

Goal 3: Decision Making
Assessment Rubric
MGT 4310

UG Goal 3: Decision Making. Our students are able to apply quantitative measures and analytical skills to make effective business decisions (core values).

Objective 3.1: Our students will demonstrate an ability to apply analytical skills to solve business problems.

Objective 3.2: Our students will effectively apply learned quantitative methods to reach appropriate business decisions.

ABILITY	Below Expectations	Meets expectations	Exceeds Expectations
Problem identification	Student does not attempt to or fails to identify and summarize the problem accurately.	Summary of issue is mostly accurate but some aspects are incorrect or confused; nuances and critical details are absent or glossed over.	Clearly identifies and summarizes main problem, question or issue. Identifies secondary or implicit issues. If applicable, notes relationships between factors in the situation and how they relate to each other.
Preparation and use of relevant information	<p>Student repeats information provided without question or dismisses evidence without adequate justification.</p> <p>Student does not distinguish among fact, opinion, and value judgments.</p> <p>Sources are not on topic or are inappropriate. No evidence of search, selection or source evaluation skills.</p>	<p>Use of evidence is qualified and selective, though perhaps unintentional. Discerns fact from opinion and may recognize bias in evidence though attribution is spotty, inappropriate, or exaggerated.</p> <p>Sources selected adequately meet the information need, though little evidence of more than routine exploration.</p> <p>Student demonstrates adequate skill in searching, selecting, and evaluating sources to meet the information need.</p>	<p>Student examines the evidence and source of evidence; questions its accuracy, precision, relevance, completeness. Information need is clearly defined and is related to assignment, course or personal interests.</p> <p>Evidence of search, selection, and source evaluation skills; notable identification of uniquely salient resources.</p>

<p>Application of appropriate analysis</p>	<p>Quantitative analysis conducted is inappropriate, inaccurate, or superficial (or nonexistent).</p> <p>Analysis doesn't help clarify the issues or facilitate decision-making.</p>	<p>Quantitative analysis is appropriate and accurate, but rather superficial.</p> <p>Analysis has limited ability to help clarify the issues and facilitate decision-making.</p>	<p>Quantitative analysis is appropriate, accurate, and thorough.</p> <p>Analysis is used to clarify the issues and facilitate decision-making.</p>
<p>Consideration of alternatives and decision-making</p>	<p>Student deals only with a single perspective and fails to discuss other possible perspectives, especially those held by others.</p> <p>If more than one idea is advanced, alternatives are disjointed or bolted together.</p> <p>Student adopts a single idea(s)/decision(s) with little question.</p>	<p>Student begins to relate alternative views to qualify analysis.</p> <p>Rough integration of multiple viewpoints and comparison of ideas or perspectives. Ideas are investigated, if in a limited way, and integrated, if unevenly.</p> <p>Student is able to come up with a decision but may dismiss alternative views too hastily.</p>	<p>Student addresses additional diverse perspectives drawn from outside information to qualify analysis.</p> <p>Student fully integrated ideas and perspectives from variety of sources. Analogies may be used effectively. Integrates own and others' ideas through a complex process of judgment and justification.</p> <p>Can clearly present/justify own view, decision or hypothesis while respecting other views.</p>
<p>Assessment of conclusions, implications, and consequences</p>	<p>Student fails to provide conclusions, implications, and consequences of the issue or the key relationships between the other elements of the problem, such as other perspectives, assumptions, or data and evidence.</p>	<p>Conclusions begin to reflect influence of other perspectives, assumptions, and evidence that leads to consequences that extend beyond the borders of a discipline or single issue.</p>	<p>Identifies and discusses conclusions, implications, and consequences considering assumptions, data, and evidence.</p>