**School of Accountancy Faculty meeting**

**September 18, 2023**

**10:00 am to 11:30 am.**

**PwC Room**

**Agenda**

1. Approval of the Minutes: April 3, 2023
2. AC and BAP reports (Kristine, Jenny)
3. HARC and HARDI reports (Boochun, Hamid)
4. Ph.D. program report (Chris)
5. Jee-Hae FSEC questions (Jee-Hae)
6. Do you require a computer for your class (with the course # and name)?
7. Do you require any software or other technologies for your class (with the course # and name)?
8. Any comment(s) to be shared or considered regarding this matter.
9. **Very important:** A policy on co-authorship: Remedies and grievances (Hamid)
10. Positions request (Faculty, Administrative, and advising), Hamid
11. Boochun grade distribution request (Jian has asked about it, too), Boochun
12. Relationship between SOA and Big Four, Jian
13. Increase in the number of Accounting Students: Action has taken place since April 3, 2023
    1. Pizza for students
    2. Report including Myron's questionnaire.

Minutes of Faculty Meeting

April 3, 2023

11:30 am – 2:00 pm.

BusAd G-301

Attendees: Terri Fujii, Liming Guan, Boochun Jung, Manu Ka'iama, Jee-hae Lim, Myron Mitsuyasu, Chris Park, Tom Pearson, Hamid Pourjalali, Kristine Santaniello, Jenny Teruya, Mary Woollen, David Yang, Edwin Young, and Jian Zhou

Pourjalali provided a background on the decline in accounting students and the danger it may have for the long-term viability of accounting programs and accounting faculty. Given that the decline is nationwide, the School must understand why students choose other business majors instead of accounting.

Among the reasons mentioned were low starting salaries, the difficulty of the CPA exam, 150 hours of credit requirements for CPA licensing, and the cost of the graduate programs when the market pays a similar starting salary for undergraduate and Master's degrees.

Also, the following issues may influence students in the selection of accounting as a major:

* Lack of appropriate advice at OSAS: "Students do not understand what accounting is."
* Introductory accounting courses are boring and not modernized
* Lack of ways to motivate first-year and second-year students (like the pizza that Jenny did)
* Providing different perspectives about accounting (should start in high schools)
* Accounting professionals and Faculty need to be present in private and public schools
* Guest speakers should be younger so students can relate to them.
* Addressing structural barriers in choosing to account as a major

Faculty considered that the main focus should be on ACC 200/210, where the Faculty can make the courses more attractive to weaker students so they would not get scared of accounting as their major

Furthermore, it was noted that the starting salaries for accounting graduates in Hawaii were lower than those on the West Coast.

The Faculty emphasized that we must continue encouraging students to choose Accounting as their major and select a mentor who can easily help them in their course selection and career. Pourjalali reported that about 120 accounting professionals are available to mentor students; however, few accounting students take advantage of available mentors. He encouraged the Faculty to incentivize their students to use the opportunity and select a mentor.

Because of changes in the accounting profession and its demand, the Faculty considered changes in an accounting education environment necessary. Among the suggestions were training students for other-than CPA licensing requirements, creating more than one track in accounting undergraduate degree, and realigning courses taught in community colleges for upper-level accounting courses. Other suggestions were as follows:

* Making it more practical for students to do accounting, software for elective accounting courses, or in ACC 210, such as Peachtree
* The length of the major should be only 15 credits: twelve accounting credits and one non-accounting. Requiring 19 credits is too much and more than other majors.
* We should have an option for students to have fewer accounting courses
* We can use the Master's program to cover the upper-level classes
* It is challenging to reexamine the curriculum to create new programs besides pushing the CPA examination.

Given that the community colleges by design are two-year colleges, offering upper-level accounting courses at community colleges cannot be acceptable. Furthermore, even community colleges are suffering from the lack of students with accounting majors in their classes. The Faculty considered possible other alternatives (such as more than one accounting track). However, Faculty must consider the structure of the new CPA exam in the curriculum design.

To address attracting students to accounting major and curriculum changes, Pourjalali suggested creating two volunteer Faculty committees of the Faculty.

Pourjalali reemphasized that only qualified Ph.D. students are admitted to the program (with better funding), and students be directed to produce good first and second-year papers)

Furthermore, with the current market decline in the number of positions in accounting, Faculty should increase their demand for producing rigorous dissertation proposals and comprehensive exams. Otherwise, the School will not be able to place its graduates.

The meeting adjourned at 2:00 pm.

In anticipation to the meeting, Nishikawa sent the following two emails (colors are added by Pourjalali)

**Nishikawa's partial notes from March 29, 2023 emails** (red colors are added by Pourjalali)**:**

…I have some thoughts about the issue of the decrease in accounting majors. Obviously, this is a nationwide problem and not just isolated to Hawaii. Some of the concerns vocalized have been the difficulty of passing the CPA exam, the perception of accounting being a boring profession, and the changing attitudes of students of not being willing to spend time listening to monotonous lectures.

The decrease in CPA candidates is causing some state CPA societies to consider replacing the 150-credit hour requirement of the CPA exam with a 120-credit hour requirement and increasing the experience requirement from two years to three or four years. In fact, at the Hawaii State Board of Public Accountancy's January 2023 board meeting, discussion was held concerning the difficulty of some students in attaining the 150-credit hours.

As far as the SOA, … having the introductory accounting courses being taught by the younger or newer faculty members. They would have a greater rapport with the students. And, as far as the SOA Advisory Board, we should consider activating the Student Advisory Committee. The Committee could meet with the student representatives of Beta Alpha Psi and Accounting Club to consider increasing the interest in being an accounting major, and also meet with the Hawaii Society of CPAs to discuss ways to visit the Honolulu public and private high schools to make presentations on careers in accounting. Since Ryan Suekawa is on the Advisory Board and is the president of HSCPA, it would be easy to get him involved in this matter.

**Gary's second partial notes from 3/29/2023 (students' reaction to 150 credit hours)**

During this morning's auditing class, I held a discussion on keeping the 150-credit requirement for the CPA exam versus amending the requirement to a 120-credit hour requirement but increasing the work experience requirement. The results were more-or-less evenly split.

Those preferring the 150-credit-hour requirement expressed the following views:

* The accounting courses included in a 120-hour-credit requirement were not sufficient to be able to pass the CPA exam. Additional accounting courses are necessary, so it makes sense to keep the 150-credit-hour requirement.
* It would be easier to complete the 150 credit hours while attending School and then taking the CPA exam, versus working full-time for a CPA firm and trying to study for the exam at the same time. Many felt that it would be too tiring to study for the exam after a long day's work.

Those preferring the 120-credit-hour requirement with additional years of work expressed the following views:

* Since the additional 30 credit hours after the 120 credit hours for the baccalaureate degree don't have to be related to accounting courses, the 30 credit hours may not be relevant to the CPA exam.
* If some of the elective accounting courses in the 120 credit hours are necessary for the CPA exam (e.g., corporate tax, business law, and advanced accounting), such courses should be mandatory, while the auditing course should be an elective, since not all accounting majors want to be auditors in a CPA firm.
* The additional work experience may be more relevant to the CPA firm and CPA license since one would be actually learning something relevant, versus taking additional accounting courses that may not be relevant to the work related to his/her employer.

