**School of Accountancy Faculty meeting**

**November 26, 2018**

**11:00 a.m. to 3:00 p.m.**

**(to be followed by Faculty Senate meeting)**

**Agenda**

1. Approval of the Minutes of October 29, 2018
2. Recruitment
3. Mission/Objective/assessment of the PhD program
4. Mission/Objective/assessment of the MAcc program
5. Mission/Objective/assessment of the undergraduate program

- consider and discuss the missions for our three programs. Are they appropriate? Do we need to adjust the missions. The faculty needs to vote on the final version of the mission for each one of the programs.

- consider and the link between its mission and objectives and when necessary, the change the objectives and vote on the final outcome.

- assess if we will be meeting the identified objectives. These assessment methods could be measured in Capstone courses, in different courses, and/or by use of external-to-the-SOA measures (e.g., CPA passing rate, professionals' feedback and so on).

Make sure that the Assessment tools are not complicated and can easily be implemented/measured. The faculty will need to approve the assessment methods.

**School of Accountancy Faculty Meeting Minutes**

**November 19, 2018**

**1:30 p.m. to 3:00 p.m.**

**Attendees:** Liming Guan, Boochun Jung, Jee-Hae Lim, Thomas Pearson, Jenny Teruya, Mary Woollen, Tu Xu,  David Yang, Jian Zhou and Hamid Pourjalali

Excused: Manu Ka’iama, Shirley Daniel

The meeting commenced at 1:35 p.m.

**Minutes:** Minutes of October 29, 2018 were approved.

Pourjalali reported that SOA’s first nominated candidate took a position in another school and the Dean’s office had decided on the second candidate recommended by the faculty.

He also reiterated that all need to do Title 9 training.

The following courses were reviewed by the faculty and the faculty found that their coverage were adequate and in-line with the objectives mentioned in the courses:

Acc 460b

Acc 460e

Acc 409

Acc 401, Acc 631, Acc 638 and Acc 639 were reviewed and some adjustments were proposed to the SOA Director. Faculty supported suggestion made by Pearson and Woollen

Since the following courses have not been offered for last few years, the faculty decided to remove them from the UH catalog:

Acc 581, Acc 582, Acc 583, Acc 584, Acc 585, and Acc 702

Mission/Objectives and assessment for SOA programs will be discussed in the next faculty meeting on November 26th, 2018.

PhD Committee (headed by Jung) will continue its work on PhD program

MAcc Committee (headed by Teruya) will start its work on MAcc program

Undergraduate Committee (headed by Zhou) will start its work on Undergraduate program.

The meeting adjourned at 2:00 p.m.

Shidler’s Mission and Strategy

**We are an academic community achieving international excellence in business education, research, and practice utilizing Hawai‘i’s unique multicultural and geographical advantages.**

MISSION STRATEGIC CONCEPTS

**Academic community**

– We are a community of scholars, learners, and practitioners. We value each other, our different cultures, our interactions, the knowledge we exchange, and a sense of belonging and mutual commitment. We create knowledge that informs our teaching and improves practice.

**International excellence**

– Our striving for excellence has propelled us to be a business school of choice with an Asia-Pacific focus. Knowledge seekers come to learn; employers seek our graduates; academics come to join in our research and training initiatives; and the broader community values our counsel.

**Hawai‘i’s unique multicultural and geographical advantages**

– We leverage Hawai‘i’s environment for creating and disseminating knowledge. Our environment reflects not only the Hawaiian culture, but also the cultures of our Asian and Pacific neighbors and is therefore inviting to them. Our location provides convenient access. Our location also enables us to see the importance of sustainability, and offers a laboratory to work towards it. We leverage the University’s linguistic and scientific competencies, and the expertise of our Asia-Pacific colleagues in other Hawai‘i-based organizations.

SOA mission

We are an academic community, within the [Shidler College of Business](http://shidler.hawaii.edu/about), whose mission is to provide students with an accounting education relevant to a technologically advanced global economy, to advance accounting knowledge through research, and to instill students with a sense of moral, ethical and professional obligations to society.

