

Evaluating and Closing the Loop

This section is divided into two sub-sections: (1) Measuring and evaluating the learning goals and (2) Closing the Loop.

(1) Measuring and Evaluating:

CoBE has measured three learning goals over the past two years: Learning Goals 1, 2 and 4.

Learning Goal 1. Business Content Knowledge

The ETS Major Field Test provides an assessment of students' content knowledge and ability in basic functional business applications. CoBE students have been taking the test every semester despite the fact that the test is only scheduled every two years according to Table 5.2. Figure 1 shows the results. The data indicate that CoBE's overall scores during fall 2014-spring 2017 are above the national scores, a majority of time. Appendix C reports the scores for each major field. It shows that CoBE's scores continued to be at or above the national scores on average with one exception for the field of Legal and Social Environment, which is below national average five out of six scores. There are also concerns that the results are very inconsistent, with one year way above and the following year below the national average.

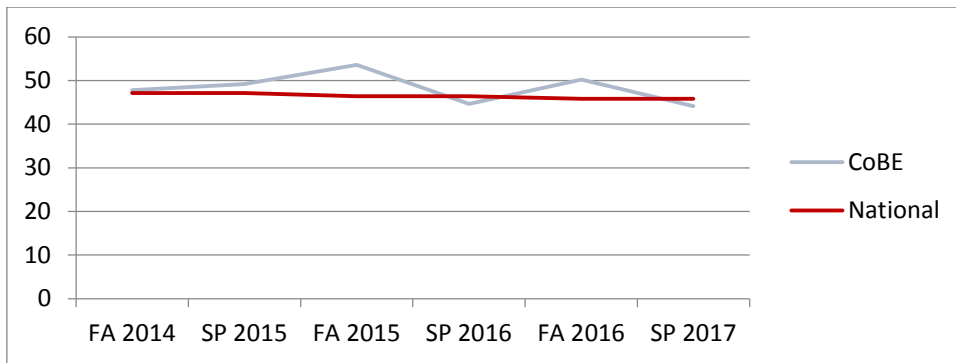


Figure 1. ETS Major Field Test: Overall Results

Learning Goal 2. Communications

2a. Written Communication: the effort to simplify the assessment process resulted in using only the CLA+ test, administered every two years (2015 and 2017). The results were also simplified to two levels: scores 1-3 imply not meeting the standard and scores of 4-6 imply meeting the standard. Figures 2 and 3 show the results for the Writing Effectiveness and the Writing Mechanics, respectively. They indicate CoBE's improvements over time, on average.

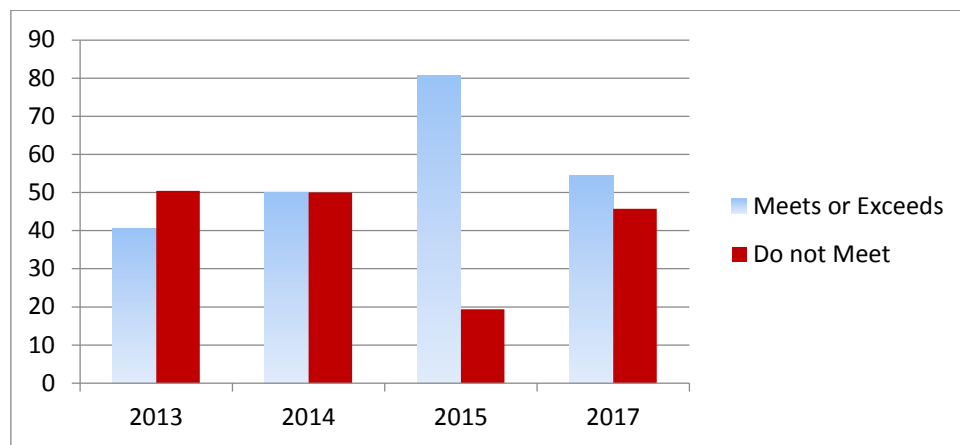


Figure 2. CLA Results for Writing Effectiveness

However, there was concern that CoBE scores have a large variance--for example in the 2017 administration the lowest-performing student was in the 5th percentile nationwide, while the highest-performing student was in the 79th percentile nationwide.

