

## IMMS AOL Rubric 2012

Learning Goal	Learning Objectives	Where to Measure?	How to Measure? (Rubrics)	Implementation Status
<p><b>Professional Communication</b></p> <p>Our graduates will be professional effective communicators. (L1)</p>	<p>1. Our students will deliver effective presentation accompanied with proper IT management. (L11)</p> <p>2. Our student will create well-written professional papers on a research topic (L12)</p>	<p>1. Course-embedded presentation</p> <p>2. Proposal of Dissertation, Defense of a Dissertation</p>	<p>1. Presentation evaluation</p> <p>2. Dissertation evaluation</p>	
<p><b>Strategic Thinking &amp; Value innovation</b></p> <p>Our graduates will be able to strategically analyze IT management problems and innovatively generate value through studying information technology. (L2)</p>	<p>1. Our student will use appropriate analytical techniques to solve IT management problems and will demonstrate the ability of sound business research. (L21)</p> <p>2. Our students will study emerging information technology. (L22)</p>	<p>1. Course-embedded test</p> <p>2. Course-embedded assignment</p>	<p>1. Test evaluation</p> <p>2. Assignment evaluation</p>	
<p><b>Domain Expertise in IT Management</b></p> <p>Our graduates will develop professional knowledge and exhibit professional</p>	<p>1. Our students will build IT management specific knowledge and understand the key issues. (L31)</p> <p>2. Our students apply domain expertise to the business problems in the IT</p>	<p>1. Course-embedded assignment</p> <p>2. Course-embedded assignment</p>	<p>1. Assignment evaluation</p> <p>2. Assignment evaluation</p>	

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competencies in IT management. (L3)	management. (L32)		
<b>Analytical and Creative Thinking</b>			
Our graduates will be capable researchers. (L4)	1. Our student will identify and diagnose management/research problems. (L41) 2. Our students will engage in management research and present the findings of such research effectively. (L42)	1. Course-embedded assignment 2. Proposal of Dissertation, Defense of Dissertation	1. Assignment evaluation 2. Dissertation evaluation,

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## Rubrics to assess achievements of learning objectives

**L1: Professional Communication: Our graduates will be professional effective communicators.**

**L11: Our students will deliver effective presentation accompanied with proper IT management**

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. 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

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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 used 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.

### L12. Our student will create well-written professional papers on a research topic.

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Logic and Organization	<ul style="list-style-type: none"> <li>· Does not develop ideas cogently</li> <li>· Uneven and ineffective overall organization</li> <li>· Weak logical flow</li> <li>· Unclear or missing introduction or conclusion.</li> <li>· Few headings or paragraph breaks</li> <li>· Weak or unfocused thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>· Develops unified and coherent ideas within paragraphs with generally adequate transitions</li> <li>· Clear overall organization relating most ideas together, but some ideas seem illogical and/or unrelated</li> <li>· Adequate introduction and conclusion</li> <li>· Provides organized analysis that generally maintains focus</li> <li>· Opens with clear statement of research problems/issues</li> </ul>	<ul style="list-style-type: none"> <li>· Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions</li> <li>· Clear, effective introduction and conclusion.</li> <li>· Provides clear organization scheme to guide reader through logic of analysis</li> <li>· Hooks reader with clever/insightful opener to clearly identify research issues</li> </ul>
2. Language	<ul style="list-style-type: none"> <li>· Employs words that are unclear or inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>· Word forms are correct</li> <li>· Uses some academic terms</li> </ul>	<ul style="list-style-type: none"> <li>· Employs words with fluency</li> <li>· Develops concise standard</li> </ul>

