

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

Course Name: Strategic Cost Management

Course # 3310

Sections # 1

Instructor's Name: Rosemary Fullerton

Enrollment: 48 students

Semester: Spring Year: 2011

Program Goal: (1) PROFESSIONAL KNOWLEDGE – Each student will understand the role of the management accountant in supplying accounting information that is USEFUL for internal decision making

Learning Outcome Objective 1-1: Students will gain an understanding of the expanded role of a management accountant as a strategic adviser.

| Learning Activities | Assessment Methods / Criteria | Student Performance | | | | | | | | | | | | | | | | | | |
|---|---|--|--------------------|-----------|-----------|----|-----|--------|--------------------|-----------|-----------|----|-----|-----|--------------------|-----------|-----------|----|-----|------------|
| <ul style="list-style-type: none"> • Develop interactive classroom discussions of the changing role of management accountants. • Assign chapter readings on strategic cost management. • Read outside articles on role of management accountants. • Hold review session for exam material | <ul style="list-style-type: none"> • Assess class understanding through interactive discussion during class. • Assess class understanding through repeated application in class as the semester progresses. (This material applies to many items throughout the semester.) • Include related exam questions on final exam. | <p>Goal: Students will average 75% or more for related final exam (F) questions in three areas: (1) balanced scorecard (BSC) information;(2) break-even analysis (BE) ; (3) and strategic decision-making (STR).</p> <p>Actual Performance for the following F BSC problem:</p> <table border="1" data-bbox="992 934 1440 1024"> <thead> <tr> <th># Students (Total)</th> <th>Average %</th> <th>Goal Met?</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">46</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">Barely</td> </tr> </tbody> </table> <p>Actual Performance for the following F Questions related to BE : 10, 21, 27, 44, 45</p> <table border="1" data-bbox="992 1123 1440 1213"> <thead> <tr> <th># Students (Total)</th> <th>Average %</th> <th>Goal Met?</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">46</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">Yes</td> </tr> </tbody> </table> <p>Actual Performance for the following F Questions related to STR: 1,8,29,33,37,38</p> <table border="1" data-bbox="992 1312 1440 1402"> <thead> <tr> <th># Students (Total)</th> <th>Average %</th> <th>Goal Met?</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">46</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">Just under</td> </tr> </tbody> </table> | # Students (Total) | Average % | Goal Met? | 46 | 75% | Barely | # Students (Total) | Average % | Goal Met? | 46 | 78% | Yes | # Students (Total) | Average % | Goal Met? | 46 | 73% | Just under |
| # Students (Total) | Average % | Goal Met? | | | | | | | | | | | | | | | | | | |
| 46 | 75% | Barely | | | | | | | | | | | | | | | | | | |
| # Students (Total) | Average % | Goal Met? | | | | | | | | | | | | | | | | | | |
| 46 | 78% | Yes | | | | | | | | | | | | | | | | | | |
| # Students (Total) | Average % | Goal Met? | | | | | | | | | | | | | | | | | | |
| 46 | 73% | Just under | | | | | | | | | | | | | | | | | | |

Learning Outcome Objective 1-2: Students will learn how to calculate product costs in both job-order and process costing settings.

