ABSTRACT

This study reports the results of a survey of marketing department chairs regarding the use of direct and indirect measures of student learning, changes designed to improve student learning, and level of faculty commitment to program assessment. The results indicate that the majority of departments budget less than $1,000 annually to their assessment program. Written and oral assignments were the most frequently used direct measures of student learning, and surveys of graduating seniors and alumni were the most frequently used indirect measures. Greater coordination of multi-section courses, the introduction of new courses, and modifications to existing courses were the most frequent changes made to improve student learning. Finally, the faculty is frequently required to participate in department assessment programs, most often in defining the learning goals of the degree program, developing measures to measure student learning, and finally changes to improve student learning.