**School of Accountancy Faculty meeting**

**February 9, 2015**

**11:30 a.m. to 2:00 p.m.**

**Agenda**

1. Approval of the minutes: January 26, Pourjalali (2 minutes)
2. Introduction of Visiting Professor Dr. Ikuko Sasaki, Tohoku Gakuin University, Sandai, Miyagi Prefecture, Japan
3. Cheating issues. add language to all syllabi, please note that the faculty are not to provide copies of the solution manuals and test banks to students (please follow your agreements with the publisher upon being granted the right to use these databases)
4. Director Report: To-Do-List from last Fall
5. UH Campus-wide accounting conference, December 13- To-Do-List.
6. Information from the PhD committee, Recruiting PhD students (5 minutes).
7. PhD students’ assignments, teaching, research, grading and…
8. Speakers Reports, Zhou (5 minutes)
9. MAcc brochure (new edition) Pourjalali 5 minutes.
10. Committee Reports (Departmental Personnel Committee, Debreceny, Advancement Fund Management Committee, Daniel, Admissions and Recruitment Committee, Guan) (5 minutes).
11. Journal of Accountancy
12. Following SOA policies and procedures (Daniel, Teruya, and Wendell), Pourjalali (2 minutes)

Minutes of Faculty Meeting

January 26, 2015

11:30 a.m. – 2:00 p.m.

BusAd G-301

Attendees: Shirley Daniel, Roger Debreceny, Terri Fujii, Liming Guan, Robert Hatanaka, Boo Chun Jung, Manu Kaiama, Thomas Pearson, Hamid Pourjalali, Jenny Teruya, David Wang, John Wendell, Mary Woollen, David Yang, Jian Zhou, and Marlene Sagapolutele.

Minutes of December 1st meeting was approved (three abstained)

**Acc 201 and Acc 202**

One of the issues in Acc201 is related to the amount of coverage. If the required coverage is reduced, instructors can spend more time teaching the students basic knowledge.

As such it was proposed to have ACC 202 include a financial analysis project and emphasize use of library resources and get them thinking about real companies.

The motion passed (one abstained).

**Financial Coverage ACC 321, 323 and 415:**

The review of financial accounting series started for two main reasons: first that students are not doing as well in financial accounting topics in their undergraduate capstone course and second the continuous decline in CPA passing rates for SOA graduates. The following provides some of the discussion with regards to the problems observed what action(s) may help to remedy these problems:

* While students make good grades in their accounting courses they are not able to see the whole picture. For example, students cannot find missing remedial information. Instead of learning and understanding, students memorize only.
* Technology has changed and now plays a part in students learning and retaining of their knowledge.
* Students don’t understand how a business works. As such they have no context in how accounting applies to a business.
* Students have no conceptual underpinning and still get debits and credits wrong at the 321 level. We cannot assume students are ready to get into more detailed material
* Many students have more than a one semester gap from ACC 201 to ACC 321. A contributing factor for lack of retention
* We have to rely on students to know the basics from ACC201 and ACC202. About 50% of ACC 321 is related to material already covered in ACC 201. No time to cover everything over again.
* International accounting topics are not as important. Many are not different from US GAAP and as intermediate textbooks cover some international we can integrate them into current intermediate courses.
* At another school, there is a one week boot camp for students that is optional. Students who took the boot camp performed better.
* We should be worried about turning away students from accounting major.
* You can tell which students are just getting by when they actually should fail. Some students take ACC 323 multiple times just to pass.
* Maybe what professional are complaining is related to the way the CPA exam is organized: students forget subject matter once they pass a specific section.
* We need to send the message of telling students to retain information and knowledge from ACC 201
* Must have the basic testing of ACC 201 in every section of ACC 321 and when students fail, we should give them some incentives to remediate themselves.
* We should not be concerned/worried about losing students. We have a lot of graduates at the moment.
* Students need to understand the basic framework. Adding more technicalities and details before students can grasp the basic concepts will overwhelm them.
* The list for ACC 321 does not suggest a holistic approach to transactions and how the information goes into financial statements. It seems too focused statement by statement and lacks integration.
* Concern about incorporating review into summer courses was raised.

The following were suggested to address the issues that mentioned above:

* National Taiwan University offers intermediate accounting as a three semester course. There are required sets of topics that students must know from one semester to another.
* The rigor in other Asian countries is greater. Sometimes about 50% of students fail in ACC 321.
* In ACC 201 and 202, basic transactions are covered. In ACC 321 and beyond, more complex transactions must be covered.
* Want to look at disclosures in more depth. Accounting policies, footnotes, etc. Get into more what things mean rather than just learning about debits and credits. More analysis type problems.
* ALEKS. Program of testing students before they get into intermediate accounting. But none of the top schools use ALEKS it. Yang plans to use it in the Fall semester.
* Woollen is using software called PKL in ACC 323. An attempt to get students to review accounting topics. It has ACC321 and ACC323 topics. Woollen has assigned topics from ACC 201 and ACC 321. The software is only 10 dollars. Students do it for points in class, so the incentive is present.
* College should create an introduction to business course. Make students learn and understand in general how a business works.
* Encourage faculty who haven’t taught ACC201 in a while to teach. Might give more insight to what can be improved.
* Students do not utilize all resources available to them. Need to do better job of exposing students in earlier classes.

