

Green Business and Policy Program(GBP) AOL Rubric 2017

Green Business and Policy Program (GBP)				
Learning Goal	Learning Objectives	What to Measure?	How to Measure? (Rubrics)	Implementation Status
<p>Consciousness on Energy Shortage & Climate Change Issues:</p> <p>Our graduates will understand the criticality of energy shortage and climate change problems both in macro and micro perspectives. (L1)</p>	<p>1. Our graduates will identify environmental, ethical and social dilemma, and be able to recognize and evaluate alternative courses of action. (L11)</p> <p>2. Our graduates will know the professional code of conduct within their discipline. (L12)</p>	<p>1. Course-embedded case study</p> <p>2. Course-embedded test</p>	<p>1. Term paper evaluation (R11)</p> <p>2. Course-embedded survey (R12)</p> <p>3. Case study exercise (R13)</p>	
<p>Multi-disciplinary Competence:</p> <p>Our graduates will synergistically understand green policy, green technology, and green business. (L2)</p>	<p>1. Our students will be able to strategically analyze business cases and will demonstrate the ability of sound business judgment. (L21)</p> <p>2. Our students will synthesize different discipline areas. (L22)</p>	<p>1. Course-embedded assignment</p> <p>2. Course-embedded case study</p>	<p>1. Project Report (R21)</p> <p>2. Assessment of case assignments, projects, and other analytical assignments (R22)</p>	
<p>Project Consulting Performance:</p> <p>Our graduates will be able to propose green projects and conduct the projects effectively. (L3)</p>	<p>1. Our students will produce professional business documents. (L31)</p> <p>2. Our students will deliver effect presentation accompanied with proper supplements. (L32)</p>	<p>1. Course-embedded assignment</p> <p>2. Course-embedded presentation</p>	<p>1. Term paper evaluation (R31)</p> <p>2. Team project performance evaluation (R32)</p>	
<p>Global Communication:</p> <p>Our graduates will be able to effective communicate in English for international projects. (L4)</p>	<p>1. Our student will understand global business issues and relate current issues to emerging business opportunities. (L41)</p>	<p>1. Course-embedded assignment</p> <p>2. Course-embedded presentation</p>	<p>1. Course-embedded assignment evaluation (R41)</p> <p>2. English Presentation</p>	

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			evaluation (R42)
	2. Our students will have command of business English or other language of major global market. (L42)		
Leadership and Teamwork:			
Our graduates will have the capability and attitude of team building and lead a team task successfully. (L5)	1. Our students will have high-performance leadership skill. (L51)	1. Course-embedded assignment	1. Team project performance evaluation (R51)
	2. Our students will know how to build a team successfully in competitive environment. (L52)	2. Course-embedded survey	2. Leadership/Team building experiential evaluation by faculty (R52)

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Rubrics to assess achievements of learning objectives

L1: Consciousness on Energy Shortage & Climate Change Issues: **Our graduates will understand the energy shortage and climate change problems both in macro and micro perspectives.**

L11. Our student will understand the energy shortage in micro and macro perspectives.

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Identifies Dilemma	Has a vague idea of what the dilemma is and is uncertain what must be decided in individual or business behavior	Identifies the dilemma, including pertinent facts, and ascertains what must be decided in individual or business behavior	Describes the dilemma in detail having gathered pertinent facts. Ascertain exactly what must be decided in individual or business behavior
2. Stakeholders Consideration	Fails to recognize all stakeholders or explores consequences and threats/opportunities ineffectively	Recognizes stakeholders and explores some of the consequences and threats/opportunities fairly effectively	Recognizes all stakeholders and fully explores consequences and threats/opportunities
3. Options Development	Failed to identify all of the relevant and practical options	Identified most of the relevant practical options, but overlooked some related conceptual problems and issues	Correctly identified all of the relevant practical options and all of the related conceptual problems and issues
4. Options Evaluation	Failed to provide weightings of various ethical and social arguments and reasons	Provided some evaluation of ethical and social reasons and arguments, but overlooked important factual or logical errors in some reasons	Provided appropriate and defensible evaluations for all relevant arguments noting wherever necessary factual assumptions, logical errors, or conceptual confusions.
5. Decision and Action	Has difficulty identifying and	Formulates an implementation plan that	Formulates an implementation plan that

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	appropriate course of action from among options	delineates the execution of the decision	delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action
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L12: Our students will know the professional code of conduct within their discipline.

