

Integrative and Applied Rubric-MBA

Objective: (MBA)學生具備整合企管理論以解決問題的能力 Possession of the ability to develop business managerial theory and integrate with skills to solve problems

Trait: (MBA)專業知識技能 Discipline-specific knowledge and skills

Level Criteria	Excellence	Good	Satisfactory	Poor
Business Managerial Discipline	<ul style="list-style-type: none"> Clearly and reflectively applies appropriate argumentation and methodology of the discipline. Demonstrates highly innovative interpretations, perspectives, or applications of course content 	<ul style="list-style-type: none"> Applies appropriate argumentation and methodology of the discipline. Demonstrates coherent interpretations, perspectives, or applications of course content. 	<ul style="list-style-type: none"> Attempts appropriate argumentation and methodology of the discipline. Offers minimal interpretations, perspectives, or applications of course content. 	<ul style="list-style-type: none"> Does not incorporate appropriate argumentation and methodology of the discipline. Fails to interpret or apply course content.
Connections to Experience: <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.

Leadership Skills Rubric-MBA

Objective: 學生具備組織領導能力 Possession of the ability in organizational leadership

Trait: 領導 Leadership

Level Criteria	Excellence	Good	Satisfactory	Poor
Formulating goals	Works outstandingly with others in the group to establish a goal for guiding the actions of self and group.	Works reasonable with others in the group to establish a goal for guiding the actions of self and group.	Works acceptably with others in the group to establish a goal for guiding the actions of self and group.	Works poorly with others in the group to establish a goal for guiding the actions of self and group.
Relating to group members	Listens and empathizes with group members thoroughly. Considers perspectives of others before taking action.	Listens and empathizes with the group members reasonably.	Listens and empathizes with the group members fairly.	Listen to other group members poorly.
Achieving goals	Involves all group members in working toward a goal. Encourages cooperation by involving everyone.	Involves most group members in working toward a goal.	Involves some group members in working toward a goal.	Works individually toward a goal.
Using multiple leadership strategies tells sells participates delegates	Uses all leadership strategies and accurately matches the strategy to the group situation.	Uses most leadership strategies, but has trouble matching the strategy to the situation.	Uses some leadership strategies, but has trouble matching the strategy to the situation.	Uses one or two leadership strategies consistently.

Global Thinking Rubric-MBA/MS

Objective: 學生具備體認多元文化價值對於企業營運意涵的能力 Possession of the ability in recognition of multi-cultural values to business operations

Trait: 國際思維 Global thinking

Level Criteria	Excellence	Good	Satisfactory	Poor
Identification of global factors	Clear and detailed identification of relevant factors.	Identification of most of the relevant factors.	Identification of some or all of the following relevant global factors: economic, cultural, legal, demographic.	Incomplete identification of the following relevant global factors: economic, cultural, legal, demographic.
Analysis of global factors	Clear, accurate and detailed analysis of impact of relevant global factors.	Analysis of impact of most global factors; some inaccuracies in analysis.	Analysis of impact of some global factors; some inaccuracies in analysis.	Incomplete analysis of impact of relevant global issues; Erroneous analysis of impact.
Conclusions and recommendations	Clear and detailed application of analysis to specific management situation; valid conclusions and good recommendations given.	Clear application of analysis to specific management situation; reasonable conclusions and fair recommendations given.	Application of analysis to specific management situation, weak conclusions or recommendations made.	Incomplete application of analysis to specific management situation; incorrect conclusions or recommendations made.
Implementation plans	Implementation plans are focused and consistent with conclusions and recommendations, and address reasonable contingencies.	Implementation plans are consistent with conclusions and recommendations, but consider only some reasonable contingencies.	Implementation plans are consistent with conclusions and recommendations, but do not consider reasonable contingencies.	Incomplete implementation plan or plans are inconsistent with conclusions and recommendations.

Research Paper Rubric-MBA/MS, PhD

Objective: (MBA/MS)學生具備進階管理知識研究能力 Possession of the ability to investigate the advanced knowledge in management

(PhD)學生具備高階管理知識研究能力 Possession of the ability to investigate the high-level knowledge in management

Trait: 研究探索與分析 Research, inquiry and analysis

Level Criteria	Excellence	Good	Satisfactory	Poor
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Visual Presentation	Cover page with relevant info, including descriptive title. Section headings. Good graphics, with appropriate citations. Clean and professional looking.	Cover page. Sections headings. Graphics included. Professional looking.	Most relevant information present. Some section headings, captions, or graphics used. Looks like H.S. paper.	Dirty or ragged appearance. Missing titles, captions, headings, name of author. Not professional.
Abstract	Abstract is proper length. Highly informative, complete and easy to understand. Appropriate vocabulary is used. Abstract makes you want to read the paper.	Abstract is proper length. Informative, complete and understandable. Appropriate vocabulary is used.	Abstract is proper length. Somewhat informative and understandable.	Abstract is not the proper length. Not very informative or understandable.

