

Accounting Spring 2016 Student SLO Report

Spring 2016 - Accounting

April 29th 2016, 8:20 am CDT

Q3 - What did you like about this program?

I learned a lot about basic Accounting. XXXX XXXX and XXXXX XXXXXX are great teachers!

I liked that I learned what I needed in only 2 years! XXXX was a great teacher!

I love how all the instructors have had experience in the fields and areas they teach. It makes things easier to see how it relates to the real world. It also helps set up expectations once you find a job. Personally, I always knew that my field, accounting, was detail oriented, but I didn't realize to what extent until I took the classes.

Q4 - What would you change about this program?

There are too many unnecessary things that are just a waste of my time and money. Math with Business Apps, this class is not a college level course. It starts out with basic math that my grandson is learning in 2nd grade. There are some teachers that are teaching in computerized accounting that are very "book smart" but don't seem to have real world knowledge or experience. When a teacher has a class, they should work through the books, find the mistakes, and have them corrected before sending to the students. I had 2 computer classes where the book was full of mistakes. I found many of these mistakes and nothing was relayed by the teacher. There were files that we were supposed to use for the class that had incorrect information on them. They had expenses going to the wrong account, etc. Examples in the book that students were supposed to use to double check their work were wrong. I wasted many hours trying to figure out what I was doing wrong and came to find out I wasn't. As a full time employee, and mother in addition to grandmother and student I did not appreciate this waste of my time. I also think that emails should be answered in a timely manner. I do respect that the instructors have a home life and responsibilities. Because I work full time I can mainly do my homework on the weekend. I try to work ahead, but when you ask a question on Friday, and don't get an answer until Tuesday, this is not efficient. The parking situation around the TC is terrible. As much as we pay for tuition we should be able to go to class or drop something off without spending 30 minutes parking. Teachers should treat all students as adults. That is what they should be by the time they are in college. If they can not act like adults then they should not be there. I had teachers with rules that you would be docked points if you left and went to the bathroom during class. Seriously, we are not in kindergarten. I spent much of my time frustrated with being treated like a little kid. As a grandmother, I obviously am not. Overall it was not a bad experience. I do think that XXXX and XXXX are model examples of great instructors, and I learned many things in their classes. The rest of my time I feel was wasted, and often by a teacher that felt self important and was on a power trip.

I would make Case Analysis an online class and Info Systems an in-person class.

At least for me as far as the accounting program goes, I would very seriously consider somewhat of an overhaul of the program. The classes themselves are fine, but I would seriously take into consideration the possibility of making the accounting program a 3-year Associate's degree, and having the Management Accounting Program (MAP) as the only course taken in the 5th and 6th terms. The reason behind this thought is the setup of the class. In MAP, all aspects of accounting that students have learned from previous terms, payroll accounting, financial accounting, and income tax accounting, are learned through the veil of cost accounting. Also, MAP simulates two "years" of sales in a 15-week period, and then the closing of the business in "Year Three." Students also must create flowcharts, setup various accounting systems, create a chart of accounts, create journals and ledgers, and manufacture and sell a product. This still doesn't cover everything required in the course. I can tell you another requirement is to log the number of hours spent on the project not including any

