



UNIVERSITY
OF HAWAI'I
HILO

College of Business and Economics

Fifth Year Maintenance of Accreditation Report

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Table of Contents

Situation Analysis	1
Historical, National, Local, and Other Factors Shaping the College's Mission and Operations	1
Table 1 - Going Rates, freshmen students in 4-year degree-granting institutions	2
Table 2 - Going Rates, UH 4-Year Campuses by Geographic Region, Fall 2006	2
Table 3 -- Enrollment Statistics and Selected Student Demographics, AY 2004-2009	3
The College's Relative Advantages and Disadvantages in Reputation, Resources, Sponsors, and Supporters	4
Environmental and Competitive Forces Challenging the College	4
Opportunities for Enhancement of the College's Degree Offerings.....	6
Degree Programs Included In the Accreditation Review	7
Mission Statement.....	8
Strategic Management Planning Process.....	9
Figure 1 - College Strategic Planning Process	10
Assurance of Learning - Methods and Processes	11
Program Learning Goals	11
Table 4 -- Program Learning Goals and Outcomes.....	12
Progress in Assessment Activities	13
The STEPS Student Portfolio Management System.....	13
Financial Strategies	14
Table 5 -- Financial Support for Strategic Action Items	14
Continuous Improvement	16
Strategic Management.....	16
Faculty Participants	16
Student Participants.....	16
Assurance of Learning	17
Analysis of the Accreditation Statistical Reports	19
Table 6 -- Peer Comparison Results 2008-2009	20
Table 7 -- Competitor Comparison Results 2008-2009.....	22
Table 8 -- Aspirant Comparison Results 2008-2009	23
Appendix A -- Summary of Assurance of Learning Efforts and Results 2004-2009	A1
Tools and Procedures	A1
The most recent outcomes from the assessments.....	A1
Program Learning Goal #1	A1
Table A1 - Data Collection Schedule and Evaluation Tools	A2
Program Learning Goal #2	A3
Program Learning Goal #3	A3
Program Learning Goal #4	A4
Program Learning Goal #5	A5
Table A2 -- Qualitative Problem-solving Spring 2009	A6
The impact of Assurance of Learning efforts on program offerings	A6

Summary	A7
Appendix B - Assurance of Learning Plan Summary	B1
Appendix C - Memorandum Committing to New Building for CoBE	C1

Situation Analysis

Historical, National, Local, and Other Factors Shaping the College's Mission and Operations

The College of Business and Economics at the University of Hawaii at Hilo is relatively young. The business major program was established in 1975 in the College of Arts and Sciences. It was designated as an independent College in 2004 and achieved initial accreditation by AACSB in 2005, under the former accreditation standards.

At present, the College is directed by its first Dean. Administrative changes are anticipated at higher levels within the next 12 months. The UH System has just selected a new President, Dr. M.R.C. Greenwood. The Chancellor of UH Hilo has announced her impending retirement and a search is under way for her replacement. These changes will very likely result in refinement of mission direction for both the UH System and UH Hilo. The Vice Chancellors of Academic Affairs, Administrative Affairs, and Student Affairs have all been in office less than two years.

The primary mission of UH Hilo is to offer high quality undergraduate liberal arts and professional programs. Selected graduate degree programs are also offered where need warrants and the university has strong expertise. Traditionally, and in support of current UH System strategic goals, UH Hilo has emphasized service to the population of the Big Island and the balance of the state, with particular emphasis on extending educational opportunities to the children of economically disadvantaged families. Figures cited below indicate that this mission emphasis is still completely relevant. Financial aid has been relatively plentiful, creating an environment in which there seems to be opportunity for enrollment growth, given appropriate program offerings, advertising, and student support.

The attraction of Hawaii high school graduates to in-state universities is a perennial issue for all of the state's higher-education institutions. Demographic data are revealing. Overall, Hawaii ranked 22nd in the nation for the attainment of a bachelor's degree or higher by the population aged 25 or older (28.3% in 2007), giving the state a relatively well-educated workforce. However, the state ranked 47th in college participation by students from low-income families (17.4% in 2005-2006). Since UH Hilo's serves this group, it is obvious that there is room for growth if appropriate program offerings can be made.