Obviously, the limited interaction would not constitute any valid measure of the students' consensus, but I thought it was a good beginning discussion on the subject matter. Especially considering that all 20 students.

**Guidelines on Authorship**

An author is an individual who has made a significant intellectual or scholarly contribution to research. A contribution is significant if the project could not be conceived, implemented and/or successfully concluded without it.

An open and honest discussion about authorship, and the order of authors, should be held with all potential authors in the early stages. This can be a 'living document' that evolves over time, if the contribution changes.

Authorship must include one or more of the following:

* conception and design of the project
* processing and/or transformation of data
* contribution of knowledge
* analysis and interpretation of research data
* drafting significant parts of the research output or revising it Authorship does **NOT** mean:
* participation solely in the acquisition of funding
* general supervision of the research group
* being Head of School or holding other positions of authority or esteem
* providing technical support or advice
* providing data that has already been published or materials obtained from a third party

Source: [UWA Research Integrity Policy](https://www.research.uwa.edu.au/staff/research-integrity), adopted from the 2018 [Australia Code for the](https://www.nhmrc.gov.au/about-us/publications/australian-code-responsible-conduct-research-2018) [Responsible Conduct of Research](https://www.nhmrc.gov.au/about-us/publications/australian-code-responsible-conduct-research-2018).



Date: August 2, 2023

TO: Vance Roley, Dean, Shidler College of Business

Elizabeth Davidson, Associate Dean, Shidler College of Business

From: Hamid Pourjalali, Director, School of Accountancy

Shidler College of Business

SUBJECT: Request to Recruit Additional Undergraduate Advisors

In response to increases in the number of undergraduate students and the additional demand due to changing business environments, this letter requests your support in hiring additional undergraduate advisors at the Shidler College of Business. I provide at least three reasons for this request: lack of appropriate student advisors based on national recommendation, increased number of students at Shidler College, and demands of the professional community for more effective advising.

**The Appropriate Level of Student Advisors:**

One of the most recent [surveys](about:blank) for all majors at 4-year public universities provides a medium range of one undergraduate advisor for every 299 students (content is from one advisor for every 150 to 299 students). While this range is different in different majors (i.e., Business majors have historically had fewer advisors), the survey links indicated that students' success depends on the appropriate level of advice that students receive[[1]](#footnote-1). An ad-hoc comparison of Shilder College's number of students assigned to each advisor with R1 and R2 Carnegie Classifications schools show mixed results with Michigan and Alabama (R1), with about **400** students for each advisor and Sam Houston and Rohde Island (R2) with about**600**students per advisor.  Portland State (R2) has **450** students, Fordham (R2) has about **400** students, and the University of Akron reports **300** students to one advisor. Shidler College averages 500 students per advisor, more than 5 out of 6 selected universities.

**Increased Number of Students in Shidler College:**

The following table provides information on the number of first-year students entering the University of Hawaii at Manoa. There is a significant increase in the total of new undergraduate students. Since admission is a leading indicator of incoming students, based on this trend and with the two-year lag, the number of entering Shidler students will likely increase by over 30% in Fall 2023.

**Manoa Undergraduate Admissions numbers:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Semester** | **New Freshmen** | **New Transfers** | **Total New** | **Change from the previous year** | **Change from 2017** |
| **2017 Fall** | 2090 | 1472 | 3562 |  |  |
| **2018 Fall** | 2317 | 1567 | 3884 | 9.04% |  |
| **2019 Fall** | 2090 | 1424 | 3514 | -9.53% | -1.35% |
| **2020 Fall** | 2306 | 1594 | 3900 | 10.98% | 9.49% |
| **2021 Fall** | 3039 | 1773 | 4812 | 23.38% | 35.09% |
| **2022 Fall** | 3144 | 1516 | 4660 | -3.16% | 30.83% |

Numbers are from MIRO: numbers=new first-year students and new transfers in degree-granting undergraduate programs by the Fall census date.

The following table provides historical numbers of Shidler College undergraduate majors.

**Historic Shidler College of Business numbers**

|  |  |
| --- | --- |
| **Year** | **Total business majors[[2]](#footnote-2))** |
| AY 19-20 | 842 |
| AY 20-21 | 877 |
| AY 21-22 | 989 |
| AY 22-23 | 908 |

MIRO data based on Fall census date

**Demands of the Professional Community for More Effective Advising:**

During the last three years, the School of Accoutancy Advisory Board membership and professional accounting community have indicated that accounting students are not appropriately advised on meeting the profession's requirements. Students have also stated that they are not familiar with the requirements. By the time they become aware, they are in their senior year and thus are unable to take necessary courses. On the May 2, 2023 meeting, the Advisory Board recommended that Shidler College add to the number of undergraduate advisors to advise accounting students better. Additionally, on May 25, 2023, the managing partners of larger accounting firms in Hawaii met and reemphasized the need to add to Shidler's undergraduate advisors to provide additional and more timely help for accounting majors. Some even suggested the profession could possibly provide financial support for such a necessary addition.

I understand that the Provost's office makes the final decision on granting additional positions. So, I respectfully request that you support and forward my request to hire additional undergraduate advisors at the Shidler College of Business.



Date: June 27, 2023

TO: Vance Roley, Dean, Shidler College of Business

Elizabeth Davidson, Associate Dean, Shidler College of Business

From: Hamid Pourjalali, Director, School of Accountancy

Shidler College of Business

SUBJECT: Request to Recruit an Assistant to the Director

Thank you for granting our request for faculty replacement and anticipated faculty needs. We are very thankful for the opportunity you provided us and took advantage of the opportunity by hiring very qualified faculty. This letter requests your support in hiring an Assistant to the Director for the following reasons:

We noticed a significant increase in the level of activities of the School of Accountancy since 2016 when we started planning for Hawaii Accounting Research Conference (HARC). We held our inaugural meeting in January 2018 with less than 100 research papers and with only 13 track chairs. We have continued offering the conference since 2018 in person but held an online version in 2021 and a hybrid version in 2022. The conference has grown so that we now have 58 track chairs and are limiting the number of participants to 350, with a ceiling of paper acceptance to 280 research papers and a maximum of ten concurrent sessions. This international conference is now one of the world's top three general international accounting research conferences. It attracts the most influential accounting research papers and researchers around the world. The School has managed the conference since 2016 with the help of (mostly) undergraduate students.

In 2019 we started planning for our first Hawaii Accounting Research Doctoral Institute (HARDI). HARDI aims to select the best Ph.D. students from the best universities around the globe to come to Hawaii for a three-week Ph.D. student consortium. The objective of this program is to influence the future of accounting research. So, in addition to current research in explaining accounting practices, accounting researchers will help shape the future of accounting practices. We invite the best accounting programs to nominate one of their students for HARDI, and we select up to 25 of the selected students for our program.

Simply put, our objective is to recruit the best of the best Ph.D. students for each cohort. We also invite four of the most influential accounting researchers to come to Hawaii and manage the students. Our inaugural meeting occurred in June 2021, and we finished our third offering on June 21, 2023. In addition to our own Ph.D. students, one of the doctoral candidates from the schools mentioned below is among those who have participated in HARDI:

MIT, Chicago, Washington, UT Austin, Wisconsin, Maimi, Michigan, Georgia, Rochester, USC, New York, Illinois, Oregon, Waterloo, Tronto, Hong Kong (top three programs), Seoul National, National Singapore, Deakin, Frankfurt, Copenhagen Business School, Aalita, INSEAD, Lancaster, Cambridge, and Monash.