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	<ul style="list-style-type: none"> <li>· Sentence and structures problems.</li> <li>· Errors are seriously distracting</li> </ul>	<ul style="list-style-type: none"> <li>· Sentence structure is quite effective</li> <li>· Presence of a few errors is not distracting.</li> </ul>	<ul style="list-style-type: none"> <li>English/Korean sentences</li> <li>· Uses many academic terms appropriately</li> </ul>
3. Spelling and Grammar	<ul style="list-style-type: none"> <li>· Writing contains numerous errors in spelling and grammar which interfere with comprehension.</li> <li>· Was not even briefly edited</li> <li>· Uses many misspelled words and shows only elementary vocabulary feel</li> </ul>	<ul style="list-style-type: none"> <li>· While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout, and has been proofread</li> <li>· Has spell-checked, but may miss a typo of use an inappropriate word/term</li> </ul>	<ul style="list-style-type: none"> <li>· The writing is essentially error-free in terms of spelling and grammar</li> <li>· The writing is carefully proofread</li> <li>· Uses correct spelling throughout and demonstrates strong vocabulary skills</li> </ul>
4. Development of Ideas	<ul style="list-style-type: none"> <li>· Most ideas unsupported, confusion between personal opinion and evidence</li> <li>· Includes much information that is not relevant.</li> </ul>	<ul style="list-style-type: none"> <li>· Supports most ideas with effective examples references, and details</li> <li>· Minor support for ideas is inconsistent, reasoning unclear.</li> </ul>	<ul style="list-style-type: none"> <li>· Explores ideas thoroughly supports points fully using a balance of subjective and objective evidence, reasons effectively making useful distinctions</li> </ul>
5. Purpose and Audience	<ul style="list-style-type: none"> <li>· The purpose and focus of the writing are not clear to the reader</li> <li>· Never addresses the right audience.</li> </ul>	<ul style="list-style-type: none"> <li>· The writer has made adequate decisions about focus, organization, style, and content so as to achieve the purpose of the writing</li> <li>· Address the right audience more than once</li> </ul>	<ul style="list-style-type: none"> <li>· The writer's decision about focus, organization, style and content fully elucidate the purpose and keep the purpose at the center of the piece</li> <li>· Always addresses the right audience.</li> </ul>
6. Format	<ul style="list-style-type: none"> <li>· Not in memo format</li> <li>· No or sloppy exhibits.</li> <li>· Does not refer to exhibits</li> </ul>	<ul style="list-style-type: none"> <li>· Uses correct format with minor error</li> <li>· Appropriate, titled exhibits</li> <li>· Refers to exhibits in body of paper</li> <li>· Looks professional (fonts, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>· Correct format.</li> <li>· Seamless references.</li> <li>· Uses bullets where appropriate to make good use of space</li> </ul>

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			<ul style="list-style-type: none"><li>· Attractive exhibits.</li><li>· Attractive, professional looking memo</li></ul>
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**L2. Strategic Thinking & Value Innovation: Our graduates will be able to strategically analyze IT management problems and innovatively generate value through studying information technology.**

**L21. Our student will use appropriate analytical techniques to solve IT management problems and will demonstrate the ability of sound business research.**

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Factual knowledge	Shows little knowledge of problem facts, makes factual mistakes	Shows solid understanding of problem facts	Shows through grasp of problem 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 problem 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 problems/issues	Neglects to identify issues; recounts facts of problem with little analysis	Clearly identifies the key issues in the problem and demonstrates understanding of company's decision situation	Develops a well-integrated statement of the complex issues of the problem and demonstrates understanding of situation
5. Generation of alternatives	Identifies weak or infeasible alternatives with little attention to issues	Generates 2 or 3 feasible alternatives for resolving the key issues of the problem	Develops 2 or 3 insightful alternatives for resolving the issues; offers specificity and originality
6. Recommendations	Offers weak recommendations or pays	Provides well-reasoned recommendations	Integrates alternatives into a well-

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	little attention to addressing issues	that follow from the preceding analysis and clearly address issues; no surprises	developed action plan; offers specificity, priorities, and sequencing of actions
7. Business research	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 research

### L22. Our students will study emerging information technology.

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 emerging technology.	Begins to relate alternative views from emerging technology to qualify analysis.	Addresses perspectives noted previously, and additional diverse perspectives emerging technology 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 including emerging technology.
3. 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.
4. Horizontal synthesis	Does not yet integrate emerging technology skills and knowledge.	Partially integrates emerging technology skills and knowledge.	Successfully integrates emerging technology skills and knowledge.
5. Vertical synthesis	Does not yet demonstrate awareness of inter-relationships among self, the technology, business, and society.	Demonstrates some awareness of inter-relationships among self, the technology, business, and society.	Clearly demonstrates an awareness of inter-relationships among self, the technology, business, and society.



