

Stan Ross Department of Accountancy: Learning Goals

General Learning Goals

The department's general goals are stated in its mission:

The mission of Baruch's Stan Ross Department of Accountancy is to help students obtain both the technical tools and general background necessary for successful careers in accounting. The Department's programs focus on the development, measurement, analysis, validation, and communication of financial and other information. Much of the emphasis is directed to enhancing the students' ability to understand the business and regulatory environment and to alert students to the broad implications of accounting principles, ethical issues, procedures and accounting decisions. In addition to developing an understanding of theory and the skills necessary for successful careers in accounting, students should be prepared to build upon this knowledge to advance to positions of higher responsibility. The overall goal is to continue the tradition of Baruch's accounting graduates as leaders in business, not-for-profit organizations, and government.

Specific Learning goals

- 1-Students are be able to interpret and prepare financial reports (balance sheet, income statements and statements of cash flows)
- 2-Students can explain the important differences between reporting principles used in U.S. GAAP and International Financial Reporting Standards (IFRS).
- 3- Students describe the design, control and use of computer information systems in accounting.
- 4- Students define and apply the concepts of federal income taxation: including gross income, capital gains, losses, basis, deductions and credit.
- 5-Students can identify moral hazard, agency problems and other ethical issues related to financial disclosure, auditing financial reports and tax planning.
- 6- Students will demonstrate how financial information is used in decision making by: (1) identifying relevant costs and benefits; (2) choosing the best alternatives; (3) preparing budgets; and (4) evaluating performance

BBA Learning Goals
Competency in the Major: Computer Information Systems
Zicklin School of Business
Baruch College

Category		Sub Goal	Direct Measure
Information Technology Development	1.	Use appropriate techniques to elicit, analyze, and model requirements	An assignment in CIS 5800
	2.	Develop and manage databases	
	3.	Develop design models and specifications	
	4.	Implement software systems using a suitable programming language/development environment	
Information Technology Management	5.	Identify the various factors that contribute to success/failure of deployment of IT systems	An assignment in CIS 5800
	6.	Apply IT project management principles in various software development contexts	
	7.	Identify IT-based solutions to address organizational problems and opportunities considering various challenges involved including ethical issues	

Zicklin Economics Majors Learning Goals (revised, 10/28/08)

1. Background and Objectives

The purpose here is to outline learning goals for the general population of students majoring in economics. In particular, it is not designed only for the top students in Baruch. Hence, we omit goals or topics that are too advanced for the general population.

The goals are established in an attempt to accomplish three objectives:

- 1) Comparability: the goals are comparable to that of a mainstream economic program in similar institutions in the U.S.
- 2) Compatibility with careers of our students: the goals equip our students with the analytical skills to perform in a typical career of a student with an undergraduate major in economics.
- 3) Preparation for future academic work: the goals also provide the basic academic tools for graduate work in economics and finance.

2. Goals by Areas in Economics:

After completing the major program, students will be able to:

a) Microeconomics:

- a.1) Explain how consumers maximize utility given their incomes, preferences and the relative prices of goods in the market.
- a.2) Explain how producers maximize profits given the available production technology, the relative prices of inputs and the prices of goods in the market.
- a.3) Use the tools of demand and supply to explain changes in equilibrium prices and quantities across different markets in the U.S. and to predict effects of government policies such as taxes, tariffs and quotas, price supports and price ceilings.
- a.4) Discuss different types of markets in the economy and compare their outcomes.
- a.5) Apply game theory to analyze outcomes in various areas in economics: micro economic theory, industrial organization, and public economics.

a.6) Explain the concept of externalities, public goods and market failures and how they are related to various government policies and interventions.

b) Macroeconomics:

b.1) Describe national income accounting, concepts and definitions of money supply, fiscal and monetary policies and their effects on national income and general price level.

b.2) Explain the concepts of comparative advantage in international trade, balance of payment and exchange rate determination, and monetary policies in an open economy.

b.3) Explain the process by which the Federal Reserve's Open Market Committee establishes the "Fed Funds" target interest rate and the New York Federal Reserve Bank as agent administers the achievement of that target interest rate.

b.4) Explain the generally accepted economic and political preconditions for the achievement of economic growth and improvement of living standards.

c) Quantitative/Econometrics:

c.1) Explain the concepts of random variables, expected value, variance and covariance; and apply the concepts to analyze economic decisions under uncertainty.

c.2) Estimate and test relationships between economic variables from a given data set by regression analysis. A student should be able to explain the underlying assumptions of the regression model, and be able to interpret and present the results of an empirical analysis verbally and in writing.

c.3) Use statistical model to make forecasts of earnings, interest rates, employment in either micro or macro level.

