

Learning Goal #1: Quantitative Analysis Rubric (MBA, MS-Accounting, & MS-Finance)

Topic	<i>Selection of the appropriate statistical tool</i>		
	Unsatisfactory	Satisfactory	Exceeds requirements
Understand models and appropriate use of: (choose one) correlation/regression analysis or ANOVA	Demonstrates no or minimal understanding of appropriate use.	Demonstrates substantial understanding of appropriate use.	Demonstrates full understanding of appropriate use.
Know data requirements of each tool and underlying assumptions	Demonstrates no or minimal understanding of data requirements & assumptions.	Demonstrates substantial understanding of data requirements & assumptions.	Demonstrates full understanding of data requirements & assumptions.
Understand strengths and limitations of each technique	Demonstrates no or minimal understanding of strengths and limitations.	Demonstrates substantial understanding of strengths and limitations.	Demonstrates full understanding of strengths and limitations.
Topic	<i>Computation</i>		
	Unsatisfactory	Satisfactory	Exceeds requirements
Use of software packages	The student is unable to produce the requisite output.	The student is able to produce the requisite output.	The student can produce additional output that is relevant to an enhanced understanding of the indicated problem.
Format data for analysis	The student is unable to format the data correctly (e.g., rows and columns are interchanged).	The student is able to format the data correctly.	The student takes note of the fact that there are different ways to organize the data.

Topic	<i>Interpretation & Understanding</i>		
	Unsatisfactory	Satisfactory	Exceeds requirements
Understand the reliability of the results	The student makes conclusions which are not supported by the results.	The student makes conclusions which are supported by the results.	The student makes conclusions which are supported by the results, and states what things would not be supported by the results.
Make recommendations based on an accurate assessment of the results	The student makes the wrong recommendations.	The student makes the right recommendations.	The student makes the right recommendations, and also gives possible alternatives given the assessment.
Clearly explain the analytical basis for making recommendations regarding alternatives	The student uses only statistical terms in making recommendations (e.g., reject the null hypothesis at a particular significance level).	The student uses terms that are easily understood by anyone, and makes the correct recommendation in the context of the question.	The student gives a satisfactory response, and also includes addressing the possibility (probability) of and the implications of the event that the recommendation may in fact be the wrong thing to do.