



UNIVERSITY *of* HAWAII®

HILO

COLLEGE OF BUSINESS AND ECONOMICS

Fifth Year Continuous Improvement Report

Krishna Dhir, Ph.D.
Dean

Drew Martin, Ph.D.
Assessment Coordinator

12/17/2014

Contents

Executive Summary: Innovation, impact, and engagement.....	1
1. Situational analysis	2
1.1. Factors shaping the College’s mission and operations	2
1.2. Relative advantages and disadvantages.....	2
1.3 Forces challenging the College’s future	3
1.4 Opportunities to enhance the College’s degree offerings.....	4
1.5 Degree programs in accreditation review	4
2. Progress update on concerns from previous review.....	4
2.1 Overview of concerns to be addressed.....	4
2.2 Update on how CoBE addresses concerns	6
3. Strategic management and innovation	7
3.1 Mission statement and summary of strategic plan or framework	7
3.2 Strategic management planning process and outcomes	7
3.3 Financial strategies and allocation of resources.....	8
3.4 New degree programs	8
3.5 Intellectual contributions, impact, and alignment with mission	9
4. Participants.....	10
4.1 Students	10
4.2 Faculty and professional staff sufficiency and deployment; faculty management and support.....	11
4.2.1 Faculty management policies.....	11
4.2.2 Academic and professional qualifications	11
5. Learning and teaching.....	12
5.1 Curricula management and development	12
5.2 Curriculum revisions	12
5.4 Assessment tools and procedures.....	14
5.5 Assessment outcomes	15
5.5.1 ETS Major Field Test- Functional Assessment	15
5.5.2 College Learning Assessment – Critical thinking and written communication assessment	16
5.5.3 Faculty evaluation of student writing samples.....	17
5.5.4 Faculty assessment of oral communications	18
5.5.5 Quantitative assessment	18
5.5.6 California Critical Thinking Skills Test– Critical thinking.....	19

5.5.7 EBI undergraduate business exit assessment and alumni survey.....	19
6. Other materials.....	20
6.1 <i>Changing CoBE's culture</i>	20
6.3 <i>Student and faculty accolades</i>	20
Appendix A: Supporting materials for situational analysis	22
Appendix B: CoBE's new vision and mission.....	24
Core values of the COBE faculty.....	24
CoBE vision statement.....	24
CoBE's mission statement	25
Appendix C: Supporting materials for strategic management and innovation	26
CoBE's new operational structure	26
CoBE's operational goals	27
Appendix D: Supporting materials for participants	34
Appendix E: Assessment rubrics	47
General education rubric for written communications.....	47
CoBE rubric for oral communications	48
CoBE rubric for quantitative problem-solving	49
Appendix F: Functional assessment results by discipline.....	50
Appendix G: CLA writing and critical thinking assessment scores by categories	53
Appendix H: California critical thinking pre- and post-test results by category	56
Appendix I: Oral communication assessments	59
Appendix J: Supporting materials for academic and professional engagement.....	60
Faculty and student research collaborations	60
Student research.....	60

Executive Summary: Innovation, impact, and engagement

- All four Assurance of Learning goals are operational and multiple assessments have been completed.
- Streamlined curriculum by reducing course prerequisites by 16 courses. Most previous prerequisites are now co-requisites to reduce bottlenecks in course scheduling.
- The accounting program's external review in February 2014 concludes both students and the professional community highly value the accounting program.
- Over 17 percent of journals publishing CoBE's faculty research are A-level or better as classified by the Australian Business School Deans Council 2013 Journal Quality Review.
- Three testing cycles of the College Learning Assessment find the difference between actual performance and expected performance (based on SAT scores) averages in the top 94th percent nationally suggesting they receive a high added value education at UH-Hilo.
- Compared to other colleges and universities in Hawaii, UH-Hilo's accounting students have a highest percent passage rate for the CPA examination.
- CoBE has a leadership role in promoting applied learning experiences for students. Since 2011, students have worked with 58 local organizations on applied learning projects. In recent years, 69 organizations have provided internship opportunities for CoBE students.
- Faculty approved a new vision and mission to be implemented starting fall 2015.
- Developed a new strategic planning process improving College operations.
- CoBE set to move into the refurbished Student Services building in September 2015.

1. Situational analysis

A program offering a major in business was established at the University of Hawai'i at Hilo (UHH) in 1975 within the College of Arts and Sciences. The College of Business and Economics (CoBE) was established in 2004 as one of the University's constituent Colleges. The College achieved initial accreditation by AACSB International in 2005 and reaccreditation in 2010.

1.1. Factors shaping the College's mission and operations

UH Hilo's primary mission is to offer high quality undergraduate liberal arts and professional programs challenging students to achieve their highest level of academic achievement. Supporting current UH System strategic goals, the Hilo campus emphasizes service to the Big Island and the balance of the state, emphasizing educational opportunities to the children of economically disadvantaged families. To assist students with their education costs, most students receive financial aid. Between the 2006-07 and 2010-11 academic years, the percentage of undergraduate students receiving financial aid increased from about 58 percent to over 70 percent.¹

Two factors influence CoBE's operations. Changes in both the University's senior leadership and legislative funding allocations impact the College's current and future mission and operations. Since the previous review, new people hold many key leadership positions. The UH System is now headed by President, Dr. David Lassner. Chancellor of UHH, Dr. Rose Tseng, retired in May 2010 and her successor is Dr. Donald "Don" O. Straney. Dr. Matthew Platz was hired as Vice Chancellor for Academic Affairs at UHH in January 2013. The Vice Chancellor of Student Affairs, Dr. Luoluo Hong, announced her departure from UHH effective April 2013. CoBE's former Dean, Dr. Marcia Sakai, now serves as Vice Chancellor of Administrative Affairs. Starting September 2013, Dr. Krishna Dhir became the College's second Dean.

The state's fiscal crisis over the last several years has affected general fund support for the University and tuition growth has slowed. State support dropped from about 60 percent to 45 percent of total revenues² and over a three percent drop in headcount enrollment has affected tuition revenues.³ To achieve a balanced budget, the University has been forced to reallocate resources. As a result, CoBE has lost four tenure line positions since 2009.

1.2. Relative advantages and disadvantages

CoBE offers several advantages including comparatively low tuition,⁴ small classes ($\bar{x} = 22.7$), and full-time faculty members teach most classes ($\bar{x} = 82.9\%$).⁵ Previously, limited campus housing was a weakness; however, the University's recent investment in dormitories

¹ See: Students receiving financial aid, <http://hilo.hawaii.edu/uhh/accreditation/documents/DataExhibit2.42013-09-06.pdf>

² Source: Allocation Memorandum from University Budget Office (G Fund), Campus Budget Allocation Worksheet (TFSF). Also see: "Ensuring Institutional Capacity and Effectiveness in the Future" WASC Essay Four, September 2013 available at: http://hilo.hawaii.edu/uhh/accreditation/documents/UH_Hilo_WASC_Essay_Four_FINAL.pdf

³ Johnsrud, L.K., (September 5, 2013). Fall 2013 Preliminary Opening Enrollments. <http://www.hawaii.edu/offices/app/openenroll/prelimenrollf13.pdf>

⁴ Full-time undergraduate tuition per semester for the 2013-14 academic year was \$3,096 (resident) and \$8,096 (non-resident).

⁵ See Appendix A, Table 1.6 for more details on average class size by year.

significantly mitigated this issue. When University Village Phase 1 opened August 2013, campus housing units increased by about 50 percent.⁶

While the University’s geographic location appears to be advantageous, many state residents prefer to attend mainland schools. The Western Universities Exchange program allows local students to attend west coast schools and receive substantial tuition reductions from the normal non-resident tuition. Relatively low in-state tuition and the ability to live at home are offset by the desire of both students and parents for the student to explore broader cultural and educational experiences. Internal data from the University System office further supports this conclusion. Data in Table 1.1 show only about one-third of Hawaii’s recent high school graduates attending a four-year college or university chose UH System programs. As shown in Tables 1.3-1.6 (see Appendix A), the percentage of local high school graduates attending the four-year campuses of the UH System is low in some regions of the State.

Table 1.1
Freshmen students attending 4-year degree-granting institutions who graduated from high school within the previous 12 months

	2012-2013 High School Graduates	Freshmen Enrolled Any State	Home State	Local Students Remaining In-State
Hawai’i	7,687	5,138	2,549	33%
United States	2,534,536	1,449,329	1,085,207	43%

Source: http://nces.ed.gov/programs/projections/projections2021/tables/table_12.asp; Table 14 (2012 – 2013).

The College faces competition inside the State from UH-Manoa’s Shidler College of Business, currently the only other AACSB-accredited program the State. Other small-sized business programs and on-line programs include public University of Hawai’i – West O’ahu, and the Bachelor of Applied Science in Applied Business and Information Technology at Maui Community College as well as private universities including Hawai’i Pacific University, Brigham Young University-Hawai’i, and Chaminade University. Most of these schools share the geographic advantage of being located near Honolulu, the State’s business hub.

1.3 Forces challenging the College’s future

Nation-wide, freshman enrollment is declining. A recent study reports 34 percent of state colleges and universities failed to meet revenue and enrollment goals for the 2014-15 academic year—two percent more than the previous year.⁷ This trend is not surprising because the number of 18-year-olds nationally is far fewer than for Baby Boomers. Further, public colleges and universities are more likely to report that they did not meet recruitment goals for international students and transfer students than private institutions.⁸

CoBE’s relatively small number of tenure line faculty makes offering a breadth of courses needed to complete the degree programs a challenge. Many courses only offer one section per term and electives typically are offered just once annually. This combination makes course scheduling challenging. If the College loses more positions due to retirement, neither an

⁶ “UH Hilo breaks ground for University Village Phase 1” at: <http://hilo.hawaii.edu/news/press/release/1197>

⁷ Carlson, Scott. (2014). Goals for enrollment and tuition revenue elude many colleges. *The Chronicle of Higher Education*, October 17, A4-A5.

⁸ Selingo, Jeffrey J. (2014). Shaping the class: How college enrollment leaders view the state of admissions and their profession. *The Chronicle of Higher Education*.

increase in tenure-line faculty course preparations nor hiring more adjunct instructors is an attractive alternative.

1.4 Opportunities to enhance the College's degree offerings

The Hawaii Community College's 24,000 square-foot Palamanui Campus expected completion is by summer 2015. The vision for this \$25 million Campus is to become a gateway, allowing students to access courses from across the university system. Course delivery primarily will be through Distributed Learning employing the Hawaii Interactive Television System (HITS) and video conferencing classrooms. The new Campus creates an opportunity to increase enrollment of students from West Hawaii. CoBE already delivers courses each term to West Hawaii, but the new Palamanui Campus offers a chance to reach more students. Currently, about one-half as many high school graduates in West Hawaii enter the University of Hawaii system than students from East Hawaii.⁹

1.5 Degree programs in accreditation review

The College offers Bachelors' degrees in Business Administration and Economics. Only Business Administration's two majors, Accounting and General Management, are included in this accreditation review. For the academic year 2013-2014, 45 students graduated with the BBA and 16 students graduated with a Major in Accounting. The Accounting major began admitting students in 2008-2009. Currently, the College offers sufficient accounting course work to meet the accounting content educational requirements for the CPA examination. Accounting Majors represent about a one-fourth of CoBE's undergraduate students. In February 2014, the accounting degree program completed an external review. The reviewer concluded sufficient demand for the accounting program exists. Both students and the professional community highly value the accounting program and the reviewer recommended continuation for another five years. Table 1.2 shows College graduation totals remain constant while overall University graduations increased over the last five years, primarily due to the new Pharmacy College.

Table 1.2
Degrees granted by year at UH-Hilo by academic year

	<u>2008-09</u>		<u>2009-10</u>		<u>2010-11</u>		<u>2011-12</u>		<u>2012-13</u>		<u>2013-14</u>	
	n	%	n	%	n	%	n	%	n	%	n	%
University ^a	619		583		737		905		845		846	
Accounting ^b	4	0.6	6	1.0	17	2.3	12	1.3	22	2.6	16	1.9
Business Administration	47	7.6	36	6.2	46	6.2	38	4.2	47	5.6	45	5.3
Economics	10	1.6	10	1.7	13	1.8	8	0.9	16	1.9	10	1.2

Source: UH Hilo Office of Institutional Research, 2014

a. Total degrees include both undergraduate and graduate.

b. Some accounting students received undergraduate degrees in business administration as well.

2. Progress update on concerns from previous review

2.1 Overview of concerns to be addressed

The Program Review Team's primary concern was some gaps in the Assurance of Learning program. Specifically, two of five learning goals were not fully operational until the

⁹ Yager, Bret. (2014). Palamanui must innovate to reach underserved, panelists say. West Hawaii Today, November 13. <http://westhawaii.com/news/local-news/palamanui-must-innovate-reach-underserved-panelists-say>. Accessed 11/13/2014.

2008-2009 academic year, providing only one assessment cycle. Faculty meetings and discussions led to improved definitions of desired outcomes. Four program learning goals were identified: (1) Business Content Knowledge; (2) Communications (oral and written); (3) Quantitative problem solving; and (4) Critical Thinking. The College streamlined the goals during the 2010-11 academic year and further refined learning goals when the new strategic planning process was implemented in September 2013 (see Section 3). Table 2.1 identifies these learning goals and primary assessment measures.

Table 2.1
CoBE goals, assessment, and objectives

Learning Goal	Description	Assessment method	Program Learning Objectives
<i>In each graduating cohort:</i>			
1	Demonstrate comprehension of the fundamental principles of essential business functions.	ETS Major Field Exam	The average overall score on a nationally standardized test of knowledge and the ability to apply basic principles of the major business functional disciplines will be at or above the national average.
2a	Express ideas clearly, logically, and persuasively in written communication.	CLA ^a Writing assessment	The average writing score exceeds the expected scores based on admission tests.
		Faculty writing assessment	The writing sample demonstrates “competency” writing level for 75% or more of students as defined by the University writing rubric (see Appendix E).
2b	Express ideas clearly, logically, and persuasively in oral communication.	Oral presentation assessment	Oral presentation level demonstrates “competency” as defined by the College writing rubric for at least 75% of students (see Appendix E).
3	Demonstrate quantitative problem solving skills to resolve complex, unstructured problems, using appropriate tools and technology.	Quantitative assessments in QBA courses	At least 75% of students meet or exceed “proficiency” level as defined by the College’s quantitative assessment rubric (see Appendix E) in QBA 300.
4	Demonstrate the ability to identify, analyze, and decide on courses of action to resolve complex, unstructured problems, using appropriate tools and technology.	CLA Critical Thinking assessment	The average critical thinking score exceeds the expected scores based on admission tests.
		California Critical Thinking Skills Test	Post-test scores show measurable improvement from pre-test scores.

a. For the 2013-2014 testing cycle, the CLA test has been revised to CLA+. Subsection results of the CLA+ are not comparable to the previous two testing cycles. The inability to compare prior test results and funding uncertainties forced CoBE to adopt other assessment tools.

2.2 Update on how CoBE addresses concerns

All four learning goals are operational and the College has assessment results for several testing cycles. Multiple assessments for each goal have been completed and assessment activities are now spread throughout the curriculum.

CoBE students enrolled in the capstone business course (Strategic Management, MGT 490) have taken the ETS Major Field Examination since the early 1990s. The test continues to be administered every term. ETS asks questions about various content areas of business. Both overall and subcategory scores are compared nationally as a benchmark.

Goal 1: Ten assessments since previous re-accreditation

Since 2011, the College has used the Collegiate Assessment Learning (CLA) examination to measure writing and complex problem-solving skills. This test assessment was a three-year pilot program. CLA test results are scaled to college entrance examinations. Participating universities provide SAT or ACT test scores for students that took the tests, serving as a proxy for the “Expected CLA Score.” CLA results are compared to the proxy and students can score above or below their expected score based on the admission tests. This comparison measures the added value received during the student’s college education. Starting in 2013, the CLA+ replaced the CLA examination. CLA+ sub-scores are not comparable to CLA. This change makes comparing previous assessments problematic. Further, university funding for the CLA+ appears unlikely. To assess writing, CoBE adopted the University writing rubric required for regional accreditation (starting spring 2013). Using the rubric, student writing samples for the capstone course were examined by a panel of five faculty members in spring 2014. This assessment method was deemed an appropriate method to continue on a biannual basis.

Goal 2a: Six writing assessments using CLA and CLA+ and one faculty writing assessment of writing with scoring based on the University’s writing rubric (seven assessments total).

In addition to written communication, CoBE faculty members decided to assess oral communications. An oral assessment rubric was developed in 2009 and implemented in two core courses (MGT 333 and MGT 423). While biannual oral communication assessments are planned, the rubric is being tested and CoBE has results for five testing periods.

Goal 2b: Five oral communication assessments using CoBE’s rubric

During spring term 2009, CoBE’s Assessment Committee developed a rubric to measure Quantitative Problem Solving (see Appendix E). The rubric was tested during fall term 2009 using a course-imbedded approach in Management Science (QBA 360), Operations Management (QBA 361), and Principles of Business Finance (FIN 320) courses. Preliminary results show that students demonstrated proficiency in selecting models, manipulating data, and problem solving. Many students underperformed in interpreting quantitative results and integrating results for overall understanding. QBA 300 (previously QBA 360) assesses quantitative problem solving. Final examination questions address areas in the quantitative rubric. Proficiency is met when 75 percent of students meet rubric benchmarks in problem identification, problem solving strategy, selecting models, manipulating data, and problem solving.

Goal 3: Two quantitative assessments

The 2009 findings from the Assessment Committee concerned faculty because the evidence suggests students need a better understanding how to interpret and integrated results for

problem solving—an important element of critical thinking. The faculty adopted a critical thinking goal. The CLA test offered measures of these skills.