Facutly invited to interact with HARDI students were selected from Standford, Chicago, USC, Georgia, UC Irvine, UT Austin, Florida, North Carolina, MIT, and Boston College. We plan to invite HARDI-2024 facutly from Washington, Harvard, Georgia, and Wisconsin.

The School of Accountancy benefits from the support of extensive Advisory Board membership with at least two meetings each year. Based on the feedback of the Board, the School adjusts its programs and attempts to respond to the market demands in the State of Hawaii and the requirement for CPA licensing. Other examples of the Board's influence are mentioned below:

1. Starting in Spring 2020, the mentorship program links up to 120 students with accounting and finance professionals beginning each Fall and Spring semester.
2. The volunteer income tax program, which started Fall of 2022, not only grants students with elective credits but also allows low-income individuals to receive free-of-charge tax preparation assistance.
3. The development of a Minor in Accounting to help students meet the CPA licensing requirement (as part of their undergraduate program).
4. Lifetime learning opportunities started in 2015 by providing educational seminars for students and professionals. Examples of the programs offered were free CPA review preparation, Dana Analytics classes, Machine learning, and Governmental and no-for-profit issues.

In July 2021, the Director of the School started planning an ambitious program that attempts to integrate humanities with social sciences courses while improving students' skills. The School offered the Humanities Integrated Program with Social Sciences (HIPSS) in Fall 2022. He is now working on updating both the curriculum and recruiting procedures for the class of Fall 2024.

As the Director of the School, I have carried the burden of all these significant and influential efforts without increasing the administrative support at the School level. I believe these programs will serve our students and community well and will continue to signal the University of Hawaii at Manoa as a place for researchers and scientists to share and advance their knowledge.

Given the time these efforts require, carrying the burden without additional administrative support is impossible. I respectfully request that the School of Accountancy be granted a full-time Assistant to Director position.

**Appendix**

We have continued our discussion about increasing the number of accounting students by taking the following steps:

1. Young provided his perspective in an email dated 4/3/2023; Nishikawa provided his comments to Young's email (page 11)
2. The Faculty volunteered (or were nominated) for two ad-hoc committees: "How to encourage majoring in Accounting" and "Curriculum Changes" (page 12)
3. Nishikawa drafted his email dated 4/14/2023 (page 13)
4. Pourjalali Met with Michael Dell (SOA Advisory Board member) and John McKinley (Accounting faculty at Cornell on 4/14/2023 (page 14)
5. Lunch Meeting with OSAS (undergraduate and graduate) with Gary Nishikawa on April 21, 2023.
6. Park chaired the meeting on "Curriculum Changes" on April 24, 2023 (pages 15 and 16)
7. SOA Advisory Board meeting took place on 05/02/2023 (pages 18 to 20)
8. Teruya chaired the session on "How to encourage majoring in Accounting" on May 15, 2023 (pages 21 to 24)
9. A meeting with managing partners (or their representatives) took place on May 25, 2023 (pages 25, 26 and 27)

The minutes of the "How to encourage majoring in Accounting" meeting on 4/15/2023 are reflected on pages 21 to 24.

The minutes of the "Curriculum Changes" meeting on 4/24/2023 are reflected on pages 15 and 16.

Summer 2023 ACC 210 (two sections) Online Class Survey, Myron Mitsuyasu, pages 28 to 38

**Young email comments on 4/3/2023 (red color is added by Pourjalali)**

* What do we define as accounting? Does accounting include a career in public service (i.e. government accounting which does not require a CPA certification)?
* Our focus is on public accounting. Since the CPA exam passing rate is less than 100%, should Shidler offer accounting courses without expecting a CPA certification?
* UHM is promoting itself as a research campus. This can be endotrophic. Should Shidler refocus and use the community colleges and other campuses as feeders to UHM (versus the perception that these campuses are for vocational training)?
* Accounting students from the community colleges, UHWO, and other campuses have different curricula from UHM and are not readily accepted by UHM. A universal and continuous curriculum for accounting students may be needed that starts at the community colleges and other campuses and culminates with the UHM curriculum.
* For example, if the accounting curriculum required 18 credits in accounting, financial reporting and analysis, auditing, business environment, laws and regulations, information systems, taxes, ethics, etc. The universal accounting curricula could be divided so the community colleges and the other campuses would offer certain accounting courses and UHM would offer accounting courses that are related to research and dissertations (e.g. statistical analysis and data analytics). The entire curricula needs to treated as a systemic continuum and not as disparate pieces of an accounting puzzle.
* UHM needs to decide what its role is going to be, it cannot be all things to all students. UHM has to choose between offering introductory accounting courses, or focusing on graduate accounting courses like accounting for and managing enterprise resource systems (ERM), cyber security, development of internal controls, auditing for fraud, risk assessments, government budgeting, financing construction (e.g. financing government construction for affordable housing), contract administration, and other specialized topics.
* Accounting cannot be taught in a defined number of courses or credits, but it can make the students aware of what accounting involves.

**Nishikawa's partial response to Edwin's comments on 4/6/2023**

Despite Edwin's concerns about the mission of the SOA, I think the SOA's website is clear that the BBA degree in Accounting is designed to provide students with a general education in Accounting while the MAcc degree is designed to prepare the students to pass the CPA exam.

|  |  |  |
| --- | --- | --- |
| **Committee** | **Faculty Committee one** | **Faculty Committee two** |
| **Committee's objective/membership** | **How to encourage majoring in accounting** | **Curriculum changes** |
| Member 1 (convenor) | Jenny | Chris |
| Member 2 | Kristine | Tom |
| Member 3 | Mary | Jian |
| Member 4 | Myron | Kristine |
| Member 5 | Liming | Liming |
| Member 6 | David | David |
| Member 7 |  | Boochun |
| Member 8 |  | Jee-Hae |
| Member 9 | Hamid | Hamid |

**Gary's email 4/14/2023**

Hamid,

For my current ACC 418 class, I have two traditional MAcc students (not accounting majors), five double majors, and 15 BBA accounting majors. When asked why so many of them didn't seem to plan ahead for the attainment of the 30 additional credit hours required for the CPA exam, most of them indicated that they weren't informed adequately of the alternatives. I asked them if they weren't given advice from their academic advisors, and most of them seemed dissatisfied with the advising program. They said that they had to take the initiative of seeking advice and some of the advisors seemed disinterested or were not very knowledgeable of the programs. And most of them agreed that the best time for advising them of the options for attaining the 30 additional credit hours (i.e., double majors, professional accounting minor, 3/2 MAcc program and traditional MAcc program) would be during their sophomore year.

But we need to do a better job in communicating this to the students and the CPA firms. For example, out of the 20 students in my current class, there are 2 MAcc students and 4 double majors, with the remaining 14 unsure as to how they intend to obtain the additional 30 credit hours (most of them intending to take the CPA exam.)