Discussion of the coverage in Acc 321, 323 and 415 resulted to the following decisions:

ACC 321 should include the following topics and the SOA webpage needs to be corrected accordingly:

* The accounting model
* Financial reporting: its conceptual framework
* Introduction of FASB’s Codification Database
* Balance Sheet
* Income Statement (including Results from Discontinued Operations) and Statement of Comprehensive Income
* Income recognition and accumulated other comprehensive income
* Statement of cash flows
* Statement of changes in shareholders' equities
* Cash and receivables
* Inventories: cost measurement and flow assumption including LIFO, FIFO, Average Cost, Dollar Value LIFO methods
* Inventories: special valuation issues
* Property, plant and equipment and impairment of property, plant and equipment
* Depreciation and depletion
* Intangibles
* Disclosures and Notes to financial statements

Furthermore:

Requirement of software similar to PKL software for all ACC 321 sections. It must be completed within the first month (or first 25% of the class period in Summer) to review and show competency in ACC 201 topics.

**ACC 323 Content and Prerequisites:**

Acc 323 should include the following topics and the SOA webpage needs to be corrected accordingly:

* Current liabilities and contingencies
* Long-term liabilities
* Investments
* Contributed capital
* EPS and retained earnings
* Accounting for income taxes
* Accounting for postemployment benefits
* Employee compensation
* Accounting for leases
* Statement of cash flows
* Accounting changes and errors
* Disclosures

Proposal to change prerequisite to C+ to get into ACC 323 was rejected because of the need for consistency in the retake policy and prerequisite grade for every course. The following motion was passed and would affect ACC 201 and ACC 202, and ACC 321.

Change prerequisite grade back to C- to align with University retake policy (7 for, 3 abstained, 3 against).

Suggestion: An actual study for students who have C- in ACC 202 who go on to take ACC 321.

**ACC 415 vs ACC 460:**

ACC 415

Main issue is that ACC 415 is not mandatory for the undergrad major, but required for the MAcc. Less than ½ of undergrad accounting majors take 415 and we must communicate that ACC 415 is important if you want to work for a public company band pass CPA exam.

Many students are taking courses not helpful to their career to fulfill the 150 credit hour requirement for CPA.

Foreign currency transactions and translations could be taken out of ACC 415 if included in ACC 460. However, concern is that students who go into MAcc from another major will not get the material, because ACC460 is not required for MAcc students.

There is a need to cover fund accounting and not-for profit in ACC 415 in a slower pace and cover these topics in more depth. In ACC 635 students learn these topics in more substantive depth.

The following was decided:

Move derivatives from ACC 415 to ACC 460

Add foreign currency transaction topics to ACC 460

Keep foreign currency transaction and translation in ACC 415

ACC 460

ACC 460 should not be used to introduce new topics, but focused on integrating information at a higher level. It should help polish the students and follow a holistic approach so students learn how to integrate everything that they learned.

Students should learn or know how to draft a full set of financial statements with notes, as done in ACC 660. Grade students based on the process, thought and effort they put into it.

In the systems course, focus is more on the control and mechanics. Systems will include data analysis, case studies, assessment, etc. The package is not something you would use on the financial side of accounting. This is more audit specialist software.

Those who will teach ACC 460 will meet separately and decide in its structure and further details on its coverage.

Common Cheating Practices

Faculty were asked to review list of common cheating practices by Shidler students, drafted by a Shidler student.

Meeting adjoined at 2:00 p.m.

Faculty Meeting

September 8, 2014

To-Do List

1. Research accounting software packages to integrate into ACC 201 and ACC 202.
2. Incorporate the use of basic spreadsheets into ACC 202 curriculum
3. Provide and distribute a finalized list of SOA Advisory Board names
4. Offer more opportunities for faculty development by providing development funds to attend more meetings and boot camps.
5. Distribute finalized course offering plans to faculty once curriculum review is complete
6. Distribute forms to faculty for planned activities to adhere to UHPA contract and SOA policies
7. Look into incorporating other courses such as ITM to improve the marketability of SOA graduates
8. Contact other schools to try improve the number of MAcc applicants for SOA
9. Look into other suggestions to improve student learning (i.e. rotation of core courses among faculty and better coordinating the 321,323, and 415 series)

Faculty Meeting

September 22, 2014

To-Do List

 1) Review Executive MAcc ideas and discuss in a future meeting

 2) Review the following suggestions of the curriculum committee

* ACC 201- Keep current prerequisite for sophomore standing to, although UH Manoa is changing sophomore standing to 30 credit hours
* ACC 202-Change C- prerequisite to C
* Look into experimentation of offering ACC 202 before ACC 201

3) Look into suggestions for better coordinating the MBA courses (part-time and full-time) with the MAcc courses

4) Review revised minimum course requirements and learning objectives for ACC 201 (Kaiama) and ACC 202(Teruya)

 5) Look into 2 credit-graduate tax courses that will allow Partnership tax to be offered more often

Faculty Meeting

October 27, 2014

To-Do List

1. Review Executive 3/2 MAcc concerns and discussions. **Come to a decision in Spring 2015**
2. Look into creating more executive teaching opportunities for younger faculty. Currently, only BUS 624 exists for accounting faculty
3. Research and discuss adding more skills based projects for ACC 321 and ACC 323 to reinforce application of technical knowledge topics
4. Look into suggestion of taking out government accounting from ACC 415, and adding in more financial topics
5. Evaluate possible changes to ACC 401 (i.e spending less time on deductions, gross income and exclusions)
6. Discuss the restructuring of ACC 407 if changes to ACC 401 are made.
7. Discuss solutions to resolve the weak English language skills seen among PhD students
8. Work on recruiting PhD students from our current MAcc students
9. Discuss and revise the content of all accounting courses

 December 1, 2014

Faculty Meeting

To-Do List

1. Designate which courses of 460 will have designations of WI/O/E and who will be teaching each different course
2. Review the new draft of language that is to be included in all syllabi regarding cheating (drafted by Mary Woollen and Manu Kaiama)
3. Discuss and get new ideas for the construction of the new MAcc brochure
4. Come up with more incentives to get students to pass the CPA exam
5. In 201 and 202 levels, discuss ways to integrate how accounting knowledge relates to the real profession. (e.g. show videos of different accounting environments and the tasks that accountants perform)
6. Enforce the policy of making ACC625 mandatory for PhD students.
7. Ask Manu about the KPMG scholarship funds
8. Find ways to promote the 3/2 MAcc program in the 201 and 202 levels
9. Get feedback from faculty regarding letter from visiting professor Christian P. Rossing
10. Provide comments to the DAC regarding the feedback and discussion of the Journal list
11. Discuss ways to increase scholarship funding and adjust the timing to make Spring admitted MAcc students eligible for scholarships
12. Discuss with the Dean what our priorities are as a faculty regarding scholarships

Notes of UH-System Accounting Faculty Conference

December 13, 2014

9:07 a.m. - 4:12 p.m.