Concerns about future CLA funding and a desire to spread assessment more broadly throughout the curriculum, lead to pilot testing of the California Critical Thinking Skills Test (CCTST) starting fall 2013. The assessment tool was administered twice during the term to students enrolled in the new Critical Thinking (BUS 290) course. Pre- and post-class scores are compared to assess the added value the new course brings to student learning. Two terms of assessment have been completed and the results offer evidence of progress and areas for improvement. Section 5.5.6 and Appendix H present results from the first year's CCTST assessments.

Goal 4: Six assessments using CLA and CLA+ and four assessments using CCTST

3. Strategic management and innovation

3.1 Mission statement and summary of strategic plan or framework

CoBE's mission statement has not changed since the previous re-accreditation; however, the faculty regularly assesses the mission, goals, and objectives. CoBE's new dynamic strategic planning framework streamlines this process. The most recent review occurred August 2014. New vision and mission statements recently were approved by CoBE faculty and the College plans to adopt and implement these new planning documents after the re-accreditation review (see Appendix B).

Table 3.1
College of Business and Economics mission statement

To assist individuals in acquiring the knowledge, attitudes and skills needed to be productive and responsible citizens in the global economy. The College serves students and communities primarily from the Island and State of Hawai'i, as well as students from the U.S. mainland and the Asia/Pacific region. We are committed to:

- Providing a personalized, high-quality baccalaureate business and economics education,
- Inspiring the development of ethical values and leadership skills within a context of cultural diversity,
- Offering opportunities for hands-on learning,
- Offering academic programs responsive to community needs, and
- Supporting faculty excellence in teaching, research and service, with primary emphasis in teaching.

Available at: <http://business.uhh.hawaii.edu/mission.php>

3.2 Strategic management planning process and outcomes

Previously, CoBE's strategic planning process was a three- to five-year review conducted by a Strategic Planning Committee, composed of the Dean, Department Chairs, Advisory Board members, faculty, and students. The Committee reviewed the existing mission, goals, and strategic plans, environmental analysis, and generated alternative courses of action. These recommendations were presented to the faculty for discussion and review, before adoption as a formal revision of mission and strategy. The College's current Dean presented a new framework to faculty, and the College adopted the new framework starting September 2012. CoBE's new framework is dynamic, allowing information and activity to flow through the system, continually improving processes. Figure 3.1 shows a simplified flow-chart sketch of the new framework (see

Appendix C). This new operational system's key elements are the processes' sequential information flow, strategic planning cells, and two-way flow of information designed to implement changes and to close the loop.

The work path for developing the Vision, Mission, and Goal Statements starts with the internal stakeholder cells (Action Teams). Lines and arrows show the sequential relationships (some bi-directional) advancing from vision and mission to goals. The first five operational goals are non-overlapping statements of improvements designed to fulfill the College's mission. One or more objective clarifies each goal and an Action Team is responsible for facilitating movement toward the goal.¹⁰ Of critical importance is that the Action Team members understand that the group must be goal-oriented.

Operational goal 6 has a separate status. Lines connect operational goal 6 to the other goal cells and the College's Administration, representing interaction and two-way information flows. This sixth operational goal encompasses planning and implementation responsibility that includes the College's Advisory Board, CoBE's Dean, and Department Chairs. Progress reports and input pertaining to resources and strategies come from the other Goal Action Teams. The Advisory Board makes recommendations to the University's Administration as well as to CoBE's Dean and Department Chairs to help guide the strategic planning process. External Stakeholders receive periodic strategy reviews of Vision, Mission, and Goal Statements.

CoBE's framework stresses faculty engagement. The new structure does not imply that the traditional departmental faculty structures no longer exist. Figure 3.1 represents a simplified version. Linkages to other academic units within the institution, Admissions Office, Placement Office, and Continuing Education remain, but they are omitted because those links would make the sketch too complex.

The new strategic planning process impacts the College on many levels. First, the action teams ensure broader faculty participation in assessment activities. This change represents a cultural shift for CoBE. Second, results served as a catalyst for revising the current mission statement. Third, new policies have been developed for faculty orientation. Finally, Committee recommendations helped to revise the curriculum, streamline the program, and refocus learning outcomes.

3.3 Financial strategies and allocation of resources

Major financial commitments and resource allocations for the immediate future and recent past are described in Table 3.2.

3.4 New degree programs

No new degree programs were implemented over the last five years. The College did initiate delivery of the BBA program to students on the west side of Hawaii Island via video conferencing starting fall 2011. Only two students participated and they chose to commute to campus for many of their courses. The University continues recruiting for students to start second cohort in August 2015.

¹⁰ See Appendix C for details of CoBE's operational goals.

Table 3.2**Financial strategies: Financial support for strategic action items**

Activity	Start	First year cost	Ongoing cost	Fund source/disposition
Strategic Management/Human Resources Faculty replacement (tenure track)	FA 2016	\$110,000+ \$11,000 search	\$110,000+ 2-4% annual increases	Vacant line's existing funds; legislative salary adjustments
Watanabe Distinguished Visiting Professor in Tourism	FA 2016	\$115,000	-	Endowed Chair funds
Accounting/Tax visitor	FA 2016	\$12,000	-	Vacant line's existing funds
Technology/computers	SP 2016	\$8,500	\$8,500	Budget
Strategic Management/Human Resources Management (visiting)	FA 2015	\$110,000+ \$5,000 search	-	Vacant line's existing funds
Accounting/Tax visitor	FA 2015	\$12,000	-	Vacant line's existing funds
College advertising campaign	FA 2015	\$15,000	-	Salary savings
College website redesign	FA 2015	\$3,000	-	Salary savings
Office furniture	FA 2015	\$15,000	-	RCUH funds
Technology/computers	SP 2015	\$8,500	-	Budget
AACSB Seminars/Workshops	SP 2015	\$7,500	-	Budget
Faculty and Staff professional development	SP 2015	\$10,000	\$10,000	Budget
College ad campaign West Hawaii	FA 2014	\$45,000	-	Funds through budget process
Economics visitor	FA 2013	\$75,000	-	Budget
Classroom multimedia equipment, business laboratory computer upgrades	SP 2013	\$45,000	-	Budget process
Assessment – CCTST	FA 2013	\$1,267	\$1,500 (biennial)	Budget
Dean search	FA 2012	\$50,000	-	Budget
Technology/Computers	SP 2012	\$10,000	-	Budget
Technology/Computers	SP 2011	\$7,000	-	Budget
West Hawaii Technology Polycom System set-up; IT Specialist travel	FA 2010	\$30,000	-	Budget
Economics visitor	FA 2010	\$62,000	-	Budget
Assessment – ETS Major Field Test	FA 2009	\$1,075	\$1,250	Budget
Assessment – EBI	FA 2009	\$2,500	\$2,500	Budget

3.5 Intellectual contributions, impact, and alignment with mission

CoBE maintains “excellence in teaching, research, and service with focus on teaching” as a key mission statement element. Until recently, the University Research Council provided a maximum of \$2,800 of travel funding and CoBE provided \$1,500 to support research and travel to academic conferences. Budgetary constraints reduced the maximum awards to \$2,200 and \$1,000 respectively. Kitaro Watanabe’s limited endowed chair funds remain available for tourism-related research subject to conditions.

To support a research culture, CoBE instituted an in-house research forum in 2011. Faculty members present research papers designed to encourage intellectual discussion and foster collaboration. Usually, one faculty member presents at the research forum each month. The College provides limited funds to invite outside guest speakers at least once per semester.

The number and type of intellectual contributions is the major determining factor of academic qualification (AQ). Current AQ Standards classify intellectual contributions into four categories, and assigns a specific number of points for each intellectual contribution. The current method assigns 25 points for each Category A contribution, 15 points for Category B, 10 points for Category C, and 10 points each for an intellectual activity not covered by the other categories. Currently, 16 specific activities fit into this last category. An academically qualified faculty member needs at least 50 points from Category A, at least 75 points with ICs under Categories A, B, and C. A minimum of 150 total points are needed to be AQ. Appendix C

provides an overview of academic qualifications by discipline and overall journal quality (see Tables 3.3-3.6). All tenure line faculty members are academically qualified.

The following bullet points provide an overall evaluation of the 120 peer-reviewed journal articles authored by CoBE faculty over the last five-year period (2009-2013):

- Discipline-oriented with a reasonable portion of ICs being pedagogy- and practice-oriented;
- Focusing on the Asia-Pacific region;
- Collaborative research working with colleagues from UHH and other universities;
- Occasionally coauthored with students;
- Relate to a variety of professional development activities and current professional experience (e.g., serving as discussant, editorial board member, editor, or reviewer of conference submissions)—all conducive to further intellectual contributions; and
- “A” journal articles tend to focus on tourism.

These characteristics are consistent with the College’s mission. Despite less resource support for professional development activities, the faculty’s intellectual development collectively continues to increase. The evidences shows some variation across disciplines regarding both quantity and quality of intellectual contributions.

4. Participants

4.1 Students

Following national trends, CoBE’s overall enrollment declined slightly for two years (see Table 4.1). For fall 2014, the College’s enrollment increased for both business and accounting programs. No identifiable policy changes or demographic trends point to a clear explanation for these local fluctuations. The University and College continue to attract a highly diverse student population.¹¹ A recent report in the *Chronicle of Higher Education* rates the University of Hawaii at Hilo as the *most* diverse four-year public institution in the nation.¹²

Student services starting relocating to the new \$15.9 million Student Services Center in 2014. The 35,000 square-foot building provides a central location for course registration and all the University’s student services including the Advising Center, Career Development Services, Disability Services, Counseling Services, and the Women’s Center.

Table 4.1
Enrollment by major

Enrollment by Major*	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	n	%	n	%	n	%	n	%	n	%	n	%
College	364		370		365		358		340		374	
Accounting	60	16.5	74	20.0	83	22.7	89	24.9	83	24.4	89	23.8
Business Administration	277	76.1	256	69.2	250	68.5	235	65.6	227	66.8	258	69.0
Economics	27	7.4	40	10.8	32	8.8	34	9.5	30	8.8	27	7.2

* Enrollment count by first declared major only

¹¹ See Appendix D Tables 4.2-4.6 for additional tables on students.

¹² See: Lipka, Sara. (2014). More Voices Call for Equity, Not Just Access. *Chronicle of Higher Education Almanac 2014-15*, 60, (August 22), 39-47.

In 2012, the Office of Applied Learning Experiences (ALEX) began serving the university community. ALEX's mission is to maximize breadth and depth of learning opportunities for UHH students through community based projects, service learning, research, internships, creative activities, and capstone projects. ALEX coordinates internship fairs, student professional events (e.g., resume writing), faculty teaching workshops, student research conferences, students travel grants for academic conferences and an annual applied learning summit to highlight the best practices in applied learning teaching techniques.¹³ Between CoBE's internship program and ALEX, students have more applied learning opportunities than in the past. CoBE students have worked with 58 local organizations on applied learning projects since 2011. In recent years, 69 organizations have provided internship opportunities for CoBE students.¹⁴

4.2 Faculty and professional staff sufficiency and deployment; faculty management and support

4.2.1 Faculty management policies

The faculty's average length of employment at CoBE is about 11 years. As previously mentioned (Section 1.1), CoBE has lost four tenure line positions since 2009. One faculty retirement is anticipated before spring term.

The College plans to recruit a management professor specializing in strategic management and human resources disciplines effective Academic Year 2016-2017. Typically, faculty recruitment includes advertising the position on the University website, *Chronicle of Higher Education*, and the discipline's primary academic professional organization (e.g., Academy of Management). A job announcement is written and a Search Committee formed. Search Committees typically include CoBE faculty and one faculty member from outside the College. Job announcements are posted prior to the professional organization's winter meeting and Search Committee members attend and conduct preliminary interviews. Short lists of finalists are invited for telephone interviews. The top two or three ranked applicants are invited for campus interviews. Recent hires have been at the assistant professor level. New faculty members usually have prior university teaching experience and peer-reviewed research publications.

CoBE's formal new faculty orientation process includes the following: (1) introduction to CoBE's history and existing programs, (2) demonstration of COBE's software (e.g., the online faculty database and student advising forms specific to CoBE), and (3) instruction on how to use classroom equipment. COBE's new faculty orientation process supplements the University's orientation program by addressing issues unique to CoBE. Senior faculty members are responsible for new faculty orientations. In addition, the Dean or Department Chairperson reviews promotion and tenure requirements with new faculty.

4.2.2 Academic and professional qualifications

Three categories classify COBE faculty members, namely, *Academic*, *Professional*, and *Other*. Academic qualification (AQ) must be earned from a range of intellectual contributions, professional development initiatives, and other current professional activities. These activities are categorized and assigned different point values (see Appendix D, Tables 4.9-4.10).

¹³ <http://hilo.hawaii.edu/alex/>

¹⁴ See Appendix D, Tables 4.7-4.8 for lists of organizations participating in applied learning and internship activities.

Academically qualified faculty must meet the minimum standard of 150 points. At least one-half of the total AQ points must be classified as intellectual contributions, including two, Category “A” peer-reviewed publications.¹⁵

Professionally qualified faculty must possess intellectual capital sufficient to teach and contribute to CoBE’s mission as well as engage in continuous development activities to maintain currency of intellectual or professional capital. Evidence of intellectual capital normally requires a Master’s degree in the teaching area and one of the following: (1) current industry certification in the teaching area, (2) current regulatory licensure in the teaching area, or (3) professional experience significant in duration and level of responsibility (e.g., minimum five years of experience with executive-level decision-making responsibility in the teaching area). Evidence of continuous development may be demonstrated by any of the following in the teaching area over the past five years (no less than .05 FTE for the period): (1) professional experience at the executive level within the past five years, consulting activity, employment or practice, or participation in professional education activities sufficient to maintain professional certification or licensure.

To be a “participating” faculty member, a faculty member should engage in at least two of the following activities: (1) engage in major academic issues of the College, (2) participate in College governance, (3) serve on academic policy making committees, (4) participate in non-class activities (e.g., student advising, faculty development, or extra-curricular activities, and (5) be considered as a long-term faculty member. Faculty members neither academically nor professionally qualified are classified as “Other.”

5. Learning and teaching

5.1 Curricula management and development

CoBE’s curricula management and development efforts address two primary questions. First, what curricula modifications are necessary to address identifiable deficiencies? Assessment results inform changes, as illustrated by faculty developing a new course emphasizing critical thinking, embedding more writing assignments in various business and economics courses, and discussing how to define effective written communications. Second, how can CoBE streamline the curricula to improve students’ ability to progress through the program? CoBE’s relatively small faculty count limits the number and variety of course offerings. For many courses, only one section is offered per term. When the Curriculum Action Committee reported that four pre-core classes require eight prerequisites and business core courses require 21 prerequisites, CoBE’s faculty recognized that the College’s prerequisite requirements may create barriers to students’ academic progress. Faculty-driven interventions to improve teaching and learning process are described below.

5.2 Curriculum revisions

The business program has monitored graduating student performance on the ETS major field examination each semester since the early 1990’s. The College’s current standard is to maintain an average total score that exceeds the national average (see Table 2.1). While declining performance is atypical, evidence of low performance in Business Law (BUS 240) led to curriculum modifications.

¹⁵ See Appendix D, Tables 4.11-4.13 (Tables 9-1, 10-1, and 10-2) for summary information about faculty qualifications

Spring 2009, the CoBE Assessment Committee developed a rubric for measuring Quantitative Problem Solving (see Appendix E). The rubric was tested during fall 2009 using a course-imbedded approach in Management Science (QBA 360), Operations Management (QBA 361), and Principles of Business Finance (FIN 320) courses. Results show that students are proficient in selecting models, manipulating data, and problem solving; however, many students have difficulty interpreting quantitative results and integrating results for overall understanding. Students can select appropriate models and formulas to arrive at correct answers; however, they often cannot integrate results into problem solving recommendations. An analysis of course content showed significant overlap in the course content of the QBA 360 and QBA 361 courses. Both courses emphasized selecting models and manipulating data rather than thinking critically. To address these findings, two curriculum changes were made. First, the course content for QBA 360 and QBA 361 courses were combined, reducing duplication and freeing up time for focused teaching of critical thinking related to quantitative analysis. A new course, Operations Management (QBA 300), covers the topics previously taught in the QBA 360 and 361 courses. Second, Critical Thinking (BUS 290) was designed to enhance students' critical thinking skills. BUS 290 was implemented in fall 2012.

The Curriculum Action Committee concluded that College prerequisite courses may create an unnecessary barrier to student academic progress. To address this issue, the Curriculum Committee met with faculty to determine whether or not some prerequisites could be either eliminated or taken as co-requisites. In addition, the required computer competency test was eliminated starting fall 2013. Table 5.1 summarizes the planned changes.¹⁶ CoBE's Departments voted to eliminate 16 prerequisites. The changes greatly streamline students' academic progression. Students now only have 13 course prerequisites for pre-core and core business classes.

Table 5.1
Prerequisite changes to streamline CoBE curriculum

Previous Requirements	Changes approved by CoBE Faculty
ECON 130 prerequisite for ECON 131	ECON 131 no longer requires ECON 130 as a prerequisite.
MATH 104f prerequisite for QBA 260, ECON 130, FIN 320, and ACC 201	Testing past MATH 103 suffices; students can take MATH 104f as a co-requisite for QBA 260, ECON 130, FIN 320, and ACC 201.
COM 251 prerequisite for MGT 300 BUS 290 prerequisite for Business Core	COM 251 does not need to be a prerequisite. BUS 290 becomes a co-requisite for MGT 300, QBA 300, MKT 310, FIN 320, and QBA 362.
MGT 300 prerequisite for MGT 333 ACC 202 and ECON 130 prerequisites for MKT 310	MGT 333 does not need MGT 300 as a prerequisite. MKT 310 does not need ECON 130 or ACC 202 as prerequisites.
ECON 131 prerequisite for ECON 416 and ECON 330	ECON 330 and ECON 416 do not need ECON 131 as a prerequisite.
Computer Competency Certification	Eliminated requirement

For the business pre-core, one economics prerequisite was dropped and the math prerequisite requirement was changed to allow students to take the course as a co-requisite.