So perhaps, the Faculty for the ACC 200 and ACC 210 courses need to do a better job in counseling the students. Or, other Faculty who are knowledgeable of the alternatives (such as me) should be invited to speak to those classes. Perhaps career counseling should be included in the ACC 321 course.

And as to the CPA firms, they should be talked to about making a stronger commitment to first hiring MAcc students versus BBA double majors. (I would be willing to be part of the group which does this.)

Meeting with Michael Dell and John McKinley (Cornell) 4/14/2023

Objective: How Cornell has increased interest in accounting courses.

Group one:

* Create new courses for different audiences:
* In response to the market, basic Coding language is taught at Cornell for accounting students
* Use VITA to attract students;
* Send VITA students to Alaska (they sent 12: four Law school students, four MAcc students, and four accounting undergraduates, about $1100 per student cost)
* Accounting and Consultation for the Management Master program
* Create accounting courses for entrepreneurship majors
* Hospitality Accounting
* Accounting/taxes for Real Estate (they have about 40 students)
* For EMBA students, create a tax course: tax strategy and offer it to Law Schools to attract their students.
* Offer Personal financial planning to attract non-accounting students to your major.

Group two:

Adjust current courses:

* Change Intermediate Accounting to "Corporate Financial Reporting" to attract more students (in particular finance).
* Cornell Accounting provides continuing education to help with 150 credits (I assume cheaper in tuition)
* Elective undergraduate for Master's students (with additional requirements)
* Make sure that tax courses are code-compliant with the new CPA exam.

Group three

Others:

* Let Finance majors know that 95% of Banks want finance graduates to have more accounting, financial reporting, and financial analysis. Therefore, accounting must provide financial analysis courses.
* Get firms to pay for the students (mostly their own) and provide the space so their and other firms' staff can enroll. Then provide Faculty for courses in the off-campus environment (make it easy for the firms to support graduate studies and continued education offerings for credits).

Minutes of Committee on Curriculum Changes

April 24, 2023

3:00 pm to 4:30 pm.

Attendees: Chris Park (Chair), Liming Guan, Boochun Jung, Jee-Hae Lim, Thomas Pearson, Hamid Pourjalali, David Yang, and Jian Zhou,

The meeting commenced at 3:00 pm at Shidler Facutly Lounge

Pearson proposed two tracks for accounting majors: the pre-CPA track (19-hour major) and the accountant track (15-hour major). ACC 460d Technology Applications is something new. Critical thinking is important.

The idea is to attract more students to accounting. The community wants to have skills, so we create these capstone classes. The community wants to reduce credit hours.

Small companies do not follow GAAP. There is no way to have both. Kapiolani is doing something similar to the current proposal.

Expanding the market is good. Can we do a survey of the students of what their interests may be? How do students choose other majors? Marketing graduates do not find jobs.

Students from community colleges are not hired compared to four-year colleges.

A significant percentage of graduates work for accounting firms without CPAs.

Students tend to choose easier tracks when offered two tracks.

Other comments and questions:

* Capstone classes. The value of capstone for students. If we add more technology, how are we going to offer it? UIUC has many credits in Data Analytics. We created Data Analytics class BUS 410, and not many students are taking it.
* Sustainability courses: Accountants are not decision-makers. Accountants deal with measurement and disclosures. We cannot offer a sustainability class in accounting. Sustainability Finance has seven students. If we want to create a sustainability class, it is probably better to make it mandatory. Sustainability is emphasized at the university level and is also being highlighted at the college level. Additional courses will only reduce the number of students in current classes.
* Students are not well advised on the 30 additional credit hours. The Director or MACC Director needs to meet with advisors on this.
* The capstone classes are skill-based. Number 1 of the strategic items for the Shidler College Strategy Team is to create a more skill-based curriculum. We can survey the students and advisory board about the capstone classes.
* It is a possibility that we should consider dropping all the ACC 460. Internships or experiential learning courses are required for the students.
* Change Intermediate Accounting to "Corporate Financial Reporting"
* Survey of students to find their interests. Do a good job promoting accounting majors in ACC 200 and ACC 210.
* Reduce the difficulty level of lower-level accounting classes. We can highlight the addition of each class. Make the ACC 200 or 210 easier. Incorporate software. We need to improve the curriculum.
* ACC 200 is already easier. ACC 210 can be made easier since much of the content is taught at ACC 321 and ACC 323.
* Can we add some classes? Accounting is seen as boring. Creates less boring classes.
* The differential wage between accounting and other majors is small. Encourage the downtown people to increase the salary for accounting graduates. It is a small community. If one increases salary, the other firms need to increase salary.
* Let the Advisory Board hear the thoughts. Accounting firms have to increase salaries. KPMG outsources some of the work to India. Local firms outsource work to the Philippines.
* There will be a market self-correction in the IT industry due to the layoffs.
* Promote VITA to the community.
* Create accounting courses for entrepreneurship majors. The community would like it.

**Shidler College of Business**

**School of Accountancy**

**Advisory Board meeting of 05/02/2023**

**7:00 am to 9:00 am.**

**Minutes**

**Attendees:**

Terri Fujii (Chair), Gary Nishikawa (Co-Chair), Vance Roley, Dean of Shidler College,

Hamid Pourjalali, Director of the School of Accountancy

**Other Advisory Board members**: Catherine Awakuni Colon, Kyle Chang, Michael Dell, Charles Goodin, Shawn Hasegawa, Cindy Lam, Addie Lui, Sean Mochizuki (representing Cory Kubota), Donny Shimamoto, Howard Todo, Carleton Williams, Danny Wong, Pam Young

**SOA Faculty**: Liming Guan, BooChun Jung, Jee-Hae Lim, You-il-(Chris) Park, Thomas Pearson, Kristine Santaniello, Jenny Teruya, Mary Woollen, Jian Zhou

New SOA Faculty (starting Fall of 2023): Il-Sun Yoo, and Abhishek Ramchandani

**Accounting students**: Sydni Kim (3/2 MAcc student), Rana Stephanie Mejes (Accounting Club President), Emily Quach (BAP President), Aalia Meer (first-year accounting student)

Dean Roley provided a report about the Shidler College of Business, including the improved ranking of the MBA program, funding status, number of students entering the Shidler College, and success of the Hawaii Accounting Research Conference (HARC) and Hawaii Accounting Research Doctoral Institute (HARDI).

Pourjalali and Jung provided more detailed reports on HARC-2023 and expectations for HARC 2024. They also provided background on HARDI and reported that the three-week program is scheduled to start at the beginning of next month (June).

Nishikawa provided background on the new CPA exam and licensing requirements. He emphasized that the easiest way to acquire work experience was through audit positions. He also mentioned that non-audit experience must be completed under a CPA supervisor with a permit to practice.

He provided different ways to obtain the 150 hours:3/2 program, traditional MAcc program, undergraduate plus Professional Accounting minor, double major for a BBA degree, in addition to taking additional 30 credits in addition to the courses required for a major. This information can be obtained from the following:

<https://www.shidler.hawaii.edu/soa/minor>

<https://www.shidler.hawaii.edu/soa/academics/3-2-macc>

<https://www.shidler.hawaii.edu/soa/academics/macc>

Nishikawa indicated that the MAcc program is designed to prepare students to take the CPA exam, and the Professional Accounting Minor is designed to offer additional accounting courses that would prepare undergraduate students to take the CPA exam.

