Program: BTM (Business and Technology Management) Undergraduate

1. Learning goals and rubrics

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

2. Rubric to assess achievements of learning objectives

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 Level		
	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)

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

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

Traits	Performance Level		
	1 (Fails to meet expectations)	**2 (Meets expectations)**	**3 (Exceeds 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 Level**		
	1 (Fails to meet expectations)	**2 (Meets expectations)**	**3 (Exceeds expectations)**
1. Logic & Organization	· 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	· 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	· 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	· Employs words that are unclear or inappropriate · Sentence and structures problems. · Errors are seriously distracting	· Word forms are correct and uses some academic terms · Sentence structure is quite effective · Presence of a few errors is not distracting.	· Employs appropriate words with fluency · Develops concise standard English/Korean sentences · Uses sufficient academic/professional terms appropriately

3. Spelling and Grammar	· 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	· 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	· 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	· Not in memo format · No or sloppy exhibits. · Does not refer to exhibits · Does not look professional (Fonts, etc.)	· Uses correct format with minor error · Appropriate, titled exhibits · Refers to exhibits in body of paper · Looks professional (Fonts, etc.).	· Perfectly correct format. · Attractive exhibits. · Seamless references. · Professional looking documents

L2. Effective Communication: Students become effective communicators		
L22. Students can efficiently present and deliver ideas effectively		
Traits	**Performance Level**		
	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 attracts audience's interest and gives overview. · Stays focused throughout with appropriate transition statements · Effective time management.
2. Quality of slides	· Sloppy and/or unprofessional. · May be difficult to read. · Many slides are superfluous	· Looking professional · Mostly readable but some parts are not readable · Appropriate number of slides	· 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	· Mumbling and hard to understand English · Too fast or too slow	· Delivery is mostly clear and natural · Can easily understand -- appropriate pace and volume.	· Conversational attitude, and modulating voice · Excellent delivery.
4. Professionalism	· Demonstrates bad languages like bad posture, shifting feet, etc. · Word choice is not appropriate	· No distracting postures · Word choice is acceptable · Keeps nervousness under control	· Uses body language effectively · Perfect and professional word choice · Confident, shows command of

				topic
		· for audience. · Inappropriately informal, does not stay "in role."		
5. Use of media/rapport with audience	· Relies heavily on slides or notes. · Makes little eye contact.	· Looks at slides to keep on track with presentation. · Maintains eye contact most of the time.		· Slides are used efficiently to enhance speech. · 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 Level**		
	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

L3. Effective Leadership: Students will have effective leadership skills			
L32. Students employ leadership and collaborative skills			
Traits	**Performance Level**		
	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 Level**		
	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

L4. Global Business Understanding: Students acquire global business understanding			
L42. Students will be able to understand the impact of the global environments on business and technology issues and trend			
Traits	**Performance Level**		
	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