¹⁶ These changes have been input into Curriculum Central and require further action by the College and University before final approval.

Further curriculum action is needed regarding Public Speaking (COM 251) due to concerns about the course's added value. Some sections of COM 251 currently are offered online. Options under consideration include finding an alternative course or making public speaking a major component of an existing business course (e.g., Principles of Marketing, MKT 310). These changes remove three prerequisites from the business pre-core.

The business core assumes all students have a common foundation. Course prerequisites prevent students from skipping foundation courses, but these courses often only are offered once per term. Transfer students present an additional challenge. Although transfer students may be ready to take third-year courses, they may lack some prerequisites. To reduce these barriers, faculty voted to allow Critical Thinking (BUS 290) to be taken as a co-requisite, eliminating five prerequisite limitations. Principles of Marketing (MKT 310) dropped two prerequisites. Students testing past Introduction to College Algebra (MATH 103), may take the previously required Precalculus I (MATH 104f) (or higher) as a co-requisite for any CoBE course reducing three prerequisites (including QBA 260 and ECON 130). International Management (MGT 333) eliminated Management, Organizations, and Human Behavior (MGT 300) as a prerequisite. Finally, the Economics Department no longer requires ECON 131 as a prerequisite for ECON 416 or ECON 330.

5.3 Learning goals

Learning goals address four areas identified by faculty as essential for students graduating with a bachelor's degree in business administration or accounting from UH-Hilo. First, do graduates have a strong functional foundation in the various business disciplines? Knowledge and ability to apply basic functional business disciplines (Learning Goal 1) demonstrates that students have a working knowledge of the various disciplines taught by CoBE instructors. Second, do CoBE graduates communicate effectively? CoBE graduates should be able to write (Learning Goal 2a) and speak (Learning Goal 2b) professionally. Strong communication skills are essential for graduates seeking professional track employment and post-bachelorette education. Third, can graduates solve complex and unstructured quantitative problems (Learning Goal 3)? Using appropriate tools (e.g., spreadsheet software), graduates need the ability to analyze data appropriate quantitative methodologies and interpreting the results to aid in managerial decision making. Finally, can graduates identify, analyze, and decide on a course of action to resolve a complex and unstructured problem? Today's dynamic business environment dictates managers need critical thinking skills (Learning Goal 4) to separate symptoms from problems and to think outside the box to analyze and develop creative solutions.

5.4 Assessment tools and procedures

In the spirit of continuous improvement, CoBE faculty experiment with new assessment tools. For this review period, the College has employed a variety of assessments to help measure student skills, learning, and satisfaction. Table 5.2 lists assessments to measure student performance. In addition, graduating seniors complete the EBI Undergraduate Business Exit Assessment that measures how they feel about their education experience (see Appendix F for EBI results).

Table 5.2
Data Collection Schedule and Evaluation Tools

PLG	Assessment Tool	Data Collection	Data Collection Schedule	Analysis and Evaluation Schedule
1	ETS Major Field Test	Fall and spring terms	MGT 490 capstone course (seniors), fall and spring terms annually	FA 2016 FA 2018
2a	CLA Writing Assessment ^a	Fall and spring terms 2012-2014	Fall: Incoming Freshmen Spring: MGT490	Discontinued
2a	Writing rubric evaluations ^b	Biannually	MGT 490 capstone course (seniors) spring 2014; spring 2016; spring 2018	FA 2015 FA 2017 FA 2019
2b	Oral Assessment rubric	Biannually	MGT 333 or MTG 425 fall 2015 fall 2017	SP 2016 SP 2018
3	California Critical Thinking Skills Test	Biannually	BUS 290 course (pre- and post-test) fall 2015; fall 2017	SP 2016 SP 2018
3	CLA Critical Thinking Assessment	Fall and spring terms 2012-2014	Fall: Incoming Freshmen Spring: MGT490	Discontinued
4	Quantitative Assessment rubric	Fall and spring terms	QBA 300 spring 2015; spring 2017; spring 2019	FA 2015 FA 2017 FA 2019

a. Due to inconsistent evaluations using STEPS, faculty decided to use the CLA to measure writing.

b. The University accreditation team for WASC required the College to resume in-house analyses of student writing. A University-developed writing rubric is now used for biannual writing assessments starting spring 2013.

5.5 Assessment outcomes

5.5.1 ETS Major Field Test- Functional Assessment

The ETS Major Field Test assesses students' conceptual understanding about accounting, economics, finance, information systems, international business, legal and social environment, management, marketing, and quantitative analysis. As a benchmark, ETS results are compared to national averages. Figure 5.1 shows the overall ETS scores by term. While the average overall score is lower than the national average for spring 2014, the difference is less than one standard deviation. One plausible explanation for lower scores is students had less time to take the test. Prior to spring 2014, ETS was scheduled during the final examination week, allowing students two hours for testing. Students commented that fatigue prevented them from performing their best at the term's end. For spring 2014, the assessment was moved to the mid-term, however, students only had about one-half the allotted time to take the ETS. For fall 2014, ETS is scheduled during the final examination period, allowing students two hours to take the test.

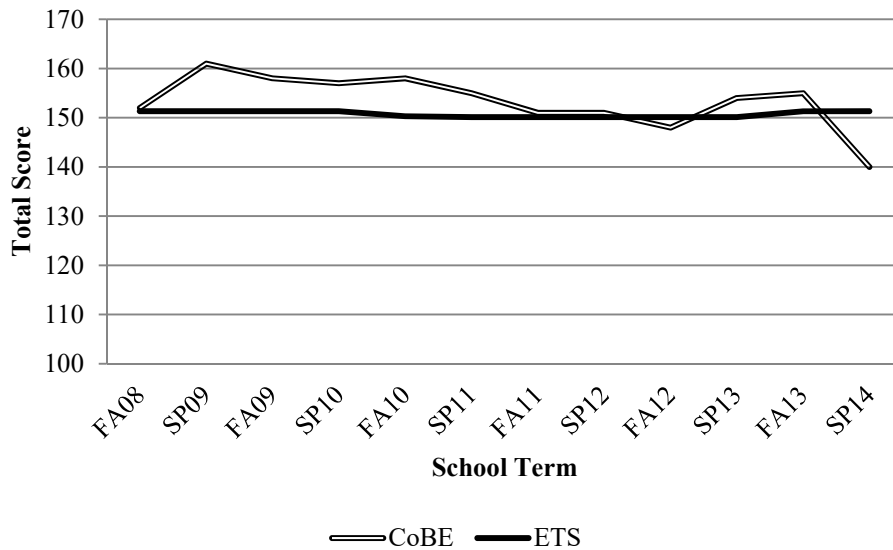


Figure 5.1
Overall functional business knowledge (s.d.=13.9)

Looking at scores for individual disciplines, scores generally are above the national averages in all areas (see Appendix F for individual functional area scores). The last assessment shows the Legal and Social Environment score to be furthest from the mean. Other areas to monitor are accounting, economics, marketing, and QBA.

5.5.2 College Learning Assessment – Critical thinking and written communication assessment

Overall, the CLA results suggest senior business students’ actual performance is better than expected performance (see Figure 5.2). The point spread between actual and expected values consistently are in the top ten percent compared to other schools taking the test (93%, 2011-12; 91%, 2012-13; 97%, 2013-14).¹⁷ Expected values are based on a combination of their SAT scores and freshmen test results. Performance Task performance results are in the 95th percentile suggesting the College’s efforts to integrate critical thinking into the curriculum appears to be on track. Analytic writing scores are lower, suggesting less value-added skills transferred from the College. Specifically, results show seniors do not demonstrate strong ability to state a thesis and provide compelling support. Seniors score better at examining key elements include identifying logic flaws, and explaining how the flaws affect the argument’s conclusion.

The CLA Performance Task results suggest a large and positive gap between actual and expected scores for critical thinking, analytic thinking, and problem solving (see Appendix G). This result is encouraging because the College emphasizes these skills in the curriculum. Since fall 2012, a new critical thinking course (BUS 290) is a required business curriculum course. Senior students taking the spring 2014 CLA likely took BUS 290. Test results suggest high added-value provided by the College and University.

CLA and CLA+ subcategory scores show seniors demonstrate at least competency in writing mechanics (73-80%). The percentage of seniors scoring at least at the competency level for writing effectiveness (50-60%), analytic reasoning (39-60%), and problem solving (39-40%)

¹⁷ Results for the 2013-14 testing period are based on new CLA+ test.

provide further evidence to support the need for the new critical thinking course. These results are consistent with faculty evaluations of student writing samples.

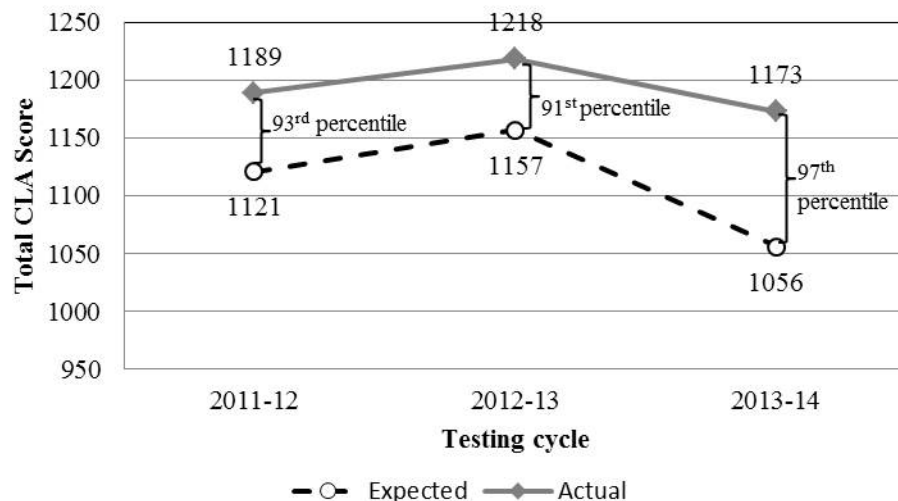


Figure 5.2
CLA estimated added value by testing cycle^a

a. UH-Hilo Samples: Freshmen 2011 (n=102); Freshmen 2012 (n=48); Freshmen 2013 (n=69); Seniors 2012 (n=47); Seniors 2013 (n=32); Seniors 2014 (n=26)

5.5.3 Faculty evaluation of student writing samples

CoBE convened a workshop with an outside consultant during summer of 2008 to develop a new writing assessment rubric and purchased access to the Student Tracking Evaluation Portfolio System (STEPS) administered through California State University at Chico. STEPS allowed CoBE to collect samples of student work in a central location with appropriate safeguards for student privacy, and then evaluate those samples using a variety of rubrics. A lack of consistency evaluating the writing forced CoBE to rethink in-house evaluations. Faculty decided the CLA offered a comprehensive analysis. Starting in 2013, requirements for WASC accreditation required the College to resume in-house analyses of student writing. A combination of WASC requirements and budget concerns suggest future student writing evaluations need to be in-house evaluations.

Prior in-house writing analysis used scores from two readers. Scoring inconsistencies made this approach difficult for evaluating writing samples. Poor inter-scorer agreement could be due to a number of causes including different interpretations of the rubric or scorer fatigue. A revised methodology tried to address these concerns. The University rubric has been adopted (see Appendix E). To help with fatigue and norming the scores, a random sample of seven writing samples were distributed to five faculty members. After the scoring was completed, team members met and discussed each writing sample and their scores. Faculty scoring was consistent for all elements of the writing samples. The added benefit of five faculty meeting allowed meaningful discussion about the College’s writing standards.

Overall, the writing analysis shows student writing approaches competence (Level 3) for organization and language (see Figure 5.3). Reasoning and content elements are closer to emerging (Level 2). Several curriculum changes have been implemented in response to these findings (e.g., the new critical thinking course).

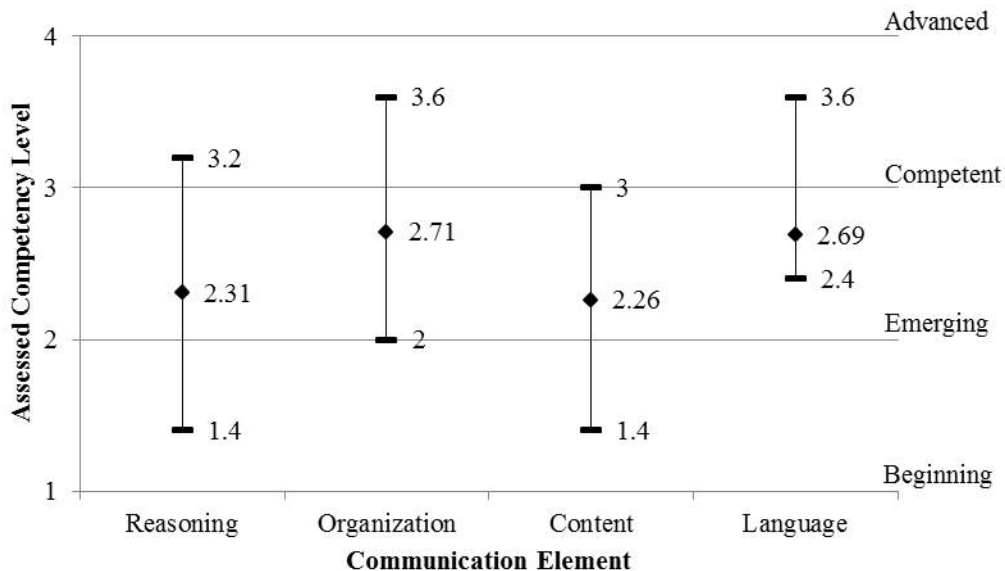


Figure 5.3
Writing assessment results: Spring 2013 writing sample

5.5.4 Faculty assessment of oral communications

Oral communication assessments are embedded within CoBE’s core and elective courses. The oral communication rubric assesses audience engagement, visual aids, and speaking skills (see Appendix E). CoBE’s learning objective is for at least 75 percent of students to demonstrate competency in all three assessment areas (see Appendix H). For five assessment periods, nearly all students meet the learning goal for each assessment area. Given the proportionately large number of non-native English speakers, these results are encouraging. The pre-core oral communication’s class’ (COM 251) new online format is a concern. Students potentially lose an important opportunity to hone their presentation skills. Oral assessments need close monitoring to determine the impact of the online course. The oral communication learning goal likely needs refinement as well as development of new assessment measures.

5.5.5 Quantitative assessment

Assessment results show that at least 75 percent of students are proficient in selecting models, manipulating data, and problem solving (see Figure 5.4). The biggest increase is for strategy implementation. While some student improvement is apparent with interpreting quantitative results and integrating results for overall understanding, new strategies are needed to improve students’ ability to integrate results into problem solving recommendations.

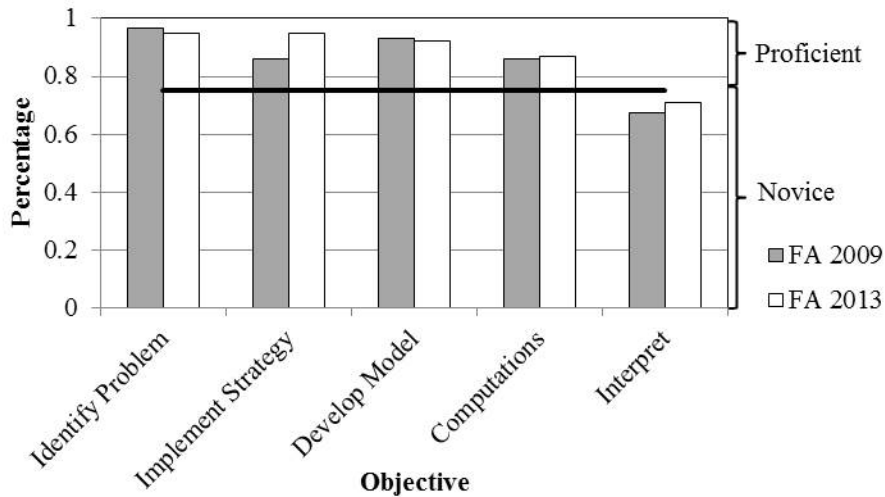


Figure 5.4
Quantitative assessments: QBA 361 and QBA 300 by term

5.5.6 California Critical Thinking Skills Test– Critical thinking

For fall 2013 and spring 2014, students enrolled in Critical Thinking (BUS 290) took the online California Critical Thinking Skills Test CTS as part of their course requirements (pre- and post-course assessments). The CTS assesses seven components of critical thinking: analysis, interpretation, inference, evaluation, explanation, induction, and deduction. All scores increased and paired t-tests compared before and after results to determine whether or not student performance in these critical thinking components improved significantly (See Figure 5.5 and Appendix H for sub-score results). For fall 2013, test results show significant increases ($p < 0.05$) in analysis, induction, and deduction scores as well as the overall critical thinking score. The spring 2014 results were not as strong; however, post-class scores increased in all areas except analysis. Preliminary results suggest the BUS 290 course helps students to improve their critical thinking skills.

5.5.7 EBI undergraduate business exit assessment and alumni survey

Overall, CoBE students report strong overall satisfaction with their undergraduate business education. CoBE students consistently report their business studies exceeded their expectations, perceived the investment worthwhile, and would recommend CoBE to a friend. A recent CoBE alumni survey finds even higher evaluations for these variables. Both graduating students and former students appear satisfied with their educational experience at UH Hilo.