| Learning Activities | Assessment Methods / Criteria | Student Performance | | | | | | | | | | | | |
|--|--|---|--------------------|-----------|-----------|----|-----|----|--------------------|-----------|-----------|----|-----|-----|
| <ul style="list-style-type: none"> • Prepare class discussions on job-order costing systems and process costing. • Prepare class handouts and examples of calculations for both costing systems. • Assign homework problems for job-order costing and process costing. • Assign in-class group practice problems. • Hold review sessions for exams. | <ul style="list-style-type: none"> • Assess class understanding through interactive discussions during class. • Assess class understanding through repeated applications in class as the semester progresses. • Have students evaluate group project company for product costing method used. • Review assigned problems in class with discussion and (if necessary) in office visits. • Include concepts in group quizzes. • Include related exam multiple-choice questions on 1st and 2nd mid-term exams and process costing work-out problem on 2nd mid-term exam. | <p>Goal: Students will average 75% or more for related questions on the 1st (M1) exam.</p> <p>Actual Performance for M1 Questions: 5, 12, 14, 19, 20</p> <table border="1"> <thead> <tr> <th># Students (Total)</th> <th>Average %</th> <th>Goal Met?</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>70%</td> <td>No</td> </tr> </tbody> </table> <p>Actual Performance for M1 Problem 2 (process costing)</p> <table border="1"> <thead> <tr> <th># Students (Total)</th> <th>Average %</th> <th>Goal Met?</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>88%</td> <td>Yes</td> </tr> </tbody> </table> | # Students (Total) | Average % | Goal Met? | 49 | 70% | No | # Students (Total) | Average % | Goal Met? | 49 | 88% | Yes |
| # Students (Total) | Average % | Goal Met? | | | | | | | | | | | | |
| 49 | 70% | No | | | | | | | | | | | | |
| # Students (Total) | Average % | Goal Met? | | | | | | | | | | | | |
| 49 | 88% | Yes | | | | | | | | | | | | |

Learning Outcome Objective 1-3: Students will be able to evaluate the information advantages/disadvantages of traditional, activity-based-costing, and lean accounting systems.

| Learning Activities | Assessment Methods / Criteria | Student Performance | | | | | | |
|---|--|---|--------------------|-----------|-----------|----|-----|--------|
| <ul style="list-style-type: none"> • Develop class discussions of three different information systems (traditional, ABC, and Lean. Look at differences and advantages and disadvantages of each. • Assign chapter readings and prepare appropriate class handouts. • Assign homework problems related to all three systems. • Share personal experiences and research related to lean environments and lean accounting. • Discuss practices used at companies student groups visited • Hold review session for exams. | <ul style="list-style-type: none"> • Assess class understanding through interactive discussion during class • Assess class understanding through repeated applications in class as the semester progresses. (This material applies to many items throughout the semester.) • Review assigned problems in class with discussion and (if necessary) in office visits. • Administer group quizzes covering concepts. • Include relevant exam questions on 1st mid-term exam and final exam. | <p>Goal: Students will average 75% or more for related questions on the final (F) exam.</p> <p>Actual Performance for F Questions: 3, 6, 8, 12, 19, 36</p> <table border="1"> <thead> <tr> <th># Students (Total)</th> <th>Average %</th> <th>Goal Met?</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>75%</td> <td>Barely</td> </tr> </tbody> </table> | # Students (Total) | Average % | Goal Met? | 46 | 75% | Barely |
| # Students (Total) | Average % | Goal Met? | | | | | | |
| 46 | 75% | Barely | | | | | | |

Program Goal: (2) PROFESSIONAL SKILLS – Each student will demonstrate basic business communication skills and team-building skills.

Learning Outcome Objective 2-1: Students will demonstrate effective business writing skills.

| Learning Activities | Assessment Methods / Criteria | Student Performance |
|---------------------|-------------------------------|---------------------|
|---------------------|-------------------------------|---------------------|

| <ul style="list-style-type: none"> • Assign students to attend at least one student chapter professional meeting and write a summary of that meeting. • Assign students to turn in a written ethics essay • Assign students to turn in a written report related to a group project that evaluates the management accounting system of a company they visited. • Provide examples of excellent student reports to students. • Provide students with hints for effective writing. | <ul style="list-style-type: none"> • Discuss the importance of written communication skills in a professional career. • Grade and provide detailed feedback on ethics essay. • Evaluate writing quality on written group project report. • Allow students to rewrite any written work for additional feedback. | <p>Goal: Students will average 85% or more on their ethics essay</p> <p>Actual Performance: Two to three page written essay.</p> <table border="1" data-bbox="987 361 1432 453"> <thead> <tr> <th># Students (Total)</th> <th>Average %</th> <th>Goal Met?</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>86%</td> <td>Yes</td> </tr> </tbody> </table> | # Students (Total) | Average % | Goal Met? | 43 | 86% | Yes |
|--|--|---|--------------------|-----------|-----------|----|-----|-----|
| # Students (Total) | Average % | Goal Met? | | | | | | |
| 43 | 86% | Yes | | | | | | |