Level Criteria	Excellence	Good	Satisfactory	Poor
Structure	<p>Thesis is clear, easy to find, and appropriate to the assignment.</p> <p>Thesis is supported by the rest of the paper.</p> <p>Paper contains a “roadmap” for the reader.</p> <p>There is a logical flow to the topics/arguments.</p> <p>Conclusion follows clearly from the arguments presented.</p>	<p>Thesis is clear and appropriate.</p> <p>Thesis fairly well supported.</p> <p>Paper is fairly well organized.</p> <p>Conclusion follows from the rest of the paper.</p>	<p>Thesis is fairly clear.</p> <p>Inconsistent support for thesis.</p> <p>Paper weakly organized.</p> <p>Conclusion is acceptable.</p>	<p>Thesis unclear and/or inappropriate.</p> <p>Thesis not supported.</p> <p>Paper is not organized.</p> <p>Conclusion doesn’t follow from the rest of the paper.</p>
Research	<p>The evidence comes from a wide variety of valid sources.</p> <p>The bibliography is complete and reflects appropriate sources.</p> <p>The evidence used reflects multiple views.</p>	<p>The evidence comes from valid sources.</p> <p>The bibliography is complete.</p> <p>The evidence used reflects multiple views.</p>	<p>Valid sources are inconsistently used.</p> <p>The bibliography is missing some pieces.</p>	<p>The evidence seldom comes from valid sources.</p> <p>The bibliography is missing significant information.</p>
Thinking	<p>Arguments are pertinent to the topic.</p> <p>Arguments are logical, supported with evidence.</p> <p>The key arguments have been made – no major points have been left out.</p>	<p>Arguments are pertinent to the topic.</p> <p>Arguments are fairly logical and reasonably supported.</p> <p>Most key arguments have been made.</p>	<p>Arguments are not consistently pertinent, logical, or supported.</p> <p>Few key arguments have been made.</p>	<p>Arguments not pertinent.</p> <p>Arguments rarely, if at all, logical and supported.</p> <p>Almost no key arguments have been made.</p>

Level Criteria	Excellence	Good	Satisfactory	Poor
Interest factor	<p>Language and style appropriate for intended audience.</p> <p>Paper presents well-developed analysis and synthesis.</p> <p>There is nuance, inference and subtlety to the paper.</p> <p>Main points are memorable.</p> <p>Reader is very engaged.</p>	<p>Language and style appropriate.</p> <p>Paper presents reasonable analysis and synthesis.</p> <p>There is a little nuance, inference and subtlety.</p> <p>Main points clear.</p> <p>Reader is engaged.</p>	<p>Language and style only fair.</p> <p>Less-developed analysis and synthesis.</p> <p>Nuance, inference and subtlety lacking.</p> <p>Main points present, not well made.</p>	<p>Language and style poor.</p> <p>Analysis and synthesis lacking.</p> <p>Main points not discernable.</p>

Critical Thinking & Problem Solving Rubric-MBA/MS, PhD

Objective: 學生具備批判思維並解決問題 Possession of the ability in critical thinking and problem-solving

Trait: 批判思維與問題解決 Critical thinking and problem solving

Level Criteria	Excellence	Good	Satisfactory	Poor
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
Propose Solutions/ Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.

