

**School of Accountancy  
Teaching and Learning Goals  
Course-Embedded Assessment Learning Form**

**Course Name: Advanced Topics in Financial Reporting Course 6200 Section 01**

**Instructor's Name: Johnson Enrollment 13 Fall Semester Year 2011**

**Program Goal: Professional skill to develop, measure, analyze synthesize, validate, communicate, and make professional judgments relative to financial and other types of information in problem solving and decision making.**

<b>Learning Outcome Objective #1: Instruct each student on the theory and application of advance topics relating to consolidated financial statements.</b>								
<b>Learning Activities</b>	<b>Assessment Methods / Criteria</b>	<b>Student Performance</b>						
<ul style="list-style-type: none"> <li>Review the basic theories and methods for preparing consolidated financial statements.</li> <li>Provide detailed instruction on the preparation of consolidated financial statements including eliminating entries required for companies with intercompany sale of inventories, bonds, and fixed assets.</li> </ul>	<p>Methods:</p> <ul style="list-style-type: none"> <li>Examination on material presented.</li> </ul> <p>Criteria:</p> <ul style="list-style-type: none"> <li>Assess the student's performance relative to percentage correct, standing in class, and comparison with similar exams in prior semesters.</li> </ul>	<p>Goal: To achieve a class average on the examination of 75% or higher.</p> <p>Actual Performance:</p> <table border="1"> <thead> <tr> <th>% Possible</th> <th>Class avg. %</th> <th>Excess % over goal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100</td> <td style="text-align: center;">91.1</td> <td style="text-align: center;">16.1</td> </tr> </tbody> </table>	% Possible	Class avg. %	Excess % over goal	100	91.1	16.1
% Possible	Class avg. %	Excess % over goal						
100	91.1	16.1						

<b>Learning Outcome Objective #2: Instruct each student on the theory and application of advance topics relating to foreign currency transactions, translation of foreign financial statements, derivatives, and hedging. Instruct each student interim financial statements and segment reporting.</b>								
<b>Learning Activities</b>	<b>Assessment Methods / Criteria</b>	<b>Student Performance</b>						
<ul style="list-style-type: none"> <li>Provide instruction on the basic theories and transaction mechanics for each of the above areas.</li> <li>Arrange for an expert to present a lecture to the class on derivative financial instruments.</li> <li>Augment text discussion with detailed presentation of segment reporting for Kraft Foods as reported in latest 10K.</li> </ul>	<p>Methods:</p> <ul style="list-style-type: none"> <li>Examination on material presented.</li> </ul> <p>Criteria:</p> <ul style="list-style-type: none"> <li>Assess the student's performance relative to percentage correct, standing in class, and comparison with similar exams in prior semesters.</li> </ul>	<p>Goal: To achieve a class average on the examination of 75% or higher.</p> <p>Actual Performance:</p> <table border="1"> <thead> <tr> <th>% Possible</th> <th>Class avg. %</th> <th>Excess % over goal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100</td> <td style="text-align: center;">82.8</td> <td style="text-align: center;">7.8</td> </tr> </tbody> </table>	% Possible	Class avg. %	Excess % over goal	100	82.8	7.8
% Possible	Class avg. %	Excess % over goal						
100	82.8	7.8						

<b>Learning Outcome Objective #3: Instruct each student on the theory and application of advance topics relating to partnership accounting including formation, partner admission, dissolution, and installment liquidation. Provide instruction on the historical and current role of the SEC with emphasis on the Division of Corporation Finance.</b>								
<b>Learning Activities</b>	<b>Assessment Methods / Criteria</b>	<b>Student Performance</b>						
<ul style="list-style-type: none"> <li>Provide instruction on the basic theories and transaction mechanics for each of the above areas.</li> <li>Arrange for an expert in SEC regulation to provide instruction relating to accounting impacts of SEC regulation.</li> </ul>	<p>Methods:</p> <ul style="list-style-type: none"> <li>Examination on material presented.</li> </ul> <p>Criteria:</p> <ul style="list-style-type: none"> <li>Assess the student's performance relative to percentage correct, standing in class, and comparison with similar exams in prior semesters.</li> </ul>	<p>Goal: To achieve a class average on the examination of 75% or higher.</p> <p>Actual Performance:</p> <table border="1"> <thead> <tr> <th>% Possible</th> <th>Class avg. %</th> <th>Excess % over goal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100</td> <td style="text-align: center;">87.6</td> <td style="text-align: center;">12.6</td> </tr> </tbody> </table>	% Possible	Class avg. %	Excess % over goal	100	87.6	12.6
% Possible	Class avg. %	Excess % over goal						
100	87.6	12.6						

**Analysis and Recommendations: How might the above learning activities be improved to raise student performance levels? How might you change outcome objectives and/or assessment methods based on the above results? Other observations and/or recommendations?**

Preparing consolidated financial statements is a comprehensive task requiring the assimilation of past learning from several previous classes. Considerable time was allocated to capture and review past learning as it applied to the preparation of consolidated statements. Included in this process was instructional effort aimed at the differing approaches used to prepare consolidated statements. The multiple entry approach used in the text was contrasted to the two entry method, the one entry method, and a hybrid grouping method. The principle aim of this process was to equip students with the ability to understand the various approaches they may encounter in the work place. Student supplied feedback indicated that an understanding of the various approaches allowed them to relate past learning to the current application.

Other adjustments that occurred during the semester related to the length and type of exams. Students expressed a strong preference for a comprehensive workout problem to test their ability to prepare consolidated financial statements. This request was honored for the first exam and will be considered in future classes. They also expressed great difficulty completing the first exam in the available exam period. Subsequent exams were accordingly shortened. They also requested that basic information used to answer several questions based on that information all be presented on the same page. This adjustment was made and will be considered for future exams.