| <p>Learning Outcome Objective 2-2: Students will demonstrate effective oral communication skills.</p> | | | | | | | | |
|---|--|--|--------------------|-----------|-----------|----|-----|-----|
| <p>Learning Activities</p> <ul style="list-style-type: none"> • Encourage student participation in class discussions. • Assign 15-minute oral presentation related to group project. • Provide reference materials on effective PPT slides and oral presentations. • Discuss oral grading criteria. • Involve all students in peer grading of oral presentations. | <p>Assessment Methods / Criteria</p> <ul style="list-style-type: none"> • Have peers grade oral presentations related to group project. • Personally grade oral presentations related to group project. | <p>Student Performance</p> <p>Goal: Students will average 85% or higher on oral evaluations from peers and professor</p> <p>Actual Performance: 15-minute oral presentation by group on company evaluation</p> <table border="1" data-bbox="987 907 1432 999"> <thead> <tr> <th># Students (Total)</th> <th>Average %</th> <th>Goal Met?</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>92%</td> <td>Yes</td> </tr> </tbody> </table> | # Students (Total) | Average % | Goal Met? | 46 | 92% | Yes |
| # Students (Total) | Average % | Goal Met? | | | | | | |
| 46 | 92% | Yes | | | | | | |

| <p>Learning Outcome Objective 2-3: Students will be exposed to “real-world” management accounting issues and evaluate strengths and weaknesses of observed cost management systems.</p> | | | | | | | | |
|--|---|---|--------------------|-----------|-----------|----|-----|-----|
| <p>Learning Activities</p> <ul style="list-style-type: none"> • Assign students to find a company that has interesting product costing issues and is willing to discuss those issues with a student group • Assign students to visit their selected company and investigate its cost accounting issues • Have students prepare an oral and written report evaluating the accounting system of their chosen company • Discuss in class some of the issues found at different companies that relate to studied topics • Invite guest speaker to discuss cost accounting career | <p>Assessment Methods / Criteria</p> <ul style="list-style-type: none"> • Counsel with students as they choose a company to make sure it is complex and interesting enough to make a good report • Evaluate the oral presentations by student groups related to the companies they visited • Evaluate the group written reports for their discussion of accounting issues used in their chosen company and conclusions about the effectiveness of those accounting systems. | <p>Student Performance</p> <p>Goal: Students will average 80% or more on their group projects</p> <p>Actual Performance: Group project scores</p> <table border="1" data-bbox="987 1444 1432 1537"> <thead> <tr> <th># Students (Total)</th> <th>Average %</th> <th>Goal Met?</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>92%</td> <td>Yes</td> </tr> </tbody> </table> | # Students (Total) | Average % | Goal Met? | 46 | 92% | Yes |
| # Students (Total) | Average % | Goal Met? | | | | | | |
| 46 | 92% | Yes | | | | | | |

| | | |
|---|---|-----------------------------------|
| <p>Learning Outcome Objective 2-4: Students will have an opportunity to strengthen team-building skills.</p> | | |
| <p>Learning Activities</p> | <p>Assessment Methods / Criteria</p> | <p>Student Performance</p> |

| <ul style="list-style-type: none"> • Assign students to semester groups of 4-5 members. • Have student groups prepare problems related to class discussions during class periods. • Have students do group quizzes with IFAT scratch sheets that provide immediate feedback • Have students work in assigned groups for project related to evaluating a company's accounting system. • Have students turn in peer evaluations for team members' participation in group project. | <ul style="list-style-type: none"> • Assign in-class group problems related to class discussions • Prepare IFAT group quizzes. • Assign group oral presentations for group projects. • Evaluate group written reports for group project. • Evaluate group peer evaluations related to individual participation in group projects | <p>Goal: All student groups will average 9 out of 10 points for their group peer evaluations.</p> <p>Actual Performance: Average group peer evaluation scores</p> <table border="1" data-bbox="987 331 1430 527"> <thead> <tr> <th># Students (Total)</th> <th>Average %</th> <th>Goal Met?</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>Lowest group peer evaluation score was 9.6/10</td> <td>Yes</td> </tr> </tbody> </table> | # Students (Total) | Average % | Goal Met? | 46 | Lowest group peer evaluation score was 9.6/10 | Yes |
|--|---|--|--------------------|-----------|-----------|----|---|-----|
| # Students (Total) | Average % | Goal Met? | | | | | | |
| 46 | Lowest group peer evaluation score was 9.6/10 | Yes | | | | | | |