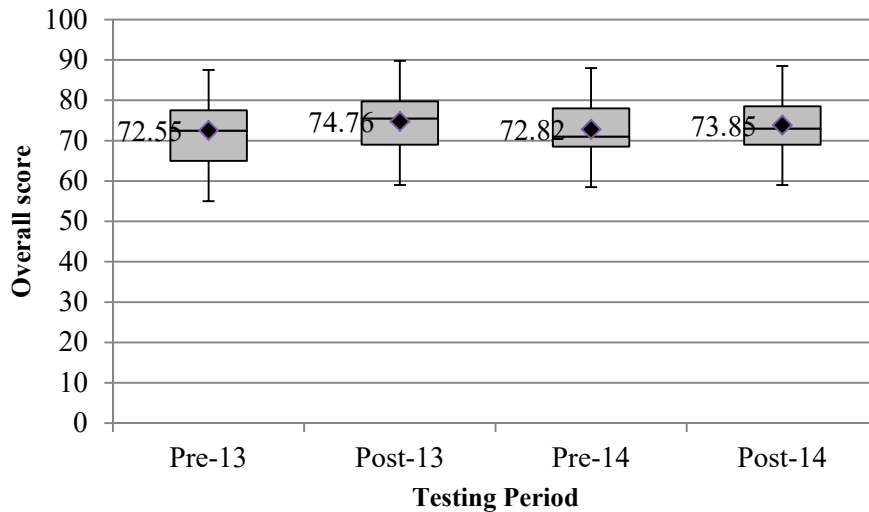


Figure 5.5
California Critical Thinking overall results: Pre- and post-tests fall 2013 and spring 2014

6. Other materials

6.1 Changing CoBE's culture

CoBE is schedule to move into the former Student Services building by September 2015. This building has enough office space to accommodate all faculty members, a classroom, and a formal conference room. Moving into a dedicated building will help the College to build esprit de corps with faculty, students, alumni, and the business community.

Faculty concerns about students changing majors to other disciplines led to discussions about probably causes. As students do not take too many business courses until their third year of studies, they may not feel a strong social bond with the College, other students, or business faculty. To address this problem, one section of Introduction to Business (BUS 100) is reserved for business majors (starting fall 2014). This freshman class is designed to encourage cohort behavior earlier. Getting business students to work together earlier may help to retain business majors.

6.2 Student and faculty collaborations

Consistent with CoBE's mission, faculty and student collaborations on research are increasing. More business and economics students are making presentations of their research at conferences and publishing manuscripts in peer-reviewed journals. Ten academic presentations and publications involved CoBE students (See Appendix J).

6.3 Student and faculty accolades

- CoBE student, Mark Tokuuke, won the 2014 international competition of the Business Strategy Game. He competed against teams of undergraduate and graduate students from California, Nevada, Malaysia, Canada, Greece, Mexico, and Nigeria.

- Finance professor Terrance Jalbert was cited in Forbes for his research on tax rates in Hawaii.¹⁸
- Drew Martin received the 2013 Michael Laroche Award for serving as Associate Editor for the *Journal of Business Research* (2009-2013).

¹⁸ Wood, Robert W. (2014). Forget France's 75% And 100% Tax, Tax Rate in Hawaii Hits 367,000%. Forbes, May 10, available at: <http://www.forbes.com/sites/robertwood/2014/05/10/forget-frances-75-and-100-tax-hawaiian-tax-rate-hits-367000/>

Appendix A: Supporting materials for situational analysis

Table 1.3
Graduating high school students attending UH 4-Year campuses by region (Fall 2011)

Percent Attending UH 4-Year		Percent Attending UH 4-Year	
Region	Campuses	Region	Campuses
STATEWIDE	12.8%	North Shore	8.0%
Central O'ahu	15.0%	Kaua'i	9.1%
Windward O'ahu	10.1%	Mau'i	7.4%
East O'ahu	17.1%	West Hawai'i	10.3%
Ewa	8.9%	East Hawai'i	16.5%
Waianae	5.9%		

Source: <http://www.hawaii.edu/cgi-bin/iro/maps?hbuhf12.pdf>

Table 1.4
Hawaii's graduating high school students attending UH 4-Year campuses by college (Fall 2013)

Percent Attending UH		Percent Attending UH	
College	4-Year Campuses	College	4-Year Campuses
UH Hilo	2.0%	Kapi'olani CC	5.2%
UH Manoa	8.7%	Kaua'i CC	1.5%
UH- West O'ahu	1.9%	Leeward CC	6.2%
Hawai'i CC	2.8%	Mau'i College	2.9%
Honolulu CC	2.8%	Windward CC	1.7%

Source: Table 4 <http://www.hawaii.edu/cgi-bin/iro/maps?hbuhf13.pdf>

Table 1.5
First time freshmen enrolled by college (Fall 2013)

College	Number Enrolled	College	Number Enrolled
UH Hilo	288	Kapi'olani CC	747
UH Manoa	1,247	Kaua'i CC	210
UH- West O'ahu	277	Leeward CC	894
Hawai'i CC	398	Mau'i College	415
Honolulu CC	406	Windward CC	244

Source: Table 4 <http://www.hawaii.edu/cgi-bin/iro/maps?hbuhf13.pdf>

Table 1.6
CoBE credit hours, student credit hours, average class size, and percentage of courses taught by full-time faculty by term.

Term	Total Teaching Load in Semester Hours	Total Credit Hour Registration Count	Average class size ^a
FA 2008	147	1200	24.49
SP 2009	141	1152	24.51
FA 2009	153	1152	22.59
SP 2010	144	1059	21.06
FA 2010	147	1106	22.57
SP 2011	141	1080	22.96
FA 2011	138	1116	24.23
SP 2012	141	1061	22.57
FA 2012	147	1040	21.22
SP 2013	132	973	22.11
FA 2013	150	957	19.14
SP 2014	123	967	23.56
FA 2014	132	1040	23.64
Overall averages 2008-14	141	1069	22.67

a. Average class size= registration count/(semester hours/3)

Appendix B: CoBE's new vision and mission

Core values of the COBE faculty

We believe that the personal and intellectual development of our students is our highest priority. We are committed to supporting the University of Hawai'i at Hilo Strategic Plan in challenging students to “reach their highest level of academic achievement by inspiring learning, discovery, and creativity inside and outside the classroom.”

An integral part of creating value is working with and for others within our stakeholder community. Therefore, we share the University of Hawai'i at Hilo's commitment to “learning with the spirit of *aloha*” and our institution's *kuleana* to “improve the quality of life of the people of Hawai'i, the Pacific region, and the world.” We celebrate the contributions of our students, faculty, and staff members toward that end.

We believe that exploration and discovery by our faculty and students is important to our learning and our contribution to academia and society. We seek to maintain currency in our respective fields and be continuously active in our professional disciplines.

We believe that personal and institutional integrity are essential in developing respectful, trust-based, mutually supportive relationships with all our stakeholders.

We believe that exposure to and understanding of diversity among our student body, faculty, and staff enhances our mission.

CoBE Vision Statement

This vision statement asserts how the COBE faculty wishes to be seen by its student and community stakeholders as described in our mission statement.

We embrace UH-Hilo's vision of engaging students in applied learning settings that link theory to practice and ground professional training on a solid liberal arts foundation. COBE embraces the cultural diversity of its student body and island community as a learning opportunity. Such diversity opens the way to considering local, regional, and global perspectives on issues of concern -- combining disciplinary specialization with integrative, interdisciplinary scope for critical thinking and collaborative problem-solving.

Our vision is to be regarded as the launching platform for each student's voyage of discovery, encompassing creative learning opportunities for both personal exploration and professional growth. As we provide high quality education challenges to our students, we will also offer exemplary support to our community stakeholders, building partnerships to promote healthy and sustainable regional development.

CoBE's mission statement

The mission of the College of Business and Economics, in serving its stakeholders with aloha, is to provide business education rooted in the liberal arts tradition. Our students are expected to acquire the knowledge and skills appropriate to future business leaders, while also developing character and judgment needed to act as informed and concerned citizens in the wider community. The benefits of our research, publications, and services are appropriate to the needs of our stakeholders within the region and beyond.

The Stakeholder Context of Our Mission

The College of Business and Economics serves its stakeholders, with the spirit of *aloha*, within the context of the mission of the University of Hawaii at Hilo, which places its highest priority upon the education of its students. The principal stakeholders of the College of Business and Economics are (a) *those who seek the benefit of education*, either directly as students and alumni, or indirectly as employers and feeder institutions, (b) *members of the public and private sectors*, including regional businesses, governmental, and non-profit organizations in our region, and (c) the *academic community*, both within and beyond the UH-system, which engages in the collective enterprise of creating and applying knowledge to address local, regional, or global challenges.

Seekers of education: The students of the College of Business and Economics seek preparation for positions in the business world. The mission of the College of Business and Economics is to educate students placing high priority on teaching, experiential learning, and currency of curriculum, delivered in a climate of cultural diversity and expectations of community citizenship.

Public and Private Sectors: Our regional imperative of economic development calls for the existence of a dynamic educational resource. The public and private sectors require state-of-the-art business education, applied research, and service. The accommodation of such needs is integral to the mission of the College of Business and Economics.

The academic community: The University of Hawaii at Hilo has a stake in the College of Business and Economics as a member of its multi-disciplinary '*ohana*, which offers degrees in such complementary fields as liberal arts, humanities, natural sciences, social sciences, and professional disciplines including agricultural business, education, nursing, and pharmacy. The complexity of today's business challenges impels the College of Business and Economics to respond to opportunities for interactive collaboration with other academic units of the parent institution. The College of Business and Economics also recognizes its responsibility to advance the literature and know-how of the various disciplines that contribute to the practice of business administration and economics.

Appendix C: Supporting materials for strategic management and innovation

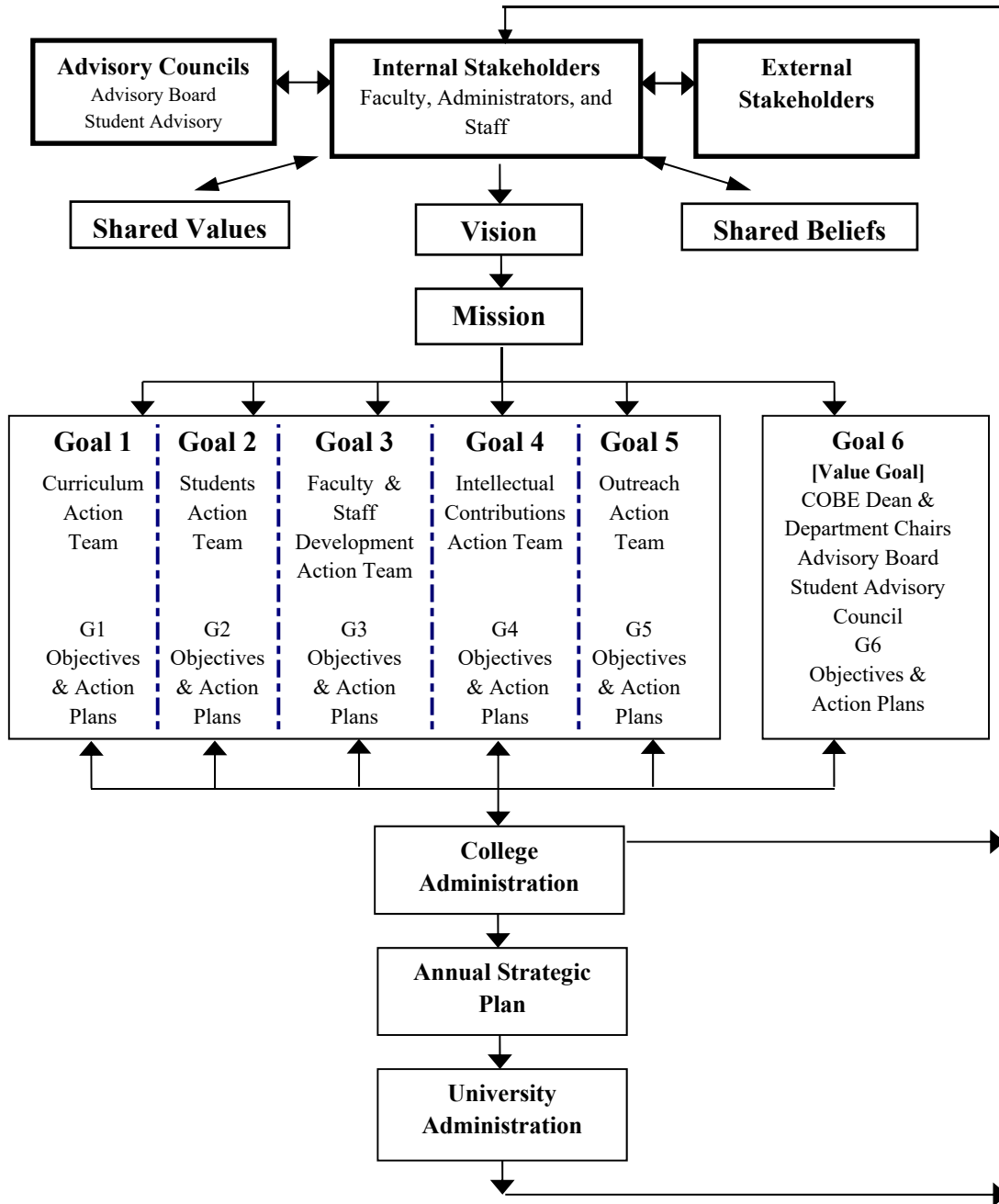


Figure 3.1
CoBE's new operational structure

CoBE's operational goals

CoBE five operational goals collectively enable the achievement of the six over-arching goal. Each operational goal is assigned to an action team comprising of the College's tenured and tenure-track faculty members. Each faculty member is assigned to two goals. These goals and their assignment are as follows.

Goal #1: To strengthen the curriculum in order to satisfy the needs of the stakeholders in a rapidly changing environment. This goal is assigned to the Curriculum and Academic Affairs Action Team. Curriculum and Assessment Action Team is comprised of two groups, one that addresses curriculum development and delivery considerations and the other, the assessment of learning.

Goal #2: To facilitate the movement of students through their educational and developmental experience at CoBE. This goal is assigned to the Student Affairs Action Team.

Goal #3: To raise the level of faculty and staff expertise. This goal is assigned to the Faculty and Staff Development Action team.

Goal #4: To promote faculty intellectual contributions consistent with the mission of the College of Business and Economics. This goal is assigned to the Intellectual Contributions Action Team.

Goal #5: To create and utilize goodwill toward College of Business and Economics by building relationships with external organizations and individuals, and by providing business-related services and expertise to the public and private sectors. This goal is assigned to the Outreach Action Team. The over-arching goal of the College is as follows.

Goal #6: To achieve a high degree of recognition of the COBE. This goal is assigned to the Advisory Board of the College.

All goals, through their activities, create synergistic value for COBE's stakeholders. The potential for such synergy is described in Figure 3.2.

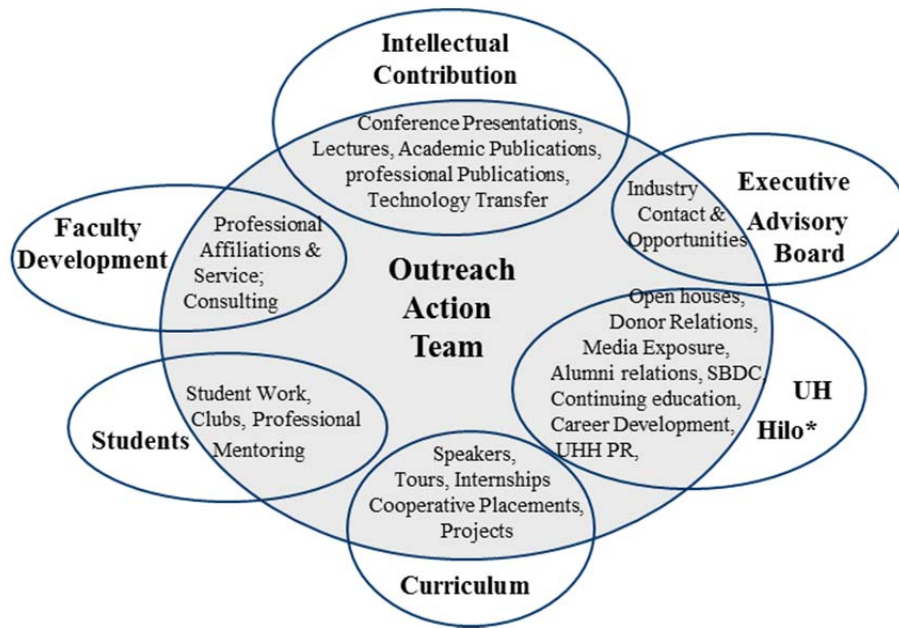


Figure 3.2
Areas of synergy among action teams

Table 3.3 (Table 2-1) Faculty ^a Summary of Intellectual Contributions 2009-2013 ^b	Portfolio of ICs													Summary of Types of ICs				Other Activities Relevant to Deter-mining AQ	
	A		B						C					Total	I	II	III		Total
	Peer Reviewed Journal	Scholarly Book/ Monograph	Editorially Reviewed Chapter	Editorially Reviewed Journal	Research Monograph	Peer Reviewed Proceedings	Peer Reviewed Paper Presentation	Technical Report	Faculty Research Seminar	Non-Peer Reviewed Journal	Book Review in peer Reviewed journal	Presentation at Faculty Teaching Symposium	Community/Trade Event Presentation		Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research		
ACCOUNTING																			
Barra, Roberta	6					1	0							7	2		5	7	4
Johnson, Gene	4			1		1								6	2		4	6	14
Leonard, Barbara	4						2							6		2	4	6	4
Total	14			1		2	2							19	4	2	13	19	22
ECONOMICS																			
Hammes, David ^c	4	1	1											6			6	6	
Im, Eric	15						1					3		19		1	18	19	
Nakao, Keisuke	7				1		5		1					14			14	14	14
Vu, Tam	23		1											24		1	23	24	1
Total	49	1	2		1		6		1			3		63		2	61	63	15
FINANCE																			
Jalbert, Terrance	23					4								27	5	7	15	27	
Total	23					4								27	5	7	15	27	
MANAGEMENT																			
Burke, Kelly	5					1								6			6	6	3
Calton, Jerry	2		1			2					2		1	8	1	1	6	8	23
DePillis, Emmeline	3		1	1		1	2						1	9		6	3	9	
Furumo, Kimberly	6					2								8	1		7	8	
Hennessey, Harry ^d							1	1		2				4	0	3	1	4	5
Total	16		2	1		6	3	1		2	2		2	35	2	10	23	35	31
MARKETING																			
DeWitt, Tom	2					1	2		1				5	11	1	7	3	11	0
Martin, Drew	16		5			6								27	1	1	25	27	29
Total	18		5			7	2		1				5	38	2	8	28	38	29
COLLEGE TOTAL	120	1	9	2	1	19	13	1	2	2	2	3	7	182	13	29	140	182	97

Table 3.3 Continued

- a. This table only reports intellectual contributions for participating (P) faculty. Supporting (S) faculty members receive no support by the College for intellectual contributions. The faculty classifications are based on the Participating Faculty Guidelines for UH-HILO College of Business & Economics Faculty (last adopted on May 5, 2006, and reaffirmed by the faculty senate on April 11, 2014).
- b. Calendar rather than academic years are reported.
- c. Retired spring 2014
- d. Retired fall 2013; held an administrative appointment (interim Dean 2011-2013).

