

# JAKE JABS COLLEGE OF BUSINESS & ENTREPRENEURSHIP

## PROGRAM LEARNING OUTCOMES

The College has established the following learning outcomes, goals and objectives for each of the learning goals listed in its mission statement:

### MISSION-DRIVEN LEARNING OUTCOMES

<b>Knowledge of Business</b>	Students shall acquire a common body of knowledge and vocabulary of business. As articulated in course syllabi, students shall gain knowledge of the theory and practices used in management of organizations, operations, and human resources; accounting; corporate finance; marketing; information systems and technology; and law. As they specialize further in their respective option(s), students shall demonstrate their ability to integrate this knowledge in solving business problems.
<b>Critical Thinking</b>	Critical thinking is the process of purposeful, self-regulatory judgment.* Critical thinking is defined as the ability to structure and synthesize ambiguous information, to sort relevant from irrelevant information, to apply technical knowledge to new problem settings, to analyze and summarize information and to interpret the results of analysis. Critical thinking makes use of the higher cognitive objectives: application, analysis, synthesis, and evaluation.
<b>Quantitative Reasoning</b>	Quantitative reasoning is the ability to use mathematical concepts to understand and interpret data, make sound inferences, draw logical conclusions and make well-supported decisions. Quantitative reasoning, as a component of critical thinking, requires the use of application, analysis, synthesis and evaluation.**
<b>Effective Oral Communication</b>	Effective oral communication requires facility with standard oral presentational forms including impromptu, extemporaneous, informational, and persuasive speaking.

## **Effective Written Communication**

Effective written communication demonstrates professionalism and the use of standard business English. Such writing is direct, courteous, grammatically correct, and not overly casual. A student's writing must demonstrate appropriate sentence structure, mechanics, grammar, word usage, tone and word choice, organization and focus, and development of ideas.

## **Ethical Decision-Making & Social Responsibility**

Rational and ethical decision-making deals with issues of human conduct and the rules that should govern human action. It is characterized by respect for others, an awareness of justice, and sensitivity to the universal application of rules of conduct. Rational and ethical decision-making focuses explicitly on two critical questions: What is right or wrong? and What is good or bad? A graduate of the COB will be competent in rational and ethical decision-making when s/he is able to assess critically her/his actions and the actions of others with respect to these two questions.

## **Life-Long Learning**

Following the work of Knowles (1990), the COB defines lifelong, self-directed learning as the process by which "individuals take a lifelong initiative, with or without the help of others, to diagnose their own learning needs, formulating their own learning goals, identifying human and material resources for their own learning, choosing and implementing appropriate learning strategies, and evaluating their own learning outcomes."

\*The American Philosophical Association. (1990) Critical Thinking: A Statement Of Expert Consensus For Purposes Of Educational Assessment And Instruction, ("the Delphi Report"). ERIC Doc. No. ED 315-423, pp. 80

\*\*Based on Mathematics Association of America, Quantitative Reasoning for College Graduates: A Complement to the Standards, Part II: Quantitative Literacy: Goals (1998), available at [http://www.maa.org/past/ql/ql\\_part2.html](http://www.maa.org/past/ql/ql_part2.html)