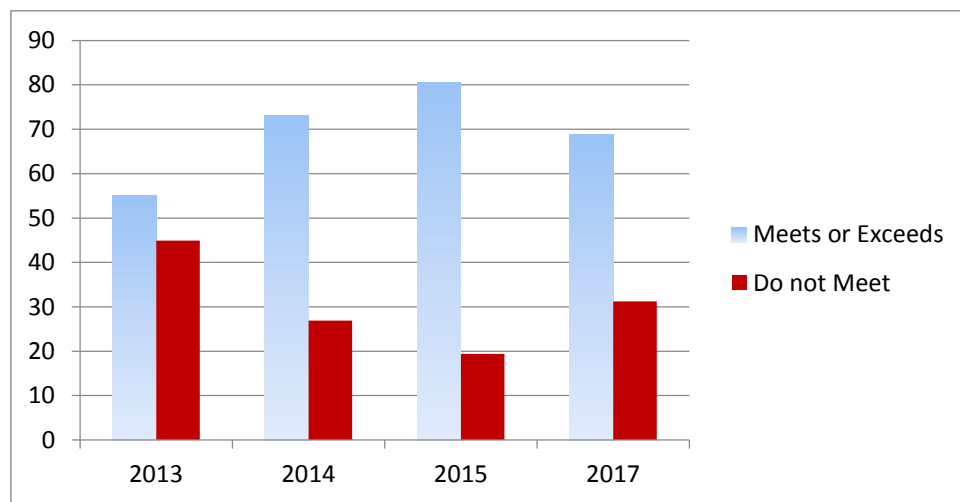


Figure 3. CLA Results for Writing Mechanics

2b. Oral Communication: to simplify the assessment process and close the loop, CoBE revised its rubric which now evaluates students' performance in four categories instead of the past three

categories: (i) organization and structure, (ii) content, (iii) language, and (iv) delivery. The assessment still requires that students score a 3 or more on a 4-point scale. CoBE then performed the assessment on MGT 423 in spring 2017. Table 5 reports the results that show that CoBE students meet the standard on average. Appendix D reports the results for individual students, which show that there are still 40% of the students performed below the standard.

Table 5.
Results for Oral Communication Assessment

Organization and Structure	Content	Language	Delivery	Average
3.281	3.250	3.250	3.125	3.227

Table 5. Results for Oral Communication

Learning Goal 4. Critical Thinking: Demonstrate critical thinking skills

The CLA+ measures critical thinking starting from 2013-2014. Since the CLA did not recommend comparing the new CLA+ with the old CLA, the new reaccreditation period (2015-2020) is the appropriate time to use CLA+ for critical thinking assessment. Figure 4 reports the results and shows some improvements over time. However, the drop in the 2017 score calls for attention.