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Importance	Somewhat appreciates the importance of keeping professional code of conduct	Mostly appreciates the importance to keep professional code of conduct	Fully appreciates the importance of keeping professional code of conduct.
2. Understanding	Somewhat understands the detailed contents of professional code of conduct	Mostly understands the detailed contents of professional code of conduct	Fully understands the detailed contents of professional code of conduct.

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L2: Multi-disciplinary Competence: **Our graduates will synergistically understand green policy, green technology, and green business.**

L21. Our students will be able to strategically analyze business cases and will demonstrate the ability of sound business judgment.

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Factual knowledge	Shows little knowledge of case facts, makes factual mistakes	Shows solid understanding of case facts	Shows thorough grasp of case facts and offers additional factual knowledge about company or industry
2. Application of strategic analytical Tools	Misuses strategic analysis tools, concepts, and techniques	Appropriately strategic analysis tools, concepts, and techniques	Shows strong understanding and application of strategic analysis tools, concepts, and techniques
3. Application of financial analysis	Fails to incorporate financials into case analysis or shows only limited attempts to understand financials	Shows knowledge of ratios and trend analysis; demonstrates understanding of firm's financial standing	Applies ratios and trend analysis to develop sound judgments about company situation and prospects; presents financial analysis professionally
4. Identification of case problems/issues	Neglects to identify case issues; recounts facts of case with little analysis	Clearly identifies the key issues in the case and demonstrates understanding of company's decision situation	Develops a well-integrated statement of the complex issues of the case and demonstrates understanding of situation
5. Generation of alternatives	Identifies weak or infeasible alternatives with little attention to case issues	Generates 2 or 3 feasible alternatives for resolving the key issues of the case	Develops 2 or 3 insightful alternatives for resolving the issues; offers specificity and originality
6. Recommendations	Offers weak recommendations or pays little attention to addressing case issues	Provides well-reasoned recommendations that follow from the	Integrates alternatives into a well-developed action plan; offers specificity, priorities, and sequencing of actions

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		preceding analysis and clearly address case issues; no surprises	
7. Business judgment	Shows little attention to presenting sound arguments or backing up ideas with analysis; offers "I think" statements	Provides good arguments backed up with factual knowledge, analysis, and persuasive rationale	Provides strong rationale and convincing arguments throughout; demonstrates sound business judgment

L22. Our students will synthesize different discipline areas.

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Consideration	Deals only with a single perspective and fails to discuss possible perspectives from other disciplines.	Begins to relate alternative views from other disciplines to qualify analysis.	Addresses perspectives noted previously, and additional diverse perspectives other disciplines to qualify analysis.
2. Management principle	Lacks understanding of basic management principles and strategic thinking approach..	Shows clear comprehension of basic management principles and strategic thinking approach.	Integrates and applies basic management principles and strategic thinking approach across multiple disciplines.
3. Discipline knowledge	Does not incorporate appropriate argumentation and methodology of other disciplines	Somewhat applies appropriate argumentation and methodology of other disciplines	Clearly and reflectively applies appropriate argumentation and methodology of other disciplines
4. Intellectual sensitivity	Does not yet demonstrate intellectual acuity, imagination, and sensitivity.	Somewhat Demonstrates intellectual acuity, imagination, and sensitivity.	Demonstrates a high degree of intellectual acuity, imagination, and sensitivity.
5. Horizontal synthesis	Does not yet integrate interdisciplinary skills and knowledge.	Partially integrates interdisciplinary skills and knowledge.	Successfully integrates interdisciplinary skills and knowledge.