Program Goal: (3) PROFESSIONAL VALUES AND ATTITUDES – Each student will demonstrate ethical leadership and values.

| Learning Outcome Objective 2-1: Students will demonstrate effective business writing skills. | | | | | | | | |
|--|--|---|--------------------|-----------|-----------|----|-----|-----|
| Learning Activities | Assessment Methods / Criteria | Student Performance | | | | | | |
| <ul style="list-style-type: none"> • Assign students to write an essay related to their ethical values • Assign students to develop their personal "mission statement." • Assign students to discuss an ethical dilemma they have faced during their university experience • Assign students to read an article related to accounting ethics from a business publication • Discuss their thoughts on ethics after the ethics assignment • Discuss ethical issues as they relate to subject matters covered • Bring in ethical accounting articles that find during the semester | <ul style="list-style-type: none"> • Discuss the importance of ethical values in the accounting profession • Discuss situations where students may be enticed to "bend" their values • Grade and provide detailed feedback on ethics essay. • Allow students to rewrite ethics essay for additional feedback if so desire. | <p>Goal: Students will average 85% or more on their ethics essay</p> <p>Actual Performance: Two to three page written ethics essay</p> <table border="1" data-bbox="987 1094 1430 1184"> <thead> <tr> <th># Students (Total)</th> <th>Average %</th> <th>Goal Met?</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>86%</td> <td>Yes</td> </tr> </tbody> </table> | # Students (Total) | Average % | Goal Met? | 43 | 86% | Yes |
| # Students (Total) | Average % | Goal Met? | | | | | | |
| 43 | 86% | Yes | | | | | | |

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?

I was very pleased with student efforts on the group project. Every group appeared to be diligent and responsible in meeting with another company, evaluating its cost accounting system, and preparing oral and written reports. The peer evaluations indicated that no group was dysfunctional. I added a new assessment to the group project. I introduced the students to the "seven wastes" identified in a lean system and asked the students to look for those wastes in their company visits. Many of the groups included that discussion in their reports, so it was encouraging that they were sensitive to looking for waste.

The students' performance on understanding the role of a management accountant as a strategic adviser has improved from the last evaluation—it moved from 67% to about 75%. For this assessment, I broke this section into three areas to track to get a better sense of what specific concepts were troubling to students. This semester, I added a new strategic concept to the class related to decision making through break-even analysis. The students actually did best in this area of strategic management. I need to continue to help students understand the strategic side of cost management. I bring in guest speakers most semesters; perhaps I could ask them to focus on their role as a strategic adviser.

Process costing is a difficult subject for students. I have added some object lessons with "manufacturing" Oreo cookies and paper airplanes to try to help students better understand equivalent units in process costing. I hope this has helped. In my assessment before, I combined the averages of the exam problem and multiple choice questions related to job-order costing and process costing. In this assessment, I decided to separate the scores for the multiple choice questions and the work-out problem on the exam to get a better sense of students' strengths and weaknesses. Students always do better on work-out problems. This held true in this assessment. The students mastered the concept in working out a problem similar to their homework and classroom examples, but putting this same information in conceptual and story-problem like multiple-choice questions was much more challenging for them. I need to use more short examples and multiple-choice type questions in class. Also, I could experiment with some short-answer questions on the exam, rather than just multiple choice questions and longer work-out problems.

The students barely reached the goal of understanding the differences and advantages/disadvantages of various accounting reporting systems. We were a little rushed at the end of the semester—and the lean accounting chapter is the last chapter we cover. Thus, students perhaps didn't have enough time to assimilate the information. Since this is a personal area of expertise, perhaps I go over the material too quickly and don't take time to focus on the most critical concepts. Eliminating some of the breadth of the material in this area may help students get a better sense of the major differences between traditional systems and lean accounting. I'm sure I can improve the class discussions in this area.