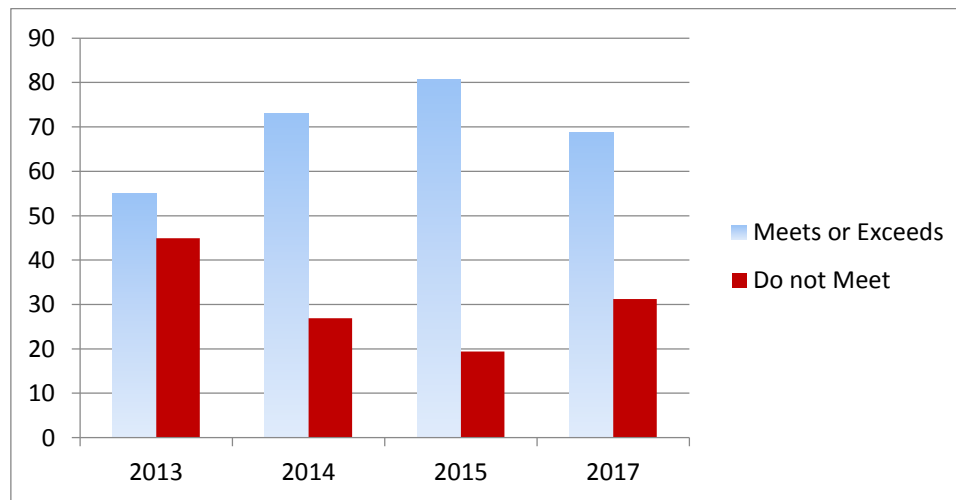


Figure 4. CLA Results for Critical Thinking (Analysis and Problem Solving)

(2) Closing the Loop

To implement the recommendations for closing the loop listed in Table 12 of the CIR2, the CoBE has performed the following actions on the learning goals assessed over the past two years.

Learning Goal 1. From November 2016 to April 2017, the curriculum committee requested that faculty provide a list of problems they had noticed and how they made changes to their courses to address the problems, to close this loop. In April 2017, the CoBE faculty came together to discuss these problems and strategies. Appendix E reports problems identified and solutions provided by individual faculty.

Learning Goal 2: CoBE attempted to convert one section of MKT 310 into two smaller, writing intensive (WI) sections in spring 2017. Unfortunately, one section did not gather the needed ten students to remain open. When CoBE cancelled one section, the enrollments in the remaining section surpassed the university limit of twenty students for a WI class. The solution was to cancel the WI status for MKT 310 and temporarily split MGT 300 into two sections of WI classes in Fall 2017. The enrollments from early registration are holding up well for both sections. One concern is that budget constraints might prevent offering two sections of MGT 300 every semester. The CoBE solved this problem by taking advantage of the new economic concentration in the BBA in Business, and offered ECON 430, which had an average enrollment of twelve students in the past, as a WI class. The tactic raised enrollment in ECON 430 to twenty students and can be applied to other economic classes.

Learning Goal 4: The CoBE hired a new lecturer from the Philosophy Department to teach BUS 290 Critical Thinking, following the recommendation in Table 12 of the CIR2 to split 290 into two sections in Fall 2016. The evaluation of the CLA+ results is scheduled for Fall 2017 and more actions are needed.

Table 6 provides a summary of the learning goals assessed during the past two years and actions to close the loop.

Table 6.
Actions to Close the Loop

Learning Goal	Results	Actions to “Close the Loop”	Next Evaluation
1. Business Content Knowledge	ETS exams: At or above national average, but the results are very volatile	Share results with faculty and continue to call faculty to contribute ideas to curriculum improvement. Reintroduce teaching forum.	2017-2018
2a. Communications (written)	CLA+: Improvement over time on average but with large variance	Convert MGT 300 to WI for Fall semester, add Economic courses with low enrollment to WI list and keep MGT 490 WI. Reading assessment in ACC. Faculty encouraged students to utilize the university lab KILOHANA	2018-19
2b. Communications (oral)	MGT 423 The class scored above 3.00 on all four categories, but only 60% individual students scored above 3.00	Introduce individual presentations in other classes and keep in MGT 423, MGT 425, and MGT 490. Faculty encouraged students to utilize the university lab KILOHANA	2019-20
3. Quantitative	Will be assessed next year	N/A	2017-18
4. Critical Thinking	SP14 CLA showed only 38% of seniors proficient (4/6 or above) on analysis & problem solving	Faculty discussed incorporate critical thinking into several courses and will return to the subject in 2017-18.	2018-19

(Optional) The school has identified the below listed non-accreditation related topic(s) that it would like to receive consultative feedback on from the team.

The CoBE has not not identified any non-accreditation related topic that it would like to receive consultative feedback from the team.