BusAd G-102

Attendees: Qimei Chen, Shirley Daniel, Kevin Dooley, Robin Hadwick, Deacon Hanson, Terri Fujii, Roy Kamida, Ann Kennedy, Katie Landgraf, Tina Lee, Eric Matsuda, Shelley Ota, Thomas Pearson, Joel Peralto, Hamid Pourjalali, Becky Santos, Calvin Tan, Gordon Tom, Eric Wen, John Wendell, Carl Williams, Evelyn Wong, Mary Woollen, Yao Zhang Hill, Jian Zhou

Associate Dean Qimei Chen provided welcoming remarks to attendees. She reported on the $100 million Shidler Visionary gift and how these funds would help shape the future of the College. Dean Chen indicated continued support for the College and efforts of the School of Accountancy (SOA), and how much influence the School of Accountancy (SOA) has on the local economy and education. She reported that the SOA has produced over 6,000 alumni and 75% of the state’s CPAs as well as a majority of partners in larger accounting firms.

Eric Matsuda (HAPA President and Advisory Board Member) provided his comments on Hawaii’s economic growth. He indicated that healthcare reform would create a need for more accounting graduates. He also reported that HAPA supports accounting education by providing $10,000 in the form of scholarships to the UH system and predicted that Hawaii’s demand for graduates will continue at both the community college and four-year program levels. Furthermore, he suggested that accounting students could benefit from a “transition class” into the work place as well as the need for developing more technical, analysis, and research skills in accounting students.

Gordon Tom (HSCPA President and Advisory Board Member) indicated that during the last decade the profession has witnessed many changes in technology and business, and the Shidler Early Entrance program was instrumental for getting students into accounting and business. He encouraged full-time faculty to join HSCPA via “Faculty Membership” since passing the CPA exam is not a requirement. He provided the following statistics from AICPA on how the millennial generation is different from generations before them:

* 79% feel the work environment is more important than their salary
* 72% want to be their own boss
* 78% want impact in boss’ decisions

Mr. Tom also provided some feedback on Y-CPA workshops (to help prepare students for the work place) and suggested that the CPA profession will shift in the future towards business advisor roles. As such, communication skills for future accounting graduates should also be emphasized. The profession would also be involved with more analysis of big data which will increase the need for analytical skills. Furthermore, he suggested that future learning models will include more distance learning (virtual classrooms).

Carl Williams (Hawaii Board of Accountancy, Advisory Board Member), reported on the CPA examination and how the four sections are administered (Audit and Attestation, Financial Accounting and Reporting, Regulation, and Business Environment and Concepts). These sections utilize multiple choice questions and simulations (administered by Prometric). He also provided the following statistics:

* **Summary of Performance by Institution in Hawaii**
	+ Chaminade had the highest pass rate, but only 6 students
	+ Results could be skewed by other factors (only top students take exam, etc.)
	+ UH Manoa had much higher amount of graduates (140-150 graduates)
	+ Low passing rates across all institutions
	+ Average age of test takers appear to be higher across all institutions
	+ No information about whether test takers took review courses or not
	+ Foreign students are not bringing down the average as once thought
* **Summary of Performance by Institution-First-Time Testing Events**
	+ First-time takers appear to do better on the exam
	+ Increased age is a little surprising. Graduates are waiting to take the exam, or Masters students are increasing in age
	+ Students are taking the exam while the material is still fresh
	+ Students are waiting for jobs so firms pay for review courses and exam fees
* **Summary of Performance for Bachelor’s Degree-All Testing Events**
	+ No data to show if candidates are taking one part or multiple parts in a testing window
	+ Rare to take multiple parts in one testing window
* **Hawaii ranks 47th and low in all other categories** (Passing percent, Average score, Average age, etc.)
* The Future of the CPA exam
* AICPA will announce a new version in 2016 to be launched in 2017
	+ CPA exam:
		- Does not use Microsoft Excel: many students are surprised by proprietary software on exam. Should use Excel, even if it increases cost of exam
		- Will include more integrative material

Mr. Williams did not have statistics for pass rate trends throughout the years, although anecdotal evidence indicates that the rate has been declining. He mentioned that those in education must address ethical or legal issues better. In Hawaii, we don’t punish or investigate as a board. Decisions take too long.

**Panel on: Challenges of the Two-Year Programs, Students’ Numbers and Faculty Needs**

**Shelley Ota, Calvin Tan, Joel Peralto, Ann Kennedy, Deacon Hanson**

Community Colleges normally have different tracks for Introductory accounting I

* + ACC201 (prerequisite is different among UH system units) or
	+ ACC 124 and ACC 125 combined
		- More involved, more problem solving and hands on practice
		- Beneficial to many students, even some Bachelor’s degree students enjoy the slower pace of ACC 124 and ACC 125
		- Together they cover the content of ACC 201, less material in each class
		- Some schools have a system to allow students to transfer to ACC 124 if they find ACC 201 too difficult to handle
		- Have hands on practice sets completed online--simulates a GL system
		- May form a stronger foundation for basic accounting skills
		- Not articulated in ACC 124 and ACC 125 with other campuses--students may not have the option to take 124 and 125 instead of taking 201 due to lack of articulation agreement

Some schools have ACC 124, 125, 126 as well as 201 and 202. ACC 126 is replacement for 202 (for needier students)

In some cases, business students only need to take 201 or 124 and 125. There is not much demand for ACC 126 or ACC 202 for those who just want a 2-year degree.

