**November 7, 2024**

**Assessment Report**

**School of Accountancy, Shidler College of Business**

The faculty of the School of Accountancy took the following steps to review the curriculum and assess meeting the students’ learning objectives:

**Assessment of learning outcomes, pages, 2 and 3**

**Survey of Professionals: pages 4 and 5.**

**Eight nationally required skills: Pages 6 and 7**

**A Hawaiian place of learning: Page 8**

**Culturally-Responsive and Equity-minded Assessment (CEA): Page 8**

**Subcommittees on Curriculum recommendations: pages 8 and 9**

**Assessment of learning outcomes-**

**The assessment is expected to determine if our students meet the learning objectives**. Our historically **established learning objectives** for undergraduate and graduate programs are mentioned below. The first line of each learning objective provides the courses in which the objective is assessed, and the last line provides our method of measuring success.

**Undergraduate**

* 1. In Acc 200, Acc 321, Acc 323, and Acc 401:

**Students can demonstrate an understanding of financial, managerial, and tax accounting concepts.**

We measure our success by the percentage and number of students who score a C—or above in each course.

* 1. In Acc 409

**Students can evaluate the reliability of accounting information systems and design an effective audit program.**

We measure our success by Evaluating a project.

* 1. In Acc 418

**Students should be able to articulate the overall approach that auditors use in a financial statement audit.**

We measure our success in the Final exam (“the articulation of the overall audit approach could be included as part of the final exam”)

* 1. Capstone 465B

**Students can demonstrate using managerial and tax accounting information and research projects.**

We measure our success by 4 case analyses over eight weeks and two tax research memos.

* 1. Capstone 465C

**Students can demonstrate the use of financial accounting and information systems.**

We measure our success by performance on two cases requiring the identification of relevant accounting issues and the application of applicable standards. Learning to use FASB codification

**Graduate**

1. Acc 415, Acc 407

**Students can demonstrate knowledge of advanced accounting and tax subjects.**

We measure our success by the number of B- or above grades.

1. Acc 625, Acc 648

**Students can utilize analytical and research skills for problem-solving.**

Acc 625:We measure our success via Project-based assignments.

Acc 648:We measure our success via Financial statement analysis case/project.

c) Acc 625

**Students demonstrate written and oral communication skills in a professional setting.**

We measure our success via Written assignments.

d) Acc 616

**Students demonstrate written and oral communication skills in a professional setting.**

We measure our success via Presentation assignment.

e) Acc 660

**Students can integrate knowledge and skills to address contemporary accounting issues.**

We measure our success by the number of B- or above grades.

Faculty met on 10/27/2024 and, using the reported [historical grade book](https://docs.google.com/spreadsheets/d/1zZc9ZB_oIrCngJWfnDMe5ccwCAPVJnrkJF_IbGfsQLM/edit?usp=sharing) determined that the learning objectives are met when grades are used to make such a determination.

For other items:

1) Undergraduate Program: faculty testified that the learning objectives were met using appropriate and identified methods. The items and the faculty teaching the class are mentioned below:

item b -Jee-hae Lim

item c -Jian Zhou

item d -Myron Mitsuyasu and Thomas Pearson

item e- You-Il (Chris) Park and Il Sun Yoo

2) Graduate Program: faculty testified that the learning objectives were met using appropriate and identified methods. The items and the faculty teaching the class are mentioned below:

item b-Thomas Pearson and Myron Mistsuyasu/Boochun Jung

item c-Thomas Pearson

item d-Abhishek Ramchandani

Revision of learning objectives

The following adjustments were made to the MAcc learning objectives:

As a result of Acc 415 no longer being a required course (it is now an elective), The following objective:

**Students can demonstrate knowledge of advanced accounting and tax subjects.**

To:

**Students can demonstrate knowledge of tax subjects.**

New Learning Objective:

Acc 619 (now a required course for MAcc) -Students can evaluate and apply prevalent computer-assisted audit tools and techniques to analyze accounting data, perform test analyses, and communicate insights for IT audits.

**This learning objective can be assessed by analyzing and assessing cases and a project.**

**Survey of Professionals**

A survey of professionals in 2014 led to the creation of four one-credit capstone accounting courses, which were developed and offered in 2015. These courses addressed the demand for skills development among accounting graduates before graduation. The need for these skills remains relevant today for accounting graduates and all college graduates.

Since then, the SOA has held meetings with its [advisory board](https://shidler.hawaii.edu/soa/advisory-board) members (more than 30 members) and addressed their concerns, sought feedback on its courses and addressed their concerns. The agenda and minutes of these meetings are reported [here](https://shidler.hawaii.edu/node/1960).