3. Assessment of Goal Achievement.

It is expected that Zicklin economics major will take one or more of the following courses: Econ 4100 Advanced Microeconomics, Econ 4200 Advanced Macroeconomics, Econ 4201 Monetary Economics and Econ 4501 Advanced Labor Economics. These courses will serve as the "Capstone" course for economics majors. Therein they will be tested prior to graduation as to their achievement of these goals.

Learning Goals for Finance

After majoring in Finance, the students will be able to:

- 1) Explain the key concepts of time value of money.
- 2) Discuss basic valuation models for equity and bonds and their required inputs.
- 3) Calculate equity and bond values using basic valuation models
- 4) Discuss corporate finance models for project valuation.
- 5) Undertake and interpret the outputs from analysis of corporate finance projects
- 6) Discuss basic capital structure and dividend theory.
- 7) Define and calculate standard risk and return measures.
- 8) Explain the modern portfolio theory and the capital asset pricing model.
- 9) Discuss the characteristics of derivative products
- 10) Discuss basic applications of derivatives in investments and corporate finance

Measuring Learning Goals for Finance

Finance offers its students a choice of either of two capstone courses, Finance 4610 and Finance 4710. Department is instituting two measures of learning. The first is an exam during the first two weeks of the capstone course testing the extent of knowledge in areas deemed important by our learning goals. The second measure is an analytical project to be completed within the capstone course to test in-depth knowledge in a specific area of finance.

FIN 4710 capstone project

FIN 4710 capstone project will be based on a specific chapter in the Fin 4710 text book. The student selects a topic for the project based on the chapter(s) selected by the instructor.

For example Chapter 9 is selected.

- 1) Each student will be assigned a company from the S&P 500.
- 2) The students will read Chapter 9 “Behavioral Finance and Technical Analysis” in-depth and will select one idea that interests them and apply it to their company.
- 3) They will submit a 2-page proposal of the idea at the end of the first month of classes. It will be 2 complete pages (no more, no less) double spaced, times new roman font size 12, margin all sides 1 inch. A hard copy of the proposal will be submitted to the instructor, one side printed.
- 4) The instructor will provide written and oral comments on the proposal.
- 5) The students will then submit the final paper. The final paper will be no less than 4 and no more than 5 complete pages.
- 6) The paper will have a supporting attachment of no less than 6 complete pages and no more than 8 complete pages. The attachment will only contain tables and graphs.
- 7) The paper will also have a bibliography of no more than 1 page.

- 8) The paper, its attachments and bibliography will be double spaced, times new roman font size 12, margin all sides 1 inch.
- 9) A hard copy of the final paper, its attachments and bibliography will be submitted to the instructor, one side printed on the last day of classes.

FIN 4610 capstone project

FIN 4610 capstone project will be based on a specific chapter in the Fin 4710 text book. The student selects a topic for the project based on the chapter(s) selected by the instructor. For example the instructor selects Chapter 21 “International Corporate Finance”. The students choose a project based on the content of Chapter 21.