(Attachment provides detailed information for the CPA exam and alternatives available for students)

Nishikawa reported that he and Pourjalali met with the Shidler Advisors to provide them With updated information concerning the revised CPA exam (effective 1/1/24), alternatives for attaining the 150 credit hours, and the experience requirements (CPA supervisors in private industry and government must hold permits to practice.)

Pourjalali reported that while the profession will experience more accounting graduates in 2023-2024, the numbers are expected to decline again as the number of students in the first intermediate accounting in the Spring of 2023 has been lower than in prior years. In addition to low starting salaries, he attributed the decline in accounting students nationwide (and at UHM) to two issues: the difficulty of the accounting programs and the number of courses (credits) required to get prepared and licensed for the CPA.

Nishikawa suggested that Pourjalali invite other Advisory Board members to join them in a meeting with managing partners of CPA firms to brief them about the accounting program, the decline in the number of students, and how they could help the school to attract more students.

Shimamoto provided information about his most recent meeting with AICPA. He mentioned that the need for Master's programs and their cost were discussed. He suggested that taking lower accounting courses at community colleges or double majoring in MIS might help students make the 150-hour requirement without having to pay for Master's level credits–keeping the educational requirement for the CPA affordable and better prepared for the CPA exam.

According to Illinois CPA Society research, the top recent issue is that firms are not giving enough time off to their staff to study for the CPA exam. Shimamoto shared that NASBA found suggested that passing the exam in the 18-month window is challenging, so it has extended the window to 30 days. He suggested that we support the adoption of the change with the Hawaii Board of Accountancy since the rules must be changed, and the issue should be addressed at the State level. An increase to a 30-month window should positively affect passing the exam.

Part of the discussion at the AICPA meeting was related to the high cost of education for low-income minorities. Some suggested allowing work while attending school and/or granting equivalencies for less costly community college credits. Using the ELE (experience, learn, and earn) model will allow some of the college credit hours to be met by experience. It is more like a residency (like a medical doctor residency). That will provide students with experience and knowledge in different aspects of the accounting profession. The AICPA Pipeline acceleration emphasizes these options, and the link to the plan is provided below:

<https://www.aicpa-cima.com/resources/article/draft-plan-to-accelerate-talent-pipeline-solutions>

Shimamoto also suggested defining the accounting brand differently. For example, the branding of the accounting profession should emphasize its function to help people and businesses to be more successful. He reported that his company was conducting research to find out how accountants help individuals and businesses. Woollen requested a copy of the study results to share with her students.

Broadening the view of accounting (not limited to public accounting) will also help attract more students. We must expand it beyond that limit and broaden it to other aspects (e.g., IMA, Governmental).

Pourjalali invited the students who were in attendance to provide their comments:

Kim, a 3/2 MAcc student, said she had received many scholarships and sound advice to enter the Master's program. She believes that the MAcc program will provide time to prepare for the CPA exam and possible teaching positions in the future.

Quach has chosen two majors (Travel Industry Management and Accounting). She never considered a Master's program because she did not know the benefits of the program. She emphasized that the Faculty can provide the necessary information to students earlier (in introductory courses)

Williams emphasized the importance of a graduate degree and how it will help them in their future careers. Teruya stressed that employers should direct students toward taking graduate degrees.

Mejes indicated that her major was Economics and Accounting. She joined Accounting Club to interact with other students and is more interested in Management Accounting than becoming a CPA.

Young suggested that a double major might be challenging (because of the number of credits); maybe we can change the name of the major to accounting and computer science, accounting and computer analytics, or accounting and business analytics. Shimamoto suggested that the idea is good at both undergraduate and graduate levels. He advocated the salary differentiation between undergraduates and MAcc and between those who have passed the CPA exam and others.

Meer is a first-year student who intended in Marketing and MIS. However, an accounting faculty advised her to choose Accounting as a major. After learning about accounting, she decided to switch to accounting as a major.

Wong suggested training advisers better. Nishikawa indicated that he and Pourjalali met with the advisors recently but it is the student's choice to meet with the advisers. It is easier for them to interact with their other students. Faculty can help to educate students better. Park suggested that advisors can tell students to meet with Faculty in addition to interacting with them for advice.

Quach reported that her advisors in the School of Travel Industry Management (TIM) were separate from others and only advised TIM students. The possibility of a separate advisor for accounting students was discussed.

Pourjalali reported the mentorship program is solid, but the number of students taking advantage of the program is lower after COVID.

Park reported the subcommittee of seven faculty members supported the following points from the University of Cornell experience: Specific courses to support other majors, changing the Intermediate Accounting name to Corporate Financial Reporting. Dell suggested a VITA program similar to Cornell to attract more accounting students. These are different strategies. One results only in an increase in the number of students taking accounting courses, and the other emphasizes the rise in the number of accounting majors.

Woollen cautioned on having community colleges cover accounting classes when their courses are online and primarily asynchronous. Nishikawa mentioned that the University of Hawaii at West Oahu decided to add introductory accounting courses to its curriculum after finding inconsistencies in the preparedness of students who took such courses at the various community colleges.

Next step: Pourjalali, Nishikawa, and possibly other Advisory Board members will meet with the managing partners of accounting firms.

The meeting adjourned at 9:00 am.

Minutes of Committee on

How to encourage majoring in Accounting

May 15, 2023

11:00 am to 1:00 pm.

Attendees: Jenny Teruya (Chair), Kristine Santaniello, Mary Woollen, Myron Mitsuyasu Liming Guan, David Yang, and Hamid Pourjalali (for the first portion of the meeting).

The meeting commenced at 11:00 am via Zoom.

Before the meeting, Teruya had collected suggestions from the committee members. She used the suggestions as the agenda for the meeting and summarized the result of the meeting as follows:

1. Decided that extra credit for participating in accounting-related events/activities/clubs would be left to the discretion of Faculty
2. We will survey ACC 210 students this summer to determine when they are making decisions on their major so we can hopefully better target our efforts to those critical points in time. Myron will work on the survey with feedback from the committee.
3. Highschool outreach: Jenny and Kristine will work with AC and BAP to coordinate presentations at high schools and/or an event bringing high school students to campus
4. We talked about using short snippets/cases/current events to highlight the importance of understanding accounting, especially at the ACC 200/210 level, so students can see how it is relevant to their careers. Kristine will set up a folder in Google Drive where Faculty can share their resources and/or teaching ideas with others.
5. We felt that having speakers in ACC 200/210 that started in accounting and are now doing something else would be impactful in showing how accounting knowledge is helpful in other fields/careers. We would request help from the advisory board to identify potential speakers.
6. We would like to hold an early Fall event similar to last year's pizza event. We would need SOA Funding for the pizzas/food.