More so than in other states, students graduating from Hawaii high schools that choose to attend college tend to select institutions outside of their home state. NCES data (Fall 2006), reflected in Table 1 below illustrate this. The state ranked 37th in the number of recent graduates attending 4-year colleges or universities, and at 44.3% was close to the national average of 47.7%. However, the state ranked 49th in the percentage of recent graduates attending 4-year colleges or universities in the home state. The State suffered a net out-migration of 1,610 students in 2006, and this continues a long-standing pattern. Recruitment of Hawaii high-school graduates to universities in Hawaii,

especially the stronger students, is a difficult task that runs against long-standing preferences.

**Table 1 - Going Rates, freshmen students in 4-year degree-granting institutions who graduated from high school in the previous 12 months
Fall 2006**

	2004-2005 High School Graduates*	Freshmen enrolled**			
		In Any State		In The Home State	
Hawaii	10,813	4,791	44.3%	2,141	19.8%
United States	2,799,250	1,336,048	47.7%	995,126	35.5%

Source: Tables 25* and 225**, William J Hussar, N. C. f. E. S., & Tabitha M. Bailey, G. I., Inc. (2008). *Projections of educational statistics to 2017*. Retrieved. from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008078>.

Additional information has been developed by the University System office from internal data that refines and further supports this conclusion. When compared to the data in Table 1, only slightly more than half of recent graduates chose UH System programs. As shown in Table 2 below, the “going rate” of local high school graduates to the 4-year campuses of the UH system is very low in some regions of the State, and specifically in Western Hawaii Island.

Table 2 - Going Rates, UH 4-Year Campuses by Geographic Region, Fall 2006

Region	Going Rate	Region	Going Rate
STATEWIDE	10.6%	North Shore	5.4%
Central Oahu	12.3%	Kauai	5.9%
Windward	5.7%	Maui	4.8%
East Oahu	15.5%	West Hawaii	8.4%
Ewa	5.4%	East Hawaii	18.0%
Waianae	2.8%		

Source: Adapted from UH System Office of VPAPP, “Meeting State Needs” Downloaded 4/9/2008 from <http://www.hawaii.edu/offices/app/opp/msn/msn07brochure.html>

The College’s mission has been shaped by these geographic, demographic, and traditional factors, which have led to sensitivity to the importance of being an active participant in efforts to grow and develop the state’s college-educated managerial workforce. This is in accordance with the University’s mission, and the University System’s stated mission. The College’s intention is to provide as strongly attractive a set of program offerings as its resources will allow, targeted toward providing avenues to meet the identified labor force needs of the state of Hawaii.