Zicklin School BBA Learning Goal Assurance

OB/HRM Major

<u>Student Proficiency Goal</u>	<u>Assurance Measure</u>	<u>Source of Data</u>
Comprehend behavioral and organizational concepts applicable to work organizations	Practitioners assess student essay exam or paper according to outstanding, proficient, or needs improvement criteria	Sample of exams or papers from one Mgt 4300 series course section
Demonstrate applied knowledge of HR practices	Practitioners assess student essay exam or paper according to outstanding, proficient, or needs improvement	Sample of essay exams or papers from one Mgt 4400 series course section
Develop realistic plans, programs or systems for the HR function	Practitioners assess course assignment such as recruitment plan, staffing plan, compensation plan, training and development plan, or work/family program according to outstanding, proficient, or needs improvement criteria	Sample of projects from one Mgt 4400 series course section
Prepare for acquisition of, or advancement in, HR employment	Electronic post-graduation survey of HR majors	Periodic survey of sample of HR graduates

Marketing Major Learning Objectives

Objectives Students should:	Description	Learning Experiences
1. Gain general marketing knowledge	Explain the terms, concepts and theories for modern marketing, as well as applications	First taught in Principles of Marketing (mkt3000) and reinforced throughout the coursework. Assessed through exams.
2. Understand marketing related human behavior	Apply basic terminology, behavioral, economic, and psychological theory relevant for marketing to consumer behavior	Consumer Behavior (mkt3605) assessed through rigorous testing, and reinforced through project work in all upper level advertising or direct marketing elective courses
3. Understand the global and international implications for marketing	Identify and explain how international factors influence modern business decision-making. Demonstrate how to interpret factors in a global environment	International Business Principles (mkt3400) and assessed through both class projects and through exams. Cultural differences across markets is also taught in Consumer Behavior (mkt3605) and Advertising and Market Communications (mkt3520), since understanding cultural as well as other group differences is an essential criteria of all marketing and advertising strategy.
4. Develop analytical and critical thinking needed to evaluate marketing problems	Students should be able to: <ul style="list-style-type: none"> • Gather, analyze and apply marketing information • Interpret related basic statistical and quantitative analysis • Critically analyze marketing problems and propose solutions. 	Data gathering, analysis and interpretation is covered in Marketing research (mkt3600) and is assessed through exams and projects. Critical analysis is emphasized in all courses but especially in Marketing Strategy (mkt5750), which is a communication-intensive class that emphasizes analytical skills, oral and written communication. Assessment is through essay examinations and in-class debate and discussion of cases
5. Develop and improve communication skills	Students develop both public speaking, writing, and presentation skills appropriate to a marketing professional	Market Research, International Business, and Marketing strategy all emphasize presentation skills.
6. Develop an advanced specialty in marketing through one of three tracks: <ul style="list-style-type: none"> • international marketing • advertising and marketing communication • general marketing 	Students learn specialized topics to advance their knowledge and personal growth in areas where they have personal interest. Demonstrate proficiency within a track. (if that is a goal, how will that be done?)	Students must take electives in advertising, direct marketing, international business, or business to business marketing to ensure they not only have a <u>breadth</u> knowledge of the marketing discipline but also develop a <u>depth</u> of knowledge in topics of their interest.

Competence in a field of study...

BBA in OPERATIONS MANAGEMENT

Learning Goals

<u>Demonstrated in MGT 3500, 3710, & 3730</u>	<u>Exceeded Expectations</u>	<u>Met Expectations</u>	<u>Failed to Meet Expectations</u>
<i>Instructors of these courses will require at least two projects or cases, completed by students individually, that require technical competence, analysis of results, and formation of recommendations.</i>			
Technical competence with OM techniques	Calculations were complete and correct (Same minimal criterion)	Calculations were complete and correct	Flaws in calculations were evident
Ability to interpret results of OM techniques and make relevant recommendations	Interpretations exceptionally clear, and recommendations especially relevant	Interpretations are clear and recommendations are relevant	Interpretations not clear and recommendations not very relevant
<u>Demonstrated in MGT 4500 & 4551</u>			
<i>These courses require only cases and projects. Assessment will be made from those outputs.</i>			
Ability to integrate more than one OM technique to solve a problem	Demonstrates strong grasp of techniques' interdependency	Demonstrates adequate grasp of techniques' interdependency	Weak grasp of techniques' interdependency
Ability to grasp broad issues affecting OM such	Strategy is exceptionally	Ability to formulate a	Strategy is not

as strategy and globalization

clear and relevant

reasonable OM strategy

clearly articulated

BBA Learning Goals in a Field of Study: Entrepreneurship
(DRAFT#2 as of 11/13/08)