Table 3.4 (Table 2-2)**Five-year summary of peer reviewed journals and Number of Publications: 2009 to 2013^a**

Peer Reviewed Journal^b	Number of Articles^c
1 Academy of Accounting and Financial Studies Journal	1
2 Accounting & Taxation	2
3 Advances in Taxation	1
4 Asian Journal of Law & Economics	1
5 Asian Studies on the Pacific Coast	1
6 Asia-Pacific Journal of Social Sciences	7
7 B.E. Journal of Economic Analysis & Policy	1
8 Business Education and Accreditation	1
9 Chinese Business Review	3
10 College Student Journal	1
11 CPA Journal	1
12 E-Business Review	1
13 Economic Development Review	2
14 Economics & Politics	1
15 Economics Letters* ^d	3
16 Economics of Peace and Security Journal	2
17 European Journal of Marketing*	1
18 Financial Services Review	2
19 Global Studies Journal	1
20 International Journal of Applied Mathematics (forthcoming in 2011)	2
21 International Journal of Business and Finance Research	1
22 International Journal of Business Information Systems	2
20 International Journal of Business, Accounting and Finance	1
23 International Journal of Contemporary Hospitality Management*	1
24 International Journal of Culture, Tourism and Hospitality Research	2
25 International Journal of E-Collaboration	2
26 International Journal of Education Research	1
27 International Journal of E-Entrepreneurship and Innovation	1
28 International Journal of Global Business and Economics	4
29 International Journal of Healthcare	1
30 International Journal of Human Resources Development and Management*	2
31 International Journal of Industrial Engineering Computations	2
32 International Journal of Management and Marketing Research	1
33 International Research Journal of Global Business Development	1
34 ISACA Journal Online	1
35 Issues in Accounting Education*	1
36 Journal for Developmental Entrepreneurship	1
37 Journal of American Academy of Business	1
38 Journal of American Academy of Business Cambridge	1
39 Journal of Applied Business and Economics	1
40 Journal of Applied Business Research	10
41 Journal of Applied Financial Research	1
42 Journal of Asian Economics	1
43 Journal of Basic and Applied Sciences	2
44 Journal of Business and Economics Research	2
45 Journal of Business Ethics*	1
46 Journal of Business Research*	4
47 Journal of Computer Information Systems*	1
48 Journal of Corporate Citizenship	1
49 Journal of Corporate Treasury Management	1

Table 3.4 (Table 2-2)**Five-year summary of peer reviewed journals and Number of Publications: 2009 to 2013^a**

Peer Reviewed Journal^b	Number of Articles^c
50 Journal of Culture, Tourism, and Hospitality Research	1
51 Journal of Economic Development	7
52 Journal of Economics and Behavioral Studies	1
53 Journal of Forensic and Investigative Accounting	1
54 Journal of Global Business Development	1
55 Journal of Index Investing	1
56 Journal of Information Privacy and Security	1
57 Journal of Information Systems*	1
58 Journal of Marketing Management*	1
59 Journal of Personal Finance	1
60 Journal of Religion and Health	1
61 Journal of Services Marketing*	2
62 Journal of Small Business and Entrepreneurship	1
63 Journal of the International Academy for Case Studies	1
64 Journal of Theoretical Politics	1
65 Latin American Business Review	1
66 Philosophy of the Social Sciences	1
67 Practical Tax Strategies	2
68 Psychology & Marketing*	1
69 Qualitative Market Research: An International Journal	1
70 Review of Business and Finance Case Studies	1
71 Review of Law & Economics	1
72 Tax Notes	1
73 Tourism Management*	1
74 UEHCM Economic Development	1
Total	120

a. Calendar rather than academic years are reported.

b. 70 journals out of 74 listed above (93.3%) specialize in Business or/and Economics with 5 in outside fields such as mathematics and philosophy (6.7%).

c. If k coauthors of a paper published are the College faculty, the paper has been counted k times.

d. An asterisk denotes journals ranked as "A*" (top 5-7%) or "A" (next 15-25%) of journals by subject area based on the 2013 ADBC Quality Journal List. About 17% of journals publishing CoBE's faculty research are A-level publications or better.

Table 3.5
Faculty publications by review periods

Variables	Five-year period		Percentage change
	2004-2008	2009-2013	
Number of faculty	11	15	36.4
Number of peer-reviewed journal publications	80	120	50.0
Faculty average of peer-reviewed publications	7.3	8	9.6
Total A-level journal publications ^a	7	20	185.7
Faculty average of “A” journal publications	8.8	16.7	89.8

a. The Australian Business Deans Council list informs the journal classifications (see: <http://www.abdc.edu.au/pages/abdc-journal-quality-list-2013.html>)

Table 3.6
IC quality and quantity Summary by discipline: Peer-reviewed journal articles published during 2009-2013

Discipline	Faculty size	Quantity		Quality	
		Total	Faculty average	Total “A” journal articles	Faculty average
Accounting	3	12	4.00	2	.67
Economics	4	47	11.75	3	.75
Finance	1	22	22.00	0	0.00
Management	5	16	3.20	3	0.60
Marketing	2	17	8.50	11	5.50
Total	15	114	7.60	17	1.13

Appendix D: Supporting materials for participants

Table 4.2
CoBE enrollment by class standing 2009-2013

	<u>Fall 2009</u>		<u>Fall 2010</u>		<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>	
	n	%	n	%	n	%	n	%	n	%	n	%
CoBE	364		370		365		358		340		374	
Accounting												
Continuing ^a	36	9.9	56	15.1	60	16.4	70	19.6	57	16.8	60	16.0
Returning ^b	3	0.8	1	0.3	2	0.5	2	0.6	1	0.3	1	0.3
First-Time Freshmen ^c	7	1.9	4	1.1	6	1.6	4	1.1	9	2.6	10	2.7
Transfer ^d	14	3.8	13	3.5	15	4.1	13	3.6	16	4.7	18	4.8
Business Administration												
Continuing	189	51.9	173	46.8	156	42.7	156	43.6	117	34.4	157	42.0
Returning	8	2.2	9	2.4	8	2.2	5	1.4	11	3.2	5	1.3
First-Time Freshmen	29	8.0	30	8.1	28	7.7	25	7.0	40	11.8	35	9.4
Transfer	51	14.0	44	11.9	58	15.9	49	13.7	59	17.4	61	16.3
Economics												
Continuing	18	4.9	28	7.6	26	7.1	23	6.4	17	5.0	16	4.3
Returning	-	-	2	0.5	-	-	-	-	1	0.3	1	0.3
First-Time Freshmen	2	0.5	1	0.3	-	-	4	1.1	1	0.3	3	0.8
Transfer	7	1.9	9	2.4	6	1.6	7	2.0	11	3.2	7	1.9

a. Enrolled immediate preceding Fall or Spring term (as either classified or unclassified)

b. Returning to same UH campus after break in Fall/Spring term, (summer or ext classes do not count)

c. No academic history, or has academic history only as Early Admit, Advanced Placement, and/or Summer

d. Has previous academic history but at non-UH campus

Table 4.3
CoBE enrollment by gender

	<u>Fall 2009</u>		<u>Fall 2010</u>		<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>	
	n	%	n	%	n	%	n	%	n	%	n	%
CoBE total	364		370		365		358		340		374	
Accounting												
Female	39	10.7	51	13.8	54	14.8	59	16.5	57	16.8	57	15.2
Male	21	5.8	23	6.2	29	7.9	30	8.4	26	7.6	32	8.6
Business												
Female	157	43.1	144	38.9	122	33.4	125	34.9	123	36.2	141	37.7
Male	119	32.7	112	30.3	127	34.8	110	30.7	103	30.3	116	31.0
No data	1	0.3			1	0.3			1	0.3	1	0.3
Economics												
Female	8	2.2	22	5.9	16	4.4	19	5.3	18	5.3	14	3.7
Male	19	5.2	18	4.9	16	4.4	15	4.2	12	3.5	13	3.5

Table 4.4
CoBE enrollment by average age

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
CoBE	23	24	23	23	23	24
Accounting	24	26	25	25	24	25
Business Administration	22	23	23	23	23	23
Economics	23	24	25	23	25	23

Source: UHH Office of Institutional Research, 2014

Table 4.5
Average SAT scores for CoBE students by year^a

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	n	\bar{x}	n	\bar{x}	n	\bar{x}	n	\bar{x}	n	\bar{x}	n	\bar{x}
Accounting												
SAT-V ^b	-		-		-		-		-		-	
SAT-W	23	461	25	468	31	484	35	484	31	452	31	455
SAT-R	30	432	34	427	39	451	44	471	36	459	35	449
SAT-M	30	490	34	499	39	505	44	521	36	516	35	502
SAT-C	30	922	34	926	39	955	44	992	36	975	35	952
Business Administration												
SAT-V	-		-		-		-		-		-	
SAT-W	111	499	117	456	128	456	118	467	111	458	120	459
SAT-R	157	465	145	466	142	474	131	487	119	472	124	480
SAT-M	157	487	144	487	141	483	130	500	119	485	124	492
SAT-C	156	950	144	953	141	955	130	986	119	957	124	975
Economics												
SAT-V	-		-		-		-		-		-	
SAT-W	6	463	7	466	7	427	9	484	7	540	9	501
SAT-R	8	483	11	505	9	486	10	483	10	564	10	524
SAT-M	8	481	11	519	9	528	10	508	10	567	10	557
SAT-C	8	964	11	1,024	9	1,013	10	991	10	1,131	10	1,080

a. Not every students submits SAT/ACT scores

b. SAT-V not reported for UHH

Table 4.6
CoBE enrollment by self-reported ethnicity

CoBE	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	n	%	n	%	n	%	n	%	n	%	n	%
CoBE	364		370		365		358		340		374	
Accounting	60	16.5	74	20.0	83	22.7	89	24.9	83	24.4	89	23.8
African American or Black	1	0.3	2	0.5	1	0.3	1	0.3	2	0.6	5	1.3
Am. Indian/Alaskan Native	1	0.3									1	0.3
Asian Indian					1	0.3	1	0.3	1	0.3	1	0.3
Caucasian or White	4	1.1	6	1.6	11	3.0	15	4.2	10	2.9	16	4.3
Chinese	1	0.3	4	1.1	3	0.8	3	0.8	2	0.6	2	.05
Filipino	6	1.6	5	1.4	7	1.9	10	2.8	10	2.9	11	2.9
Guamanian or Chamorro			1	0.3								
Hispanic	1	0.3		0.0	1	0.3	1	0.3	2	0.6	1	0.3
Japanese	10	2.7	9	2.4	6	1.6	12	3.4	12	3.5	7	1.9
Korean	1	0.3	2	0.5	1	0.3						
Micronesian (not GC)	3	0.8	6	1.6	4	1.1	3	0.8	6	1.8	7	1.9
Mixed Asian	2	0.5	3	0.8	4	1.1	2	0.6	4	1.2	3	0.8
Mixed Pacific Islander					1	0.3	2	0.6	4	1.2	2	0.5
Mixed Race (2 or more)	8	2.2	14	3.8	14	3.8	17	4.7	10	2.9	7	1.9
Native Hawaiian/Part-Hawn	11	3.0	15	4.1	22	6.0	18	5.0	13	3.8	17	4.5
Other Asian	1	0.3	1	0.3	1	0.3	1	0.3				
Other Pacific Islander			3	0.8	2	0.5	1	0.3	2	0.6	3	0.8
Pacific Islander	10	2.7										
Samoan			2	0.5	3	0.8	1	0.3	4	1.2	6	1.6
Tongan			1	0.3	1	0.3	1	0.3	1	0.3		
Business Administration	277	76.1	256	69.2	250	68.5	235	65.6	227	66.8	258	69.0
African American/Black	1	0.3	2	0.5	2	0.5	2	0.6	2	0.6	2	0.5
Am. Indian/Alaskan Native	1	0.3					1	0.3	2	0.6		
Asian Indian			2	0.5	2	0.5	2	0.6	1	0.3		
Caucasian or White	65	17.9	63	17.0	64	17.5	49	13.7	58	17.1	60	16.0
Chinese	10	2.7	10	2.7	8	2.2	5	1.4	5	1.5	6	1.5
Filipino	19	5.2	14	3.8	10	2.7	4	1.1	9	2.6	13	3.5
Guamanian or Chamorro					1	0.3	1	0.3			1	0.3
Hispanic	2	0.5	5	1.4	6	1.6	6	1.7	4	1.2	7	1.9
Japanese	32	8.8	27	7.3	29	7.9	24	6.7	18	5.3	25	6.7
Korean	11	3.0	11	3.0	10	2.7	7	2.0	4	1.2	3	0.8
Micronesian (not GC)	7	1.9	13	3.5	8	2.2	11	3.1	17	5.0	16	4.3
Mixed Asian	18	4.9	13	3.5	15	4.1	13	3.6	11	3.2	14	3.7
Mixed Hispanic	1	0.3										
Mixed Pacific Islander	3	0.8	1	0.3	1	0.3					2	0.5
Mixed Race (2 or more)	25	6.9	27	7.3	28	7.7	29	8.1	34	10.0	34	9.1
Native Hawaiian/Part-Hawn	58	15.9	57	15.4	56	15.3	65	18.2	54	15.9	65	17.4
No Data			1	0.3			1	0.3				
Other Asian	1	0.3		0.0			3	0.8	2	0.6	2	0.5
Other Pacific Islander	2	0.5	8	2.2	5	1.4	4	1.1	1	0.3	2	0.5
Pacific Islander	17	4.7										

Table 4.6
CoBE enrollment by self-reported ethnicity

Portuguese	3	0.8											
Samoan	1	0.3	2	0.5	5	1.4	5	1.4	5	1.5	5	1.3	
Thai							1	0.3					
Tongan											1	0.3	
Vietnamese							2	0.6					
Economics	27	7.4	40	10.8	32	8.8	34	9.5	30	8.8	27	7.2	
African American/Black					1	0.3							
Caucasian or White	5	1.4	8	2.2	6	1.6	4	1.1	8	2.4	6	1.6	
Chinese	1	0.3			1	0.3	1	0.3			2	0.5	
Filipino	2	0.5	1	0.3			1	0.3					
Japanese	1	0.3	2	0.5	1	0.3	3	0.8	3	0.9	3	0.8	
Korean			1	0.3	3	0.8	4	1.1	5	1.5	2	0.5	
Micronesian (not GC)	3	0.8	10	2.7	9	2.5	9	2.5	6	1.8	5	1.3	
Mixed Asian			1	0.3					2	0.6	1	0.3	
Mixed Race (2 or more)	8	2.2	7	1.9	3	0.8	1	0.3	2	0.6	2	0.5	
Native Hawaiian/Part-Hawn	1	0.3	6	1.6	2	0.5	4	1.1	3	0.9	4	1.1	
No Data											1	0.3	
Other Asian	1	0.3	1	0.3	1	0.3	1	0.3					
Other Pacific Islander			1	0.3	3	0.8	4	1.1	1	0.3			
Pacific Islander	5	1.4											
Samoan			1	0.3	1	0.3	1	0.3			1	0.3	
Tongan			1	0.3	1	0.3	1	0.3					

