**BACC Program Assessment Rubric:**

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|  | ***Program Standards*** | | | | |
|  | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** |
| **PLO1: Employ understanding of financial, and managerial accounting, financial statements, and taxation based on the standards of GAAP and IFRS.** | Identification of core accounting concepts or relevant standards is absent or inaccurate. | Identifies appropriate core accounting concepts to assess business decisions; identification is accurate but incomplete; no reference to appropriate or relevant standards. | Applies appropriate core accounting concepts to assess business decisions; application is accurate and complete; awareness of GAAP and IFRS is present when appropriate but not thoroughly integrated. | Employs understanding of core accounting concepts to assess business decisions; integration reflects accurate and complete understanding standard of GAAP and IFRS when relevant and appropriate. | Evaluates and selects most appropriate accounting concepts to comprehensively assess business decisions in relation to relevant and appropriate GAAP and IFRS standards; integration is insightful and fully justified. |
| **PLO6: Convey relevant information to stakeholders to make informed decisions through clear and concise communications.** | Communicates information to stakeholders in a manner that is unclear or inappropriate. | Communicates relevant information to stakeholders; communication is accurate and understandable but lacks clarity and precision. | Communicates relevant information to stakeholders in a clear manner; communication is accurate but needs to be more concise. | Conveys relevant information to stakeholders to make informed decisions through clear and concise communications; communications are effective for the target audience. | Convey relevant information to stakeholders to make informed decisions through clear and concise communications; communication is context-specific, dynamic, and highly effective. |
| **General Education PLOs:**  **PLO1: Communication: Communicate mature, well-considered ideas, arguments, or information in standard academic English.** | Uses non-standard English. Makes considerable errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, visuals as appropriate) that distract from main message. Demonstrates no attention to context, audience, and purpose of assigned tasks. Arguments and information presented are unclear. | Uses basic standard English. Uses mostly correct communication (grammar, spelling, punctuation, organization, nonverbal, graphics, visuals as appropriate) but includes some errors that may distract from main message. Utilizes some aspects of context, audience, and purpose as directed by assigned tasks to communicate rudimentary arguments and information. | Uses clear standard academic English. Includes minor errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, visuals as appropriate) that do not distract from main message. Utilizes most aspects of context, audience, and purpose as directed by assigned tasks to communicate arguments and information effectively. | Uses clear standard academic English, with virtually no errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, visuals as appropriate). Independently takes into account context, audience, and purpose in relation to the assigned tasks to communicate mature and well-considered arguments and information effectively. | Uses eloquent, professional language, with no errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, visuals as appropriate). Demonstrates a sophisticated understanding of the context, the audience, and purpose of the assigned tasks to communicate mature and well-considered arguments and information effectively and efficiently. |
| **PLO3: Quantitative Reasoning: Appropriately utilize quantitative reasoning or evidence to draw conclusions and present solutions for a variety of professional or personal situations.** | Presents inaccurate or incomplete solutions or conclusions. Use of quantitative evidence or reasoning is flawed. Unable to communicate quantitative information. | Presents solutions or conclusions, which may at times be inaccurate, inappropriate, or incomplete due to errors or omissions in the application of quantitative reasoning or evidence. Communicates quantitative information as directed to audience; presentation may be unclear or incomplete. | Presents solutions or conclusions that apply the correct quantitative reasoning or evidence as directed but they may contain minor errors. Communicates quantitative information using relevant data, graphs, or other quantitative tools as directed. | Presents solutions or conclusions that are accurate and complete, supported by correct quantitative reasoning or evidence. Effectively communicates quantitative information independently selecting data, graphs, or other quantitative tools to present solutions in a manner appropriate to the context. | Presents solutions or conclusions based on accurate, thorough, and insightful quantitative reasoning and evidence. Communicates quantitative information in the most appropriate manner for the specific context. |