are appropriate performance expectations communicated to your students?
Do you have a systematic teacher development program in place?

- IV. Instructional Leadership
Is the chair of your department an active central leader in program design and evaluation?
Is your course/curriculum development process effective?
Are multiple sources of rewards used to heighten teaching performance (promotion, salary adjustment, peer recognition, release time for development)?
- V. Evaluation Systems
Does your teacher evaluation process include multiple measures of performance (peer evaluation, chair visitations, self evaluation, student questionnaires)?
Are teaching evaluations used for constructive and timely feedback to individual faculty and students?
Do teaching evaluations play an important role in tenure and promotion decisions?
Are students evaluated by multiple measures?
Have norms and standard measures of effective teaching and student learning been developed by the department?
- VI. Collegiality
Are the goals and objectives of your program shared by all faculty?
Do staff and students feel a part of the educational process and important members of the learning environment?
Do faculty share ideas and techniques for improved teaching with one another?
Is there an adequate level of student - faculty interaction both in and outside of the classroom?
Do you have faculty and/or student lounges set aside for informal interaction?
- VII. Resources
Is the physical classroom environment conducive to effective teaching?
Is your faculty/student ratio appropriate for your teaching mode(s) and program objectives?
Do you make effective use of teaching technologies such as computer-aided learning, video labs and teleconferencing?
Do you have sufficient budget monies for supporting class field trips, purchasing classroom teaching materials, staff and faculty development?
Are your faculty salaries and recruiting budget competitive?