**Collected feedback in advance**

**(Meeting Agenda)**

|  |  |  |
| --- | --- | --- |
| Contributor | Target audience | Description |
| Jenny | High school students | Work with AC/BAP to bring high school students to campus for an interactive event with current students and recent alumni that shows students that accountants/accounting students are sociable (and not hiding in their cubicles working) |
| Jenny | High school students | AC/BAP make presentations at high schools about accounting career |
| Jenny | ACC 200/210 | Provide extra credit for students to attend accounting-related events and/or be active in the Accounting Club. This could give the students exposure to the accounting profession and accounting majors in a more relaxed, social environment (hopefully hearing that accounting is a good major from their peers rather than Faculty). |
| Kristine | ACC200/210 | Mention current event topics every other week that will spark interest in accounting (for example: public entities in industries affected by inflation) |
| Kristine | ACC321/323 | Mention job market topics every other week - different types of careers (CPA, internal/external audit, managerial, bookkeeping) and different industries (airline, financial institutions, technology, marijuana, etc.) |
| David | ACC200/210/321 | Guest speakers from SOA Advisory Council |
| Mary | ACC 200 / ACC 210 | Teach content in ways that get students interested in using accounting info as actionable intelligence. Get them into the experience of "it's cool to understand what this accounting info MEANS … then I'll have insights that others won't, and that will benefit me." |
| Myron | ACC 200 / ACC 210 | To follow up on Mary's comment, let's have the faculty email all one or two ideas of how we can do this. I'll start:   1. I'll be teaching two sections of ACC 210 this summer. I plan on discussing why, when a bank says they are crediting your account, your account balance goes up, which is the opposite of when your account (asset) is credited, it goes down. |
| Mary | ACC 200 / ACC 210 | Encourage students to double major - adding accounting to whatever other major they are interested in. After all, accounting is the language of business, and if they don't understand what the accounting numbers mean, their opportunities for advancement will be more limited. |
| Hamid | ACC 200/ACC 210 | Give bonus points (maybe up to 4% of total grade) to students to join a mentor. Train mentors about accounting topics and curriculum, and ask them to give a bonus grade to students (100% will be equal to 4% of the total grade as a bonus point. |
| Hamid | ACC 200/ACC 210 | Provide students (in groups of four; give bonus points for correct answers) the opportunity to answer questions related to opportunities in accounting in different settings: different combinations of double majoring, finishing accounting major and the Minor, 3/2 MAcc and MAcc. Faculty can invite one speaker for each of the settings. The speakers could be current students who have chosen the particular setting (preferred) or recently graduated. The idea is that the speaker can provide their reasons for choosing a particular option. |
| Hamid | Acc 321 | During the first week of classes, reinforce the students' knowledge about opportunities in accounting: in different combinations of double majoring, finishing accounting major with a Minor, 3/2 MAcc, and MAcc. Ask students to give their answers in groups of 4, and give them 15 minutes to discuss and report- make the grade a portion of the overall class grade. |
| Hamid | Acc 323 | Ask individual students questions about their knowledge of the above opportunities. If they do not know it, explain it one more time. |
| Myron | ACC 200/ACC 210 | To attract students:   1. Let's have a welcome pizza party (at the beginning and end of each semester) as we did when we returned to live teaching. Jenny had coordinated and planned the event so we could learn from her. 2. As for incentives for students to attend certain accounting events, let's have Faculty contribute what is in their office that is not being used to give to students.  For example, at Shirley's retirement party, she gave away fans, canvas bags, metal dishes, etc. I'm guessing all those things were given to her for free. In addition, I think textbooks that are not being used would be a great incentive. In summary, one person's afterthought may be another person's treasure. |
| Myron | ACC 200/ACC 210 | Let's encourage all BAP and Acctg Club members to wear their polo shirts or t-shirts the first Wednesday (any day would work) of the month. I think this will prompt the question: "Why are you wearing that shirt?" They can share why, which hopefully leads to a discussion of why accounting rocks!  By the way: A few semesters ago, I mentioned this to an ACC 460B student who was wearing their shirt. She thought it was a good idea. The next class I asked her about it and she said other members were not in favor of it. |
| David | ACC200/210/321/323 | Use Annual Report/10-K in classes when proper |

**Hamid's May 28, 2023, email to the Faculty:**

Dear All,

Thanks to Gary's support and leadership, he and I met with most of the Managing partners of larger accounting firms last Thursday (the 25th). The main subject was the decline in the number of accounting majors and what the SOA should do to increase the numbers. Issues such as new CPA exam requirements, 150 credit hours (alternatives to meet the requirement), and starting salaries were mentioned. Gary provided a detailed report on accounting graduates (the information I shared with you previously), how the CPA exam will be administered, and alternatives/options available for students to meet and prepare for the CPA exam. In addition, he covered the three new disciplines available in the CPA exam. We also discussed choices in the required number of accounting courses.

Let me start with the last item. I provided the partner with different options for course reduction (see enclosed document). While the discussion began with " We can train your students," **none of the managing partners agreed to reduce any courses required in our undergraduate program** (including the skill one-credit courses). So, we will not get support in reducing these courses. It is possible that they need to have graduates who can pass the CPA exam, and that's the reason they do not want students to take fewer accounting courses. Also, none indicated that they reward students (in terms of starting salaries) for getting a MAcc degree, even though most agreed the degree enhances students' ability to pass the CPA and become more prepared for the profession (by taking graduate-level accounting courses). Most (silently :-) agreed that starting salaries were low but did not commit to an increase beyond what they had recently done.

The most positive outcome of the meeting was that the managing partners would support the need to increase the number of majors. The managing partners will help by contacting Vance and requesting a separate advisor for students in accounting. The new advisor will be placed at OSAS as the third advisor. This way, both Schools (SOA and TIM) are treated similarly by having a separate advisor for their majors. The firms may even consider covering a part of the cost of having a separate advisor.

Best, Hamid

**Hamid Shared the following document at the meeting:**

**Should we change the accounting curriculum again?**

**Background**

Over the past twenty years, we have encountered numerous transformative changes.

1. Increased level of outsourcing of accounting jobs overseas;
2. Renewed emphasis on skill development,
3. CPA examination modifications,
4. Passing the CPA exam required more preparation, and despite not requiring "advanced accounting," "corporate tax," and "law for accountants" courses, students could not pass the exam without knowing the topics.
5. Starting salaries for accounting students stagnated to the degree that starting salaries of easier business majors became similar to or more than accounting majors.
6. Obtaining a MAcc degree became irrelevant as the starting salaries ignored the advanced degree, despite MAcc graduates being able to pass the CPA exam easier and being more knowledgeable after graduation.

All these resulted in a decline in the number of accounting majors in Hawaii and nationally.

Response of the profession:

1. A recent increase in starting salaries that was wiped out by the last two years' inflation.
2. Considering changing the number of credits required for accounting majors (fewer credits)
3. Reemphasizing topics needed for the new environment. For example, consulting.

School's response:

1. We can adjust the courses if the profession accepts that graduates will not be able to pass the exam

For example:

We can require three courses:

Two intermediate (Financial statements) and an Accounting information system

Then two accounting electives (e.g., Audit, Individual Tax, Advanced, corporate tax)

Then two more electives (e.g., data analytics, MIS upper-level course)

If the market is not differentiating, the number of students will remain the same, and they will not pursue becoming CPAs. The four one-credit skill courses (currently graduation requirements) will be eliminated.

1. We have strived to address challenges in accounting needs and profession to the best of our ability and tried to stay ahead of the curve whenever possible. But "AI" will have a pervasive influence on the accounting profession, making it almost impossible to stay ahead of the curve. Let me give you an example of when we could stay ahad of the curve:

During my professional career, I noticed that the number of employees for the same volume of audit work dropped to 10% of what it used to be when I was practicing audit 35 years ago.