Level Criteria	Excellence	Good	Satisfactory	Poor
Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work

Information Literacy Rubric-MBA/MS, PhD

Objective: 學生具備資訊知能應用能力 Possession of the competence in information technology application

Trait: 資訊知能應用能力 Information literacy

Level Criteria	Excellence	Good	Satisfactory	Poor
Determine the Extent of Information Needed	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information randomly, retrieves information that lacks relevance and quality.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

Level Criteria	Excellence	Good	Satisfactory	Poor
Use Information Effectively to Accomplish a Specific Purpose	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Ethics Rubric-MBA/MS

Objective: 學生能利用對企業倫理與社會責任的認知，探討公司決策對社會大眾權益產生的影響 Ability to explore the impacts of corporate decisions on public rights by utilizing knowledge in business ethics and social responsibilities

Trait: 倫理 Ethics

Level Criteria	Excellence	Good	Satisfactory	Poor
Responsibility: <i>Students demonstrate an understanding of the responsibility of business in society.</i>	Students apply a thorough understanding of direct and indirect stakeholders when examining the role and responsibility of business in society.	Students apply an adequate understanding of direct and indirect stakeholders when examining the role and responsibility of business in society.	Students identify and understand: direct stakeholders when explaining the role of business (treatment of employees, optimal firm value) in society. And indirect stakeholders when explaining the role of business (corporate citizenship, stakeholders' view) in society.	Students unable to explain the role of business in society. Students understand monetary role (profit maximization) of business in society.
Decision-making: <i>Students demonstrate an understanding of ethical decision making</i>	Students explore more than three frameworks for assessing and evaluating an ethical situation.	Students explore more than two frameworks for assessing and evaluating an ethical situation.	Students explore only two frameworks for assessing and evaluating an ethical situation.	Students do not recognize an ethical situation exists. Students use at most a single framework for assessing and evaluating an ethical situation.
Research activities: <i>Students demonstrate moral development in research activities</i>	Students show post-conventional level of moral development (morality asked on "society as whole " or " universal principles").	Students show post-conventional level of moral development (atypical roles of people in society and how individual fits adequately into social order).	Students show conventional level of moral development (stereotypical roles of people in society and how individual fits into social order).	Students show pre-conventional level of moral development (deferring to authority and satisfying their own needs.)

Level Criteria	Excellence	Good	Satisfactory	Poor
Leader's role: <i>Students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics.</i>	Students thoroughly recognize organization leaders' actions and policies determine the ethical tone of the organization.	Students adequately recognize organization leaders' actions and policies determine the ethical tone of the organization.	Students recognize leaders play some role in the organization's ethical conduct.	Student unable to explain the role of leaders in organization's ethical conduct.
Role playing: <i>Students demonstrate an understanding of the roles of various corporate governance entities and policies as they relate to ethics.</i>	Students recognize thoroughly the organization's (code of conduct and ethical culture) and external entities (government and professional organizations via laws and professional codes of conduct) role in creating effective corporate governance.	Students recognize adequately the organization's (code of conduct and ethical culture) and external entities (government and professional organizations via laws and professional codes of conduct) role in creating effective corporate governance.	Students recognize the organization's (code of conduct and ethical culture) and external entities (government and professional organizations via laws and professional codes of conduct) role in creating effective corporate governance.	Student unable to identify components of effective corporate governance.

Oral Communication Rubric-BS, MBA/MS, PhD

Objective: 學生具備有效溝通能力 Possession of the ability to communicate effectively

Trait: □語溝通 Oral communication skills

Level Criteria	Excellence	Good	Satisfactory	Poor
Central message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.
Oral delivery	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Students' voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Students' voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.

Level Criteria	Excellence	Good	Satisfactory	Poor
Response to questions	Consistently clarifies, restates, and responds to questions. Summarizes when needed.	Generally responds to audience comments, questions and needs.	Misses some opportunities for interaction and does not always comfortably handle questions.	Responds to questions inadequately.

Written Communication Rubric-BS, MBA/MS, PhD

Objective: 學生具備有效溝通能力 Possession of the ability to communicate effectively

Trait: 2) 書寫溝通 Written communication skills

Level Criteria	Excellence	Good	Satisfactory	Poor
Context of and purpose for writing: <i>Includes consideration of audience, purpose, and the circumstance surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Style: <i>Considers word choice, appropriateness of vocabulary, variety in sentence and paragraph structure, conciseness and level of formality.</i>	Writing consistently demonstrates variety in word choice and sentence/paragraph structure. Writing is clear, concise & level of formality well suited to purpose.	Writing often demonstrates variety in word choice and sentence/paragraph structure. Writing is clear, concise & level of formality is appropriate.	Writing demonstrates some variety in word choice and sentence/paragraph structure. Writing communicates, but some lapses in clarity & conciseness. Level of formality somewhat appropriate.	Writing demonstrates little or no variety in word choice & sentence/paragraph structure. Many lapses in clarity and conciseness. Level or formality is inappropriate to purpose.