At Manoa, there is no other variety of basic accounting classes like bookkeeping, etc.

Students in community colleges are different from four year colleges. A majority of students are part-time, so students are not going to graduate in 2 years at a community college. Many have priorities outside of school (families, jobs, children etc.) Success rate measurement becomes difficult when success is only deemed if a student is employed after graduation.

Colleges use different methods to track students and keep in contact with them. Some use Facebook, others ask students directly by keeping an open door policy. One of the difficulties is keeping track of those students who transferred from community college to 4 year institutions.

6-8 students who transfer go to West Oahu and graduate each year. Manoa does not have a complete picture of graduating students and only those who have completed the exit surveys upon graduation.

Another difficulty is related to the type of books community colleges use--some may use a lower level coverage. Furthermore, the assessment and learning objectives (and how often they are considered) may be different from one educational institution to another. Additionally, some colleges use practice sets (such as PKL, manual practice sets, or publisher’s on-line practice sets) whereas others do not.

Tutors (supplemental instruction) are widely used in UHM and Community Colleges and the budgets come from the university.

Another major challenge is the type of students who enter community colleges due to focus on “open access.” For example, the Waialeale program at Kauai Community College provides students the opportunity to attend school, but these students are those who never thought about going to college before. Many do not have the skills to be successful. To meet this challenge, KCC uses manual practice sets and outside tutors. Some of these students do not own personal computers.

Some colleges also use QuickBooks for some accounting courses. Normally the site licenses are acquired for classes and labs, but not the Enterprise version which is expensive. KAP CC integrates some manual assignments in QuickBooks to give students an idea of what it is like to work in practice. Of course, QuickBooks is not similar to PKL. PKL is proprietary software while QuickBooks is application software, more data entry. PKL is more of a manual practice set, providing a backbone of knowledge for students.

Student learning objectives are normally mentioned in syllabi for accounting courses offered by community colleges, although the level of details can differ from one college to another. Some include skills sets while others may not, but are more general and condensed.

Integration of the practice sets and Laulima was also discussed and the consensus was that it was still difficult to do so.

Community college students tend to do well in intermediate accounting courses. Students from KAP CC tend to do better in intermediate levels because they have already taken 4-5 different types of accounting courses. According to a research scan, from 2011 to 2012, KAP CC students had an 87% success rate compared to 78% when students took intermediate level accounting. Perhaps more individualized interactions and group work is valuable to students.

KAP CC also integrates CCH products in tax classes which are not used at Manoa for financial reasons (Manoa uses RIA). RIA should become available to the UH System.

Manoa should also provide incentive to good students in community colleges to come to its campus by offering $1000 scholarships (maybe through the use of Shidler gifts).

There was a general consensus that ACC 124 and ACC 125 should be transferable as ACC 201. The issue will be addressed by the SOA in its meetings.

**Accounting 201 and 202 Coordination (Articulation, What courses are offered at the UH Community College campuses? Text Books)**

**No formal panel on stage**

Manoapreviously used Wygandt Text for ACC 201 along with Wiley Plus Online Homework system, and Warren book for ACC 202 along with Aplia by Cengage. Recently, Horngren book was used for ACC 201 and ACC 202 still uses the same Cengage program

There are a variety of books utilized at Community Colleges. The type of emphasis (user perspective vs. preparer perspective) could be a reason in choosing different books.

Students want more hands on and interactive type of learning and labs will facilitate this learning environment. At LCC, by putting the class into a computer lab and reducing the number of students in class size from 30 to 20, all students were able to pass the class. However, the size of ACC 201 is about 60 students at Manoa. In the past, courses needed an enrollment of almost 120. UHM had TA ships for Masters’ students before, but not anymore.

There was a suggestion about switching to more small business type accounting (which is mainly seen in Hawaii). However, the majority believed that current coverage in 201 and 202 is appropriate for both small businesses and corporations.

It seemed that faculty suggested more uniformity in textbook use. Since students do not bring their books to class, different solutions (e.g., loose-leaf editions) were suggested.

**Issues with ACC 202:**

Coverage in Acc 202 is different in community colleges. In some it includes cash flows and Financial Statement analysis (the first two weeks). In some Excel, Google docs, team projects, practice sets are used.

Windward has a Cash flow problem with comparative balance sheet that is put together in Excel. Must also do ratios and analyses, and answer a set of multiple-choice questions. Also utilize My Accounting Lab.

Some let students use any textbook as long as they can use the material to solve problems. Students also have so much online resources, majority use text books. Cheating is a problem as students will use the internet to look for solutions to problems assigned.