It took Chatgpt six months to create the fourth version, and it has already influenced tax (case) research to require 10% of the time to do the research.

I project the following, but I do not know whether universities will be able to adjust fast enough to the changes:

Audit: There is potential for linking firms' audits within a value chain, which can lead to a streamlined internal and external audit function. One notable example of software aiming to achieve this is Alteryx, an auditing software that utilizes flowcharting as its programming foundation. However, it lacks predesigned audit procedures, instead relying on users to identify and implement specific audit tests. As artificial intelligence advances, we can anticipate more reliable audit processes at significantly reduced costs for internal and external audits. Furthermore, we will likely witness increased vertical integration among audit firms, establishing connections between manufacturers, suppliers, and consumers. Consequently, I expect that the role of auditors will significantly reduce, resulting in a decreased demand for auditors overall.

Managerial Accounting: the points mentioned above apply.

Tax: We have already seen a change in efforts in dealing with complex situations.

Strategic decisions for organizations: Remain the same. AI will support refinement and implementation but not at the high level of setting goals and objectives for the firms.

**Question: How will AI affect the firms in Hawaii?**

Summer 2023 ACC 210 (two sections) Online Class Survey

Myron Mitsuyasu, Lecturer

Overview:

1. I created the survey using Laulima's "Assignments, Tests and Surveys" tool.
2. The questions were partially based on a survey Jenny created pre-COVID and from our last staff meeting.
3. The survey was issued to the students on the first day of class, Monday, July 3, 2023 at 8:30 am / 10:30 am and it closed on Tuesday, July 4, 2023 at 4 pm. My thinking was to get them to do it as soon as possible.
4. If 80+% completed and submitted their responses to the survey then the whole class would earn one bonus point. Note: The course grade is based on a 500 pt scale.
5. Participation was well below 80%:

8:30 am = 9 of 20 (45%)

10:30 am = 18 of 32 (56%)

Total = 27 of 52 (52%)

Summary and Thoughts:

1. I thought that issuing a survey at the beginning of the semester was a good thing because it provided some insight to what the students were thinking.
2. To encourage a higher response an incentive such as bonus points, pizzas, etc. should be considered. Note: As noted above, I used 1 point to prompt students to complete the survey.
3. The following is a recap of what caught my eye after reviewing the questions and responses:

*Q2 – many students agreed that an accounting class is equivalent to a math class. I shared with my students that "yes, certain questions on the exam (in-person) and homework, projects and quizzes (online) require you to do some math to answer the question but, hopefully, the math is not difficult."*

*Q4 – all but one student took ACC 200 Introduction to Accounting I at Manoa. I'm thinking that this gives us the opportunity to "help" them select accounting as a major.*

*Q6 – students preferred in-person teaching.*

*Q7 – retention of what students learned from ACC 200 Introduction to Accounting I was okay. I'm thinking that was expected.*

1. Assuming you have selected your major for your college degree please share what it is:

Accounting 7

Entrepreneurial 0

Finance 7

Information Technology 3

Management 10

Marketing 7

Other 7

Myron's comments:

Looks like students selected more than one major.

I should have added "Travel Industry Management" as a choice because ACC 200 and 210 are requirements (?) for the TIM program.

TIM students may have selected "Management" because "Travel Industry Management" was not a choice.

*Students' comments:*

*I selected management because I like to be in charge and learn how to manage a business.*

*I am a Travel Industry Management Student*

*I am an ex-ICS major and decided to do IT after working at the UH IT Help Desk and liking it.*

*I am really interested in sports marketing, and would love to try to get into the field.*

*Travel Industry Management*

*I chose accounting because it would be a stable job and many of the topics, I will learn will be important to me.*

*I chose Marketing because I felt that Creative Media was not the right major for me and when I came across a show that showed the Marketing industry, I felt intrigued.*

*Both my parents are CPAs and told me to be a finance major and I always found banking and investing interesting.*

2. Would you consider an accounting class to be equivalent to a math class?

Strongly Agree 4 15%

Agree 15 56%

Undecided 4 15%

Disagree 3 11%

Strongly Disagree 1 4%

Total 27 100%

*Students' comments:*

*I compare it to a math class because there is mathematical equations involved, however I didn't strongly agree because it isn't all math, there are some statistics and marketing stuff too I believe.*

*While there is some math involved, I know that accounting is more than just math but also a way of making business decisions*

*Just like math, we use equations to solve problems*

*There is math involved but also other stuff.*

*It has the same basics as math and you do calculations for many items and sheets.*

*There are equations in both accounting and math and because of that, you are trying to find a number that represents something.*

*The use of formulas, as there are a lot of in accounting, seems to make it like a math class.*

*There's a lot of math involved in accounting, but I think it still has some of its own business aspects and real-world aspects involved.*

*There's math involved in accounting.*

*lots of equations and calculations*

*I would consider it a math class because we are dealt with a variety of different math formulas and numbers. Also always checking our math work.*

*I don't think accounting is a math class, but I do agree that you must know the basics of algebra and formulas in order to reach the desired outcomes.*

*I wouldn't say it's equivalent, but there are components of math incorporated in it.*

*To me, they are both very similar because of the fact that in math class and accounting, we are required to memorize a large number of equations and formulas, instead of providing students with the equations so they can work on their problem-solving skills. But in reality, both classes test our memorization skills.*

*Accounting is much more of interpreting the numbers and language than just a math.*

*Accounting does involve math but it also requires you to know concepts in order to apply them.*

*I enjoy math a lot, except for anything at the calculus level. When I took ACC200, it felt like I was in another math class. Accounting is not precisely like a math class, but it is similar. Knowing a bunch of equations by term names is peak math behavior.*

*After classes today I see it in a different light but still has strong connections with math.*

*I think that accounting is definitely equivalent to a math class. The concepts are very complex and takes a lot to master the skills.*

3. Please indicate the semester you took ACC 200 Introduction to Accounting I

Spring 2023 24

Summer 2023 0

Fall 2022 2

I cannot remember

when I took ACC 200 1

*Students' comments:*

*I took it in the Spring because I needed it for Shidler admissions.*

*Availability was tough the other semesters.*

*The classes were filled up at the beginning, so I took it a bit later.*

*I took Accounting 200 under Kristine Santaniello last semester.*

*I took it then because I had an empty slot in my schedule and it fit.*

*I was studying abroad during Fall 2022, so I could not take ACC200 until Spring 2023.*

*I took ACC 200 with Kristine Santaniello*

4. Please indicate where you took ACC 200 Introduction to Accounting I

UH Manoa 26

UH West Oahu 0

UH Hilo 0

Community College in Hawaii 0

Non-Hawaii college such as

Washington State, Oregon 1

*Students' comments:*

*I go to UH Manoa.*

*UH Manoa is my home campus, although it would be cool to island hop*

*I needed to take it there because of financial aid and it's easier for me.*

*I attended University of Hawaii at Manoa all throughout last year which is where I took ACC 200.*