PART IV – Scope of Accreditation (Eligibility Criterion D)

Degree Programs in Business to be Included in Accreditation Review

Confirm all degree programs in business subjects at all levels and in all locations offered through the business school and other academic units within your institution that will be included the scope of accreditation are listed in the Business School Questionnaire (BSQ) within DataDirect. Edits to the included programs list should be made via the BSQ. Please contact your AACSB Staff Liaison if the BSQ has been closed and/or programs are started after the reporting period for the BSQ.

The degree program that will be included in the scope of accreditation is the undergraduate degree of BBA in Business Administration.

Degree Programs in Business Previously Excluded in Accreditation Review:

Confirm all degree programs in business that have been previously excluded from review are listed in the BSQ as excluded. If a program is not listed in the BSQ, and should be added to the exclusions for your institution, add to Table A.1 and check #8. Please note: previously excluded programs **do not** require completion of the Exclusion Request Form.

There are no new degree programs that will be excluded in accreditation review.

Table A.1 – New Degree Programs in Business to be Excluded in Accreditation Review:

List new degree programs in business for which you intend to seek exclusion from accreditation review. Indicate all criteria for exclusion which apply to each requested program. A “Request for Program Exclusion” form must be submitted for each requested program and included with this application. *Schools must provide exclusion requests only for new degrees, degrees whose name have changed, or substantive changes in previously excluded degrees that have occurred since the last review.*

There are no new degree programs that will be excluded in accreditation review. Hence Table A.1 is not applicable.

PART V: Review Schedule and Comparison Groups

Review Schedule

We request a Peer Review Team visit in: 2019-2020.

Visit year (July 1 – June 30): 2019-2020	Rank (in order of preference)
July 1 – December 1	2
January 15 – March 31	1
April 1 – June 30	3

Specific visit dates will be requested after the first of the year along with team member nominations.

Comparison Groups

*Schools may use DataDirect to assist in the selection of peer and aspirant schools. For more information, click here: <http://www.aacsb.edu/knowledge/data/datadirect/help>.

Comparable Peers - A minimum of six comparable peers are necessary to supply the comparable peers statistical data report sent to the school and team prior to your visit if requested.

Arkansas Tech University, School of Business
Fort Lewis College
Missouri Western State University
Montana State University- Billings, College of Business
Montevallo, University of, Michael E. Stephens College of Business
North Georgia College and State University, Mike Cottrell School of Business

Competitive Group - Schools listed here do not count towards the minimum of six comparable peers or minimum of three aspirant schools.

Alaska Fairbanks, University of, School of Management
California State University, Fresno, Craig School of Business
Central Washington University
Northern Colorado, University of, Kenneth W. Monfort College of Business
Portland State University
Western Washington University

Aspirant Group - A minimum of three aspirants are necessary to supply the comparable peers statistical data report sent to the school and team prior to your visit if requested.

Alaska Fairbanks, University of, School of Management
Idaho State University
Louisiana at Monroe, University of, College of Business Administration
St. Cloud State University, G. R. College of Business
Tennessee Tech University, College of Business
Truman State University, School of Business
Wisconsin-Whitewater, University of, College of Business and Economics

SIGNATURES

The Head of the Business School and the institution’s administration have reviewed this information. The institution’s administration confirms that the information in this document is trustworthy and accurate.

By checking this box, I certify the above is true.

Name of Head of Business School (Dean or equivalent)	Tam Vu, Interim Dean College of Business and Economics
Name of Chief Executive Officer or equivalent (President, Chancellor, etc.)	Donald O. Straney, Chancellor University of Hawaii at Hilo