In its recent curriculum subcommittee, selected advisory board members and professionals were added to ensure that professional views were considered and incorporated into curriculum development. Here is the list of the subcommittees and their members. The minutes of these subcommittees

**a. Introductory Series,**

**Mary Woollen, Chair**

Boochun Jung, faculty

David Yang, faculty

You-Il (Chris) Park, faculty

Kristine Santaniello, faculty

Manu Ka’iama, faculty

Hamid Pourjalali, Director of the School of Accountancy

[Introductory Accounting minutes](https://docs.google.com/document/d/11OlWeBEmU-VrOtE12Cd63gZQgRl984fe/edit)

**b. Intermediate and Advanced Accounting**

**Jian Zhou, Chair**

Kristine Santaniollo, faculty

Shawn Hasegawa, Professional (Advisory Board member)

Ryan Suekawa (Advisory Board member)

Hamid Pourjalali, Director of the School of Accountancy

[Intermediate and Advanced Accounting minutes](https://docs.google.com/document/d/1KBZQSV5a1o_9_v14svXGC-IyoMqMGmB_ZNiN0Q3rP-E/edit)

**c. Systems and Auditing**

c. **Jee-Hae Lim, Chair**

Il-Sun Yoo, Faculty

Gary Nishikawa, faculty (Professional and Advisory Board member)

Paul Higa, Professional

Addie Lui (Professional)

Hamid Pourjalali, Director of the School of Accountancy

[System and auditing minutes](https://docs.google.com/document/d/1d_0BKo_lBvzMh5R8OXSQ9gpM1LSEm0I5ssvoH5u-cS0/edit?usp=sharing)

**d. Tax**

**Tom Pearson, Chair**

Mary Woollen, faculty

Rachel Antal, faculty (Professional)

Kurt Kawafuchi, faculty (Professional and Advisory Board member)

Roy Kamida, faculty

Hamid Pourjalali, Director of the School of Accountancy

[Tax Subcommittee minutes](https://docs.google.com/document/d/1LJfw3rCPUOXNxmszuSFw_LevxsNnAXjf/edit)

**e. Governmental and Managerial,**

**Abhishek Ramchandani, Chair**

Myron Mitsuyasu, faculty and Professional

Edwin Yong, Professional, and member of the SOA Advisory Board

Hamid Pourjalali, Director of the School of Accountancy

[Managerial and Governmental Accounting minutes](https://drive.google.com/drive/folders/1SRq1P4toCd8BXd2oVkkdVRp7aMhpiQiV)

**f. Capstone and skills**

**Il-Sun Yoo, Chair**,

Myron Mitsuyasu, faculty and Professional

You-Il(Chris) Park, faculty

Boochun Jung, faculty

Hamid Pourjalali, Director of the School of Accountancy

The recommendation of the committee resulted:

**Eight nationally required skills**

**Eight nationally required skills:**

**The following skills were recommended in both literature and by professionals. The faculty of the School of Accountancy indicated that many of the skill developments are currently incorporated in their courses. Their report is in the** [Review of the Skill Development Assessment](https://docs.google.com/spreadsheets/d/1AnwlL5mC94Ak7Pe4XRyRMgQIMUJSBAnV/edit?gid=2142440295#gid=2142440295) link.

**Based on the report, the faculty agrees that their objective of developing skills through curriculum is met.**

1. **Critical Thinking**

* The ability to evaluate arguments, identify biases, and approach problems systematically is a cornerstone of general education. Critical thinking helps students analyze information from multiple perspectives and make informed decisions.
* **Reference**: Institutions like the Association of American Colleges and Universities (AAC&U) consistently highlight critical thinking as a key general education outcome in their **"Essential Learning Outcomes"** report.

1. **Communication Skills**

* General education often focuses on developing strong written and oral communication skills. Effective communication is crucial in all areas of life, from academic success to career and interpersonal relationships.
* **Reference**: The National Communication Association emphasizes the importance of communication skills in its report, **"What Should Students Learn in General Education?"** These skills include public speaking, writing, and interpersonal communication.

1. **Quantitative Literacy**

* Quantitative literacy, or numeracy, involves understanding and working with numbers. This skill is essential for math-related fields and making informed decisions in everyday life, such as understanding statistics in news reports or managing personal finances.
* **Reference**: In the report by AAC&U, **"Quantitative Literacy VALUE Rubric"**, quantitative reasoning is considered a critical competency for informed citizenship and professional practice.

1. **Information Literacy**

* Information literacy refers to finding, evaluating, and using information effectively. In today's digital age, navigating and critically assessing a vast amount of information is critical to academic success and informed citizenship.
* **Reference**: The American Library Association defines information literacy as a set of abilities related to recognizing when information is needed and locating, evaluating, and using the needed information effectively (**"Information Literacy Competency Standards for Higher Education"**).

1. **Ethical Reasoning**

* General education fosters ethical reasoning, encouraging students to think critically about societal moral and ethical issues. This skill helps individuals navigate complex situations with integrity and a sense of responsibility.
* **Reference**: The AAC&U outlines ethical reasoning as a critical outcome in its **"Essential Learning Outcomes"** framework, focusing on the importance of moral development and responsibility in education.