Table 3 -- Enrollment Statistics and Selected Student Demographics, AY 2004-2009

	2004 ¹		2005		2006		2007		2008		2009		
	BBA	Other ²	BBA	Other	BBA	Other	BBA	Other	BBA	Other	BBA		Other
	GBUS		GBUS		GBUS		GBUS		GBUS		GBUS	ACC ³	
Declared Degree Program	GBUS		GBUS		GBUS		GBUS		GBUS		GBUS ³	ACC ³	
Headcount Enrollment	383	3296	386	3338	382	3494	365	3488	340	3648	351	50	3733
% of Total	10.41%		10.37%		9.86%		9.47%		8.53%		9.40%	1.34%	
New Students													
New First-time Freshmen	47	450	46	469	48	502	59	518	51	657	66	9	687
Transfers	90	888	113	879	113	1011	81	807	68	816	58	10	704
Mean SAT-V	486.3	492.0	453.9	492.5	469.0	502.6	448.2	482.6	479.0	440.9	469.0	400.0	479.2
Mean SAT-M	514.0	499.9	500.0	499.3	487.2	510.6	464.3	491.3	489.9	486.9	460.3	493.3	490.0
Demographics													
%Male	44.4%	39.3%	45.1%	39.3%	44.8%	39.7%	40.0%	39.4%	42.1%	39.5%	46.0%	38.6%	39.3%
%Female	55.6%	60.7%	54.9%	60.7%	55.2%	60.3%	60.0%	60.6%	57.9%	60.4%	54.0%	61.4%	60.4%
Mean Age	23.70	26.20	23.40	25.80	23.20	25.90	23.13	25.33	22.74	25.25	22.52	24.74	24.87
Ethnicity													
American Indian or Alaska Native (Not Hispanic or Latino)	0.5%	0.6%	0.8%	0.6%	1.0%	0.9%	0.3%	1.0%	0.6%	0.9%	0.3%	0.0%	0.9%
Asian (Not Hispanic or Latino)	21.3%	17.4%	21.0%	17.9%	23.6%	17.8%	25.5%	17.7%	21.8%	18.1%	25.3%	51.3%	19.2%
Black or African American (Not Hispanic or Latino)	1.6%	1.2%	0.8%	1.4%	2.9%	1.1%	2.2%	1.2%	1.5%	1.5%	0.9%	0.0%	1.3%
Hispanic or Latino	2.1%	2.6%	2.3%	2.9%	2.6%	2.7%	2.5%	2.9%	1.8%	3.4%	3.8%	0.0%	3.0%
Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)	32.0%	26.7%	30.1%	24.9%	28.0%	26.2%	34.1%	27.4%	37.0%	29.8%	39.7%	38.5%	31.9%
White (Not Hispanic or Latino)	29.6%	40.5%	31.1%	41.2%	30.6%	40.4%	25.0%	39.1%	26.6%	35.4%	26.3%	10.3%	32.7%
Two or More Races (Not Hispanic or Latino)	12.8%	10.9%	14.0%	11.2%	11.3%	10.9%	10.4%	10.8%	10.7%	10.9%	3.8%	0.0%	11.0%

¹ Refers to the period Fall 2003 – Spring 2004. Each subsequent academic year follows the same pattern.
² Refers to any degree program other than the BBA
³ 2009 Numbers may not add, due to Six (6) Double majors in GBUS and ACC counted in both.

In addition to meeting its primary goal of serving the people of the Island and State of Hawaii, the College has traditionally served students from outside the State. However, as can be seen in Table 3, those numbers have been dropping since 2005, when the UHH Administration decided to focus on in-state enrollment in response to University System encouragement to “cap” out-of-state enrollments at 30% of student headcount, in accordance with System policies and legislative directives. Prior to that time transfers represented a significant contribution to College enrollment.

The College's Relative Advantages and Disadvantages in Reputation, Resources, Sponsors, and Supporters

As of the 2008-2009 Academic Year, the BBA degree program remained the largest of the declared majors at UH Hilo (351 General Business, 50 Accounting, 6 double majors), attesting to its popularity. It also remains only the second business program in the state to be accredited by AACSB. Enrollment and major count in the business program increased 6 percent in 2008-09.

The BBA program minimizes the use of non-tenure-track faculty, which provides maximum student contact with well-qualified full-time faculty, in classes that in 2008-2009 averaged only 24 students in size. Students have consistently reported high levels of satisfaction with faculty quality, responsiveness, and accessibility in surveys of student attitudes. These are its primary reputational strengths.

Through the Dean's Advisory Council, the College has strengthened its ties with the local business community on the east side of Hawaii Island. This has led to the beginning of a speaker series drawing on business people of note that have chosen to make the Big Island their home and drawing on mainland business people with local business contacts. The inaugural address was given in the fall semester of 2007 by Henk Rogers, an entrepreneur with the distinction of having secured exclusive rights for the distribution of the video game Tetris, and who now is in partnership with the game's original designer to extend and further develop the game for new platforms. Members of the local business community are willing participants in planning sessions for the College, and are active participants in discussions of the future of the College.

External fund-raising efforts have yielded moderately encouraging results in external funding for the College. The College has a long-standing endowment (1987) for the Kitaro Watanabe Distinguished Visiting Professor in Tourism. A Faculty Development Endowment of \$55,000 was created in 2008 through multiple gifts from Hilo-based businesses. Local organizations such as the Chamber of Commerce sponsor events to raise funds that support a scholarship endowment fund for CoBE students. Efforts continue through the Dean's Advisory Council and the UH Foundation.