*UH Manoa is the only college I have attended.*

*I took ACC200 with Professor Kristine Santaniello.*

*I took ACC 200 with Kristine Santaniello*

5. Please indicate if you took ACC 200 Introduction to Accounting I

in-person 22

online 0

hybrid—combination

in-person and online  4

*Students' comments:*

*At UH*

*My professor was pregnant and gave birth, so we turned into hybrid.*

*Online class would have probably been easier*

*Couldn't take it online anymore so I had to do it in-person.*

*The class was supposed to be completely online, but Professor Santaniello had her baby towards the end of the semester.*

*I took it in-person because I had no other choice (when I signed up for the class it didn't tell me whether it would be in-person or not so...).  But if I were given a choice I would have still picked in-person because I find that being taught in-person is more effective for me.*

*I took ACC200 in-person until the last two weeks of the semester. The professor was giving birth, so I believe the rest of the material (Chapters 20-22) was given Asynchronously.*

*I took ACC 200 with Kristine Santaniello in person but was online for the last three weeks due to her baby being born.*

6. Would you prefer to take ACC 200 and/or ACC 210 Introduction to Accounting I and II

in-person 21

online 2

hybrid—combination

in-person and online  3

*Students' comments:*

*Work better online.*

*I learn more better in-person.*

*I like being in class but not all the time.*

*It's easier and you don't have to pay to park on campus if people take it online.*

*I personally think that the in person class to these two classes are better because you are more aware of the information and not distracted or un-motivated if you where to take it online.*

*I tend to have a greater level of motivation and engagement towards the subjects I'm in when they have in-person classes. Accounting is my major and is something that I enjoy learning so I would like the class to be in person.*

*It helps to work through problems together in class with the professor and classmates to help.*

*I prefer to take most classes in-person.  It's a lot easier for me to concentrate on the information being taught to me.*

*I like online lectures and in-person exams. Simple as that.*

*I like in person classes because it helps me keep myself accountable.*

*I learn math better in person with an instructor*

7. How well do you remember what you learned in ACC 200 Introduction to Accounting I

5 Highest 0 0%

4 3 11%

3 11 41%

2 11 41%

1 Lowest 2 7%

Total 27 100%

*Students' comments:*

*Somewhat remember*

*While I remember some things about the class, it was difficult to remember some concepts.*

*It was explained clearly and helped me understand, but some topics did not stick.*

*I honestly don't remember much, did a lot of cramming in that class*

*I just forgot everything after we got into summer break.*

*I wish I retained more but to be completely honest it was harder to remember with other classes to also focus on during the semester I took it.*

*I'd say that I was pretty engaged and I knew the information from ACC 200 pretty well, but it has been a while since going over that information. However, I do believe with some review or familiar topics I will remember it.*

*I'm the type to cram 1 - 2 days before the test so...*

*I will need to review ACC200 Chapters 19-22 again. Those chapters were given towards the end of last semester and were mainly given Asynchronously.*

*I had a hard time learning from my last teacher.*

*Over the summer break, I have forgotten a lot of the concepts.*

8. Do you remember what is the accounting equation? If yes, then what is it?

5 Highest 13 62%

4 2 10%

3 4 19%

2 1 5%

1 Lowest 1 5%

Total 21 100%

*Students' comments:*

*Assets = Liabilities + Equity*

*assets = liability + equity*

*Asset = Liability + Equity*

*Assets = liabilities + equity*

*Asserts = Liabilities + Equity*

*Assets = Liabilities + Equity*

*Assets = Liabilities + Equity*

*Assets = Liabilities + Equity????*

*assets = liabilities + equity*

*From what I remember it is, Assets = Liabilities + Equity*

*The accounting equation is assets = liabilities + equity.*

*assets = liabilities + equity*

*I'm going to be honest, when you asked what the "accounting equation" was I had no idea what you were referring to.  So, I looked it up.  And, I gotta be honest, when I found out what it was, I was more dumbfounded than anything.  THAT'S WHAT THE "ACCOUNTING EQUATION" IS???  It's that simple equation I learned at the beginning of ACC 200???? HUH????*

*Anyway, I might as well write what it is here anyway assets = liability + shareholders' equity*

*Assets = Liability + Equity*

*assets equal liabilities plus equity*

*Assets = Liability + Equity*

*Assets = Liabilities + Equity*

9. Indicate whether the following accounts have a normal debit balance or credit balance.

Cash     debit|credit|not sure|do not remember

Accounts Payable       debit|\*credit|not sure|do not remember

Sales Revenue  debit|\*credit|not sure|do not remember

Cost of Goods Sold       \*debit|credit|not sure|do not remember

Stockholders' Equity section

of the balance sheet debit|credit|not sure|do not remember}

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Four Choices | Debit | Credit | Not Sure | Do Not Remember | Total |
| Cash | 17 \* | 4 | 3 | 2 | 9 |
| Accts Payable | 4 | 17 \* | 3 | 2 | 9 |
| Sales Revenue | 11 | 11 \* | 2 | 2 | 15 |
| Cost of Goods Sold | 12 \* | 7 | 3 | 4 | 14 |
| Stockholders' Equity | 5 | 8 \* | 7 | 6 | 18 |

"\*" indicates correct response

*Students' comments:*

*I'm not sure and do not remember.*

*I remember some from last semester*

*I chose these answered based on what I believe it to be, I don't exactly remember.*

*Cash is an asset, so therefore it is a normal debit balance. Accounts payable is a liability, meaning it has a credit normal balance. Costs of Goods sold is part of equity, and since it is an expense, the normal balance is on the same side as an asset. Sales Revenue and Stockholders' equity both are part of equity but add to it, so the normal balance is on the credit side.*

*I just regurgitated information on the day of the test so .... I don't really remember any of the specifics anymore....*

*Cash = Assets*

*Accounts Payable = Liability*

*Sales Revenue = Equity (Revenue)*

*Cost of Goods Sold = Equity (Expenses)*

*Stockholder's Equity = Equity (Common Stock)*

10. In regard to a journal entry, it requires the total accounts debited (e.g., Cash, Inventory, etc.) must equal total accounts credited (e.g., Accounts Payable, Payroll Taxes Payable, etc.)?

Yes 16 62%

No 1 4%

Not sure 5 19%

Do not remember 4 15

Total 26 100%

Myron's comments:

First, the question should be re-worded. My thinking for this question was to determine if the students knew that "accounts" are not the same as "amounts" in regard to a journal entry being in balance.

*Students' comments:*

*Debits = Credits*

*I do not know how to answer/solve.*

*Sorry I don't remember how to solve this.*

*Just as the accounting equation equals the assets to the liabilities and equity, the T accounts of debit and credit must do the same.*

*Never learned it in ACC200, but I assume term "payable" refers to certain portion of the balance that could be deducted to be used, therefore accounts credited must be lower or equal to accounts debited.*

*Honestly, I might need to do more studying for this class than I realized...*

*T-Accounts*

1. Students that receive appropriate level of advising are generally more satifsfied with their undergraduate program and research shows that there is a direct relationship between alumni satisfaction with their undergraduate academic experience and their giving participation [Scott Gaier (2005)](about:blank) [↑](#footnote-ref-1)
2. Excludes students in “Travel Industry Management (TIM)”, “General Business (GENB)”, and “Direct Admit Program (DAP).” [↑](#footnote-ref-2)