Table 4.7**Recent CoBE internship sponsors**

- Advantage Financial Planning (Hilo)
 - Aloha Airlines (Hilo)
 - American Express Financial Advisors, Inc. (Hilo)
 - American Savings Bank
 - Aina Hawaiian Marketing Agency (Hilo)
 - Bank of Hawaii – under Paul Brewbaker (Hilo)
 - Big Island Candies (Hilo)
 - Big Island Toyota (Hilo)
 - Big Island Visitors Bureau (Hilo)
 - Borders Books and Music (Hilo)
 - Coldwell Banker / Day-Lum Properties (Hilo)
 - CU Hawaii Federal Credit Union (Hilo)
 - Cyanotech Corporation (Kona)
 - David S. De Luz Sr. Enterprises Inc. (Hilo)
 - East Hawaii Cultural Center (Hilo)
 - EdVentures Program HCC (Hilo)
 - First American Title Company (Hilo & Kona)
 - Four Seasons Resort at Hualalai (Kona)
 - Gemini Observatory (Hilo)
 - General Growth Properties (Hilo)
 - GTE Hawaiian Telephone (Hilo)
 - GW Construction (Keeau)
 - Hawaiian Airlines, Inc. (Hilo)
 - Hawaii Community Federal Credit Union (Kona)
 - Hawaii County – Department of Finance (Hilo)
 - Hawaii County – Department of Human Resources (Hilo)
 - Hawaii County – Prosecuting Attorney (Hilo)
 - Hawaii Federal & State Employees Credit Union (Hilo)
 - Hawaii Island Business Services (Hilo)
 - Hawaii Island Chamber of Commerce (Hilo)
 - Hawaii Island Economic Development Board (Keaau)
 - Hawaii Island Small Business Development Center (Hilo)
 - Hawaii Island YWCA (Hilo)
 - HawCC Financial Aid Office (Hilo)
 - Hilo Brokers (Hilo)
 - Hilo Fish Company (Hilo)
 - Hilo Sheet Metal and Mechanical (Hilo)
 - Honomu Hideaway B&B (Hilo)
 - HPM Building Supply (Hilo)
 - HSC / Realty Investment Company, Inc. (Hilo)
 - Independent Employer's Group Federal credit Union (Hilo)
 - Island Naturals (Hilo)
 - Integrity Graphics (Hilo)
 - K-Mart (Kona)
 - Kamuela Community Federal Credit Union (Kamuela)
 - Ke Kalahea (UHH Student Newspaper)
 - Kuhio Grille (Hilo)
 - Liberty House (Hilo)
 - Macy's West Federated Department Stores (Hilo)
 - Mauna Kea Astronomy Education Center (Hilo)
 - Merle Lam \$ Co., Inc. (Hilo)
 - Merrill Lynch (Hilo)
 - Paradise Rentals (Puna)
 - Peralto & Company, CPA, Inc. (Hilo)
 - Photo Depot Gallery and Design (Homer, Alaska)
 - Pinnacle Investment Group, LLC (Hilo)
 - PKF Pacific Hawaii, LLP (Oahu)
 - Richard B. Rocker Realty (Kamuela)
 - Ron Dolan, CPA & Associates, Inc. (Hilo)
 - Sodexo Campus Services (Hilo)
 - State Farm Insurance (Hilo)
 - Suisan Company, Ltd. (Hilo)
 - Sustainable Island Products (Hilo)
 - Takata Dental Health Center, Inc. (Hilo)
 - Taketa, Iwata, Hara, & Associates, LLC (Hilo)
 - The Most Irresistible Shop (Hilo)
 - UHH Athletics (Hilo)
 - UHH Housing (Hilo)
 - UHH Marketing and Alumni Office (Hilo)
 - UHH Office of Applied Learning (Hilo)
 - UHH Student Life Center (Hilo)
 - Uncle Billy's Hilo Bay Hotel (Hilo)
 - Waiakea Racquet Club (Hilo)
 - WalMart (Hilo)
 - Wells Fargo Financial – Hawaii, Inc. (Hilo)
-

Table 4.8**Student applied learning experiences: community involvement (2011-14)**

Anuenue Farms	Mauna Lani Bay Hotel and Bungalows
AXA Advisors	Na'alehu Theatre
Balancing Monkey Yoga	Oils of Aloha
Bolo Graphics	OK Farms, LLC
Big Island Film Festival	Orchidland Surf
Big Island Film Office	Papa Mu Gallery
Caliper Life Sciences	Pacific Music Connection
Department of Water Supply, Hawai'i County, Hawai'i	PIPES, Ocean Day Malaman Kanaloa Festival
East Hawaii Cultural Center	Pizza Hawai'i and Deli
Encore Restaurant	Prince Kuhio Plaza
Estria Foundation	ProVision Technologies
Extreme Exposure	Sodexo
Ginoza Realty, Inc.	State Farm Insurance
Hana Hou Island Treasures	St. Joseph's School
Hawaii Concert Society	Takamine Construction
Hawaii Island Gourmet	The Hawaii Tropical Flower Council
Hawaii State Small Business Development Center	UHH Bookstore
Hawaiian Shellfish	UHH Center for Global Education Exchange
Hi'ilani Infant and Toddler Center	UHH Library
Honoka'a People's Theater	UHH Men's Baseball Team
Hospice of Hilo	UHH Men's Basketball Team
Hualalai / 4 Seasons Hotel	UHH Men's Soccer Team
IEG Federal Credit Union	UHH Student Support Services Program
Imiloa Astronomy Center	UHH Women's Volleyball Team
Island Scrapbooking, LLC.	UHH Office of Research, STEM program
Kawate Seed Shop, LLC	Volcano Art Center
Laupahoehoe Public Charter School	Waiakaea High School Robotics Club
Linus Project	Yamada Furniture Store, Ltd.
Maplethroe Café and Bed and Breakfast	YWCA of Hawaii Island

Table 4.9
Intellectual contributions by category and type for academic qualification*

	Discipline-based	Learning/pedagogy-based	Practice-based
Category A Intellectual Contributions: (25 points each)	<ul style="list-style-type: none"> • Peer reviewed journal article • Scholarly book or monograph • Chapter in peer-reviewed book 	<ul style="list-style-type: none"> • Peer reviewed journal article • First edition or major revision of textbook 	<ul style="list-style-type: none"> • Peer reviewed journal article • Trade book oriented to practitioner audience
Category B Intellectual Contributions (15 points each)	<ul style="list-style-type: none"> • Article in editorially-reviewed journal • Chapter in editorially-reviewed book • Peer-reviewed paper in proceedings of national or regional academic meeting • Peer-reviewed paper presentation at national academic meeting • Research monograph • Technical report 	<ul style="list-style-type: none"> • Article in editorially-reviewed journal • Chapter in editorially-reviewed book • Revision of textbook • Case published in textbook • Peer-reviewed paper in proceedings of national or regional academic or professional meeting • Peer-reviewed paper presentation at national academic meeting • Research monograph • Technical report • Instructional software 	<ul style="list-style-type: none"> • Article in editorially-reviewed journal • Chapter in editorially-reviewed book • Research monograph • Technical report • Published consulting report
Category C Intellectual Contributions (10 points each)	<ul style="list-style-type: none"> • Full length book review in peer-reviewed journal • Peer-reviewed paper presentation at local or regional academic meeting • Publicly available research working papers • In-house journal publication • Presentation at faculty research symposium when output is made available for public scrutiny 	<ul style="list-style-type: none"> • Full length book review in peer-reviewed journal • Peer-reviewed paper presentation at local or regional academic meeting • Publicly available research working papers • In-house journal publication • Presentation at faculty teaching symposium • Publicly available materials describing the design and implementation of new curricula or courses 	<ul style="list-style-type: none"> • Book review in trade or industry journal • Publicly available consulting report • Presentation at community or trade event • Development of discipline-based practice tools

* Adopted May 5, 2005

Table 4.10**Other activities related to determining academic qualification ***

Professional Development (10 points each)

- Coordination or participation in professional development workshop relating to relevant discipline, pedagogy or practice
- Creation of teaching aids
- Preparation of new materials for use in courses
- Creation and delivery of executive development courses
- Undertake course of study to gain specialized certification relevant to teaching field

Current Professional Experience (10 points each)

- Active participant in governance of professional associations related to teaching field
 - Active participant in community associations and activities related to teaching field
 - Editor of editorially reviewed journal
 - Editorial board member of peer-reviewed journal
 - Book review editor
 - Editor of conference proceedings
 - Reviewer of journal or conference submissions
 - Discussant at conference paper session
 - Developmental book reviewer
 - Business or professional consulting or training outside regular classes
 - Small business or entrepreneurship experience
-

* Adopted May 5, 2005

Table 4.11 (Table 9-1): Summary of faculty sufficiency by discipline and school (F13/S14)^a

(RE: Standard 9 – Using Student Credit Hours as Metric)		Participating or Supporting (P or S) ^b	(A) Participating or Supporting (P or S) ^b	(B) Amount of Teaching if S (blank if P)	A/(A+B) ^c
ACCOUNTING	Barra, Roberta	P	255		
	Johnson, Gene	P	138		
	Leonard, Barbara	P	300		
	Oshiro, Kay	S		69	
Total		693	69	91% > 60%	
ECONOMICS	Hammes, David	P	134		
	Im, Eric	P	327		
	Nakao, Keisuke	P	342		
	O'hara, M. Eileen	S		78	
	Pahinui, Chelle	S		123	
	Thomson, John	S		270	
	Vu, Tam	P	264		
Total		1,067	471	69% > 60%	
FINANCE	Jalbert, Terrance	P	351		
	Moran, Kelly	S		42	
	Total		351	42	89% > 60%
MANAGEMENT	Burke, Kelly	P	531		
	Calton, Jerry	P	393		
	DePillis, Emmeline	P	324		
	Furumo, Kimberly	P	471		
	Thompson, John	S		75	
	Mellon, Judith	S		75	
	Miyahara, Michael	S		111	
	Pahinui, Chelle	S		303	
	Roth, John	S		270	
Total		1,719	834	67% > 60%	
MARKETING	DeWitt, Tom	P	84		
	Martin, Drew	P	324		
Total		408		100% > 60%	
COLLEGE TOTAL			4,238	1,416	75% = 75%

- a. For the most recently completed, normal academic year. Similar tables for each of the previous four years are available on request.
- b. Faculty classification into P (participating faculty) or S (supporting faculty) has been made based on the Participating Faculty Guidelines for UH-HILO College of Business & Economics, adopted on May 5, 2006 and reaffirmed on April 11, 2014.
- c. Must be greater than 60% for each discipline, and 75% for the College as a whole.

Table 4.12 (Table 10-1)

Summary of faculty qualifications, development activities, intellectual contributions, and professional responsibilities (F13/S14)^a

Name ^b	Highest Degree Earned and Year	Date of the First Appointment to the School	Percent of time dedicated to the School's Mission ^c	Academically Qualified (AQ) ^d	Professionally Qualified (PQ) ^e	Neither Academically nor Professionally Qualified (O)	Five-Year Summary of Development Activities Supporting AQ or PQ Status				Normal Professional Responsibilities
							Intellectual Contributions ^f	Other Activities Relevant to Determining AQ		Other Professional Activities ^g	
								Professional Development	Professional Experience		
ACCOUNTING											
Barra, Roberta	PhD, 1996	Fall 2006	50%	Yes			7	4	0		UG, RES
Johnson, Gene	PhD, 1986	Fall 2007	50% ^h	Yes			6	12	2		UG, RES
Leonard, Barbara	PhD, 1991	Fall 2002	100%	Yes			6	1	3		UG, RES
Oshiro, Kay	MAcc, 1996	Fall 2013	12.5%		Yes						UG
Total			212.5%				19	17	5		
ECONOMICS											
Hammes, David	PhD, 1985	Fall 1988	50% ⁱ	Yes			6				UG, RES
Im, Eric	PhD, 1982	Fall 1983	100%	Yes			19				UG/GR ^j , RES
Nakao, Keisuke	PhD, 2008	Fall 2008	100%	Yes			14		14		UG, RES
O'hara, Eileen	PhD, 1998	Spring 1997	12.5%		Yes						UG
Thomson, John	PhD, 1979	Fall 1981	37.5%		Yes						UG
Vu, Tam	PhD, 2006	Fall 2006	100%	Yes			24	1			UG, RES, ADM
Total			400%				63	1	14		
FINANCE											
Jalbert, Terrance	PhD, 1997	Fall 1996	100%	Yes			27				UG, RES
Moran, Kelly	BA, 1985	Fall 2006	12.5%			Yes ^k					
Total			112.5%				27				
MANAGEMENT											
Burke, Kelly	PhD, 1994	Fall 1999	100%	Yes			6		3		UG, RS, ADM
Calton, Jerry	PhD, 1986	Fall 1993	100%	Yes			8		23		UG, RES
DePillis, Emmeline	PhD, 1998	Fall 1997	100%	Yes			9				UG, RES
Furumo, Kimberly	PhD, 2005	Fall 2005	100%	Yes			8				UG, RS
Mellon, Judith	PhD, 2013	Spring 2014	12.5%	Yes ^l							UG
Miyahara, Michael	MBA, 1986	Fall 2012	12.5%		Yes						UG

Pahinui, Chelle	MBA, 2001	Smr 2011	50%		Yes						UG
Roth, John	MBA, 2007	Spring 2011	25%		Yes						UG
Total			500%				31		26		
MARKETING											
DeWitt, Thomas	PhD, 2004	Fall 2007	33.3%	Yes			11				UG,RES
Martin, Drew	PhD, 1996	Fall 2004	100%	Yes			27		29		UG,RES
Total			133.3%				38		29		
COLLEGE TOTAL ^m			1,358.3%				178	18	74		

- a. Results for previous academic years are available on request.
- b. Some faculty members teach in two disciplines, but they are listed only under their primary disciplines.
- c. A full-time teaching load for supporting faculty members is 12 credit hours per semester (four, three credit courses). A supporting faculty member teaching one, three-credit course per academic year has a 1/8 teaching load or 12.5% of time devoted to the mission. A full-time participating faculty member teaching load is nine credit hours per term (18 credit hours annually).
- d. Academic qualification is based on *AQ Standards for UH-Hilo College of Business and Economics Faculty*, adopted May 5, 2005 (see Section 4.2.2 Academic and professional qualifications; Appendix D, Table 4.9).
- e. Professional qualification is based on PQ Standards for UH-Hilo College of Business and Economics Faculty, adopted October 2007 (see Section 4.2.2 Academic and professional qualifications).
- f. Tallies of intellectual contributions in this column are the sum of intellectual contributions under Categories A, B, and C (See Appendix C, Table 3.3 [Table 2-1]). They do not include “Other Activities Related to AQ.”
- g. Professional activities are not counted as both “Intellectual Contributions” and “Other Activities Relevant to Determining AQ.”
- h. Sabbatical leave Fall 2013, thus 50% of time devoted to the mission.
- i. Retired January 2014, thus 50% of time devoted to the mission.
- j. Chair of doctoral dissertation in Economics at UH Manoa,
- k. B.A. Political Science, 1985.
- l. Ph.D. in Education, 2013, dissertation “Becoming an Expert Strategic Thinker: The Learning Journey of Christian Ministers,” classified as AQ.
- m. Differences in totals from Table 2-1 is related to Harry Hennessey who retired 2012

Table 4.12 (Table 10-2): Calculation relative to deployment of qualified faculty (F2013/S2014)^a

NAME	QUALIFICATION (AQ, PQ, OQ) (FROM TABLE 10-1)	AQ FACULTY-% OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	PQ FACULTY-% OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	OTHER FACULTY-% OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	QUALIFICATION RATIOS PER STS 10	
					AQ/ (AQ+PQ+OQ) ^b	(AQ+PQ)/ (AQ+PQ+OQ) ^c
ACCOUNTING						
Barra, Roberta ^d	AQ	50%				
Johnson, Gene ^e	AQ	50%				
Leonard, Barbara	AQ	100%				
Oshiro, Kay	PQ	12.5%				
Total		212.5			100% > 50%	100% > 90%
ECONOMICS						
Hammes, David ^f	AQ	50%				
Im, Eric	AQ	100%				
Nakao, Keisuke	AQ	100%				
O'hara, Eileen	PQ		12.5%			
Thompson, John	PQ		37.5%			
Vu, Tam	AQ	100%				
Total		350%	50%		88% > 50%	100% > 90%
FINANCE						
Jalbert, Terrance	AQ	100%				
Moran, Kelly				12.5%		
Total		100%		12.5%	89% > 50%	89% < 90%
MANAGEMENT						
Burke, Kelly	AQ	100%				
Calton, Jerry	AQ	100%				
De Pillis, Emmeline	AQ	100%				
Furumo, Kimberly	AQ	100%				
Mellon, Judith	PQ	12.5%				
Miyahara, Michael	PQ			12.5%		
Pahinui, Chelle	PQ		50.0%			
Roth, John	PQ		25%			
Total		412.5%	75.0%	12.5%	83% > 50%	98% > 90%
MARKETING						
DeWitt, Thomas	AQ	33.3%				
Martin, Drew	AQ	100%				
Total		133.3%			100% > 50%	100% > 90%
COLLEGE TOTAL		1,208.3%	125%	25%	89% > 50%	98% > 90%

a. Similar tables for each previous review year are available on request.

- b. At least 50% is required.
- c. At least 90% is required.
- d. Sick leave for fall 2013, hence 50%
- e. Sabbatical fall 2013, hence 50%
- f. Retired January 2014, hence 50%

Appendix E: Assessment rubrics

Writing Level	Line of Reasoning	Organization and Structure	Content	Language/Prose/Syntax
Advanced (4 points)	<ul style="list-style-type: none"> Composes a well-defined thesis that is supported by coherent and relevant arguments. Argument is coherent and develops a clear line of logical reasoning. 	<ul style="list-style-type: none"> Organization of ideas/information is well-planned, and organized; structure enhances the message/argument. Paragraphs are well-developed, and paragraph breaks enhance the main points. 	<ul style="list-style-type: none"> Exhibits original insight into the content Content illuminates the argument and/or message 	Uses grammatically correct prose that is highly appropriate to the audience; paper successfully utilizes complex sentence structures; prose is articulate and sophisticated.
Competent (3 points)	<ul style="list-style-type: none"> Constructs an identifiable thesis with some gaps or inconsistencies in reasoning. Minor gaps in logic but the overall argument is linear and coherent. 	<ul style="list-style-type: none"> Some organizational problems evident. Paragraphs are developed but exhibit a few inappropriate breaks, or transitions between paragraphs are awkward. 	<ul style="list-style-type: none"> Content is adequately addressed Content generally supports main argument. 	Minor problems with grammar or punctuation, but sentences generally make sense; sentence structure is simplistic; prose may be conversational or somewhat inappropriate for purpose of the assignment or the audience.
Emerging (2 Points)	<ul style="list-style-type: none"> Thesis is weak, unclear or too broad for assignment, but has some relevance to the body of essay or presentation. Paper utilizes only marginally coherent set of ideas; connections between some ideas and arguments are missing or underdeveloped. 	<ul style="list-style-type: none"> Some attempt at organizing ideas/information but reasoning for that ordering is not apparent. Paragraphs are underdeveloped or and/or transitions between them are problematic. 	<ul style="list-style-type: none"> Content is only superficially addressed. Content does not fully support main argument. 	Exhibits grammatical problems but overall meaning of sentences is not totally obscured; prose may not reflect an understanding of standard English; may lack an understanding of the purpose of the assignment or the audience.
Beginning (1 point)	<ul style="list-style-type: none"> No discernible thesis (unable to construct an argument). The paper is a collection of unrelated ideas. 	<ul style="list-style-type: none"> Paragraphs are or appear non-existent. Transitions between paragraphs are non-existent. 	<ul style="list-style-type: none"> Content is not appropriate to the assignment or minimally used. Content does not relate to the argument being made. 	Prose is largely incomprehensible; major grammatical and punctuation problems; major syntax problems at the sentence level.

