Student Learning Objectives

School Wide

• Students will be critical thinkers that employ analysis, reasoning, questioning and quantitative skills (CT)
  o Identify problems and their causes, generate alternative solutions, and arrive at reasoned conclusions
  o Evaluate information with respect to its accuracy, objectivity, currency, reliability, and relevance
  o Use information from various sources to solve complex problems and support conclusions

• Students will understand how to use technology to solve business problems (IT)
  o Demonstrate an understanding of how technology tools aid and impact the managerial process
  o Collect and evaluate information from online sources
  o Use technology to analyze and present data

• Students will understand ethical, legal, and socially responsible behavior in the interactions of organizations with society (ELSR)
  o Analyze a situation and apply ethical and legal reasoning to determine a course of action
  o Identify means in which socially responsible behavior can occur within a particular organization

• Students will develop business communication knowledge and skills (BC)
  o Apply business writing principles, such as analysis of audience and purpose, logical argumentation, and strategic visual design, to a variety of business communications, such as standard correspondence, short reports, and professional presentations
  o Create persuasive, well-researched, and informative business documents and presentations
  o Use technology to enhance business communications

• Students will understand globalization and develop awareness of cultural diversity (GCD)
  o Identify similarities and differences across diverse people and cultures
  o Demonstrate an awareness of globalization and its impact on business practices worldwide
  o Engage in activities to foster constructive interaction with diverse people

• Students will understand and develop leadership and teamwork skills (LT)
  o Use teamwork and collaboration skills to work collectively toward solving problems
  o Assume leadership roles in a variety of academic and professional settings

• Develop discipline-specific knowledge (D)
  o Each major develops learning objectives specific to their major (see following)

Marketing

• As part of the department of Marketing’s learning goals for its undergraduate student body, we expect our students to be data literate.
  o Recognize and gather data from multiple sources.

• As part of the department of Marketing’s learning goals for its undergraduate student body, we expect our students to be analytically literate.
  o Analyze data using generally accepted qualitative and quantitative techniques.

• As part of the department of Marketing’s learning goals for its undergraduate student body, we expect our students to be consumer sensitive.
  o Recognize the important role of a consumer.

• As part of the department of Marketing’s learning goals for its undergraduate student body, we expect our students to be context sensitive.
  o Understand the firm and societal context for marketing

• As part of the department of Marketing’s learning goals for its undergraduate student body, we expect our students to be articulate in expression.
  o Write managerially relevant reports.
Assessment tools
School-wide:
- Direct: Faculty evaluation of student work, collected as data to measure attainment of learning objectives.
- Indirect: Tracking the linkage between assessment devices in student classes and the ISOM learning objectives; focus groups of students to gauge learning and obtain feedback.

Highlighted recent activities
School-wide:
- Formal direct assessment of student learning objectives was implemented for all of the Isenberg School of Management in the 2008-09 academic year. For each of the school and department learning objectives, a plan to assess student learning was implemented using faculty as evaluators of student work in light of specific learning objectives. Analysis of the data collected during the spring semester of 2009 is currently being analyzed against benchmark goals using a scale where students either fail to meet expectations, meet expectations, or exceed expectations. Once compiled, this data will be analyzed and disseminated to the ISOM Undergraduate Curriculum Committee as well as each individual department Curriculum Committee with a focus on improving areas where students are not meeting ISOM benchmark standards.