manufacturing time. For me personally, if the manufacturing time were to be included along with all the time I spent in and out of the classroom, it ended up being a total of close to 200 hours on this class. In my opinion, when you consider all the requirements of the class, I feel the amount of time I spent on it was inadequate on the low side. I felt rushed and couldn't put in the quality of work expected by the instructor on everything I did. Here's why. Most students, regardless of program, are taking anywhere from four to six classes per term. Many of them are also balancing their lives, both personally and professionally into this equation. With the amount of time also required by these other classes, and also quite possibly the time demanded by their jobs, it makes it nearly impossible to be able to do the quality of work necessary in their school work at all times. I can't begin to tell you how many of my fellow accounting students would say they have to swap their work schedules around in order to do the work required from school. In my case, I was taking three other courses in my final term along with MAP. Many of my fellow accounting students were taking four or even five other classes in their final term. With the requirements of MAP alone, there aren't enough hours in the day to be able to balance everything else in a student's life. The quality of my work suffered tremendously in the first half of MAP because I was balancing family life and three other classes. I finally figured things out, but at a point where it was almost too late to rebound. If it were up to me, here's the change I would make to the entire accounting program at Western. As was mentioned earlier, I would make it a 6-term program with MAP being the only class in terms five and six. Make sure that cost accounting is taught in the 4th term, as it serves as the introduction to MAP. Term five would serve as "Year One" of MAP. This is where you setup all the accounting systems, journals, ledgers, and flowcharts. Sales could be run over a two to three week period as far as on-campus sales go (on-campus sales are currently only one week). Once you reach the 11th week of the term, then the students in each group can collaborate to make sure all the journal entries are correct, all the financial statements are done correctly, and the annual report is put together properly, among other things. It would also allow for more time by students to find the best prices on materials for manufacturing, and be sure everything is in order with the accounting systems before the manufacturing process begins. When the sixth and final term rolls around, this would equate to "Year Two" and "Year Three". In "Year Two" the students are not allowed to collaborate in terms of all the transactions within the business. Obviously, they still have to work together for manufacturing and selling again, but currently, the controller of each group feeds all the information to the partners, then each partner must do his/her own work in figuring out the transactions within the journals, ledgers, payroll register, employee earnings records, and more. This aspect should not change since the students would have gained this experience from "Year One." The instructor then should allow the students to collaborate, as they do now, at some point to be sure that everyone in the group has the same information put into the individual binders correctly. Once the students are in agreement, then the financial statements, financial analyses, and more can be produced and summarized into the "Year Two" annual report. I suggest this would be done by the end of Week 11. That leaves four weeks to complete "Year Three" tasks, which is closing the business, writing an observation paper, making sure both the individual binders and the company binder is in order, and more. What I've described about the class is no exaggeration. As was stated before, when you consider that many students, not just accounting students, are balancing four to six other classes and lives outside of school, I believe changes should take place. Since I went through the accounting program, this is the area from which I can speak most knowledgably, hence why I went off on a change to the accounting program. In my opinion, MAP is far too involved of a class to be worth only three credits. That's why I provided reasons for a fundamental change to it, and the entire accounting program. If it were up to me, I would invoke the changes I stated to the accounting program, and make each term of MAP worth 12 credits each. I know this would make accounting a longer process in order to obtain an Associate's degree, but I also feel it would be worth the time to do because it give students a more realistic view of the accounting profession, not just cost accounting, so they can determine if they can really see themselves being accountants as a career. Drawing out the MAP class to 30 weeks versus 15 weeks allows for that sense of reality to be realized. The students can then draw their own conclusions as to their futures.

Q6 - As a result of this program: I have learned effective communication skills.

Answer	%	Count
Strongly Disagree	0.00%	
Disagree	0.00%	
Neither Agree nor Disagree	0.00%	
Agree	100.00%	3
Strongly Agree	0.00%	
Total	100%	3

Q7 - Provide any comments you have on effective communication skills you learned.

The best example I can think is the use of email and instant messaging. These are things I hardly ever did before, but now they are almost second nature to me.

Q8 - As a result of this program: I am able to apply mathematical concepts.

Answer	%	Count
Strongly Disagree	33.33%	1
Disagree	0.00%	
Neither Agree nor Disagree	0.00%	
Agree	0.00%	
Strongly Agree	66.67%	2
Total	100%	3

Q9 - Provide any comments you have on mathematical concepts you learned.

The only math in this course was Math with Business Apps, which I feel was a joke of a class. It was not at college level. I am very good at math, always have been, and did not learn anything for my money spent.

Math has always been a strong suit for me, but certainly learned some things I wasn't aware of., such as financial analyses of working capital, current ratio, quick ratio, etc.

Q10 - As a result of this program: - I learned how to transfer social and natural science theories into practical applications.

Answer	%	Count
Strongly Disagree	33.33%	1
Disagree	0.00%	
Neither Agree nor Disagree	66.67%	2
Agree	0.00%	
Strongly Agree	0.00%	
Total	100%	3

Q11 - Provide any comments you have on transferring social and natural science theories into practical applications.

Q12 - As a result of this program: I learned critical thinking skills.

Answer	%	Count
Strongly Disagree	33.33%	1
Disagree	0.00%	
Neither Agree nor Disagree	0.00%	
Agree	33.33%	1
Strongly Agree	33.33%	1
Total	100%	3

Q13 - Provide any comments you have on critical thinking skills you learned.

This is another skill that I already had.

Case Analysis & Reporting was instrumental in my development in this area.

Q14 - As a result of this program: I learned about using technology effectively.

