

BTM Undergraduates Learning Goal and Learning Objectives

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

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	<ul style="list-style-type: none"> · Does not develop ideas cogently · Uneven and ineffective overall organization · Weak logical flow and unclear introduction or conclusion · Few headings or paragraph breaks · Weak or unfocused thesis statement or purposes 	<ul style="list-style-type: none"> · Develops unified and coherent ideas within paragraphs with generally adequate transitions · Clear overall organization relating most ideas together, but some ideas seem illogical and/or unrelated · Adequate introduction and conclusion · Provides organized analysis that generally maintains focus · Opens with clear statement of research problems/issues/purposes 	<ul style="list-style-type: none"> · Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions · Clear and effective introduction and conclusion. · Perfect introduction and conclusion · Provides clear organization scheme to guide reader through the logic of analysis · Attract readers with insightful motivation and thesis statement that can clearly identify issues/purposes of the research/project
2. Language	<ul style="list-style-type: none"> · Employs words that are unclear or inappropriate · Sentence and structures problems. · Errors are seriously distracting 	<ul style="list-style-type: none"> · Word forms are correct and uses some academic terms · Sentence structure is quite effective · Presence of a few errors is not distracting. 	<ul style="list-style-type: none"> · Employs appropriate words with fluency · Develops concise standard English/Korean sentences · Uses sufficient academic/professional terms appropriately

3. Spelling and Grammar	<ul style="list-style-type: none"> · Writing contains numerous errors in spelling and grammar, which interfere with comprehension. · Was not even briefly edited · Uses many misspelled words and shows only elementary vocabulary feel 	<ul style="list-style-type: none"> · While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout · The writing is mostly proofread · Has spell-checked, but may miss a typo of use an inappropriate word/term 	<ul style="list-style-type: none"> · The writing is essentially error-free in terms of spelling and grammar · The writing is carefully proofread · Uses correct spelling throughout and demonstrates strong vocabulary skills
4. Format	<ul style="list-style-type: none"> · Not in memo format · No or sloppy exhibits. · Does not refer to exhibits · Does not look professional (Fonts, etc.) 	<ul style="list-style-type: none"> · Uses correct format with minor error · Appropriate, titled exhibits · Refers to exhibits in body of paper · Looks professional (Fonts, etc.). 	<ul style="list-style-type: none"> · Perfectly correct format. · Attractive exhibits. · Seamless references. · 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	<ul style="list-style-type: none"> · No opening statement, or irrelevant statement · Loses focus more than once. · Does not manage time effectively 	<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> · Has a clear opening statement that attracts audience's interest and gives overview. · Stays focused throughout with appropriate transition statements · Effective time management.
2. Quality of slides	<ul style="list-style-type: none"> · Sloppy and/or unprofessional. · May be difficult to read. · Many slides are superfluous 	<ul style="list-style-type: none"> · Looking professional · Mostly readable but some parts are not readable · Appropriate number of slides 	<ul style="list-style-type: none"> · Highly looking professional · All the contents are readable · Perfect slides with imaginative and/or high quality without being a distraction
3. Voice quality and pace	<ul style="list-style-type: none"> · Mumbling and hard to understand English · Too fast or too slow 	<ul style="list-style-type: none"> · Delivery is mostly clear and natural · Can easily understand -- appropriate pace and volume. 	<ul style="list-style-type: none"> · Conversational attitude, and modulating voice · Excellent delivery.
4. Professionalism	<ul style="list-style-type: none"> · Demonstrates bad languages like bad posture, shifting feet, etc. · Word choice is not appropriate for audience. · Inappropriately informal, does not stay "in role." 	<ul style="list-style-type: none"> · No distracting postures · Word choice is acceptable · Keeps nervousness under control 	<ul style="list-style-type: none"> · Uses body language effectively · Perfect and professional word choice · Confident, shows command of topic

5. Use of media/rapport with audience	<ul style="list-style-type: none"> · Relies heavily on slides or notes. · Makes little eye contact. 	<ul style="list-style-type: none"> · Looks at slides to keep on track with presentation. · Maintains eye contact most of the time. 	<ul style="list-style-type: none"> · Slides are used efficiently to enhance speech. · Perfect eye contact.
6. Ability to answer questions	<ul style="list-style-type: none"> · Cannot address basic questions. 	<ul style="list-style-type: none"> · Can address most questions with correct information 	<ul style="list-style-type: none"> · 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