MAcc Program Objectives

Mission: To provide educational opportunities necessary for students to become qualified

professional accountants

Objective 1: Students are able to demonstrate knowledge of advanced accounting and tax

subjects

Measurement: B- or better in ACC 415 and ACC 407

Objective 2: Students are able to utilize analytical and research skills for problem solving

Measurement: Research skills (ACC 625)

Analytical skills (ACC 425 and 648)

Objective 3: Students demonstrate written and oral communication skills in a professional

setting

Measurement: Written communication (ACC 625)

Oral communication (ACC 616)

Objective 4: Students are able to integrate knowledge and skills to address contemporary

accounting issues

Measurement: ACC 660

***Mission of undergraduate in accounting: The undergraduate degree of accounting should result in graduates who demonstrate knowledge in the use, research and design of reliable accounting information in a high-tech environment.***

**Objectives of undergraduate degree in accounting:**

**Accounting Objective 1: Student can demonstrate the understanding and the use of financial and managerial accounting issues**

**Accounting Objective 2: Student can perform research on accounting and tax issues**

**Accounting Objective 3: Students can design and evaluate controls to ensure the reliability of accounting information**

**Undergraduate and MAcc learning Goals and Rubrics**

**Undergraduate**

|  |
| --- |
| **Accounting Objective 1: Students demonstrate knowledge of the demand, institutional settings and use of accounting information in an international setting.** |
|  |  |
| Students can identify the differences between financial and managerial accounting | 0 = cannot identify differences |
| 1 = can identify major differences |
| 2 = can identify all differences |
|  |  |
|  |  |
| Students can identify the different users of accounting information | 0 = cannot identify users |
| 1 = can identify investors, creditors, managers |
|  | 2 = can identify other users (unions, governments, |
|  | etc.) |
|  |  |
|  |  |
| Students are able to identify factors influencing the demand for assuranceservices | 0 = cannot identify any factors |
| 1 = can identify major factors |
| 2 = can identify more than just the major factors |
|  |  |
|  |  |
| Students can identify differences between U.S. and Internationalaccounting standards | 0 = cannot identify any differences |
| 1 = can identify three differences |
| 2 = can identify more than three differences |
|  |  |
|  |  |
| **Accounting Objective 2: Student can research accounting and tax issues** |
|  |  |
| Student can identify appropriate financial reporting standard | 0 = cannot identify standard |
| 1 = can identify standard |
|  | 2 = can identify and obtain standard |
|  |  |
|  |  |
| Student can identify appropriate tax code | 0 = cannot identify tax code |
| 1 = can identify tax code |
|  | 2 = can identify and obtain tax code |
|  |  |
|  |  |
| Student can identify appropriate auditing standard | 0 = cannot identify standard |
| 1 = can identify standard |
|  | 2 = can identify and obtain standard |
|  |  |
| **Accounting Objective 3: Students can design and evaluate controls to ensure the reliability of accounting information** |
|  |  |
| Students can describe the different operational cycles of a businessorganization |  |
| 0 = can describe 0 cycles |
| 1 = can describe some cycles |
|  | 2 = can describe all cycles |
|  |  |
| Students can identify the major principles of internal control | 0 = can identify 0 principles |
| 1 = can identify 3 principles |
|  | 2 = can identify all principles |
|  |  |
| Students can identify specific control used for the disbursements cycle | 0 = cannot identify any controls |
| 1 = can identify 2 controls |
|  | 2 = can identify more than 2 controls |
|  |  |
| Students can identify specific controls | 0 = cannot identify any controls |
| 1 = can identify 2 controls |
|  | 2 = can identify more than 2 controls |