 In general the following topics are covered in community colleges:

* Statement of cash flows
* Ratios
* Managerial accounting
* Job costs
* Breakeven
* Budgeting
* Cost volume profit analysis
* Net present value
* Variance analysis
* Decision making

**6) How 200 level courses can fulfill the students’ needs in 300 level courses? Creating a competency exam for entering 300 level accounting course to assess students’ retention of basic material.**

**Mary Woollen, Kevin Dooley, Tina Lee, Eric Wen, John Wendell**

The following campuses have 300 level courses:

 UH West Oahu

 UH Hilo

 Maui Community College

 UH Manoa

**Problems with 300 Level Courses:**

* Past 4-5 years, students are not prepared when taking intermediate accounting
* Students forget about the very basics of accounting. For example, they forget the basic mechanics and 75-80% of students cannot distinguish what type of account a salaries payable is
* The CPA Exam is stepping further out into more content that students will not be able to grasp
* ACC 201 and 202 is for all majors

Last Spring the SOA gave a different test in the first two weeks of class in ACC 460. Test was given on Financial Accounting. This content should have been learned in 321 and 323 however the instructor reviewed it again for the first two weeks of classes then gave an examination on the materials reviewed in class. A majority of students failed the exam. Students do not learn and retain information or they do not see the relationships in accounting information systems and reports. ACC 460 test showed that students cannot answer basic questions. Students need basic accounting knowledge in order to compare IFRS to GAAP. They don’t remember a lot of ACC 202, but less problematic than having to teach financial again. This is a problem for the entire system, as reflected in the decreasing CPA Exam pass rate.

SOA is considering creating a competency exam for students entering ACC 300 level courses.

Problems arise from timing of classes. By the time students take 300 level courses, almost 1 year has passed since the last time students took ACC 201 and ACC 202. There is a more direct relationship between 201 and 321, but many students will forget content on ACC 201. KAP CC is teaching ACC to fill the gap that takes place in between basic and intermediate level accounting courses.

Solutions online are a big problem. Students need to have satisfaction in learning. Should have computerized practice sets, with each student receiving different data.

Textbooks have been watered down. Textbooks do not address key things that students need to understand. They get complex before students even understand the theory.

Students are able to buy answers online which adds to students’ lack of understanding the material. One option is for the faculty to make their own problems to avoid students from copying solutions.

A major problem is who teaches ACC 201 and ACC 202. Only experienced, good teachers (and not new faculty or PhD students) should teach these courses.

Maybe the lack of understanding is from memorizing so much. Will adding all of these additional things actually make students understand accounting better? There is a problem between memorizing information vs. understanding information.

Perhaps it is just the change in generations and work ethic. Foreign students do really well and are more committed to learning.

Various complaints about students are that they lack communication skills, analytical skills and cannot think on their own. Courses that students take for general education doesn’t prepare them well enough (EX. Math courses, communicology, and writing intensive courses). This creates a **need for competency exam for the entire Shidler College of Business.** Students have many overlaps of information in the classes they have to take to get into the college of business. It would be beneficial to have such an exam.

Manoa will never allow to add more credits to the accounting curriculum. Sometimes if students can’t do well in ACC 201 at Manoa, I tell them to go to community college and take it for specialized attention.

Having Community College students take two financial accounting courses will help with learning as repetition goes a long way.

An experiment in ACC 201 showed that if students cannot pass the first mid-term exam, most will fail the class so it is appropriate to devote more time to the beginning of course than near the end of course. Frontloading results in a more solid foundation of accounting and more students managed to pass. Drawback is did have to rush a little toward the end. With a solid foundation, students have a better chance to succeed.

QUANTUM program will challenge students to learn and will have a built in tutor as well. Need a self-grading tool. QUANTUM is $30

One faculty member at UHM will try a new approach to teach ACC 202 in spring 2015, preparing his own lecture notes and suggesting that students read lectures before reading the textbook. Trying to get students to think critically rather than follow a template for solving problems.

An online tutorial program might be more effective for those who don’t pass the assessment. A test with no remedial pathway won’t work, because it would just scare off the students.

Some assign a complex problem at the beginning of the semester of ACC 202. It reinforces them to journalize, post, and create financial statements. Students can refer to this throughout the semester. It provides a quick band-aid.

PhD program in economics have a mandatory boot camp for 1 week. Bring the students up to speed before the semester starts. Maybe we need to do the same for ACC 321.

Our students will do whatever you tell them to do and work hard. However, you have to be really explicit in what you want them to do. Students are more results oriented rather than wanting to learn for their own benefit.

Ask the professionals to get involved and make business problems for introductory classes to get students engaged. Will force students to get involved and interest them.

**7) Continuing programs at the School of Accountancy**

**Shirley Daniel, Jian Zhou, Tom Pearson**

**Undergraduate Program (Shirley Daniel):**

* Developed a list of skills and data showing a list of skills that students know and what they should know
* Met with advisory board, asked what they want from our students
* As you move up the curriculum, have more and more specialized knowledge
* Want to try breaking up ACC 460 into 1 credit pieces
* Want to get students to be able to think on their feet and be able to present this information in oral presentations
* Students are good at PowerPoint and preparing for speeches, but not answering impromptu questions from the audience
* ACC 460 is broken down into four one credit courses:
	+ Financial
	+ Managerial
	+ AIS
	+ Tax and Ethics

**Tax Courses:**

* Traditionally, first tax course has been Federal Individual Income Tax
* Discussed with community about changing to more conceptual and broader course that would include more about corporations and partnerships
* Today, more jobs relate to different types of business entities
* Maybe we should spend less time on individual and look more at the AICPA tax curriculum
* Suggestion: Drop word “Individual” ACC 401 tax course and adjust the curriculum more and this will result in adjustment in ACC 407 (current corporate tax) as well
* Capstone tax course will focus more on skills rather than adding content. The tax return should be prominent in this one credit hour course of 460. Some tax research will be implemented, this is where memos will be stressed and practiced
* Students are relying on Google search too much and not utilizing indices, table of contents, and the tax research software
* Google can be a good tool, but it should not be the end all approach and students have to be exposed to a variety of search techniques. The basic business letters of students are also very weak
* The College still teaches a basic writing course, but basic writing is still weak and not reinforced

**Intermediate courses:**

SOA will try to integrate IFRS in the intermediate series and is in discussion on financial coverage in ACC 321, ACC 323, ACC 415 and ACC 40 (financial). Current coverage of ACC 415 is consolidation and about 30% governmental accounting and non-profit.

