Student Learning Objectives

Goal 1.) Critical Thinking - McCormack students are critical thinkers.
   
   Objective 1.1: McCormack students identify business problems and their causes, generate alternative solutions, and arrive at reasoned within the sport industry.

Goal 2.) Information Technology - McCormack students use technology to inform and present business decisions.
   
   Objective 2.1: McCormack students organize, analyze, and summarize business information using technology.

   Objective 2.2: McCormack students communicate business information using technology.

Goal 3.) Legal Reasoning - McCormack students have knowledge of law and the legal system as it relates to the sport industry.
   
   Objective 3.1: McCormack students can identify and address legal risk management issues unique to the sport industry.

Goal 4.) Business Communication - McCormack students are effective communicators who can prepare business documents and presentations.
   
   Objective 4.1: McCormack students create well-written documents on a business topic.

   Objective 4.2: McCormack students deliver effective business presentations.

Goal 5.) Teamwork - McCormack students are productive team members.
   
   Objective 5.1: McCormack students work collectively to solve business problems.

Goal 6.) Leadership - McCormack students are knowledgeable about leadership theories.
   
   Objective 6.1: McCormack students apply understanding of leadership theories.

Goal 7.) Core Business Knowledge - McCormack students possess knowledge of core business concepts.
   
   Objective 7.1: McCormack students demonstrate understanding of the key elements of accounting, finance, marketing, management, and information systems.

Goal 8.) Sport Industry Knowledge - McCormack students possess knowledge of the unique aspects of the sport industry.
   
   Objective 8.1: McCormack students identify the various sub industries with the sport industry and how they are structured.

   Objective 8.2: McCormack students identify the reasons why people follow sport.
**Assessment Tools:**

Direct: Faculty evaluation of student work in core courses. This includes a review of student performance on selected exams, papers, presentations, homework and simulation exercises.

Indirect: Student surveys (including National Survey of Student Engagement (NSSE), alumni survey and recruiter surveys).

**Highlighted Recent Activity:**

Fall 2012 & Spring 2013 – A new position entitled “Director of Organizational Metrics” was created to lead the AoL initiatives. In addition, the Isenberg School created an AoL UG Task Force, with a special Sport Management sub-committee, to select learning objectives, construct a curriculum map, review assessment data and determine continuous improvements initiatives when deemed necessary. Under the guidance of the Director of Organizational Metrics, the Task Force is developing a full assurance of learning cycle (collect data, analyze data, implement improvements and re-collect data to monitor progress) by Spring 2015.

March 2013 – The Isenberg School brought in assurance of learning expert, Karen Tarnoff, to hold workshops for faculty and staff on the benefits of assurance of learning and how to develop meaningful assessment techniques.