Learning Goal	Proficient	Outstanding	Needs Improvement
Identifies and explains operational issues of entrepreneurial ventures such as ownership choices, organizational structures, financing, marketing, selling, managing, recruiting, training, purchasing, contracting, storing, and delivering, among others.	Demonstrates basic knowledge of and can discuss most fundamental operational issues as separate entities.	Demonstrates excellent in-depth knowledge of and an ability to explain issues and the ways in which they interrelate with each other.	Knows nor discusses few of these issues.
Identifies, generalizes and applies venture start-up and growth strategy issues: securing financing, managing cash flows, bootstrapping, conducting competitive market analysis, designing marketing strategies, mobilizing human resources, consensus-building, conflict management, among others.	Demonstrates ability to identify, generalize and apply most fundamental strategic issues.	Demonstrates excellent ability to identify, generalize and apply issues and the ways in which they interrelate with each other.	Identifies, generalizes, nor applies few of these issues.
Analyzes various business opportunities by applying business systematic theoretical frameworks and by identifying family and social networks, community linkages, among others. States the venture's source of sustainable competitive advantage.	Analyzes the opportunity by listing many of the key strategic factors.	Analyzes the opportunity by integrating various theoretical perspectives.	Analyzes the opportunity by sporadically mentioning various strategic concerns.
Constructs a Business Plan.	Prepares a quality business plan including a marketing plan and complete financial analyses and projections. Develops credible demand and sales forecasts.	Prepares business plans which are highly cohesive, provides a marketing plan that follows from a well researched analysis of the competitive market, provides financial analyses that follow directly the information presented in the plan.	Prepares a weak plan in which not all agreed upon sections are present, little marketing research evidence is presented, and with inadequate or incomplete financial analyses.

Suggested measurement: Entrepreneurial practitioners evaluate sample of papers from MGT 3860, 4861, 4862, 4863, 4864, or 4867

BBA GOAL:
PROFICIENCY IN STATISTICS AND QUANTITATIVE MODELING
(Draft December 10, 2008)

SUB-GOALS	DESCRIPTION	MEASUREMENT
Quantitative Thinking Skills	Students will apply quantitative thinking and the mathematical modeling process to solve real-world problems.	End-of-program project*
Data Analysis	Students will be able to identify appropriate methodology, conduct analysis, and interpret results.	End-of-program project*
Deterministic Modeling Methods	Students will be able to model deterministic mathematical programming problems.	End-of-program project*
Probabilistic Modeling Methods	Students will be able to model probabilistic problems dealing with decision analysis and simulation.	End-of-program project*
Statistical Modeling	Students will be able to model statistical problems applied to business.	End-of-program project*
Computer Skills	Students will be proficient in appropriate software to solve problems in statistics and quantitative modeling.	End-of-program project*
Communication Skills	Students will effectively communicate statistical and quantitative modeling methods for decision making to technical and non-technical audiences.	Complete written documentation and oral presentation to faculty of end-of-program project.

* The end of program project will consist of selected modeling problems and/or mini-case studies requiring the use of the computer. The exam content will span data analysis, deterministic, probabilistic, and statistical modeling areas.

Undergraduate Assurance of Learning
Rubric for BBA in Real Estate – Investment Track

