

RUBRICS

Rubric for Undergraduate:: ethics/ social responsibility

Goal 1 : Students can find ethics/ social responsibility issues and apply ethics in business decision.

Goal 1.1:Students can describe the major ethical theories and concepts involved

Criteria	Unacceptable (<60)	Fair (60 ~ 74)	Good (75 ~ 89)	Excellent (90 ~ 100)
Present major theories and concepts	Accuracy and coverage rate less than 60%	Accuracy and coverage rate between 60 ~ 74%	Accuracy and coverage rate between 75 ~ 89%	Accuracy and coverage rate between 90 ~ 100%

Goal 1: Students can find ethics/ social responsibility issues and apply ethics in business decision.

Goal 1.2: Students can identify ethical issues and present related arguments

Criteria	Unacceptable (<60)	Fair (60 ~ 74)	Good (75 ~ 89)	Excellent (90 ~ 100)
Present trendy issues and related arguments	Coverage of number of issues and depth and relatedness of the issues (levels of sophistication) less than 60%	Coverage of number of issues and depth and relatedness of the issues (levels of sophistication) between 60 ~ 74%	Coverage of number of issues and depth and relatedness of the issues (levels of sophistication) between 75 ~ 89%	Coverage of number of issues and depth and relatedness of the issues (levels of sophistication) between 90~ 100%

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Rubric for Undergraduate:: ethics/ social responsibility

Goal 1 : Students can find ethics/ social responsibility issues and apply ethics in business decision.

Goal 1.3: Students can identify issues of a new case and present its pros and cons

Criteria	Unacceptable (<60)	Fair (60 ~ 74)	Good (75 ~ 89)	Excellent (90 ~ 100)
Benchmark case: issues and pros/cons	Related issues covered and level of sophistication in perspectives less than 60%	Related issues covered and level of sophistication in perspectives between 60 ~ 74%	Related issues covered and level of sophistication in perspectives between 75~ 89%	Related issues covered and level of sophistication in perspectives between 90~ 100%

Goal 1 : Students can find ethics/ social responsibility issues and apply ethics in business decision.

Goal 1.4: Students can present an innovative CSR model for a new case

Criteria	Unacceptable (<60)	Fair (60 ~ 74)	Good (75 ~ 89)	Excellent (90 ~ 100)
Innovative case: innovative points covered	Innovative case: less than 60% innovative points covered	Innovative case: 60 ~ 74% innovative points covered	Innovative case: 75 ~ 89% innovative points covered	Innovative case: 90~ 100% innovative points covered

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Rubric for Undergraduate: Students can use basic English language structures to interact effectively in business environment.

Goal 2 : Students can understand the business textbooks or articles.

Criteria	Unacceptable (<60)	Fair (60 ~ 74)	Good (75 ~ 89)	Excellent (90 ~ 100)
Reading Comprehension	<ul style="list-style-type: none"> Does not comprehend main idea of the text or the general theme. Misunderstand meanings of contexts and words. Does not demonstrate an adequate understanding and reluctant to annotate. Recalls very little information after initial reading. 	<ul style="list-style-type: none"> Demonstrates certain levels of understanding. Describes concepts and ideas adequately in verbal and/or written formats. Rarely annotates to enhance understanding. Recalls some information after initial reading. 	<ul style="list-style-type: none"> Demonstrates understanding by using the information from text to complete reading exercises. Describes concepts and ideas coherently in verbal and/or written formats. Annotates to enhance understanding. Recalls information after initial reading. 	<ul style="list-style-type: none"> Demonstrates understanding by using information from text to complete reading exercises. Describes concepts and ideas clearly in verbal and/or written formats. Annotates to enhance understanding. Organizes and analyzes information as the reader reads.
Vocabulary	<ul style="list-style-type: none"> Little or no use of strategies to identify the meaning of unfamiliar vocabulary. Misunderstands contextual meanings of words. Does not memorizes and recognizes new vocabularies. 	<ul style="list-style-type: none"> Sometimes uses strategies to identify the meaning of unfamiliar vocabulary. Misunderstands a few words, and needs supporting materials and/or additional teachings to understand. Memorizes and recognizes some new vocabularies. 	<ul style="list-style-type: none"> Regularly uses strategies to identify the meaning of unfamiliar vocabulary. Knows the use of context clues and/or word structure, such as common prefix, suffix, and roots. Understands conceptual and relational meanings of words. Memorizes and recognizes new vocabularies as they appear again in readings. 	<ul style="list-style-type: none"> Actively uses strategies to identify the meaning of unfamiliar vocabulary. Good use of context clues and/or word structure, such as common prefix, suffix, and roots. Understands precise meanings or technical content of vocabulary. Memorize and recognize new vocabularies as they appear again in readings.
Listening	<ul style="list-style-type: none"> Fails to grasp the main ideas and supporting information. Can pick out few familiar words, and misses unfamiliar words. Does not understand the basic meanings. 	<ul style="list-style-type: none"> Vague understanding of the main ideas and supporting information, but picks out some central ideas. Understands and picks out familiar words, but misses some unfamiliar words. Understands the basic meanings, but may be confused on details. 	<ul style="list-style-type: none"> Grasps the main ideas and supporting information. Picks out words which are familiar to the listener, as well as some words which are unfamiliar. Understands the apparent meanings and can connect with the speakers or characters. 	<ul style="list-style-type: none"> Actively seeks to understand the main ideas and supporting information. Picks out words which are familiar, as well as most words which are unfamiliar to the listener. Understands the implied meanings from the intonation and can connect with the speakers or characters.