SOA is discussing if Governmental and not-for-profit accounting should be at 400 or 600 level.

**Macc Program:**

**Now offering 2 credit hour tax courses:**

 **1)Partnerships**

 **2)Estate and Gift**

 **3)Multijurisdictional Tax**

Partnership taxation will be offered on a regular basis.

Internship is now a variable course, also added a 2-credit Forensic Accounting course.

**Issues of the Macc Program:**

* Challenged when we have to offer so many options, because the enrollment numbers are not there.
* We need to encourage students who want to go into Public Accounting to get the Macc instead of just taking classes that are not valuable to accounting to fulfill CPA credit hours. Those who are successful in the community have graduate degrees. Need to communicate the success of these individuals. Unless students get a scholarship, top students tend to leave for jobs, while second tier students go on to Macc.

**Other changes that have recently happened:**

1. Direct Admissions program: students enter Shidler college as a freshman to get best and brightest students
2. Honors section of ACC 201 will be starting next Fall 2015. Will provide new perspective of teaching ACC 201. Students have to be in the Honors program
3. In the Honors program, there are upper and lower divisions. There is a big drop off at the upper division.

**PhD Program:**

The program started in 2000. In last 14 years, we had 9 graduates who are doing well. Many graduates have obtained tenured positions at universities. Currently, we have 6 students in the PhD program.

Many of our students go into Cal State system where there is emphasis in both teaching and research. Our graduates seem to fulfill this need nicely. We are now targeting more people with practical experience to be PhD students. One student received a national award of $5,000. Many of our faculty members have contributed to the success of our graduates. The Shidler gift will help to influence the future for getting the best students into the PhD program.

The Shidler College provides $20,000 and a tuition waiver to PhD students. They must also complete 20 hours of research assistantship.

Accounting pathways committee is concerned with the number of accounting faculty and how to recruit accounting professors with more practical experience.

**8) How to fulfill the need of Accounting Profession in the State of Hawaii**

**Feedback on skills from professionals (Hamid Pourjalali, Terri Fujii)**

* Professional Concerns
	+ The skills committee surveyed professionals for their concerns about students
	+ Data consists of what professionals see and what they expect from students
	+ In all categories except international accounting, students did not meet expectations
* Survey consisted of a sample size of 55
* Went to 30 firms and talked to partners. Firms were the top 25 firms found in magazine. Firms had the same issues with students

SOA does not have longitudinal data. The communication skills that students lack is more about one on one interactions and client interactions. Students don’t want to talk when they are not confident about subject matter. Students need to be confident. Students would rather email or text than communicate face to face with clients. Students cannot succinctly put down their thought process in words. Faculty could emphasize the importance of the one page short letter. 25 year olds might not see the importance of writing a one-page memo when they can do things instantly in text.

When students need to write even one-page, they cannot put a chain of thought together.

Most students have no clue about how SEC influences accounting.

The problems we are facing may be a generational disconnect.

Students look at accounting as a job rather than a career**.** The majority of new hires do not stay past the manager level. (EX. Ernst and Young) want to keep students for at least three years to get a return on money spent on training.

Students are learning things in bits and pieces, not putting big picture together.

We need to work together to define what oral skills we expect students to accomplish. Define what skills and at what levels are expected. Current required 300-400 level Oral communication in Manoa is in place because of accounting profession’s pressure about Oral Communication skills.

Have students do extra credit interviews of working accountants. Students doing this will get inspired and impressed by professionals.

Clubs are still popular on campus. Students should take advantage of Accounting Club and BAP to gain exposure to the profession and various needs.

The capstone for Macc Capstone will now be all case based and cases will cover a large range of different topics. Terri Fujii will be teaching the Macc capstone.

**9) Assessment of learning outcomes**

**Robin Hadwick, Yao Zhang Hill, Evelyn Wong**

Assessment should result in a difference to the curriculum. There is a need to identify the critical skills, and self-evaluations play no significance importance.

Shidler College does not do a great job in closing the loop. The SOA is making big changes. At the undergraduate level, it is not broken down by classes where the skills are learned. Skills are listed by 2yr, 4yr, Grad degree, etc. SOA is trying to figure out how to implement the changes when these skills are put into place.

**Leeward CC :**

* Every learning outcome has to be assessed within a 5-year period. Have a timeline going until 2017
* When created, we use action verbs and ask if learning outcomes are assessable
* Made changes to LO’s, like making LO based on objectives of textbook. Now they are more general
* We try to come up with core common problems that support the learning outcomes. We take some of these problems, put them on an exam, and we can assess the students

**Accounting 201 project:**

* Tracked changes made over 4 semesters. Started Spring 2010
* **Spring 2010**- 69% success. Did not utilize interactive tools from publishers or use attendance points
* Spent 60% time on theory, 40% on practice
* **Spring 2013-**Changed to 25% theory, 75% practice.Utilized more interactive tools from publishers(McGraw Hill)
* Success rate increased dramatically. Most students said interactive assignments were a factor in success. One-on-one tutor in class also made it much easier
* Attendance was also used in a positive manner to encourage students to come to class
* This study was only applied to face to face class, not online
* Student success was determined by the final grades on exams. The front end focusing on the class seemed to really improve the class

From ACC 202 to ACC 321, students should have required a lot of skills from other courses. A lot of problems are stemming from skills that are not being developed in the pre-business core.

