BTM Undergraduates Learning Goal and Learning Objectives

Learning Goal	Learning Objectives	Where to Measure?	How to Measure? (Rubrics)	Implementation Status
Analytical, Critical, and Integrative Thinking - Students apply analytical, critical and integrative thinking (L1)	1. Students can synthesize and apply the information within and across disciplines (L11) 2. Students can formulate, identify and apply an appropriate, qualitative or quantitative methodology for solving problems (L12)	1. Course-embedded Subjects 2. Course-Embedded Team Projects	1. Assignment Evaluation 2. Team Project Report Evaluation	
Effective Communication - Students become effective communicators (L2)	1. Students can produce valid reports written in English (L21) 2. Students can efficiently present and deliver ideas effectively (L22)	1. Course Embedded Subjects 2. Course Embedded Subjects	1. Assignment Evaluation 2. Assignment Evaluation	
Effective Leadership - Students will have effective leadership skills (L3)	1. Students will demonstrate characteristics that contribute to effective teams (L31) 2. Students employ leadership and collaborative skills (L32)	1. Course-embedded Subjects 2. Course-embedded Subjects	1. Peer Evaluation and Course-embedded Survey 2. Peer Evaluation and Course-embedded Survey	
Global Business Understanding - Students acquire global business understanding (L4)	1. Students will be able to identify relevant global issues and trend (L41) 2. Students will be able to understand the impact of the global environments on business and technology issues and trend (L42)	1. Course-embedded Subjects 2. Course-embedded Subjects	1. Course-embedded Survey 2. Course-embedded Survey	

L1. Analytical, Critical, and Integrative Thinking: Students apply analytical, critical and integrative thinking

L11. Students can synthesize and apply the information within and across disciplines

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	**2 (Meets Expectations)**	**3 (Exceeds Expectations)**
1. Identification of research/project issues	· Research issues are not identified or identified inappropriately	· Addresses most of the major issues appropriately but omits or inappropriately a few of the minor ones	· Addresses all the major issues and most of the minor ones
2. Inter-disciplinary alternatives	· Does not identify inter-disciplinary alternatives	· Identifies and discusses a set of feasible inter-disciplinary alternatives	· Identifies a set of feasible inter-disciplinary options that demonstrates creativity and the ability to integrate knowledge
3. Effective research capability	· No literature survey or use of inappropriate web-based sources	· Is able to collect and process information, but some irrelevant information	· Fully collects and process relevant information
4. Understand and apply inter-disciplinary theory and knowledge	· Misunderstands theory and application of theory is not enough to support research arguments	· Understands most but not all aspects of theory and with some logical gap for application of theory	· Perfectly understands theory and application of theory is strongly supports research arguments
5. Verify suggested findings	· Not a successful solution	· Minimally successful (modification or improvement)	· Highly successful solution (uniquely creative)

L12. Students can formulate, identify and apply an appropriate, qualitative or quantitative methodology for solving problems

Traits	Performance Levels		
	1 (Fail to expectations)	**2 (Meets Expectations)**	**3 (Exceed Expectations)**
1. Problem 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
2. Quantitative or Qualitative Techniques	· Poor application of quantitative or qualitative techniques	· Quantitative or Qualitative analysis is adequate, relatively consistent with criteria and facts are generally used correctly	· Quantitative or Qualitative analysis is effective, consistent with criteria and facts are used correctly
3. Use proper methods and tools for analysis	· Absence of any analytical methods and tools	· Appropriately integrates ideas and analytical methods and tools	· Strongly understand and effectively integrates ideas and analytical methods and tools
4. 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.

L2. Effective Communication: Students become effective communicators

L21. Students can produce valid reports written in English

Traits	Performance Levels		
	1 (Fail to expectations)	**2 (Meets Expectations)**	**3 (Exceed Expectations)**
1. Logic & Organization	· Does not develop ideas cogently	· Develops unified and coherent ideas within paragraphs with generally adequate transitions	· Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions
	· Uneven and ineffective overall organization	· Clear overall organization relating most ideas together, but some ideas seem illogical and/or unrelated	· Clear and effective introduction and conclusion.
	· Weak logical flow and unclear introduction or conclusion	· Adequate introduction and conclusion	· Perfect introduction and conclusion
	· Few headings or paragraph breaks	· Provides organized analysis that generally maintains focus	· Provides clear organization scheme to guide reader through the logic of analysis
	· Weak or unfocused thesis statement or purposes	· Opens with clear statement of research problems/issues/purposes	· Attract readers with insightful motivation and thesis statement that can clearly identify issues/purposes of the research/project
2. Language	· Employs words that are unclear or inappropriate	· Word forms are correct and uses some academic terms	· Employs appropriate words with fluency
	· Sentence and structures problems.	· Sentence structure is quite effective	· Develops concise standard