RUBRICS

Rubric for Undergraduate: Capability of applying technology in specialized area

Goal 3 : Students are able to demonstrate proficiency in the use of information technology.

Goal 3.1 : Use a word processing program such as MS Word to design professional quality documents (reports, memos, etc.), including the ability to import and appropriately integrate tables and graphics.

	Criteria	Unacceptable (<60)	Fair (60 ~ 74)	Good (75 ~ 89)	Excellent (90 ~ 100)
Formatting Editing	Font usage Bold/italic/underline Sentence alignment Paragraph alignment Grammar& thesaurus	<ul style="list-style-type: none"> The student exhibits limited word processing skills, and requires remediation to perform basic tasks 	<ul style="list-style-type: none"> Although the student performs basic word processing tasks overall, he/she needs to improve in one or more skills areas 	<ul style="list-style-type: none"> The student demonstrates competency in basic word processing skills (types the assigned document, checks spelling and grammar, and makes necessary edits/revisions) 	<ul style="list-style-type: none"> The student demonstrates relevant skills in basic word processing skills (types the assigned document, checks spelling and grammar, and makes necessary edits/revisions)
Tables	Table insertion Merge & delete rows/columns Insert rows/columns Management of cell/table properties	<ul style="list-style-type: none"> Insert basic table. 	<ul style="list-style-type: none"> Insert basic table. Use of insert, merge and delete rows, columns and cells. 	<ul style="list-style-type: none"> Proficient use of inserting tables of multiple columns and rows. Can effectively insert, merge and delete rows, columns and cells. 	<ul style="list-style-type: none"> Highly efficient use of inserting tables of multiple columns and rows. Can effectively insert, merge and delete rows, columns and cells. Manipulate and change cell properties.

RUBRICS

Rubric for Undergraduate: Capability of applying technology in specialized area

Goal 3 : Students are able to demonstrate proficiency in the use of information technology.

Goal 3.2 : Use a spreadsheet program such as MS Excel to manipulate and analyze data, including basic operations on cells and cell ranges, formulas and functions, filters, sorts, and develop graphs and charts.

	Criteria	Unacceptable (<60)	Fair (60 ~ 74)	Good (75 ~ 89)	Excellent (90 ~ 100)
Data Input	Column/Row labels Worksheet Organization Information Accuracy Multiple	<ul style="list-style-type: none"> No column or row labels and data entry missing or inaccurate. Impossible to extract useful information from sheet. 	<ul style="list-style-type: none"> Labels not all there and sheet shows some signs of disorganization. Data missing and inaccurate. Hard to extract clear information from sheet. 	<ul style="list-style-type: none"> The columns and rows are labeled, but row-column organization was not completely thought out. Data are accurate. Multiple worksheets are done correctly and accurately. 	<ul style="list-style-type: none"> The columns and rows are clearly labeled and well organized. All data are accurately entered. Multiple worksheets are done correctly and accurately.
Data Manipulation	Manipulation Accuracy Data Formulation	<ul style="list-style-type: none"> Manipulation not performed or inaccurately done. 	<ul style="list-style-type: none"> Manipulation of data shows some inaccuracy and outcome is faulty or makes no sense. Results not labeled or highlighted. 	<ul style="list-style-type: none"> Manipulation of data is accurate and appropriate formulation used. Outcome makes sense but is not labeled and/or highlighted. 	<ul style="list-style-type: none"> Manipulation of data is accurate and appropriate formulation used. Outcome makes sense, is labeled and highlighted for ease of review. Information is properly sorted.
		<ul style="list-style-type: none"> The analysis is inaccurate, fails to mention numbers or give any conclusions. 	<ul style="list-style-type: none"> The analysis is missing numerical data or reflection on the data. 	<ul style="list-style-type: none"> The analysis focuses on the numbers and briefly considers the implications. 	<ul style="list-style-type: none"> The analysis gives Information and thoughtful consideration of the data.
Charts & Graphs	Bar, Line, Pie Charts Axis Information Legend	<ul style="list-style-type: none"> Correctly represents data in three different types of chart formats: bar, line and pie. 	<ul style="list-style-type: none"> Correctly represents data in three different types of chart formats: bar, line and pie. Axis Information is properly labeled and formatted. 	<ul style="list-style-type: none"> Correctly represents data in three different types. Axis information is properly labeled and formatted. Legend is relevant to graph. 	<ul style="list-style-type: none"> Correctly represents data in three different types Axis information is properly labeled and formatted. Chart is imbedded in worksheet as well as separately in another worksheet.