**MACC:**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Learning Goals Master of Accounting School of Accountancy** |
| 1: Students are able to communicate effectively orally and in writing.  |
| Objectives  |  |
|  | 1: Students will speak effectively  |  |
|  | 2: Students write an effective report |  |
| 2: Students effectively research accounting and tax issues  |  |
| 3: Students are able to discuss the theoretical foundations of accounting (demand, institutional settings, uses) |
| 4: Students are able to use accounting information as a basis for decision making |
|  |   |  |
| **Learning Goal 1: Students are able to communicate effectively orally and in writing. Objective 1: Students will speak effectively [ACC 660]** |
|  | **Traits**  | **Rubrics** |
|  | Organization |  0 = Inadequate organization and/or development 1 = Good organization and development 2 = Effective organization contributes to full development of argument |
|  | Content: Appropriate and sufficient support of ideas |  0 = Does not advance an argument with adequate support 1 = Advances argument with sound evidence and references 2 = Innovatively or expertly advances the argument with strong support  |
|  | Language  | 0 = Lack of language facility with frequent errors 1 = Good facility with language 2 = Presentation enhanced by facility in language use, range of diction, and syntactic variety  |
|  | Mannerisms  | 0 = Little eye contact is made with audience; distracting movements 1 = Appropriate eye contact is made with audience; no distracting movements 2 = Audience engage through frequent eye contact and purposeful movement |
|  |  |  |
| **Objective 2: Students write an effective report [ACC 660]** |
|  | Organization |  0 = Inadequate organization and/or development 1 = Good organization and development 2 = Effective organization contributes to full development of the report |
|  |  Content: Appropriate and sufficient support of ideas |  0 = Does not advance an argument with adequate support 1 = Advances argument with sound evidence and references 2 = Innovatively or expertly advances the presentation with well-researched evidence and documentation Conclusion 0 = Missing or not supported by the arguments in the report 1 = Appropriate and supported conclusion 2 = Well supported and valid conclusion |
|  |  |  |
| **Learning Goal 3: Students are able to discuss the theoretical foundations of accounting (demand, institutional settings, uses) [ACC 660]** |
|  | Identify factors influencing demand for assurance services  | 0 = students are unable to identify factors influencing demand for assurance services 1 = students are able to identify factors influencing demand for assurance services 2 = students are able to draw conclusions about the future demand for assurance services |
|  | Describe the role of the audit process in the information supply chain and in the functioning of capital markets | 0 = students are unable to describe the role of the audit process in the functioning of capital markets 1 = students are able to describe the role of the audit process in the functioning of capital markets 2 = students are able to describe the role of the audit process in the functioning of capital markets as well as its effect on other market participants. |
|  |  |  |
| **Learning Goal 4: Students are able to use accounting information as a basis for decision making [ACC 660]** |
|  | Students are able to describe the relationship between a firm’s business strategy and accounting method choice | 0 = students are not able to describe the relationship between a firm’s business strategy and accounting method choice 1 = students are able to describe the relationship between a firm’s business strategy and accounting method choice 2 = students are able to describe the relationship between a firm’s business strategy and accounting method choice and explain the impact on the financial statement presentation.  |
|  | Students are able to identify the effect different accounting methods may have on financial statements  | 0 = students are not able to identify the effect different accounting methods have 1 = students are able to identify the effect different accounting methods have 2 = students are able to identify the effect different accounting methods have and make appropriate adjustments |
|  | Students are able to conduct appropriate ratio analysis | 0 = students can calculate the appropriate ratios but are unable to explain them. 1 = students can calculate the appropriate ratios and explain their individual meanings 2 = students can calculate the appropriate ratios and provide a cohesive conclusion about the company’s performance |

|  |
| --- |
| **Learning Goal 2: Students effectively research accounting and tax issues [ACC 625]**  |
|  | Students are able to identify relevant accounting and tax issues | 0 = students are not able to articulate relevant accounting and tax issues 1 = students are able to articulate relevant accounting and tax issues 2 =students are able to articulate relevant accounting and tax issues in the context of the relevant law or authoritative literature. |
|  |  |  |
|  |  |  |
|  | Students are able to demonstrate familiarity with electronic reference materials by locating and documenting the specific authorities that support an accounting or tax position | 0 = student is unable to identify appropriate accounting or tax authoritative literature 1 = student is able to identify appropriate accounting or tax authoritative literature 2 = student is able to identify appropriate hierarchy of accounting or tax authoritative literature |
|  |  |  |
|  | Students can research accounting issues using library and internet resources | 0 = students undertake minimal research, relying primarily on a single source of information 1 = students undertake significant research, relying on multiple sources of information which they are able to summarize 2 = students undertake significant research, relying on multiple sources of information that they integrate in their analysis |