Environmental and Competitive Forces Challenging the College

University funding levels have been adequate since the College's initial accreditation in 2005, up to the present budget cycle. Operating budgets have allowed funding for faculty travel when they have exhausted other resources available to them through

University programs, and equipment has been replaced on a regular basis. Space has been a problem across the campus. Requests for a separate College of Business and Economics building have been submitted as part of the annual capital improvement budgeting process each year. In June of 2009, the College was notified (memorandum attached as appendix C) that it would be assigned to the former Student Services building, once the new Student Services building is completed and the former space has been renovated. We viewed this as a very positive development, allowing for greater interaction between faculty members, and potentially providing space for students to meet and work in the building.

Post September 11, 2001, the State of Hawaii initially enjoyed a relatively strong economy. However, in 2008 and 2009 the State of Hawaii and the University of Hawaii system have faced budgetary downturns similar to those faced by state governments and their funded universities all over the country. The State Legislature and the University System Administration have indicated that the budget priorities for the coming biennium will emphasize repair and maintenance. The College has delayed filling three open lines, and as of June, 2009, the Governor has ordered furloughs of three days per month for all executive branch employees, and reduced the university system's budget by an equivalent amount. Difficult ongoing negotiations with State employee labor unions, including the faculty union, have further increased current levels of fiscal uncertainty.

The College's programs face competition inside the State from UH-Manoa's Shidler College of Business, which is the only other AACSB-accredited program in the State. The Shidler College was funded with a \$25 million gift from the Shidler family foundation in 2006. This has increased its competitiveness inside and outside the state substantially. There are also small-sized business programs and on-line programs at the University of Hawaii - West Oahu, and an experimental Bachelor of Applied Science in Applied Business and Information Technology at Maui Community College. Along with the private universities on the island of Oahu, which include Hawaii Pacific University (HPU), Brigham Young University - Hawaii, and Chaminade University, this represents nearly all of the in-state competition for undergraduate students the College faces. HPU advertises aggressively on television and in print media within the state, as does the Shidler College. The other schools have relatively low enrollments and are not aggressive advertisers. Chaminade is most active in promoting its MBA program, and this is a priority for HPU as well.

One major competitive advantage all but one of these schools share is their location in or near Honolulu, the State's business hub. Market research funded by the university in 2003 surveyed the opinions of 28 high school counselors from around the state and gained their participation in focus groups. While their impression of UH Hilo's programs was generally good, it is important to note that none of them mentioned our business programs in any part of their comments. These high-school counselors seemed to be unaware of UH Hilo's business offerings.

Mainland universities also compete for students from Hawaii. Relatively low 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. For families with college-graduate parents, there is often a desire for the son or daughter to attend the school that the parent or parents attended, which is frequently on the mainland. Additionally, students are able to go to west coast schools under the Western Universities Exchange program, which offers substantial tuition reductions from the normal non-resident tuition at those schools.

These factors do not appear to be unique to the CoBE, but as part of UH Hilo the College's ability to attract students is affected by the location of the University. Throughout the state, Hilo is often perceived as a remote, rainy place that offers little in the way of entertainment for after-school diversion. Air travel is the only practical means for getting to Hilo from other islands, which adds to inconvenience and cost even for in-state families. Finally, the University has not aggressively advertised or promoted the business program in its various marketing materials and efforts.

Opportunities for Enhancement of the College's Degree Offerings

The College is continuously attentive to signals from the employment marketplace, especially those signaling shifts in the demand for new college graduates in business. At the undergraduate level, this has led to the establishment of the major in Accounting since the last accreditation review.

With the addition of a second faculty member in marketing, the College is in a position to examine redirection and expansion of program offerings directed toward marketing specializations, and the strengthening of entrepreneurial training options.

The tourism and hospitality industries are the largest private-sector employers in the state. Program offerings that reflect this aspect of the labor market for our graduates are also potential areas for further development.