APPENDIX A: N/A

APPENDIX B: N/A

Appendix C: Individual Results for ETS Major Field Tests

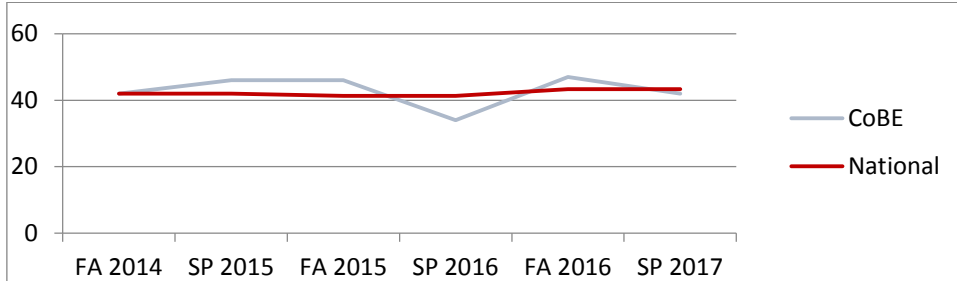


Figure C.1. Results for Accounting

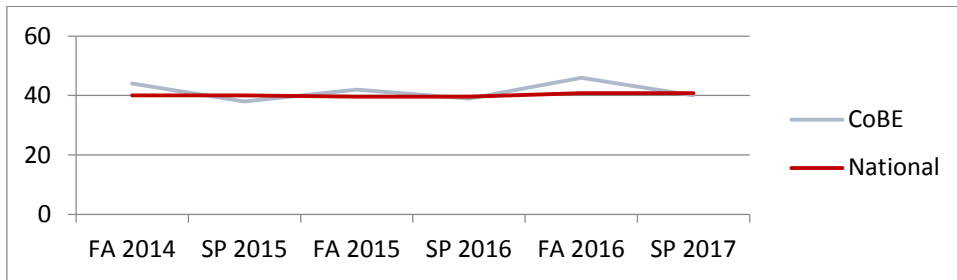


Figure C.2. Results for Economics

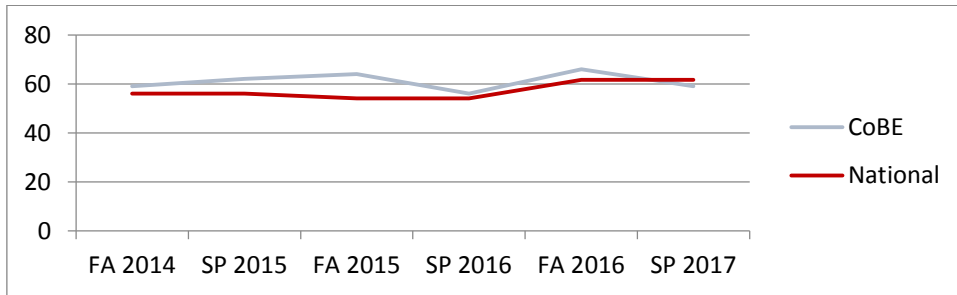


Figure C.3. Results for Management

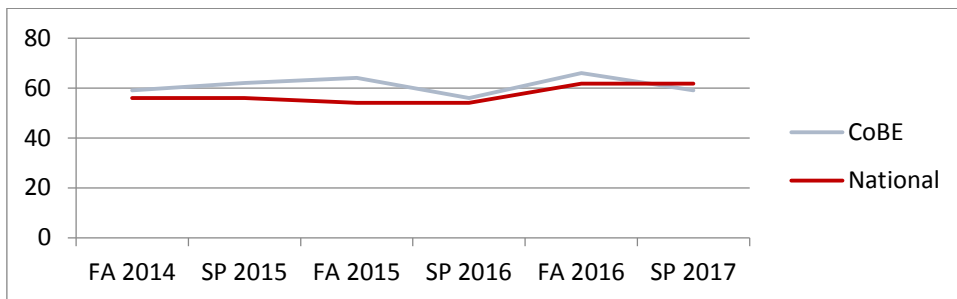


Figure C.4. Results for QBA

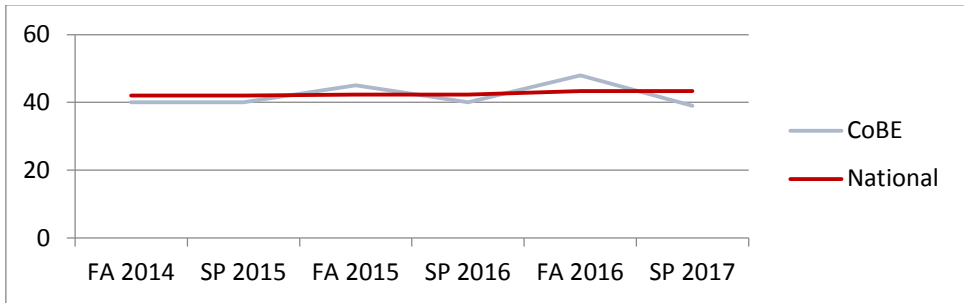


Figure C.5. Results for Finance

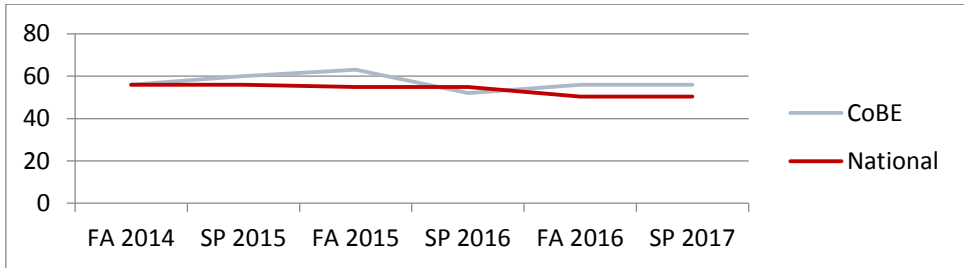


Figure C.6. Results for Marketing

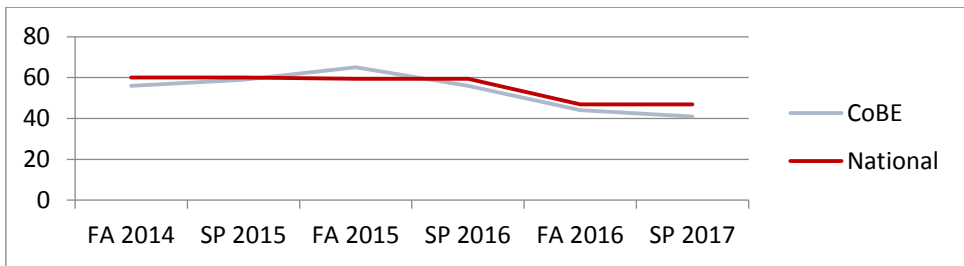


Figure C.7. Results for Legal and Social Environment

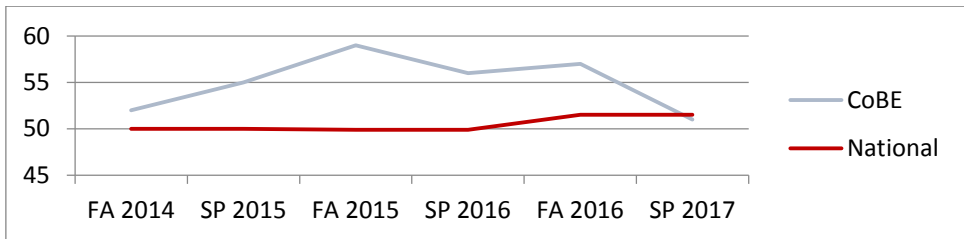


Figure C.8. Results for Information Systems

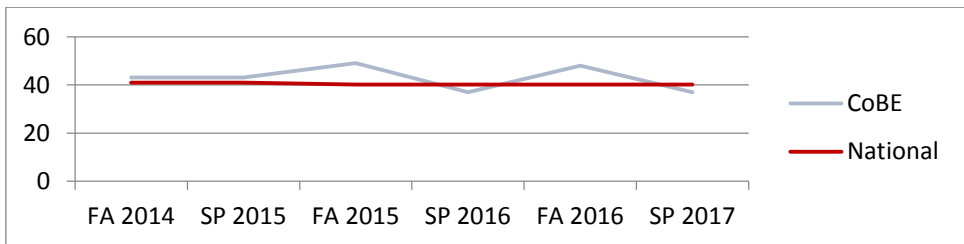


Figure C.9. Results for International Issues

Appendix D: Individual Results on Oral Communication Assessment for MGT 423

		Organization and Structure	Content	Language	Delivery	Average
Presenter 1	Evaluator 1	2	3	2	2	2.25
	Evaluator 2	2	3	3	2	2.50
Presenter 2	Evaluator 1	4	4	4	4	4.00
	Evaluator 2	4	4	4	4	4.00
Presenter 3	Evaluator 1	3	4	3	2	3.00
	Evaluator2	4	3	3	3	3.25
Presenter 4	Evaluator 1	4	4	4	4	4.00
	Evaluator 2	4	4	4	4	4.00
Presenter 5	Evaluator 1	2	2	2	2	2.00
	Evaluator 2	2	2	3	3	2.50
Presenter 6	Evaluator 1	3	2	3	3	2.75
	Evaluator 2	3	3	3	3	3.00
Presenter 7	Evaluator 1	4	4	3	3	3.50
	Evaluator 2	3	3	4	3	3.25
Presenter 8	Evaluator 1	4	3	3	2	3.00
	Evaluator 2	3	4	4	3	3.50
Presenter 9	Evaluator 1	3	2	3	3	2.75
	Evaluator 2	2	3	3	3	2.75
Presenter 10	Evaluator 1	3	2	2	2	2.25
	Evaluator 2	2	2	3	2	2.25
Presenter 11	Evaluator 1	3	3	3	2	2.75
	Evaluator 2	3	3	3	3	3.00