1. **Civic Engagement**

* Civic engagement involves understanding societal structures and individuals' role in shaping communities. It fosters a sense of responsibility and encourages active participation in democratic processes.
* **Reference**: According to the AAC&U's **"Civic Engagement VALUE Rubric**," civic knowledge and engagement are fundamental outcomes of a liberal education, preparing students for informed and responsible citizenship.

1. **Global Awareness,8. Creativity and Aesthetic Appreciation**

* A general education curriculum often includes exposure to diverse cultures, languages, and global issues. This awareness helps students develop a broader perspective and prepares them for a globally interconnected world.
* **Reference**: The report **"Preparing Globally Competent Graduates"** by the Institute of International Education emphasizes the importance of global awareness in preparing students for the challenges of a globalized workforce.
* Courses in the arts and humanities help develop creativity and an appreciation for different forms of expression. This skill fosters innovation and a deeper understanding of human experience.
* **Reference**: The National Endowment for the Arts' **"Creativity in General Education"** initiative highlights creativity as a key skill for problem-solving and innovation across all disciplines.

1. **Lifelong Learning**

* General education fosters the desire and ability to engage in lifelong learning. This includes the pursuit of knowledge for personal growth and the ability to adapt to new professional and societal demands throughout life.
* **Reference**: The concept of lifelong learning is discussed extensively in UNESCO’s report **"Learning to Be**," emphasizing that education should prepare individuals for continuous learning and adaptation in a changing world.

**A Hawaiian place of learning**

A few years ago, the UH revised its strategic plan to include:

A goal is to promote a Hawaiian place of learning. The plan also includes activities centered around Native Hawaiian concepts, such as genealogy, kuleana, and intergenerational relationships.

Manu Ka’iama, SOA faculty is helping to develop way to implement and assess this goal (objective).

**Culturally-Responsive and Equity-minded Assessment (CEA)**

University of Hawaii at Manoa 10 Culturally-Responsive and Equity-minded Assessment (CEA) Recommendations:

* Ensure transparency
* Use student-focused language to explain expectations
* Engage multiple perspectives
* Critically reflect on biases and positionality
* Use learning outcomes that aim to foster Diversity, equity, and inclusion values and skills
* Use culturally responsive tasks
* Allow multiple options to demonstrate learning; use a variety of methods
* Meaningfully disaggregate data
* Eliminate deficit-based interpretations
* Use results to advance culturally responsive and equitable education

**The faculty postponed addressing these two objectives to the Spring of 2025 semester.**

**Subcommittees on Curriculum support the following recommendations:**

**Recommendation of Intermediate and Advanced Accounting Subcommittee**

The committee concluded that fair value concepts should be emphasized in both intermediate and advanced accounting courses. There should be a shift in focus within the curriculum, emphasizing lease accounting and asset impairment more while reducing the focus on pension accounting. Discounted cash flow models should also receive greater attention in intermediate accounting to enhance students’ understanding of financial valuation.

**Recommendation of Governmental and Managerial Accounting Subcommittee**

* Offer extra credit for Excel-based Connect work in introductory classes (ACC 200, ACC 210) to encourage self-learning without burdening instructors
* Develop a plan to incorporate practical application of managerial accounting tools in Excel for business decision-making

**Recommendation of Governmental and Managerial, Specialized Topics**

* Offer special topics weekend seminars on governmental accounting and cost accounting, with certificates upon completion
* Consider Saturday seminars for governmental accounting, including nonprofits, potentially offering CPE credits for professionals

**Recommendation of Tax Accounting Subcommittee**

The tax committee wants to lower VITA's course number (currently 399) to a lower division course number to attract students in their first two years of education.

**Recommendation of AIS Subcommittee**

Change the title of the ACC619 course from the current title, Information and Assurance and Analytics, to Information Technology Assurance and Analytics.

**Recommendation of Introductory accounting series**

The committee indicated its concern about the delivery of introductory accounting courses and suggested creating a list of [Introductory Accounting Courses Best Practices.](https://docs.google.com/spreadsheets/d/17O9ec_N8wdsmUJq0Cv_8J4jEBZGoHJyz/edit?usp=sharing&ouid=109772627723568781529&rtpof=true&sd=true)

**Recommendation of Capstone and Skills Subcommittee**

- Seven key skills are identified:

• Critical Thinking

• Communication Skills

• Quantitative Literacy

• Information Literacy

• Ethical Reasoning

• Civic Engagement

• Global Awareness, Creativity, and Aesthetic Appreciation

• Lifelong Learning

For each course, we collect the following information for each of the above skills:

• Whether the skill is covered

• If yes, how the skill is covered

• How learning is assessed

• Whether the instructor is satisfied with the coverage and outcome

Results are shown [here.](https://docs.google.com/spreadsheets/d/1AnwlL5mC94Ak7Pe4XRyRMgQIMUJSBAnV/edit?gid=2142440295#gid=2142440295)