Source: <http://hilo.hawaii.edu/uhh/accreditation/documents/WrittenCommunication4.2013.pdf>

Table 5.4 CoBE rubric for oral communications				
Presentation Evaluation: Delivery	1 Beginning	2 Emerging	3 Competent	4 Advanced
Audience engagement	Poor eye contact; reads notes; numerous distracting mannerisms; unprofessional attire	Established some audience rapport; some engaging behaviors evident; mostly presented facts	Good rapport with audience; good eye contact; body language, and other engaging behaviors	Established strong rapport with audience; positive eye contact, body language, and professional attire.
Visual Aids	Very weak visual aids. Did not use graphic aids or were inappropriate for topic.	Adequate visual aids, but did not necessarily enhance project.	Good visual aids that summarize main points and key information that supports project.	Used PowerPoint where available; uses colorful clearly legible figures, graphics, etc. that enhance project; variety of aids used: print, picture, chart, map, role play, signs, etc.
Speaking Skills	Poor voice projection (too loud or too soft); mumbles, monotone, speaker seems bored, hard to understand.	Enunciation, diction and voice volume and pace are adequate. Not much variety of tone or enthusiasm in manner.	Enunciation, diction and volume pace are appropriate; enthusiasm somewhat evident.	Enunciation, diction, volume and pace are excellent; enthusiasm of speaker is contagious.

Table 5.5 CoBE rubric for quantitative problem-solving		
Objective	Novice (<75%)	Proficient (≥75%)
Problem Identification/Understanding	Limited ability to understand the problem at hand	Competently understands the problem at hand
Strategy/Implementation	Limited ability to implement the appropriate problem solving strategy	Competently implements appropriate problem solving strategy
Model/Technique Development	Limited ability to recognize, select and apply appropriate mathematical, statistical or graphic models for the situation at hand	Competently selects and applies mathematical, statistical, or graphic models for the situation at hand
Data Manipulation	Limited ability to perform data manipulations and to organize data into graphic, numeric or functional forms as necessary for the task	Competently performs data manipulations and can generally organize data into graphic, numeric, or functional forms as necessary for the task
Results and Interpretation	Limited ability to get results and interpret them competently	Findings are appropriate and quantitative measures are competently interpreted

Appendix F: Functional assessment results by discipline

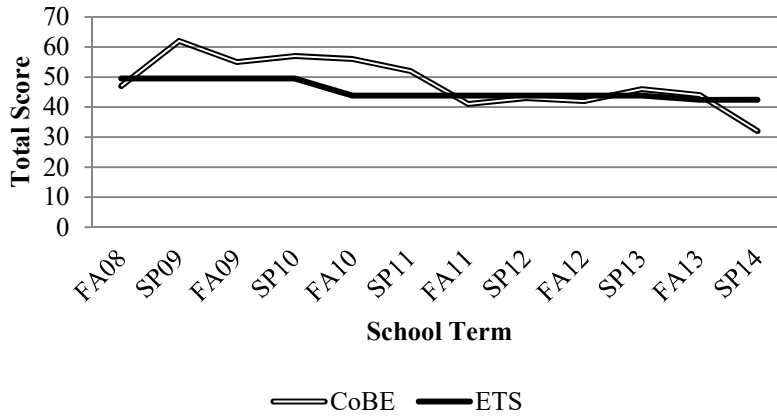


Figure 5.6
Accounting (s.d.=6.5)

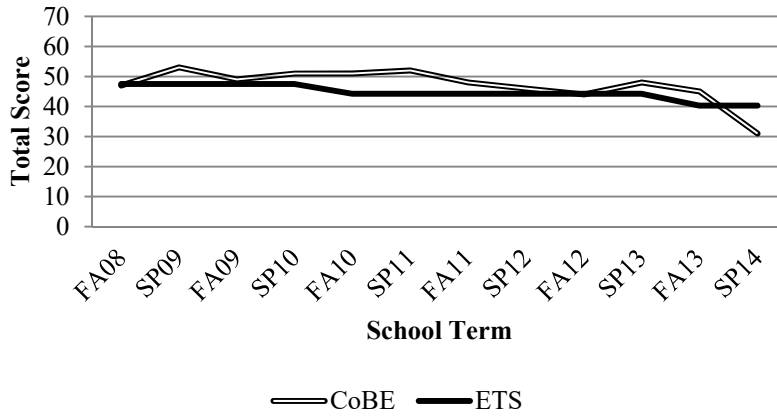


Figure 5.7
Economics (s.d.= 6.8)

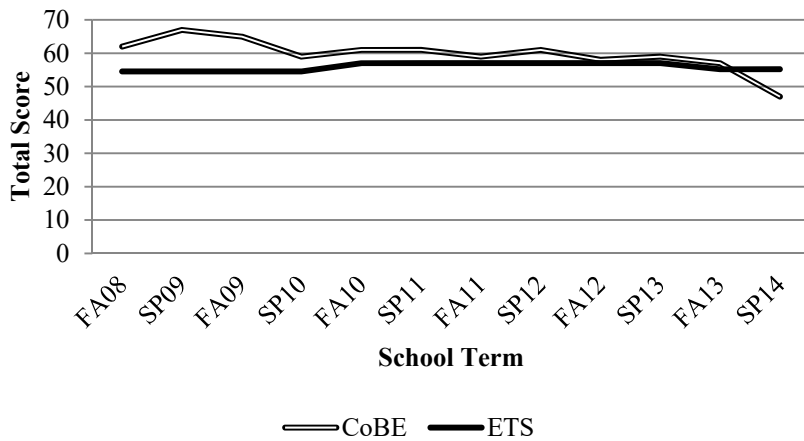


Figure 5.8
Management (s.d. =6.8)

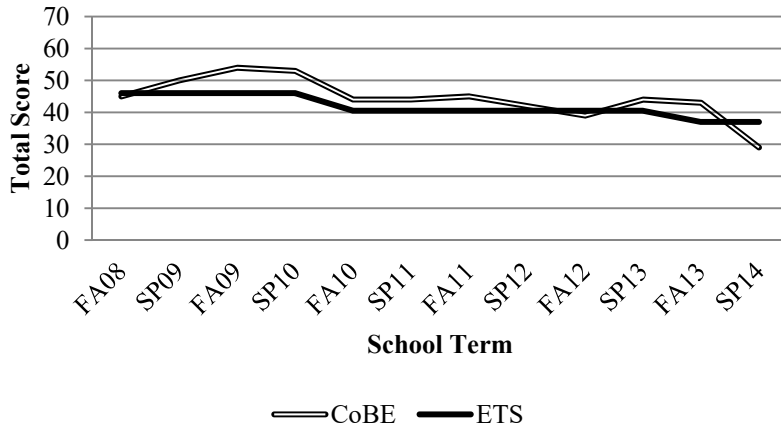


Figure 5.9
Quantitative Business Analysis (s.d.=5.7)

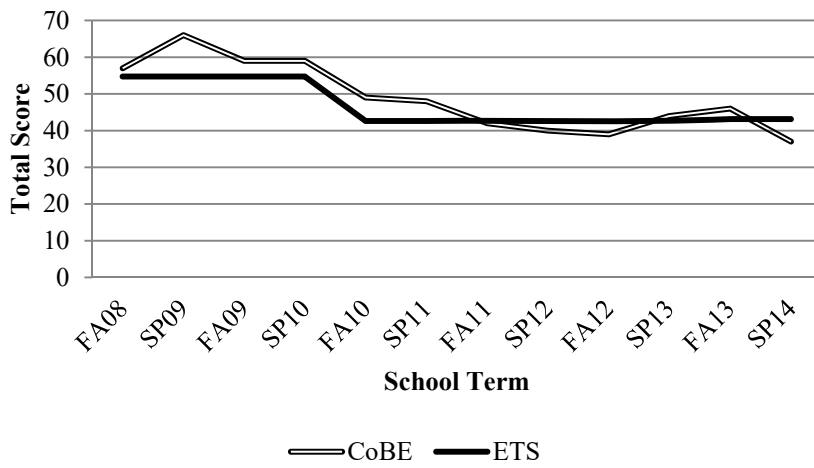


Figure 5.10
Finance (s.d.=7)

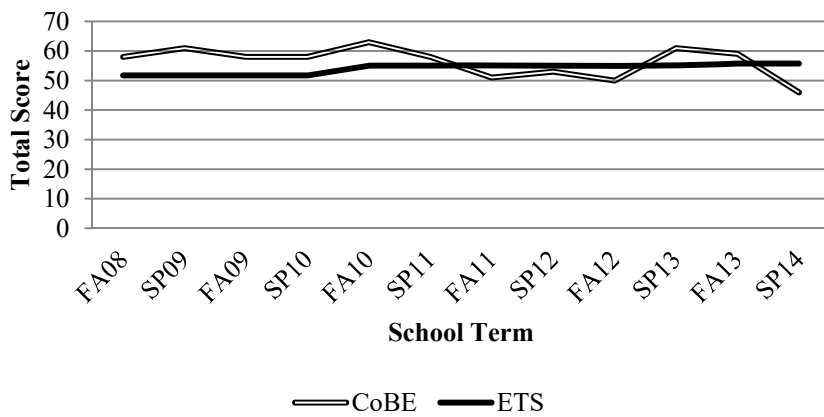


Figure 5.11
Marketing (s.d.=7.2)

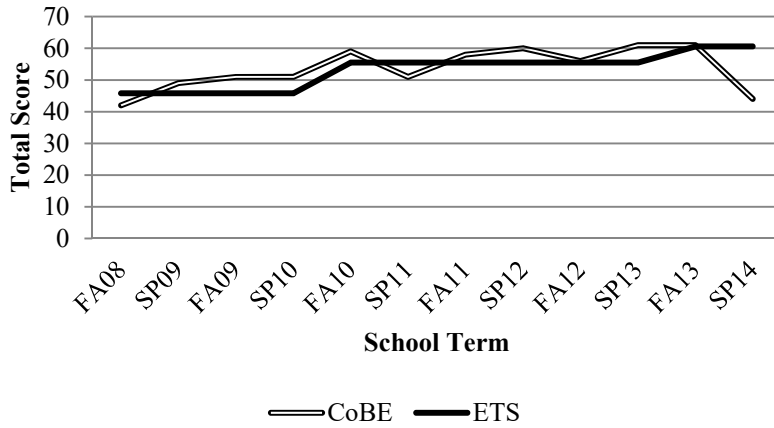


Figure 5.12
Legal and social environment (s.d.=7.1)

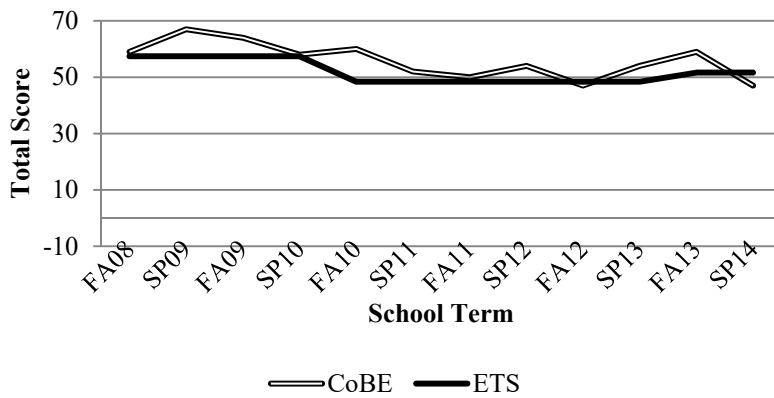


Figure 5.13
Information Systems (s.d.=7.1)

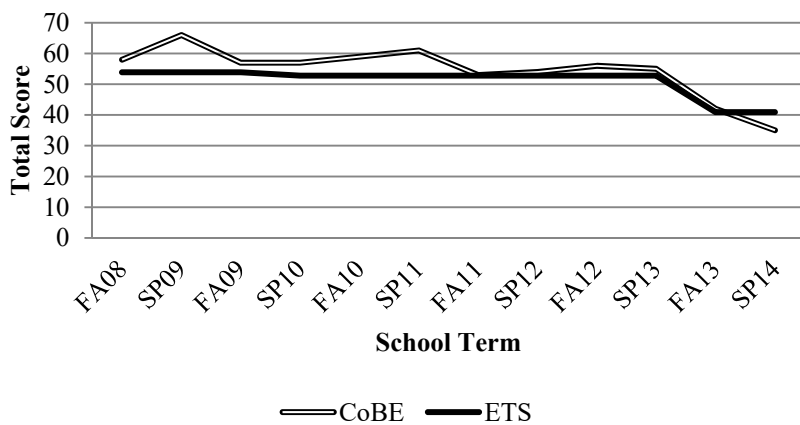


Figure 5.14
International Business (s.d.=6.5)