RUBRICS

Rubric for Undergraduate: Capability of applying technology in specialized area

Goal 3 : Students are able to demonstrate proficiency in the use of information technology.

Goal 3.3 : Use a presentation program such as MS PowerPoint to present information in an appropriate and sophisticated manner, including design templates, color and animation schemes, custom animation, and importation of charts, tables, and graphics.

	Criteria	Unacceptable (<60)	Fair (60 ~ 74)	Good (75 ~ 89)	Excellent (90 ~ 100)
Text	Font Choice Formatting	<ul style="list-style-type: none"> ● Text is difficult to read. ● Too much text. ● Inappropriate fonts. ● Small font size. 	<ul style="list-style-type: none"> ● Overall readability is difficult. ● Too much text. ● Too many different fonts. 	<ul style="list-style-type: none"> ● Fonts are generally easy to read. ● Font size varies appropriately. ● Too much text. 	<ul style="list-style-type: none"> ● Easy to read. ● Font size varies appropriately. ● Text is appropriate length.
Attractiveness	Use of Graphics	<ul style="list-style-type: none"> ● Most of the graphics are unrelated to content. ● Too many graphics on one page. ● Most of the graphics distract from the text. ● Images are poor quality. 	<ul style="list-style-type: none"> ● Some of the graphics are unrelated to content. ● Too many graphics on one page. ● Some of the graphics distract from the text. 	<ul style="list-style-type: none"> ● All graphics are related to content. ● All graphics are appropriate size and good quality. ● Graphics help audience understand the flow of content. 	<ul style="list-style-type: none"> ● All graphics are related to content. ● Graphics create an overall theme and make connections that helps the audience understand the concepts.
	Animation	<ul style="list-style-type: none"> ● Much of the animation is unrelated to content. ● Too much animation on one page. ● Much of the animation distract from the text. 	<ul style="list-style-type: none"> ● Some of the animation is unrelated to content. ● Some of the animation distract from the text. 	<ul style="list-style-type: none"> ● Animation helps audience understand the flow of content. 	<ul style="list-style-type: none"> ● Animation creates an overall theme and makes connections that help the audience understand the concepts.
Design	Background Layout	<ul style="list-style-type: none"> ● Background makes text difficult to read. ● Layout is cluttered, confusing. ● Poor use of spacing, headings and sub headings. 	<ul style="list-style-type: none"> ● Text is readable, but background is very distracting ● Layout shows some structure. ● Cluttered, distracts from readability. 	<ul style="list-style-type: none"> ● Text is readable, but background is slightly distracting. ● Uses horizontal and vertical space appropriately. 	<ul style="list-style-type: none"> ● Background makes text easy to read. ● Pleasing to the eye. ● Appropriate use of headings and sub-headings. ● Appropriate use of white space.

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Rubric for Undergraduate: Capability of applying technology in specialized area

Goal 3 :.Students are able to demonstrate proficiency in the use of information technology.

Goal 3.4 : Uses a search engine to access, navigate and evaluate information on the internet

	Criteria	Unacceptable (<60)	Fair (60 ~ 74)	Good (75 ~ 89)	Excellent (90 ~ 100)
Internet Use	Internet Search	The student exhibits limited Web search engine skills, and requires remediation to perform basic tasks.	Although the student performs basic Web search engine tasks overall, he/she needs to improve in one or more skills areas	The student demonstrates competency in basic Web search engine skills (explores Internet resources, conducts a detailed search for information on the assigned topic, and downloads necessary files).	The student demonstrates relevant competency in basic Web search engine skills (explores Internet resources, conducts a detailed search for information on the assigned topic, and downloads necessary files).