Presenter 12	Evaluator 1	4	4	4	4	4.00
	Evaluator 2	4	4	3	4	3.75
Presenter 13	Evaluator 1	4	4	3	3	3.50
	Evaluator 2	3	3	4	4	3.50
Presenter 14	Evaluator 1	4	3	3	4	3.50
	Evaluator 2	3	3	3	4	3.25
Presenter 15	Evaluator 1	4	4	4	4	4.00
	Evaluator 2	4	4	4	4	4.00
Presenter 16	Evaluator 1	4	4	4	3	3.75
	Evaluator 2	4	4	3	4	3.75
Class Average		3.281	3.250	3.250	3.125	3.227

Appendix E Closing the Loop

Faculty Planned Actions Based on Student Comments and Curriculum Evaluations

Course	Problem	What was done	When	How the impact of this change will be measured
QBA 260	Several professors mentioned that their students were not as familiar with pivot-tables as they would like	Developed a course assignment in which students are required to develop a series of pivot tables in EXCEL	Fall 2016	At the Spring meeting, faculty will be asked whether the new instruction method has helped.
QBA 260	Many students who do well in the beginning stats course (QBA 260), seem to forget a lot of the content they learned by the time they get to the follow-up QBA 300 Operations Management course. While the instructor have not completed in the pedagogy field, her hunch is that students retain more content when they can apply it to a hands-on project.	Held a focus group with students to identify ways to deal with this problem. They suggested a hands-on research project as a good learning tool. During the Spring 2017 semester, the instructor piloted testing a curricular change in which QBA 260 students will complete a research project including development of a survey, collection of data, and completion of several statistical tests using the theory obtained in the QBA 260 course.	Fall 2016 Spring 2017	Pilot test results will be available at the end of the semester. Students will be asked to provide extensive feedback on whether they thought the research project helped.
Econ310	Unable to use the projector and the white board simultaneously. The screen covers the board.	Reinstall the screen right next to the board.	Spring 2016 (Room K111)	More efficient and clearer presentation became possible.
Econ130/ 131	Some students do not study constantly. They are not ready to learn a new topic that is based on previous topics.	Replace two midterms with weekly short exams.	Spring 2016	Slight improvement in exam performance.
Fin 320	A colleague commented that students needed more instruction on Ratio Analysis. The instructor also observed ratio analysis information on standardized exams that he did not cover in class.	Added new elements to the Finance 320 class provide additional ratio analysis training.	Fall 2015	The instructor will monitor faculty comments regarding student abilities in this area. The instructor will also observe exam performance on related questions. Thus far, he has not heard further negative comments from colleagues regarding this ability of our students.
Fin 320	Observed that students with children frequently missed class, despite the fact that the instructor invited them to bring well-behaved kids to class	The instructor started giving little kids a small toy (a color book, a dollar for ice cream, or something similar) each day they come to class	Spring 2017	It appears this cured the problem. The kids seem quite motivated to make sure their parent makes it to class.