There is limited, but persistent, interest from the community in MBA program offerings on the Hilo campus. Toward satisfaction of this demand, the College has collaborated with the University of Hawaii at Manoa's Shidler College of Business to offer the "Neighbor Island MBA" and the Master's degree in Human Resource Management programs in Hilo, commencing in the fall of 2008 via distance education. These are AACSB-accredited programs, and offer the best quality educational experience that the CoBE can arrange in the short run. Enrollment data will offer further evidence on the need for more frequent offering in Hilo, directed toward satisfaction of local demand. Realistically, the College is not currently staffed to offer an MBA without serious detriment to its primary mission of undergraduate education.

There are opportunities for the further enhancement of the College's recent offerings of management training programs in leadership for the Hawaii Health Systems Corporation, and workshops on e-commerce for local agricultural producers. These

have raised the College's visibility in the local business community while providing needed services.

On another level, enhancement of the College's ability to provide students with meaningful leadership development experiences presents a significant opportunity for innovation and creative thinking in program design. This is an issue that is under discussion, but not resolved, as is improvement in the opportunities we provide to students for the exercise of ethical judgment. Both of these areas would benefit from enhancement of the opportunities we can provide through experiential learning.

Degree Programs Included In the Accreditation Review

The College offers the Bachelor of Business Administration with two majors, Accounting, and General Management. This is the only program to be included in the accreditation review. For the academic year 2008-2009, 46 students graduated with the BBA. Three of these students were the first to graduate from the university with a major in accounting.

The Accounting major began admitting students in 2008-2009. The College has historically offered sufficient accounting course work to meet the accounting content educational requirements for the CPA examination. The completed proposal to the Board of Regents in 2007 provided documentation of student demand, the intended market for graduates, costs, and resource requirements, and is available at <http://business.uhh.hawaii.edu/accreditation/documents/BORProposal19mar2007.pdf>

Initial major declarations in accounting were encouraging.

Mission Statement

The Mission of the College of Business and Economics is 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 Hawaii, as well as students from the US mainland and the Asia/Pacific region.

We are committed to:

