# IMMS AOL Rubric 2013

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

| competencies in IT management. (L3) | management. (L32) | | |
|---|---|---|---|
| **Analytical and Creative Thinking** 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 | · Does not develop ideas cogently<br>· Uneven and ineffective overall organization<br>· Weak logical flow<br>· Unclear or missing introduction or conclusion.<br>· Few headings or paragraph breaks<br>· Weak or unfocused thesis statement | · Develops unified and coherent ideas within paragraphs with generally adequate transitions<br>· Clear overall organization relating most ideas together, but some ideas seem illogical and/or unrelated<br>· Adequate introduction and conclusion<br>· Provides organized analysis that generally maintains focus<br>· Opens with clear statement of research problems/issues | · Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions<br>· Clear, effective introduction and conclusion.<br>· Provides clear organization scheme to guide reader through logic of analysis<br>· Hooks reader with clever/insightful opener to clearly identify research issues |
| 2. Language | · Employs words that are unclear or inappropriate | · Word forms are correct<br>· Uses some academic terms | · Employs words with fluency<br>· Develops concise standard |

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| | · Sentence and structures problems.<br>· Errors are seriously distracting | · Sentence structure is quite effective<br>· Presence of a few errors is not distracting. | English/Korean sentences<br>· Uses many academic terms appropriately |
| 3. Spelling and Grammar | · Writing contains numerous errors in spelling and grammar which interfere with comprehension.<br>· Was not even briefly edited<br>· Uses many misspelled words and shows only elementary vocabulary feel | · While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout, and has been proofread<br>· Has spell-checked, but may miss a typo of use an inappropriate word/term | · The writing is essentially error-free in terms of spelling and grammar<br>· The writing is carefully proofread<br>· Uses correct spelling throughout and demonstrates strong vocabulary skills |
| 4. Development of Ideas | · Most ideas unsupported, confusion between personal opinion and evidence<br>· Includes much information that is not relevant. | · Supports most ideas with effective examples references, and details<br>· Minor support for ideas is inconsistent, reasoning unclear. | · Explores ideas thoroughly supports points fully using a balance of subjective and objective evidence, reasons effectively making useful distinctions |
| 5. Purpose and Audience | · The purpose and focus of the writing are not clear to the reader<br>· Never addresses the right audience. | · The writer has made adequate decisions about focus, organization, style, and content so as to achieve the purpose of the writing<br>· Address the right audience more than once | · The writer's decision about focus, organization, style and content fully elucidate the purpose and keep the purpose at the center of the piece<br>· Always addresses the right audience. |
| 6. Format | · Not in memo format<br>· No or sloppy exhibits.<br>· Does not refer to exhibits | · Uses correct format with minor error<br>· Appropriate, titled exhibits<br>· Refers to exhibits in body of paper<br>· Looks professional (fonts, etc.). | · Correct format.<br>· Seamless references.<br>· Uses bullets where appropriate to make good use of space |

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| | | | · Attractive exhibits. |
|---|---|---|---|
| | | | · Attractive, professional looking memo |

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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 in appropriately. | 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 |
|---|---|---|---|

**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) |