Answer	%	Count
Strongly Disagree	33.33%	1
Disagree	0.00%	
Neither Agree nor Disagree	0.00%	
Agree	33.33%	1
Strongly Agree	33.33%	1
Total	100%	3

Q15 - Provide any comments you have on what you learned about using technology effectively.

The technology classes that I had other than the basic Microsoft used books that had many errors. This led to more frustration than learning.

When I started the accounting program, I had no idea what Excel was. Now I use it quite often for more than just accounting.

Q16 - As a result of this program: - I have learned to value myself and work ethically with others in a diverse population.

Answer	%	Count
Strongly Disagree	33.33%	1
Disagree	0.00%	
Neither Agree nor Disagree	0.00%	
Agree	33.33%	1

Strongly Agree	33.33%	1
Total	100%	3

Q17 - Provide any comments you have on what you learned about valuing yourself and working ethically with others in a diverse population.

Again, nothing learned at this school

Q18 - As a result of this program: - I am able to make decisions that incorporate the importance of sustainability.

Answer	%	Count
Strongly Disagree	33.33%	1
Disagree	0.00%	
Neither Agree nor Disagree	66.67%	2
Agree	0.00%	
Strongly Agree	0.00%	
Total	100%	3

Q19 - Provide any comments you have on what you learned about incorporating the importance of sustainability in decisions you make.

Not applicable

Q21 - As a result of this program, I learned to: process financial transactions throughout the accounting cycle.

Answer	%	Count
Strongly Disagree	0.00%	
Disagree	0.00%	
Neither Agree nor Disagree	0.00%	

Agree	0.00%	
Strongly Agree	100.00%	3
Total	100%	3

Q22 - Provide any comments you have about learning this program outcome.

XXXX and XXXX are excellent instructors!

Q23 - As a result of this program, I learned to: analyze financial and business information to support planning and decision making.

Answer	%	Count
Strongly Disagree	0.00%	
Disagree	0.00%	
Neither Agree nor Disagree	0.00%	
Agree	0.00%	
Strongly Agree	100.00%	3
Total	100%	3

Q24 - Provide any comments you have about learning this program outcome.

Q25 - As a result of this program, I learned to: perform payroll preparation, reporting, and analysis tasks.

Answer	%	Count
Strongly Disagree	0.00%	
Disagree	0.00%	
Neither Agree nor Disagree	0.00%	
Agree	0.00%	

Strongly Agree	100.00%	3
Total	100%	3

Q26 - Provide any comments you have about learning this program outcome.

Q27 - As a result of this program, I learned to: perform cost accounting preparation, reporting, and analysis tasks.

Answer	%	Count
Strongly Disagree	0.00%	
Disagree	0.00%	
Neither Agree nor Disagree	0.00%	
Agree	66.67%	2
Strongly Agree	33.33%	1
Total	100%	3

Q28 - Provide any comments you have about learning this program outcome.

Cost accounting and MAP are areas I struggled, but I did learn from it. it just took quite a while to catch on to what was being taught.

Q29 - As a result of this program, I learned to: perform organization and/or individual tax accounting preparation, reporting, and analysis tasks.

Answer	%	Count
Strongly Disagree	0.00%	
Disagree	0.00%	
Neither Agree nor Disagree	0.00%	
Agree	0.00%	

Strongly Agree	100.00%	3
Total	100%	3

Q30 - Provide any comments you have about learning this program outcome.

Q31 - As a result of this program, I learned to: identify internal controls to reduce risk.

Answer	%	Count
Strongly Disagree	0.00%	
Disagree	0.00%	
Neither Agree nor Disagree	0.00%	
Agree	0.00%	
Strongly Agree	100.00%	3
Total	100%	3

Q32 - Provide any comments you have about learning this program outcome.

It's something that was touched on in every term of the program. It's hard to get away from, and it should be because of how vitally important it is.

Q33 - CONCLUSION Please use this space to share any other feedback, comments, or suggestions about your experience at Western Technical College.

Maybe students should be tested better coming in and only forced to take classes in areas where improvement is needed. I felt like everyone was dumped into a box and treated like they were 8. I had to take a class with students that did not know how to save a file on a computer. The person beside me, who knew nothing about computers, was constantly asking me questions and to show him again how to do things. I should not have been in a required class in college with someone at that experience level.

Thank you all so much for your time and patience. I hope I do you all proud in the real world.