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6. Vertical synthesis	Does not yet demonstrate awareness of inter-relationships among self, the discipline, business, and society.	Demonstrates some awareness of inter-relationships among self, the discipline, business, and society	Clearly demonstrates an awareness of inter-relationships among self, the discipline, business, and society.
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L3. Project Consulting Performance: Our graduates will be able to propose green projects and conduct the projects effectively.

L31. Our students will produce professional business documents on green projects

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Clear introduction and background	No or unclear introduction, and absence of background information.	Provides an introduction, present some but not all of the key background information.	Provides a coherent introduction and addresses key background issues effectively.
2. Discipline-related concepts and issues	Discipline-specific concepts and issues are not identified or they are identified inappropriately.	Appropriately addresses most of the key discipline-specific concepts and issues but omits or identifies a few of the minor ones.	Appropriately addresses all key discipline-specific concepts and issues and most of the minor ones.
3. Internally consistent arguments	Arguments are inconsistent, different parts of the paper do not relate well to each other and are inconsistent.	Most arguments are consistent, and most parts of the paper are integrated and consistent.	Arguments presented in the paper are consistent and the different parts of the paper are well integrated and consistent.
4. Logic and organization	Arguments are poorly organized, do not flow well, and are hard to follow.	Most but not all of the arguments are well organized, flow logically, and are easy to follow.	All arguments are well organized, flow logically, and are easy to follow.
5 Consistent conclusions	No or very weak connection between analysis and conclusions	Reasonable connection between analysis and conclusions; there may be minor inconsistencies	Very strong connection between analysis and conclusions; there are no inconsistencies.
6. Style and grammar	Numerous spelling errors; inappropriate grammar, sentence structure, and paragraphing used throughout the	Few spelling errors, generally appropriate grammar, sentence structure, and paragraphing.	No or very minimal spelling, grammar, sentence structure, and paragraphing errors.

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	document.		
7. Effective literature search skills	No literature or used of inappropriate web-based sources; sources are not come from professional literature; sources are not current and/or relevant.	Uses more than one research source but demonstrates no attempt to incorporate current information; most sources are authoritative or come from professional literature; sources are generally current and relevant.	Uses multiple research sources and makes effective use of current and reliable information; sources are authoritative or come from the professional literature; includes current relevant sources.
8. Documents sources	No or inconsistent references; evidence of plagiarism.	Generally includes appropriate citations within the document and lists references at the end of the documents; references are generally usable but may not contain the full bibliographic information; citations and references are generally consistent throughout the documents	Includes appropriate citations within the documents and lists references that include full bibliographic information for each citation in the document; citations and references are consistent throughout the document.

L32. Our students will deliver effect presentation accompanied with proper supplements.

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Organization	No opening statement or irrelevant statement; Loses focus more than once; does not manage time effectively.	Has opening statement relevant to topic, and gives outline of speech; mostly organized with some transitions; allows enough time to deliver speech, although it could have been better edited	Has a clear opening statement that catches audience's interest and gives overview; stays focused throughout.

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			Has transition statement, ties sections together; effective time management.
2. Quality of slides	Sloppy and/or unprofessional; may be difficult to read; many slides are superfluous.	Readable, professional, appropriate number	Readable, professional, imaginative and/or high quality (without being a distraction).
3. Voice quality and pace	Demonstrates one or more of the following: mumbling, too soft, too loud, too fast, too slow, "umms."	Can easily understand; appropriate pace and volume; delivery is mostly clear and natural	Excellent delivery; conversational, modulates voice, projects enthusiasm, interest, confidence.
4. Mannerisms	Demonstrates one or more distracting mannerisms, which may include bad posture, shifting feet, etc.	No distracting mannerisms. Decent posture.	Uses body language effectively (and naturally) to maintain audience's interest
5. Professionalism	Makes excuses for the presentation; word choice is not appropriate for audience; inappropriately informal, does not stay "in role."	Treats audience profession-ally, word choice is acceptable (does not use slang); keeps nervousness under control	Treats audience professionally; confident, shows command of topic
6. Use of media/rapport with audience	Relies heavily on slides or notes; makes little eye contact; inappropriate number of slides (too many or too few).	Looks at slides to keep on track with presentation; appropriate number of slides; maintains eye contact most of the time.	Slides are use effortlessly to enhance speech; speech could be effectively delivered without them; perfect eye contact.
7. Ability to answer questions.	Cannot address basic questions.	Can address most questions with correct information	Answers all questions with relevant, correct information; speaks confidently.