Appendix G: CLA writing and critical thinking assessment scores by categories

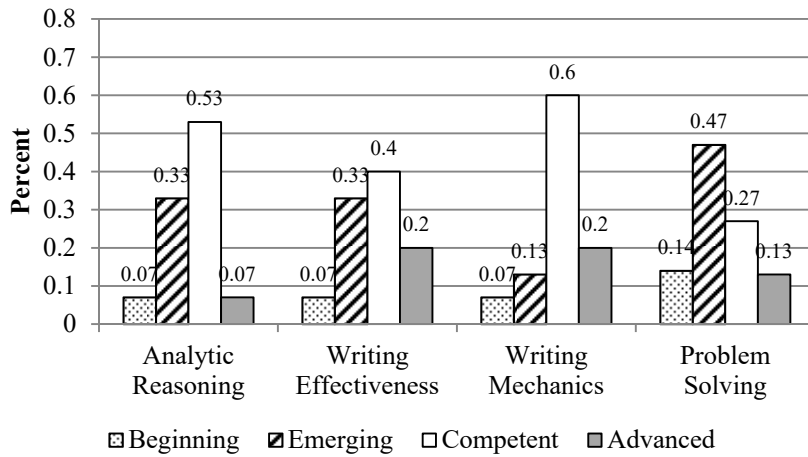


Figure.5.15
CLA performance task by subcategory: Seniors spring 2012

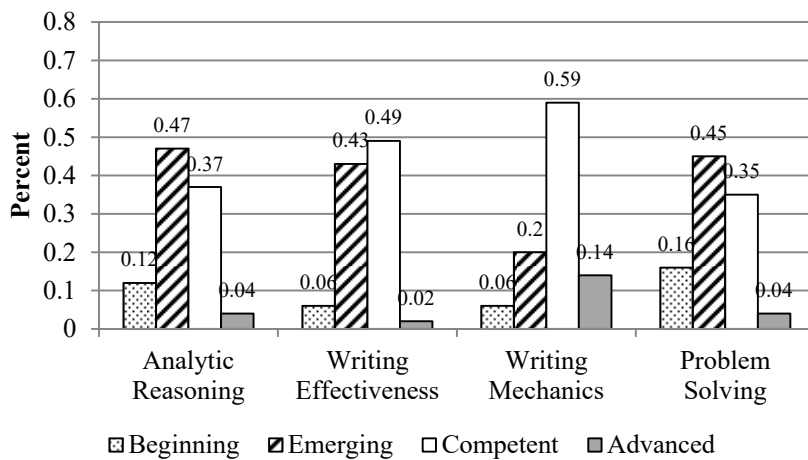


Figure. 5.16
CLA performance task by subcategory: Seniors spring 2013

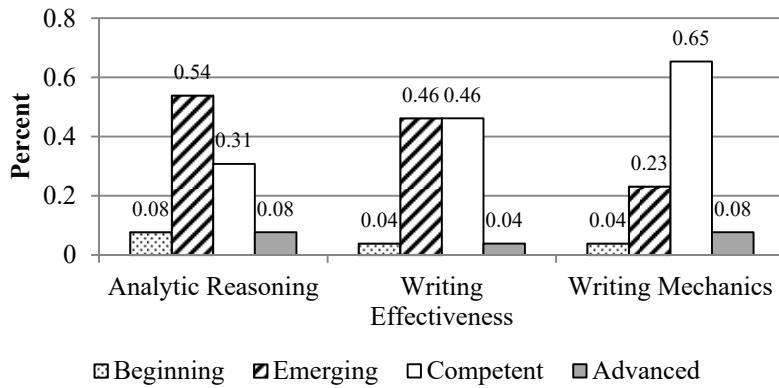


Figure 5.17
CLA performance task by subcategory: Seniors spring 2014

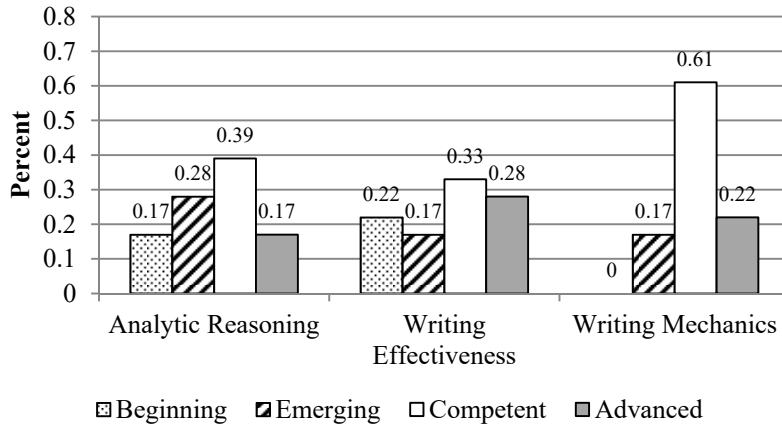


Figure 5.18
CLA make-an-argument by subcategory: Seniors spring 12

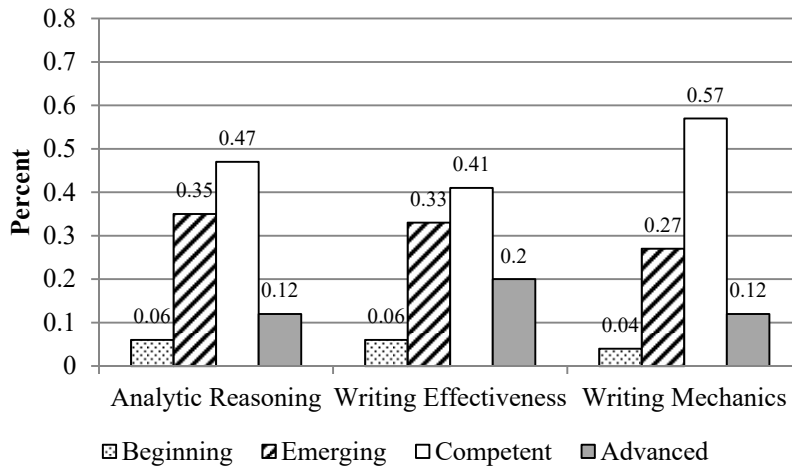


Figure 5.19
CLA make-an-argument by subcategory: Seniors spring 13

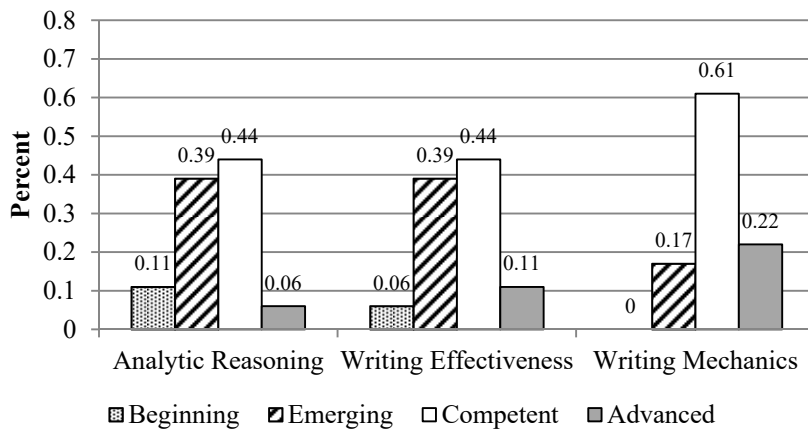


Figure 5.20
CLA critique-an-argument by subcategory: Seniors spring 2012

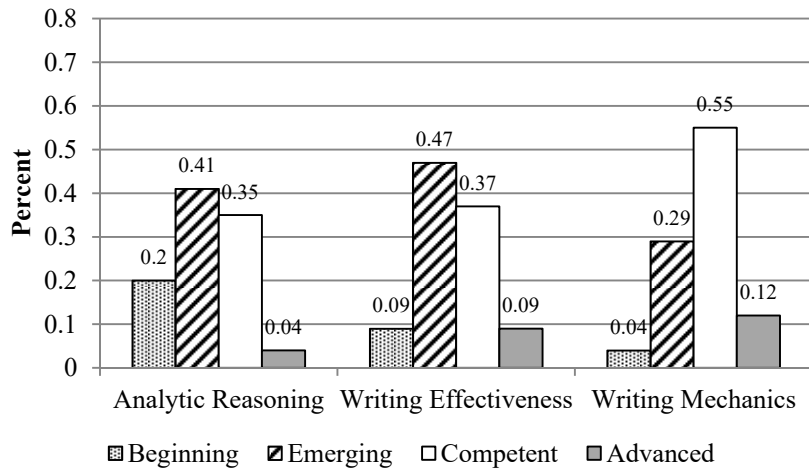


Figure 5.21
CLA critique-an-argument by subcategory: Seniors spring 2013

Appendix H: California critical thinking pre- and post-test results by category

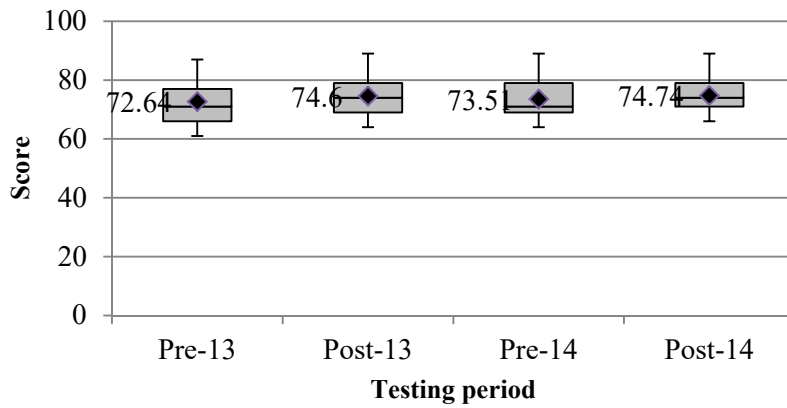


Figure 5.22
California critical thinking: Analysis

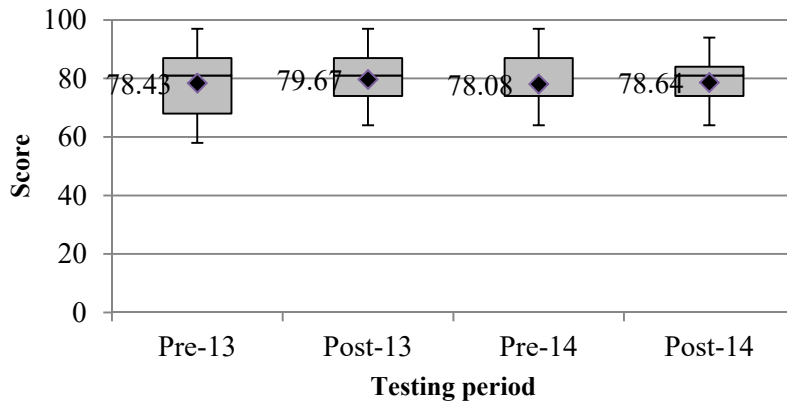


Figure 5.23
California critical thinking: Interpretation

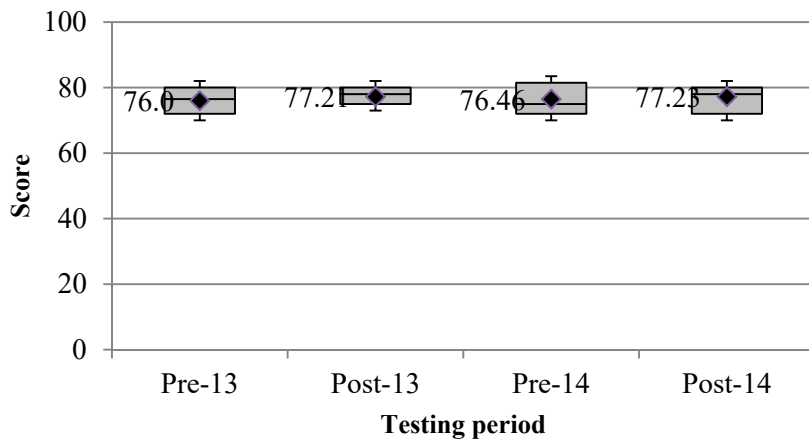


Figure 5.24
California critical thinking: Inference

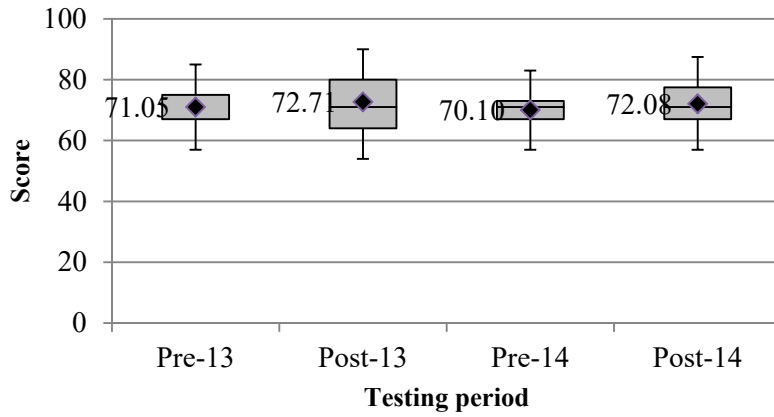


Figure 5.25
California critical thinking: Evaluation

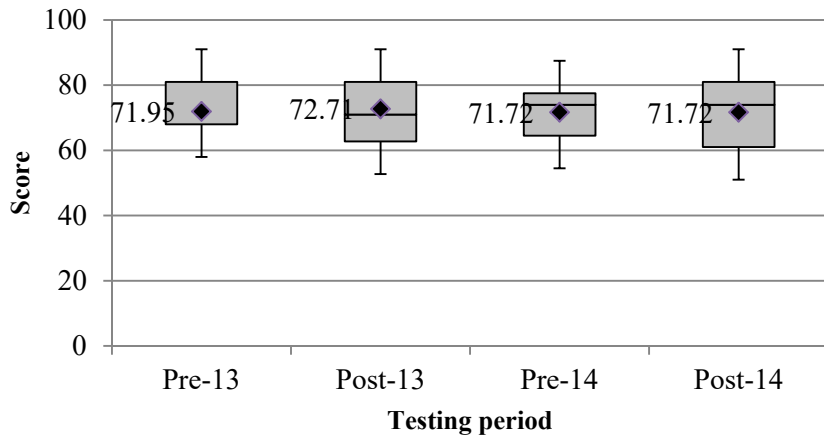


Figure 5.26
California critical thinking: Explanation

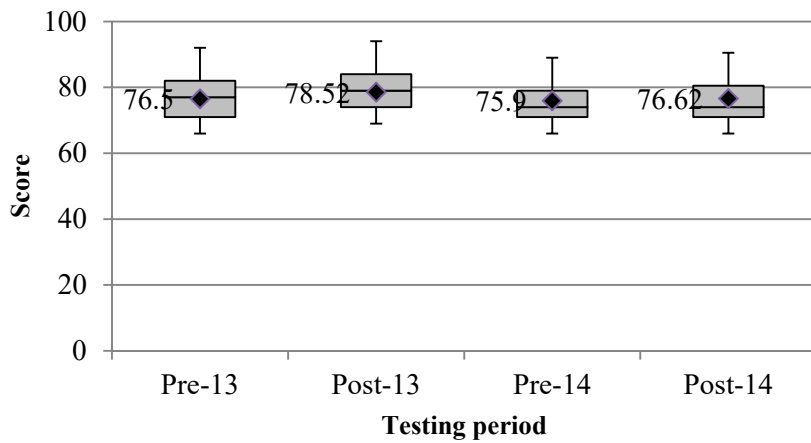


Figure 5.27
California critical thinking: Induction

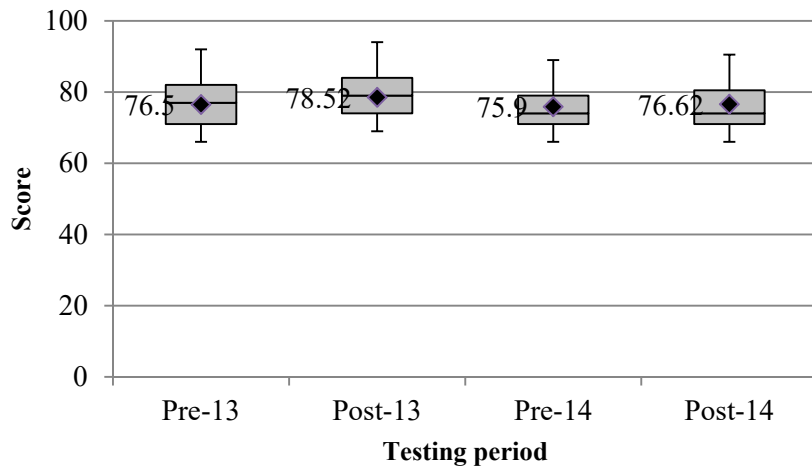


Figure 5.28
California critical thinking: Deduction

Appendix I: Oral communication assessments

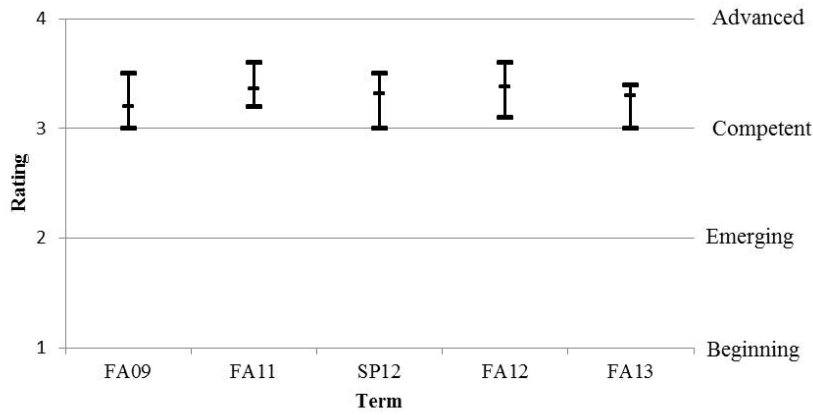


Figure 5.29
Oral communication assessment: Audience engagement by term

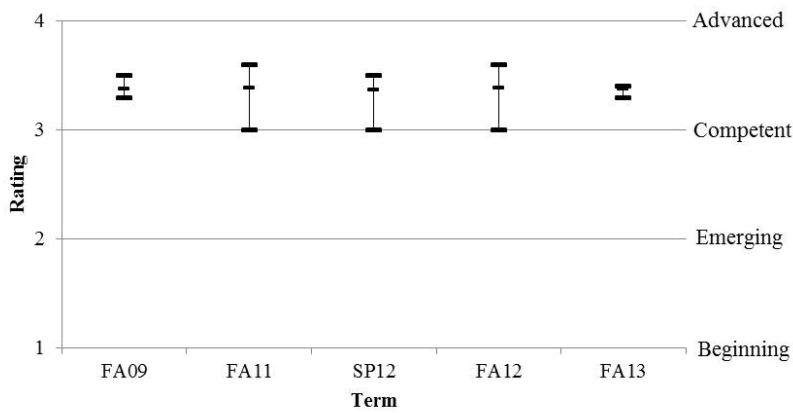


Figure 5.30
Oral communication assessment: Visual aids by term

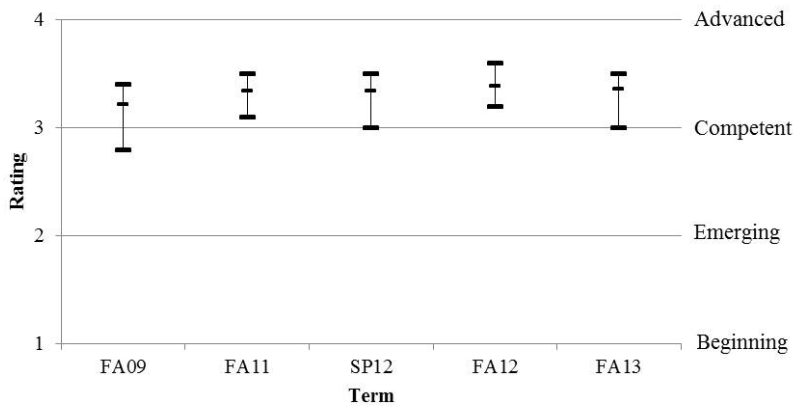


Figure 5.31
Oral communication assessment: Speaking skills by term

Appendix J: Supporting materials for academic and professional engagement

Faculty and student research collaborations

- Furumo, K., Buxton, M., de Pillis, E., Higa, K., and Furumo, H. (2014) Differences between Male and Female Communications and Conflict Management Styles in Virtual Teams, *The Journal of Management and Marketing*, Vol. September. pp. 1-7.
- Furumo, K., Buxton, M., de Pillis, E., Higa, K., and Furumo, H. (2014) Gender Differences in Virtual Teams, Refereed proceedings of the Association of the Academic and Business Research Institute international conference in Las Vegas, Nevada.
- Furumo, K., Buxton, M., de Pillis, E., Higa, K., and Furumo, H. (2014) Differences between Males and Female Communications and Conflict Management Styles in Virtual Teams, Refereed proceedings of the Association of the Academic and Business Research Institute international conference in Honolulu, Hawaii.
- Higa, Kerrilynn, Furumo, K. (2013) The Impact of Leadership Style on Virtual Team Success, Proceedings of the University of Hawaii at Hilo ALEX Research Conference in Hilo Hawai'i.
- Vu, T.B. and Nakao-Eligado, A. 2014. "Visual Artists and Economic Development in Hawaii," AABRI International Conference Hawaii, Honolulu, peer-reviewed conference proceeding.
- Vu, T.B. and McKim, S. 2012. "Public Education versus Private Education: the Case of Hawaii," Hawaiian International Conference on Education, Honolulu, peer-reviewed conference proceeding.
- Vu, T.B. and Luscombe, C. 2011. "Human Capital and Economic Growth in Hawaii," Singapore Qualitative and Quantitative Economic Research Conference, Singapore, peer-reviewed conference proceeding.

Student research

- McKim, S. International Business and Economy, Conference, January 2012, Hapuna, Hawaii.¹⁹
- Luscombe, C. Hawaii International Conference on Education, January, 2011.²⁰
- Brown, T. Hawaii International Conference on Education, January 2010, Honolulu, Hawaii.

¹⁹ Shaun McKim received his MA in econometrics in 2013 from Clark University.

²⁰ Calvin Luscombe is currently a Ph.D. student majoring in Game Theory at Boston University.