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**L3: Domain expertise in IT Management: Our graduates will develop professional knowledge and exhibit professional competencies in IT management.**

**L31. Our students will build IT management specific knowledge and understand the key issues.**

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Build industry specific knowledge	Industry-specific concepts and issues are not identified or they are identified inappropriately.	Appropriately addresses most of the key industry-specific concepts and issues but omits or identifies a few of the minor ones.	Appropriately addresses all key industry-specific concepts and issues and most of the minor ones.
2. Understand the key issues of business environment	Shows no understanding of the key issues of business environment.	Recognizes and shows reasonable appreciation some of the key issues of business environment.	Recognizes and appreciated the key issues of business environment

**L32. Our students apply domain expertise to the business problems in the IT management.**

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Apply industry specific knowledge to a specific problem	No application of industry specific knowledge to a specific problem; Incorrect conclusions or recommendations made	Some application of industry specific knowledge to a specific problem; Weak conclusions or recommendations made	Comprehensive application of industry specific knowledge to a specific problem; Strong conclusions made; Creative recommendations given
2. Recommend solutions using structured approach	Not a successful solution	Minimally successful solution (modification or improvement); Use structured analysis or model	Highly successful solution(uniquely creative); Show reasonable analysis and model

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**L4: Analytical and Creative Thinking: Our graduates will be capable researchers.**

**L41. Our student will identify and diagnose management/research problems.**

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Identify management/research issues and concepts	Management/research issues/concepts are not identified or identified inappropriately	Addresses most of the major management issues/concepts appropriately but omits or inappropriately a few of the minor ones	Addresses all the major management/research issues/concepts and most of the minor ones
2. Identify alternative options	Does not identify alternatives	Identifies and discusses a set of feasible alternatives	Identifies a set of feasible options that demonstrates creativity and the ability to integrate knowledge
3. Quantitative evaluation	Evaluation is poor, not consistent with the criteria or does not use facts correctly	Evaluation is adequate, relatively consistent with criteria and facts are generally used correctly	Evaluation is effective, consistent with criteria and facts are used correctly
4. Qualitative evaluation	Evaluation is poor, not consistent with the criteria incoherent or does not use facts correctly	Evaluation is adequate, coherent, relatively consistent with criteria and facts are generally used correctly	Evaluation is effective, demonstrates creativity, coherent, consistent with criteria and facts are used correctly
5. Present and organize work in a logical manner	Analysis is poorly organized and does not flow effectively	Analysis is reasonably well organized and flow is adequate	Analysis is very well organized and flow is effective
6. Use new ideas and analysis methods not includes in the problem	Absence of any new ideas and creative analytical methods	Integrates ideas and analytical methods from other sources not directly presented in the case reasonably well	Effectively integrates ideas and analytical methods from other sources not directly presented in the problem
7. Use ethical and professionally responsible	Sources are inappropriate, not well documented and poorly cited. Decisions	Sources are fair, reasonably well documented and cited. Where appropriate	Sources are appropriate, well documented and effectively cited.

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documentation and propose ethical and responsible solutions	are not ethically sound, credible, or are frivolous	the decision is ethically sound, credible, and not frivolous	Where appropriate the decision is ethically sound, credible, and not frivolous
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### L42. Our students will engage in management research and present the findings of such research effectively.

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Preparation: “fact finding”	No significant research	At least 3 sources of relevant research	Research that goes beyond “literal” categories into “lateral” for points of comparison
2. Preparation: “problem/objective finding”	No clear cut problem or objective identified	A problem identified but no or only vague objectives	All problems clearly stated and multiple objectives prioritized toward solution opportunities
3. Incubation: “idea finding”	Not many ideas generated with little novelty or diversity	Good number of ideas but not overly novel or diverse	Many ideas of a diverse nature
4. Illumination: “solution finding”	Selection fails to meet objective(s)	Selection solves problem stated in main objective	Selection meets all objectives/maximizes solutions to all problems
5. Verification: “acceptance finding” (idea is proven)	Not a successful solution	Minimally successful (modification or improvement)	Highly successful solution (uniquely creative)