:Program: Information & Media MBA

1. Learning goals and rubrics

Learning Goal	Learning Objectives	Where to measure?	How to Measure?
L1. Global Perspective: Our graduates will have a global perspective	L11. Our students will understand global business issues and relate current issues to emerging business opportunities	Course-embedded assignment	Assignment evaluation
	L12. Our students will have command of business English or other language of major global market	Course-embedded assignment	Assignment evaluation
L2. Communication: Our graduates will be effective communicators	L21. Our students will deliver effective presentation accompanied with proper media technology	Course-embedded presentation	Presentation evaluation
	L22. Our student will produce professional business documents	Course-embedded assignment	Assignment evaluation
	L23. Our student will demonstrate effective interpersonal communication in a team setting	Course-embedded team presentation	Team presentation evaluation
L3. Strategic Thinking & Cross-disciplinary Competency: Our graduates will be able to strategically analyze business cases and integrate different disciplines in solving business problems	L31. Our student will use appropriate analytical techniques to solve business problems and will demonstrate the ability of sound business judgment.	Course-embedded test	Test evaluation
	L32. Our students will synthesize different discipline areas	Course-embedded assignment	Assignment evaluation
L4. Domain Expertise in IT, Media, and Business Analytics: Our graduates will develop professional skills and	L41. Our students will build IT, Media, and Business Analytics specific knowledge and understand the key issues.	Course-embedded presentation	Presentation evaluation
	L42. Our students will apply domain expertise to the business problems in the IT,	Course-embedded presentation	Presentation evaluation

exhibit professional competencies	Media, and Business Analytics		

2. Rubric to assess achievements of learning objectives

L1. Global Perspective: Our graduates will have a global perspective.			
L11. Our students will understand global business issues and relate current issues to emerging business opportunities			
Traits	**Performance Level**		
	1 (Fails to meet expectations)	**2 (Meets expectations)**	**3 (Exceeds expectations)**
1. Identification of global issues	No or incomplete identification of some or all of the following relevant global issues from the economic, cultural, legal, and demographic perspectives.	Some identification of most of the relevant issues from the economic, cultural, legal, and demographic perspectives.	Clear and detailed identification of relevant issues from the economic, cultural, legal, and demographic perspectives.
2. Analysis of global issues	No analysis of impact of relevant global issues; erroneous analysis of impact	Some analysis of impact of global issues; some inaccuracies in analysis	Clear, accurate and detailed analysis of impact of relevant global issues
3. Application of analysis to global business situation	No application of analysis to specific global business situation; incorrect conclusions or recommendations made.	Some application of analysis to specific global business situation, weak conclusions or recommendations made	Clear application of analysis to global business situation; valid conclusions and good recommendations given
4. Cultural differences	Fails to adjust for cultural differences	Some consideration given to cultural differences	Extensive consideration given to cultural differences, including appropriate modification of communication

L1. Global Perspective: **Our graduates will have a global perspective.**			
L12. Our students will have command of business English or other language of major global market			
Traits	**Performance Level**		
	1 (Fails to meet expectations)	**2 (Meets expectations)**	**3 (Exceeds expectations)**
1. Knowledge	A few of the required elements (vocabulary, structures, and/or cultural context) are complete and correct.	Some of the required elements (vocabulary, structures, and/or cultural context) are complete and correct.	Most of the required elements (vocabulary, structure, and/or cultural context) are complete and correct.
2. Comprehension	The response shows little understanding of main ideas and/or details	The response shows some understanding of main ideas and details.	The response for the most part shows understanding of main ideas and most details.
3. Communication	The communication skills and strategies are minimally evident, appropriate, and/or correct.	The communication skills and strategies are somewhat complete, appropriate and/or correct.	The communication skills and strategies are mostly complete, appropriate and correct.

L2. Communication: Our graduates will be effective communicators			
L21. Our students will deliver effective presentation accompanied with proper media technology			
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 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

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.

