

## BTM Undergraduates Learning Goal and Learning Objectives

Learning Goal	Learning Objectives	Where to Measure?	How to Measure? (Rubrics)	Implementation Status
<p><b>Analytical, Critical, and Integrative Thinking</b></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><b>Effective Communication</b></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><b>Effective Leadership</b></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><b>Global Business Understanding</b></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"> <li>· Does not develop ideas cogently</li> <li>· Uneven and ineffective overall organization</li> <li>· Weak logical flow and unclear introduction or conclusion</li> <li>· Few headings or paragraph breaks</li> <li>· Weak or unfocused thesis statement or purposes</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/purposes</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 and effective introduction and conclusion.</li> <li>· Perfect introduction and conclusion</li> <li>· Provides clear organization scheme to guide reader through the logic of analysis</li> <li>· Attract readers with insightful motivation and thesis statement that can clearly identify issues/purposes of the research/project</li> </ul>
2. Language	<ul style="list-style-type: none"> <li>· Employs words that are unclear or inappropriate</li> <li>· Sentence and structures problems.</li> <li>· Errors are seriously distracting</li> </ul>	<ul style="list-style-type: none"> <li>· Word forms are correct and uses some academic terms</li> <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>· Employs appropriate words with fluency</li> <li>· Develops concise standard English/Korean sentences</li> <li>· Uses sufficient academic/professional 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</li> <li>· The writing is mostly 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. 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> <li>· Does not look professional (Fonts, etc.)</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>· Perfectly correct format.</li> <li>· Attractive exhibits.</li> <li>· Seamless references.</li> <li>· Professional looking documents</li> </ul>

**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"> <li>· No opening statement, or irrelevant statement</li> <li>· Loses focus more than once.</li> <li>· Does not manage time effectively</li> </ul>	<ul style="list-style-type: none"> <li>· Has opening statement relevant to topic, and gives outline of speech.</li> <li>· Mostly organized with some transitions.</li> <li>· Allows enough time to deliver speech, although it could have been better edited</li> </ul>	<ul style="list-style-type: none"> <li>· Has a clear opening statement that attracts audience's interest and gives overview.</li> <li>· Stays focused throughout with appropriate transition statements</li> <li>· Effective time management.</li> </ul>
2. Quality of slides	<ul style="list-style-type: none"> <li>· Sloppy and/or unprofessional.</li> <li>· May be difficult to read.</li> <li>· Many slides are superfluous</li> </ul>	<ul style="list-style-type: none"> <li>· Looking professional</li> <li>· Mostly readable but some parts are not readable</li> <li>· Appropriate number of slides</li> </ul>	<ul style="list-style-type: none"> <li>· Highly looking professional</li> <li>· All the contents are readable</li> <li>· Perfect slides with imaginative and/or high quality without being a distraction</li> </ul>
3. Voice quality and pace	<ul style="list-style-type: none"> <li>· Mumbling and hard to understand English</li> <li>· Too fast or too slow</li> </ul>	<ul style="list-style-type: none"> <li>· Delivery is mostly clear and natural</li> <li>· Can easily understand -- appropriate pace and volume.</li> </ul>	<ul style="list-style-type: none"> <li>· Conversational attitude, and modulating voice</li> <li>· Excellent delivery.</li> </ul>
4. Professionalism	<ul style="list-style-type: none"> <li>· Demonstrates bad languages like bad posture, shifting feet, etc.</li> <li>· Word choice is not appropriate for audience.</li> <li>· Inappropriately informal, does not stay "in role."</li> </ul>	<ul style="list-style-type: none"> <li>· No distracting postures</li> <li>· Word choice is acceptable</li> <li>· Keeps nervousness under control</li> </ul>	<ul style="list-style-type: none"> <li>· Uses body language effectively</li> <li>· Perfect and professional word choice</li> <li>· Confident, shows command of topic</li> </ul>

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

**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**

<b>Traits</b>	<b>Performance Levels</b>		
	<b>1 (Fails to Meet Expectations)</b>	<b>2 (Meets Expectations)</b>	<b>3 (Exceeds Expectations)</b>
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