**Information about Assessment and LOs (Yao Zhang Hill):**

* Discussions are important and meaningful to assessment
* Assessment is a basic process of inquiry to see if the curriculum is doing its job
* Assessment has to improve student learning
* Example: Many discussions about if students are prepared to enter ACC 321
* Not all students will be prepared. How can we be sure they are prepared and the mechanisms we can use?
* We expect students to master skills at certain levels and apply these skills
* All faculty has to come to common understanding and expectations about performance and skills
* **Specificity:** Specificity of the outcomes. Need to evaluate how specific should we be when aligning SLO’s.This is where we need the experienced professionals and instructors to help.
* **Tasks/Assignments:** Students need the proper assignments and opportunities to show that they can apply the skills. For example, multiple choice questions to utilize horizontal analysis is not going to be effective
* **Content:** Must think about criteria to evaluate student work to see if they understand. Criteria to evaluate tasks is just as important as giving students assignments to practice their skills

It is very possible that students are not meeting expectations even based on catalog description of courses. Assessments of the courses are primarily self-assessment at Manoa.

We need to find out what is covered in other than accounting classes. Syllabi and Students Learning Objectives are not easily available. In some community colleges core primary SLO’s are listed for the specific courses. Available to public. But Manoa lacks this information.

Assessment at CC is much more in-depth right now because of accreditation requirements. There is much more room to improve SLOs.

One way to deal with this for Community colleges is to have common SLO’s for all community colleges. Next step is to come up with common assessment methods.

Notes of UH-System Accounting Faculty Conference

December 13, 2014

TO DO LIST

1. Create a “transition class” into the work place as well as develop more technical, analysis, and research skills in accounting students. (Per Eric Matsuda, HAPA President)
2. Utilize information about “millennial generation” preferences in the classroom. (Gordon Tom, HSCPA President)
3. Emphasize communication skills (for business advisor roles) and analytical skills (for big data) in the classroom, as well as prepare for more distance learning models (virtual classrooms). (Gordon Tom, HSCPA President)
4. Brainstorm how to improve results of students taking the CPA exam. (Carl Williams, Hawaii Board of Accountancy)
5. Lobby to include the use of Excel on the CPA exam. (Carl Williams, Hawaii Board of Accountancy)
6. Address ethical and/or legal issues better in the classroom. (Carl Williams, Hawaii Board of Accountancy)
7. Monetary support for QuickBooks software licenses and CCH tax software. (CC requests)
8. Provide $1000 scholarships to CC students transferring to Manoa. (Hamid)
9. Transferability of ACC 124 and ACC 124 to Manoa as ACC 201. (Hamid)
10. SOA is considering creating a competency exam for students entering ACC 300 level courses.
11. Create a competency exam for the entire Shidler College of Business.
12. Possibly break up ACC 460 into 1 credit pieces. (Manoa)
13. Increase student abilities to think on their feet and improve oral presentations. (Manoa)
14. Capstone tax course will focus more on skills rather than adding content. (Manoa)
15. The College still teaches a basic writing course, but basic writing is still weak and not reinforced. (Manoa)
16. SOA will try to integrate IFRS in the intermediate series and is in discussion on financial coverage in ACC 321, ACC 323, ACC 415 and ACC 40 (financial).
17. SOA is discussing if Governmental and not-for-profit accounting should be at 400 or 600 level.
18. Encourage students who want to go into Public Accounting to get the Macc. Need to communicate the success of these individuals. (Manoa)
19. Emphasize the importance of the one page short business letter. (Professionals feedback)
20. We need to work together to define what oral skills we expect students to accomplish. Define what skills and at what levels are expected. (Professionals feedback)
21. We need to find out what is covered in other than accounting classes. (Assessment information)

Cheating in the Shidler System

-Cell phones must be confiscated from students if they request to use the bathroom during a test. Pictures can be taken of textbooks and important study documents and brought up on cellular devices, giving these students an unfair edge.

-Some of the Shidler business clubs have collections of the old tests and homework assignments that students “contribute” to at the end of the semester. If you wish to eliminate this aspect of cheating, some house cleaning is in necessary.

-If students are taking tests with elevated seating positions, then it is necessary for the students sitting behind them to sit directly behind them, not off to the side. If a student located behind another student is sitting anywhere besides directly behind them, then their test is quite visible. This is especially a problem in A building.

-If the test has questions that have been used in previous semesters, then consider the test public domain. It doesn’t matter where the test is handed back to the students or not, or whether the teacher keeps it afterwards. If you repeat a single question, then people will already have the answer to it.

-If the test has a test bank, then the test is compromised. Online test banks can be found anywhere by anyone. It doesn’t matter if it’s from a different year, the companies don’t really change them at all.

-Do not allow students to take tests on their computers. It is almost impossible to keep them from accessing the internet and from cheating. Students don’t have to use the UH internet system to access the internet, which means the University cannot prove that they were cheating. Instead students can use their cell phones to tether to the internet, which is completely untraceable.

# University of Hawai`i at MānoaShidler College of BusinessSchool of Accountancy Advisory BoardMinutes of the School of Accountancy Advisory Board, September 24, 2014

Attendees:

Board Members: Terri Fujii (Chair), Kurt Kawafuchi, Ross Murakami, Manny August Jr., Carleton L. Williams, Denis Isono, Tertia Freas, Brent Igawa, David Okabe, Gordon M. Tom, Michael Tanaka, Clinton Yee, Michael Ching, Carey Carpenter, Edwin Young, Gary Nishikawa, Shawn Hasegawa, Kent Kasaoka, Calvin Hangai, Rodney Harano, Gordon Ciano, Addie Lui, Dean Vance Roley

Faculty and Staff: Hamid Pourjalali (Director), Shirley Daniel, Roger Debreceny, Thomas Pearson, Jenny Teruya, Mary Woollen, Jian Zhou, Marlene Sagapolutele.

The meeting of the Advisory Board commenced at 7:40 a.m.