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

Strategic Management Planning Process

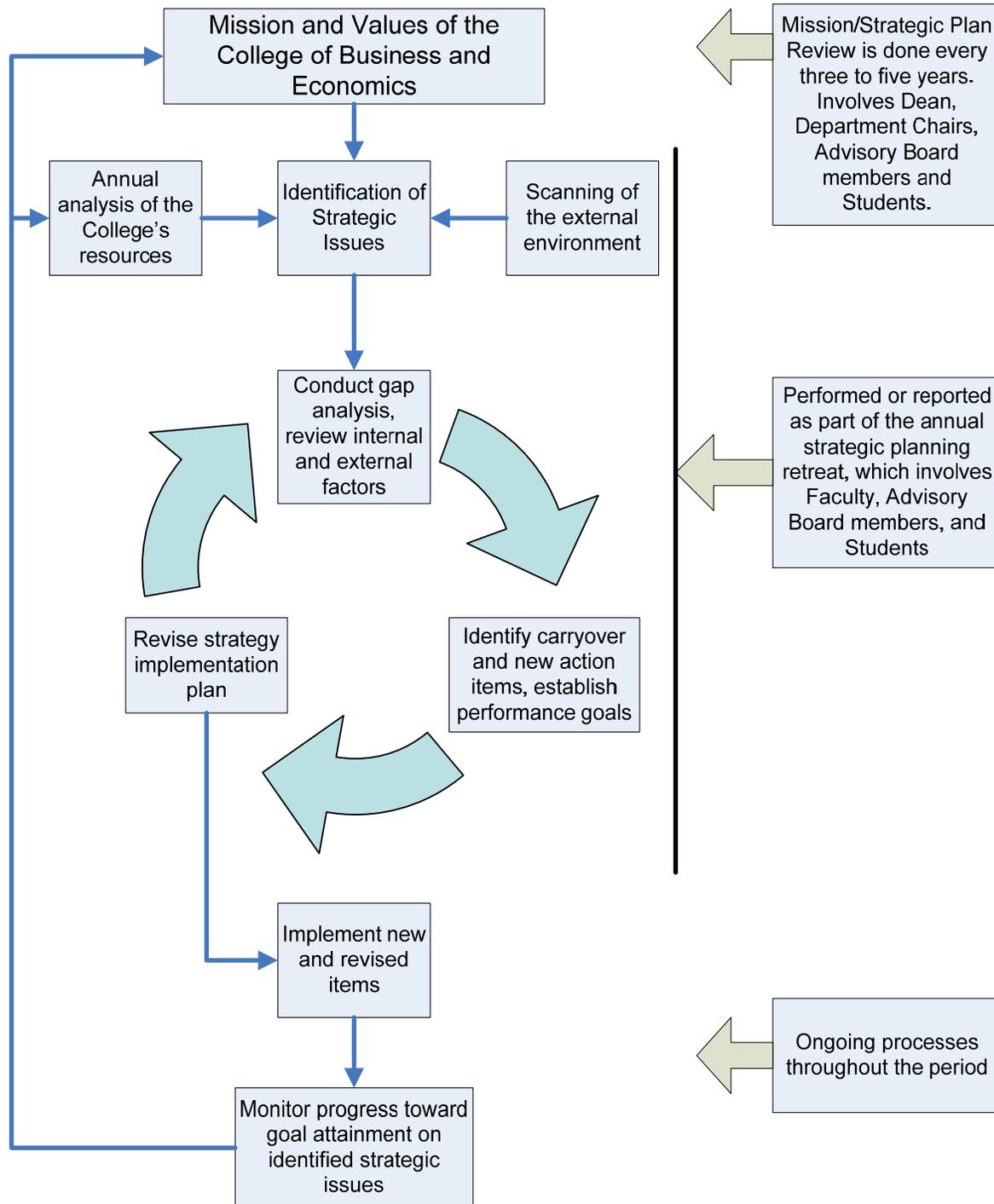
The strategic planning process in the College of Business and Economics is a cycle that begins with a periodic Strategic Planning Review. This Review is conducted by a Strategic Planning Committee, composed of the Dean, Department chairs, members of the Advisory Board, and students. This committee is charged with review of the existing mission, goals and strategic plan, environmental analysis, and the generation of alternatives. Recommendations from the committee are taken to the faculty for discussion and review, before adoption as a formal revision of mission and strategy. This process is planned to occur on a three to five year cycle. Using this process, the faculty adopted our formal mission and vision statements and strategic plan on November 1, 2002. We adopted minor revisions to the mission and vision statements and strategic plan on May 7, 2009.

Between these major reviews, the annual implementation review, conducted at a daylong off-site faculty retreat and attended by members of the Advisory Board, provides an opportunity for stakeholders to identify action items for the coming year. The Dean and Department chairs collaborate on a review of outcomes of efforts from the previous year for presentation to the faculty. This process identifies gaps through benchmarking and assessment, accompanied by an analysis of other internal and external factors. An update on issues and events at the university level that may affect the College follows the presentation of this analysis. The remainder of the day is used for discussion and planning, and may include charges to faculty committees on strategic initiatives to be pursued during the coming year.

In the most recent Strategic Planning Review process, an ad hoc College Marketing Task Force identified the need to position the business program with respect to our customers, our competitors, and our environment. The task force, composed of faculty and Advisory Board members, will work to provide insight, advice, and direction to the Dean, the Department Chairs, and the faculty as a whole in the next cycle.

Figure 1 - College Strategic Planning Process

Strategic Planning Process
College of Business and Economics
University of Hawaii at Hilo



Assurance of Learning – Methods and Processes

The College of Business and Economics began its process of outcomes assessment in the early 1990's, when we began the routine administration of the ETS Major Field Examination in business to each graduating class. Originally intended only as a verification that our graduates had, in fact, "learned something" during their time with us, little was done with the results other than to include them in internal reports. The College was, however, one of the very few units of the University engaged in any kind of assessment. Our activities have developed from that base.