	when necessary.	with their parents and behave well throughout the class period.		
Fin 320	Observed that students have difficulty understanding how financial statements fit together over time. While the topic is covered in the course, it appears that students need additional practice on this topic	Added additional homework to the related chapter materials.	Spring 2017	Observe the performance of students on this element of exams and compare them to past performance.
FIN 321 and FIN 322	Professor observed that student's lacked motivation to complete the Stock Market Applied Experience Exercise	Professor initiated a scholarship program to reward students who earn the most simulated money in their accounts	Initiated in 2012 and ongoing	The change appears to have been successful. The professor observed a marked increase in student interest in the exercise. The scholarship resulted in considerable competition among students to do well in the exercise and win the monetary award
ECON 380	Most students are poor in oral communication skill, especially expressing difficulty concepts in economics verbally.	The instructor helped students prepare for oral presentations of their term papers and made it a highlight of the semester.	Spring 2017	Another Economic Faculty will grade their presentations and provide feedback to improve the students' skill next year.
MGT 333 and MGT 423	After an assessment of information literacy skills in my MGT 423 class, the instructor learned that business students need more training in on-line searches for research sources	The instructor developed two new written group report assignments in MGT 333 & 423 that require an on- line literature search and a list of references using APA format	Spring 2017	The instructor will keep electronic copies of these reports so they can be evaluated by a faculty team to assess improvement
MGT 379, 333, 423, 425	Student oral presentation skills need further development in all of these classes.	Developed short group oral presentations to mentor oral presentation skills prior to final report.	Spring 2017	Distributed GE rubric. A faculty team will assess individual speaking skills in final group reports in my MGT 425 Social Entrepreneurship Venture Planning Class.
ECON 340 and ECON 300	Students complained about time conflicts that prevented them from taking certain classes while maintaining their jobs and taking care of their children. In addition, the 2016 external reviewer on economic program also recommended more online teaching.	The instructor created hybrids classes, in which I post detailed lecture notes on Laulima so that students only need to come to the classes 50 minutes weekly for class discussions to gain hand-on learning experiences.	Spring 2017	The instructor will ask students to give feedback at the end of the semester so that I can improve the courses next year.
ACC 202 and ACC	Some students were not highly motivated to learn	The instructor provided case histories and real-	Spring 2017	The instructor will ask for student feedback at the end

353	difficult concepts in accounting	world examples to inspire students		of the semester.
MGT 300	1) Community members complained that UH Hilo isn't "out there" connecting with them; 2) The Office of Applied Learning Mentor Program suffered from low student participation	Adapted the ALEX Mentor program to be a mandatory element of Principles of Management, with three meetings over the semester during class time.	Spring 2017	Have just taken in the first round of surveys. 27 surveys were returned. All were very positive about the program. Suggestions: more structured activities, and more one-on-one connections.
MKT 310, MKT 318, MKT 319	Sharing team assignment results with the entire class. The work was typically provided in a paper work sheet format.	Identified an online based application (www.intedashboard.com) that has students enter information in an online worksheet that can be shared online with all students in the class.	Spring 2017	Increase in student satisfaction with instructional methods on course evaluations.