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L4. Global Communication: Our graduates will be able to effective communicate in English for international projects.

L41. Our student will understand global business issues and relate current issues to emerging green business opportunities.

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Identification of global issues	No or incomplete identification of some or all of the following relevant global issues: economic, cultural, legal, demographic	Some identification of most of the relevant issues	Clear and detailed identification of relevant issues
2. Analysis of global issues	No analysis of impact of relevant global issues; erroneous analysis of impact	Some analysis of impact of global issues; some inaccuracies in analysis	Clear, accurate and detailed analysis of impact of relevant global issues
3. Application of analysis to global business situation	No application of analysis to specific global business situation; incorrect conclusions or recommendations made.	Some application of analysis to specific global business situation, weak conclusions or recommendations made	Clear application of analysis to global business situation; valid conclusions and good recommendations given
4. Cultural differences	Fails to adjust for cultural differences	Some consideration given to cultural differences	Extensive consideration given to cultural differences, including appropriate modification of communication

L42. Our students will have command of business English or other language of major global market.

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Knowledge	A few of the required elements	Some of the required elements	Most of the required elements

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	(vocabulary, structures, and/or cultural context) are complete and correct.	(vocabulary, structures, and/or cultural context) are complete and correct.	(vocabulary, structure, and/or cultural context) are complete and correct.
2. Comprehension	The response shows little understanding of main ideas and/or details	The response shows some understanding of main ideas and details.	The response for the most part shows understanding of main ideas and most details.
3. Communication	The communication skills and strategies are minimally evident, appropriate, and/or correct.	The communication skills and strategies are somewhat complete, appropriate and/or correct.	The communication skills and strategies are mostly complete, appropriate and correct.

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L5. Leadership and Teamwork: Our graduates will have the capability and attitude of team building and lead a team task successfully.

L51. Our students will have high-performance leadership skill.

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Confidence	Gives an impression of reluctance or uncertainty about exercising leadership	Looks comfortable and confident in exercising leadership duties	Uses strong verbal and non verbal behavior to convey authority and concern
2. Balance between task and interpersonal relations	Focuses exclusively on task to be accomplished without regard to the people or focuses exclusively on interpersonal relations without regard to task	Balances the need for task accomplishment with the needs of individuals in the group.	Assigns tasks to members whose unique talents contribute directly to the task. Uses positive reinforcement. Delegates as needed.
3. Ability to listen	Asks for ideas or suggestions but neglects to consider them.	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas.	Provides summary of important discussions at regular intervals
4. Agenda	Has an incomplete or vague agenda for the group	Has a clear agenda for the group	Circulates a prepared agenda in advance

L52. Our students will know how to build a team successfully in competitive environment.

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Commitment	Seems reluctant to engage fully in discussions and task assignments	Consistently demonstrates commitment to the project by being prepared for each group meeting	Follows up on ideas and suggestions from previous meetings and reports findings to the group

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2. Balance between task and interpersonal relations	Focuses exclusively on task to be accomplished without regard to team member or focuses exclusively on interpersonal relations without regard to task	Balances the need for task accomplishment with the needs of individuals in the group	Volunteers to assist others and shares information openly
3. Contributions	Does not offer ideas or suggestions that contribute to problem solving	Frequently offers helpful ideas or suggestions	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas
4. Stays on track	Takes the group off track by initiating conversations or discussions unrelated to the task	Introduces suggestions and ideas that are relevant to the task	Uses tact and diplomacy to alert group that focus has strayed from the task at hand