

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

Course Name: Accounting Theory & Research Course 6610 Section 01

Instructor's Name: Johnson Enrollment 16 Fall Semester Year 2011

Program Goal: Each student will demonstrate the effective use of information technology. This professional skill encompasses the ability to research complex accounting-related issues and to apply and support their findings. Each student will be required 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.

| Learning Outcome Objective #1: Acquaint each student with the new Accounting Standards Codification recently promulgated by the Financial Accounting Standards Board. | | | | | | | | |
|---|---|--|------------|--------------|--------------------|-----|----|---|
| Learning Activities | Assessment Methods / Criteria | Student Performance | | | | | | |
| <ul style="list-style-type: none"> Provide class instruction on the contents and use of the Accounting Standards Codification (ASC). Assign an investment accounting project to be answered using only the Accounting Standards Codification (ASC). | <p>Methods:</p> <ul style="list-style-type: none"> Require a written submission responding to the assigned questions. <p>Criteria:</p> <ul style="list-style-type: none"> Assess the student's performance by the accuracy of the ASC cited and the correctness of the responses. | <p>Goal: To achieve a class average on the assignment of 85% 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</td> <td style="text-align: center;">9</td> </tr> </tbody> </table> | % Possible | Class avg. % | Excess % over goal | 100 | 91 | 9 |
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| 100 | 91 | 9 | | | | | | |

| Learning Outcome Objective #2: To become familiar with the databases containing accounting pronouncements and company information. | | | | | | | | |
|---|--|--|--------------------|-----------------------|-------------------------|----|----|---|
| Learning Activities | Assessment Methods / Criteria | Student Performance | | | | | | |
| <ul style="list-style-type: none"> Arrange a demonstration with the business research librarian covering the availability and use of relevant accounting/business databases housed at USU. Provide instruction on the contents and use of the FASB, SEC, AICPA, and other professional cites available on the WWW. Complete a research assignment drawn from the typical databases used in accounting research | <p>Methods:</p> <ul style="list-style-type: none"> Grade the completed database research assignment. <p>Criteria:</p> <ul style="list-style-type: none"> Determine if the students were able to discover the requested information from the various databases. | <p>Goal: 100% of all students will satisfactorily meet all of the assessment criteria.</p> <p>Actual Performance:</p> <table border="1"> <thead> <tr> <th># Students (Total)</th> <th># Meeting Expectation</th> <th># ~ Meeting Expectation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">16</td> <td style="text-align: center;">16</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> | # Students (Total) | # Meeting Expectation | # ~ Meeting Expectation | 16 | 16 | 0 |
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| Learning Outcome Objective #3: Explore complex accounting-related situations to determine reasonable accounting alternatives that are GAAP supportable. | | | | | | | | |
|--|--|---|--------------------|-----------------------|-------------------------|----|----|---|
| Learning Activities | Assessment Methods / Criteria | Student Performance | | | | | | |
| <ul style="list-style-type: none"> Assign miscellaneous cases including Deloitte & Touche cases to students in small groups. The cases are to be researched using the databases covered in class and then presented to the class in an oral presentation. An executive summary of the findings will be submitted to the instructor. | <p>Methods:</p> <ul style="list-style-type: none"> Evaluation of the oral and written solutions presented. <p>Criteria:</p> <ul style="list-style-type: none"> Comparison with the firm's suggested solution and with presentations & write-ups of other groups. | <p>Goal: 90% of all students will satisfactorily meet all of the assessment criteria.</p> <p>Actual Performance:</p> <table border="1"> <thead> <tr> <th># Students (Total)</th> <th># Meeting Expectation</th> <th># ~ Meeting Expectation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">16</td> <td style="text-align: center;">16</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> | # Students (Total) | # Meeting Expectation | # ~ Meeting Expectation | 16 | 16 | 0 |
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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?

There were four major case assignments given students in varied groups during the semester. During the presentation and after each major case was completed, class time was used to discuss and evaluate the assignment and the presentations. Opinions were offered by class members and the instructor suggesting ways to improve the research and presentation of the research findings.

Two general types of case assignments were given. One type can be described as theoretical/informational while the second type required a solution for a specific set of facts. The theoretical/informational assignments required the students to become familiar with breaking developments proposed or promulgated by the FASB. This type of assignment required the students to research Discussion Papers, Exposure Drafts, Accounting Standard Updates, comment letters from interested parties, published white papers by accounting firms and other interested parties as well as IASB convergence issues, etc. The second case type required the students to research alternative solutions to a specific accounting problem. Several Deloitte cases constituted the bulk of this case type. This type of research was primarily performed using the ASC and the Accounting Research Manager (ARM).

Each case assigned required an oral presentation and a written executive summary. The initial oral and written student responses tended to improve over time as the students gained more experience and incorporated the suggestions received. The write-ups also improved during the semester through an improved writing style and the elimination of most of the grammatical mistakes. Two assignments required the students to research specific situations and prepare written responses by class end. The first assignment was submitted electronically. This proved difficult to grade the written responses for grammatical accuracy since there was no hard copy to write on. The submission mode was changed for the second assignment requiring written submissions. These assignments displayed poorer writing compared to earlier assignments. In discussing the writing issues, the students indicated they were pressed for time resulting in the grammatical issues. This provided an excellent opportunity to stress the need for good writing in future job situations even when pressed for time. Feedback received from the students from the evaluation sessions will be used to improve future iterations of this course.

Assessment of the chief problem areas encountered by students will be used to increase focus in future classes. Future classes will be encouraged to augment research in the codification with additional research in ARM and other sources. Also, frequently the students found many trees but failed to see the forest.