Goal	Sub-Goal	Fails Expectations *	Meets Expectation	Exceeds Expectations **
Real Estate Finance	Basic mortgage mathematics	Cannot convert 4 given components in a fixed annuity/bond calculation into 5 th , <50% of features of FRMs and ARMs	Is able to identify and describe components of a mortgage and promissory note, and produce an amortization schedule with a clear understanding of the time value of money	Essentially error free analysis for both fixed and floating rate mortgages, is able to give describe and give rational for alternative forms of financing
	Underwriting	Shows very little understanding of concepts of interest rate and default risk	Is able to perform a simple risk analysis, both of various mortgage products and within the context of the underwriting process	Is conversant with mathematical measures of risk in analysis, clear understanding of underwriting, closing process
	Residential analysis	Has little concept of PV in refinance or rent versus own decision, cannot describe any special financing situation	Is able to make a refinancing decision, can describe special financing and understands concepts in, and simple quantitative analysis of, a rent versus own decision	Correctly makes refinance decision, can quantify effect of special financing, correctly completes a full rent versus own analysis
Real Estate Investments	Financial analysis	Shows very little progress in creating a pro-forma	Can produce a simple base pro-forma and make an investment decision	Essential correct, w/ a simple risk/scenario analysis
	Leases	Identifies <30%	Can identify and describe standard features, by property type	>70%
	Appraisal	Cannot identify 3 base-methods, nor use even one of them schematically	Is able to value assets in schematic problems	Insight into variability, pitfalls
Real Estate Capital Markets	Background	Shows little understanding of the secondary market	Is able to identify the economic and structural reasons for the existence of the secondary market	Can illustrate in terms of the historic evolution of the US mortgage market
	Securitization	Is unable to produce cash flows for a residential pass-through	Is able to produce simple cash flow schedules with and without most basic forms of structuring in a residential/commercial security	Is able to perform simple risk analyses, pricing exercises
	REITs	Cannot define and gives poor categorization	Is able to categorize, define and conduct a simple financial analysis	Produces a more complete financial analysis

Real Estate Law			Jay Weiser	
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- * Fails to meet expectations: Generally, has no to very poor understanding of a concept, cannot list more than 30% of types/components, produces less than 30% of a required multi-step calculation, draws wrong conclusions from a given set of facts or data, etc
- ** Exceeds expectations: generally, has full understanding of concepts, with caveats, lists more than 70% of types/components, produces more than 70% of a required calculation, and draws correct conclusion from a set of numbers (data, or computed)

Undergraduate Assurance of Learning Rubric for BBA in Real Estate – Development Track

Goal	Sub-Goal	Fails Expectations *	Meets Expectation	Exceeds Expectations **
Basic Investment Analysis	Basic mortgage math	Cannot convert 4 given components in a fixed annuity/bond calculation into 5 th , <50% of features of FRMs and ARMs	Is able to identify and describe components of a mortgage and promissory note, and produce an amortization schedule with a clear understanding of the time value of money	Essentially error free analysis for both fixed and floating rate mortgages, is able to give describe and give rational for alternative forms of financing
Real Estate Law	Residential analysis	Has little concept of PV in refinance or rent versus own decision, cannot describe any special financing situation	Is able to make a refinancing decision, can describe special financing and understands concepts in, and simple quantitative analysis of, a rent versus own decision Jay Weiser	Correctly makes refinance decision, can quantify effect of special financing, correctly completes a full rent versus own analysis
Real Estate Management			Sal Rozenberg	
Real Estate Construction	Cost analysis		?????	
Real Estate Development	Constructs effective market and financial feasibility analysis	Fails to adequately understand and describe market trends, absorption, and pricing. Fails to communicate the goals of their development deal	Reviewers indicate that student has an understanding of core issues in market and financial feasibility including IRRs; SWOTT analysis included	Conducts sensitivity analysis and extends market analysis to cover larger numbers of variables and more current data. External judges evaluate the deal book as exceptional and above standards.

- * Fails to meet expectations: Generally, has no to very poor understanding of a concept, cannot list more than 30% of types/components, produces less than 30% of a required multi-step calculation, draws wrong conclusions from a given set of facts or data, etc
- ** Exceeds expectations: generally, has full understanding of concepts, with caveats, lists more than 70% of types/components, produces more than 70% of a required calculation, and draws correct conclusion from a set of numbers (data, or computed)

Major in I/O Psychology

Upon completion of a major in I/O Psychology, students will (or will be able to):

- Compare and contrast the basic content areas and methodologies in industrial-organizational psychology
- Evaluate different theoretical approaches in psychology and explain why different approaches use different methodologies
- Think critically about psychological issues, and their application to organizational or work settings, and be able to express those thoughts both in written and oral form
- Be able to design and interpret the results of a psychological study
- Explain statistical methods of organizing and analyzing quantitative data, be able to conduct statistical analyses of data and interpret the results of those analyses
- Articulate a historical perspective of different theories of psychology and how the field has evolved.