We have made use of resources provided by WASC, our regional accrediting agency, and AACSB International to deepen our understanding of the processes involved in program assessment and the assurance of learning. In January 2009, members of the CoBE faculty participated in a WASC level 1 assessment workshop in Honolulu with the Vice Chancellor of Academic Affairs and members of other colleges at UH Hilo. This workshop exposed several members of the faculty to philosophies and approaches to assessment that they had not previously encountered. Through the efforts of a few dedicated faculty members, the College has advanced in its development of tools and plans, and has gradually involved a greater number of faculty members in the development of tools, data collection, and analysis. Feedback from these processes has helped us to suggest refinements to curriculum and has sparked renewed discussion of the craft of teaching among the group.

The Business program's Curriculum and Assessment (C/A) Committee has the responsibility for the coordination of efforts in this area. The committee draws its membership from senior and junior faculty, and because of our small size represents a broad diversity of disciplines. Over the last several years, the committee has produced a broad array of materials relevant to the College's assessment activities. These materials are all available on the College website, at <http://business.uhh.hawaii.edu/AOL.php>. Appendix A to this report also contains a discussion of assurance of learning activities for each program learning goal, the tools and methods in use or planned for use, and the results to date. This material is summarized in the sections immediately below, and is presented as a separate document on the assurance of learning page noted above. Appendix B contains a summary list of the assurance of learning plan, instruments, and data collection methods. Portions of that list are also represented in Tables 4 and A1.

Program Learning Goals

The C/A committee has developed a plan for assessment activities in the BBA program. This plan includes specification of the program's learning goals, learning outcomes, measurement tools, data collection plans, and a schedule for implementation. Due to our small size and limited resources, it is infeasible to try to evaluate on every goal every year, so the schedule rotates through the various goals. A list of the Program Learning Goals and their corresponding Objectives is shown in table 4. These Goals were developed through reference to the mission statement of the College and

Table 4 -- Program Learning Goals and Outcomes

BBA Program Learning Goals		BBA Program Learning Objectives
Upon graduation, our students will be able to:		
PLG #1	Demonstrate comprehension of the fundamental principles of essential business functions.	In each graduating cohort, 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.
PLG #2	Demonstrate the ability to analyze the relationship of business to its various stakeholders	Given a set of case materials describing a business, at least 95% of graduates will be able to identify correctly the principal stakeholders of the business, differentiate the issues that are present in the relationships between the business and each stakeholder group, and relate them to contemporary approaches to the management of such issues.
PLG #3	Express ideas clearly, logically, and persuasively in written communication.	At least 95% of graduates will be able to demonstrate skill in written communication that meets or exceeds the standards of the CoBE.
PLG #4	Understand the importance of behaving ethically in their professional lives (i.e., have an ethical perspective)	At least 95% of graduates will: Know a professional code of conduct from within a discipline. Identify the activities/issues in their chosen profession that may pose ethical challenges, and will articulate the consequences associated with unethical behavior. Identify an ethical dilemma in a scenario case and apply an ethics model or framework to propose and defend a resolution.
PLG #5	Demonstrate the ability to analyze complex, unstructured qualitative and quantitative problems using appropriate tools and technology.	Quantitative: At least 95% of graduates will be able to correctly identify the approach to take in solving any of a variety of analytical problems typically encountered in business (e.g., scheduling, quality control, production optimization) and then apply the relevant tools and techniques to produce an acceptable solution.
		Qualitative: Given a set of case materials, at least 95% of graduates will be able to identify relevant external and internal strategic issues, including those of a global nature, formulate a reasonable course of action to address those issues, and propose a plan for the implementation of the course of action.
		Use of Technology: Prior to admission to the Professional Business Program, all successful applicants must attain at least a score of 75% correct on a practical test in the use of basic business computer software.
Program-wide	CoBE courses will provide educational content that is appropriate for the curriculum and the student population, and use instructional methods that are effective in that population	Individual courses are monitored for excessive rates of D, F, and W grades, in comparison with university-wide rates, for indications of unexpected student difficulty with content or instructional methods.

relevant accreditation standards. They are relatively broad, and allow for a variety of operational definitions and approaches to measurement. They are the product of extensive discussion and revision by the C/A committee and faculty, with input from several external sources and consultants.