	L2. Communication:		
	Our graduates will be effective communicators		
	L22. Our student will produce professional business documents		
Traits	**Performance Level**		
	1 (Fails to meet expectations)	**2 (Meets expectations)**	**3 (Exceeds expectations)**
1. Clear introduction and background	No or unclear introduction, and absence of background information.	Provides an introduction, present some but not all of the key background information.	Provides a coherent introduction and addresses key background issues effectively.
2. Discipline-related concepts and issues	Discipline-specific concepts and issues are not identified or they are identified inappropriately.	Appropriately addresses most of the key discipline-specific concepts and issues but omits or identifies a few of the minor ones.	Appropriately addresses all key discipline-specific concepts and issues and most of the minor ones.
3. Internally consistent arguments	Arguments are inconsistent, different parts of the paper do not relate well to each other and they are inconsistent.	Most arguments are consistent, and most parts of the paper are integrated and they are consistent.	Arguments presented in the paper are consistent and the different parts of the paper are well integrated and consistent.
4. Logic and organization	Arguments are poorly organized, do not flow well, and are hard to follow.	Most but not all of the arguments are well organized, flow logically, and are easy to follow.	All arguments are well organized, flow logically, and are easy to follow.
5 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.
6. Style and grammar	Numerous spelling errors; inappropriate grammar, sentence structure, and paragraphing used throughout the document.	Few spelling errors, generally appropriate grammar, sentence structure, and paragraphing.	No or very minimal spelling, grammar, sentence structure, and paragraphing errors.
7. Effective literature search skills	No literature or used of inappropriate web-based	Uses more than one research source but demonstrates no	Uses multiple research sources and makes effective use of

	sources; sources are not come from professional literature; sources are not current and/or relevant.	attempt to incorporate current information; most sources are authoritative or come from professional literature; sources are generally current and relevant.	current and reliable information; sources are authoritative or come from the professional literature; includes current relevant sources.
8. Documents sources	No or inconsistent references; evidence of plagiarism.	Generally includes appropriate citations within the document and lists references at the end of the documents; references are generally usable but may not contain the full bibliographic information; citations and references are generally consistent throughout the documents	Includes appropriate citations within the documents and lists references that include full bibliographic information for each citation in the document; citations and references are consistent throughout the document.

L2. Communication: Our graduates will be effective communicators			
L23. Our students will demonstrate effective interpersonal communication in a team setting.			
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
4. 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

L3. Strategic Thinking & Cross-disciplinary Competency: Our graduates will be able to strategically analyze business cases and integrate different disciplines in solving business problems.		
L31. Our students will use appropriate analytical techniques to solve business problems and will demonstrate the ability of sound business judgment.		
Traits	**Performance Level**		
	1 (Fails to meet expectations)	**2 (Meets expectations)**	**3 (Exceeds expectations)**
1. Factual knowledge	Shows little knowledge of case facts, makes factual mistakes	Shows solid understanding of case facts	Shows through grasp of case 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 case 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 case problems/issues	Neglects to identify case issues; recounts facts of case with little analysis	Clearly identifies the key issues in the case and demonstrates understanding of company's decision situation	Develops a well-integrated statement of the complex issues of the case and demonstrates understanding of situation
5. Generation of alternatives	Identifies weak or infeasible alternatives with little attention to case issues	Generates 2 or 3 feasible alternatives for resolving the key issues of the case	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 that follow from the preceding analysis and	Integrates alternatives into a well-developed action plan; offers specificity, priorities, and sequencing of actions

	little attention to addressing case issues	clearly address case issues; no surprises	
7. Business judgment	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 judgment

L3. Strategic Thinking & Cross-disciplinary Competency: Our graduates will be able to strategically analyze business cases and integrate different disciplines in solving business problems.			
L32. Our students will synthesize different discipline areas.			
Traits	**Performance Level**		
	1 (Fails to meet expectations)	**2 (Meets expectations)**	**3 (Exceeds expectations)**
1. Consideration	Deals only with a single perspective and fails to discuss possible perspectives from other disciplines.	Begins to relate alternative views from other disciplines to qualify analysis.	Addresses perspectives noted previously, and additional diverse perspectives other disciplines 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 across multiple disciplines.
3. Discipline knowledge	Does not incorporate appropriate argumentation and methodology of other disciplines	Somewhat applies appropriate argumentation and methodology of other disciplines	Clearly and reflectively applies appropriate argumentation and methodology of other disciplines
4. 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.
5. Horizontal synthesis	Does not yet integrate interdisciplinary skills and knowledge.	Partially integrates interdisciplinary skills and knowledge.	Successfully integrates interdisciplinary skills and knowledge.
6. Vertical synthesis	Does not yet demonstrate awareness of inter-relationships among self, the discipline, business, and society.	Demonstrates some awareness of inter-relationships among self, the discipline, business, and society..	Clearly demonstrates an awareness of inter-relationships among self, the discipline, business, and society.

L4. Domain expertise in IT, Media, and Business Analytics: Our graduates will develop professional skills and exhibit professional competencies.			
L41. Our students will build IT, Media, and Business Analytics specific knowledge and understand the key issues.			
Traits	**Performance Level**		
	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

L4. Domain expertise in IT, Media, and Business Analytics: Our graduates will develop professional skills and exhibit professional competencies.		
L42. Our students will apply domain expertise to the business problems in the IT, Media, and Business Analytics.		

Traits	**Performance Level**		
	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