Chairperson Fujii thanked those who attended the meeting. She indicated that the Board had a good representation from different areas of the profession. She encouraged the Board to provide the faculty with their perspectives on the revision of the curriculum and assessment such that it will produce graduates with skills required for workplace. Chairperson Fujii stated the summary agenda of the meeting and asked Dean Roley to provide a report of the Shidler College to the Advisory Board members.

Dean Roley reported how the Jay Shidler Visionary gift will be used for the long-term health of the Shidler College of Business. The gift includes land ownership and without selling the land, the income from land lease will be used to enhance the College’s operations. Currently one piece of property is transferred to the UH foundation. That gift is generating $225,000 per year. The money will be used for scholarships and five new Shidler Professorships.

Drs Pourjalali, Pearson, Debreceny, and Daniel reported on changes on the undergraduate Capstone course (ACC 460):

* The new course is made up of four one-credit hour courses. It will utilize different faculty expertise on different areas of Auditing and Systems, Tax, Managerial, and Financial. The emphasis will be on developing skills and hand-on experience in these courses. Applying the principles and techniques of accounting and auditing in real world settings.
* Each credit hour contains 15 hours of contact hours, focused, and covered in one month during each semester. The SoA would like to hear what types of skills should be emphasized in this course:

The following changes and matters of emphasis were mentioned by the members of the Advisory Board:

**Technical skills and attributes:**

* Accounting foundation
* Good analytical skills
* Bridge common sense and technical knowledge
* Dealing with messy records
* Increasing motivation
* Project management, multi-tasking, time management (running meetings, team members feedback)
* Understanding the big picture from detailed debits & credits
* Putting together a set of financial statements?
* Do it by hand (too much computer black box magic)
* Understanding data relationships more. What to do with data
* Think about what the audit program is supposed to accomplish
* Importance of spreadsheets
* Chart internal and external control
* Identify who, what, where, and why? Identifying the controls.
* Preparation of work papers

**Soft skills required:**

* Multi task, juggle with different deadlines
* Time management
* Basic argumentative skills
* Use data to formulate questions
* Interviewing skills (auditing – Risk based)
* Defending an arguments; think on your feet
* Professional skepticism – able to dig into answers; follow up (auditing. Understanding the business)
* Building relationships with clients
* Ability for graduates to communicate concisely

**Challenges likely to be faced in work world:**

* Setbacks – How to deal with
* Internships to bridge
* Understand relationships between accounts. ( if one is overstated, what is the other side).
* End result approach vs detail approach. More efficient. (Balance sheet vs. Income statement approach)

**Need for audit case material:**

* Understanding Risks
* Impacts of Risks to organizations
* IC Develop written narrative
* Document tests & controls at appropriate level of detail
* Accuracy and completeness of information and reports
* Data transfers between systems

Pourjalali indicated that April 17, 2015 is the selected date for SOA Anniversary celebration. He also requested help with internships, scholarships. Teruya reported that BAP and Accounting Club continue to be recognized for their achievements. Zhou mentioned his appreciation to Deloitte for supporting his attendance in the Robert M. Trueblood Seminars.

Meeting was concluded at 9:00 a.m.

**Journal of Accountancy**

**Pathways implementation taking next steps**

**By Ken Tysiac**

January 15, 2015

[**Commission issues seven recommendations for bolstering the future of accounting education**](http://www.journalofaccountancy.com/issues/2012/oct/20103186-pathways-commission.html)

A transition is taking place as implementation of the recommendations of the Pathways Commission on Accounting Higher Education continues, the AICPA and American Accounting Association (AAA) announced Thursday.

The Pathways Commission was formed in 2010 to study possible future higher-education paths for those seeking entry into the accounting profession.

Recommendations were [published](http://www.journalofaccountancy.com/issues/2012/oct/20103186-pathways-commission.html) in a report in 2012, and at that time the AICPA and AAA agreed to continue their support for the commission for another three years as the commission worked to implement the recommendations.

As the end of that three-year period approaches, the AICPA and AAA are transitioning ongoing projects into their respective organizations during the coming year. The transition will be complete by Aug. 1.

Developments in implementing the commission’s recommendations have included:

* ***Proposal for an advanced placement (AP) course in accounting.*** The commission has been working with The College Board, which provides AP courses in high schools, to propose such a course in accounting.
* ***Development and distribution of the Pathways Vision Model.*** This model emphasizes the importance of professional judgment, the complex thinking that it involves, and the critical role accountants play in the success of corporations, firms, organizations, and governments around the world.
* ***Integration of professionally oriented faculty.*** The commission has developed a summary of leading practices and a set of principles for effectively integrating professionally oriented faculty into accounting departments and schools, asking department chairs to sign on as adopters of the principles.
* ***Expansion of an AAA Auditing Section “boot camp” program.*** The program works to incorporate current practice issues into accounting classes and research. In the coming year, boot camps are planned for management accounting, tax, and accounting information systems.

“Accountants play a crucial role in the economy,” AICPA President and CEO Barry Melancon, CPA, CGMA, said in a news release. “Therefore, ensuring that our pipeline of talent is supported by an education system that meets the evolving demands of an increasingly complex profession is of the utmost importance.”

The commission has pushed forward with its recommendations with more than 75 volunteers working on more than 17 task forces.

“As an educator committed to accounting as a learned profession, I am enthusiastic about continuing work toward Pathways-inspired goals to advance the future of accounting through connecting education and research to practice in the service of the public interest,” AAA Executive Director Tracey Sutherland said in a news release.

More information on the Pathways Commission is [available online](http://commons.aaahq.org/groups/2d690969a3/summary). The website will continue to host archival information and post updates to make them available to the accounting community.

*—****Ken Tysiac*** *(* *ktysiac@aicpa.org* *) is a* JofA *editorial director.*