			English/Korean sentences
	· Errors are seriously distracting	· Presence of a few errors is not distracting.	· Uses sufficient academic/professional terms appropriately
3. Spelling and Grammar	· Writing contains numerous errors in spelling and grammar, which interfere with comprehension.	· While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout	· The writing is essentially error-free in terms of spelling and grammar ·
	· Was not even briefly edited	· The writing is mostly proofread	· The writing is carefully proofread
	· Uses many misspelled words and shows only elementary vocabulary feel	· Has spell-checked, but may miss a typo of use an inappropriate word/term	· Uses correct spelling throughout and demonstrates strong vocabulary skills
4. Format	· Not in memo format	· Uses correct format with minor error	· Perfectly correct format.
	· No or sloppy exhibits.	· Appropriate, titled exhibits	· Attractive exhibits.
	· Does not refer to exhibits	· Refers to exhibits in body of paper	· Seamless references.
	· Does not look professional (Fonts, etc.)	· Looks professional (Fonts, etc.).	· Professional looking documents

L22. Students can efficiently present and deliver ideas effectively

Traits	Performance Levels		
	1 (Fail to expectations)	2 (Meets Expectations)	3 (Exceed Expectations)
1. Organization	· No opening statement, or irrelevant statement	· Has opening statement relevant to topic, and gives outline of speech.	· Has a clear opening statement that attracts audience's interest and gives overview.
	· Loses focus more than once.	· Mostly organized with some transitions.	· Stays focused throughout with appropriate transition statements
	· Does not manage time effectively	· Allows enough time to deliver speech, although it could have been better edited	· Effective time management.
2. Quality of slides	· Sloppy and/or unprofessional.	· Looking professional	· Highly looking professional
	· May be difficult to read.	· Mostly readable but some parts are not readable	· All the contents are readable
	· Many slides are superfluous	· Appropriate number of slides	· Perfect slides with imaginative and/or high quality without being a distraction
3. Voice quality and pace	· Mumbling and hard to understand English	· Delivery is mostly clear and natural	· Conversational attitude, and modulating voice
	· Too fast or too slow	· Can easily understand -- appropriate pace and volume.	· Excellent delivery.
4. Professionalism	· Demonstrates bad languages like bad posture, shifting feet, etc.	· No distracting postures ·	· Uses body language effectively ·

	· Word choice is not appropriate for audience.	· Word choice is acceptable	· Perfect and professional word choice
	· Inappropriately informal, does not stay "in role."	· Keeps nervousness under control	· Confident, shows command of topic
5. Use of media/rapport with audience	· Relies heavily on slides or notes.	· Looks at slides to keep on track with presentation.	· Slides are used efficiently to enhance speech.
	· Makes little eye contact.	· Maintains eye contact most of the time.	· Perfect eye contact.
6. Ability to answer questions	· Cannot address basic questions.	· Can address most questions with correct information	· Answers all questions with relevant and correct information.

L3. Effective Leadership: Students will have effective leadership skills

L31. Students will demonstrate characteristics that contribute to effective teams

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
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

L32. Students employ leadership and collaborative skills

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	2 (Meets Expectations)	3 (Exceeds Expectations)
1. Sharing vision	· Does not begin with a clear purpose of a team project	· Demonstrates a quite clear purpose and goal of a team project	· Sets a clear, achievable goal of a team project
2. Facilitate communication	· Does not set an open platform for communication	· Tries to set an open platform for communication, but not stay actively engaged	· Sets an open platform for communication, stay actively engaged to foster an atmosphere of communication and cooperation
3. 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

L4. Global Business Understanding: Students acquire global business understanding

L41. Students will be able to identify relevant issues and trend in global markets and economy

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	**2 (Meets Expectations)**	**3 (Exceeds Expectations)**
1. Identification of global issues	· Incompletely identify the following relevant global issues: Business/Economic, technological, cultural, legal, demographic	· Some identification of most of the relevant issues	· Clearly detailed identification of relevant issues and trend
2. Understand the global issues	· Little understanding of the issues and trend in global markets and economy.	· Some understanding of the issues and trend in global markets and economy.	· Mostly understands the issues and trend in detail
3. Understand Cultural differences	· Fails to adjust for cultural differences	· Some consideration given to cultural differences	· Extensive consideration given to global cultural differences

L42. Students will be able to understand the impact of the global environments on business and technology issues and trend

Traits	Performance Levels		
	1 (Fails to Meet Expectations)	**2 (Meets Expectations)**	**3 (Exceeds Expectations)**
1. Knowledge of global issues in Business/Economic & Technology	· No understanding of the global issues and trend in Business/Economic and technology in detail	· Some understanding of the issues and trend in Business/Economic and technology in detail	· Mostly understands the issues and trend in Business/Economic and technology in detail
2. Understand the impact of global business and technology issues	· No understanding of the impact of relevant global business and technology issues	· Partly understands the impact of global business and technology issues; but some inaccuracies in the understanding	· Clear, accurate and detailed understanding of the impact of relevant global business and technology issues