Progress in Assessment Activities

The business program has monitored graduating student performance on the ETS major field exam each semester since the early 1990's. Our current standard, reflected in table 4, is to maintain an average total score that exceeds the national average. We also monitor sub-scores on the test for indicators of weak or declining performance in a subject area. This has been relatively rare, but was one of the factors that led to the recent revision of the BUS 240 class, when a sustained period of below average scores in the legal area sub-score on this test was observed.

Writing skill has been an area of concern to the faculty for several years. As noted in Appendix A, we have tried several approaches to find useful and definitive measurements of writing skill, and have maintained continuous dialog with members of the English department's writing staff. Our early quantitative assessments confirmed the lower than desired skill level of students midway through the BBA program.

The BBA program has expended considerable time and effort in discussions of approaches to improvement in writing skill, and convened a workshop with an outside consultant during summer of 2008 to develop a new writing assessment rubric. Writing assessments of students in the capstone course for the last three semesters were conducted using this new rubric. Aggregated across the three semesters, we came very close to meeting our standard of 95% of our graduates scoring at least "meets standards" on both dimensions measured by the rubric. Of the 64 students, 93.75% met the standard on both dimensions. When the semesters were considered separately, in 2 out of 3 semesters 100% of the students met the standard.

We continue to work to find alternative methods for the improvement of writing skill. As a trial, MGT 300 was designated as "Writing Intensive" during both semesters of the 2008-2009 academic year. By university policy, this limits class size to 22 and requires greater amounts of writing with feedback and opportunities for revision. The assessment results from this experiment have been analyzed, and show improvement in writing. The issue to be determined in the fall of 2009 is whether or not the improvement was sufficient to warrant continuation of the practice. That will be on the C/A committee's agenda in the fall.

The STEPS Student Portfolio Management System

As part of the College's assurance of learning efforts, we have purchased access to the Student Tracking Evaluation Portfolio System (STEPS) administered through California State University at Chico. This has allowed us 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, and record those evaluations in a format that facilitates statistical analysis of our program-wide performance.

Financial Strategies

Table 5 -- Financial Support for Strategic Action Items

Activity	Start date	First year cost	Continuing cost	Source or disposition of funds
Marketing (1) replacement	Fall 2004	\$85,000+ \$11,000 search costs	\$85,000 + 2%,5%,9%, 11%	Existing funds from vacant line, plus legislative salary adjustment (LSA)
Dean placement*	Fall 2005	\$115,000+ \$11,000 search costs	\$115,000 + 2-9%	New funds through budget process, plus salary adjustment
MIS (1) placement (new)	Fall 2005	\$85,000+ \$11,000 search costs	\$85,000 + 5%,9%, 11%	Reallocation of existing funds, plus LSA
Accounting visitor	Spring 2006	\$35,000	\$0	Existing funds from vacant line
Accounting (1) and Economics (1) replacement	Fall 2006	\$90,000 + \$11,000 search costs, \$55,000	\$90,000 +9%,11% \$55,000 +9%,11%	Existing funds from vacant lines, plus LSA
Kitaro Watanabe Distinguished Visiting Professor in Tourism placement	Fall 2006	\$65,000	\$0	Endowed chair funds
MIS visitor	Spring 2006	\$50,000	\$0	Existing funds
Accounting visitor	Spring 2007	\$50,000	\$0	Existing funds from vacant line
Entrepreneurship visitor	Spring 2007	\$55,000+\$1500 travel	\$0	Existing funds
Marketing (1) replacement	Fall 2007	\$95,000+\$11000 search costs	\$95,000 + 11%	Existing funds from vacant line + LSA
Accounting visitor	Fall 2007	\$100,000	\$0	Existing funds
Economics visitor	Fall 2007	\$60,000	\$0	Existing funds
Accounting (1) new placement	Fall 2008	\$105,000+\$11,000 search costs	\$105,000	New funds through budget process
Economics replacement	Fall 2008	\$75,000+\$11,000 search costs	\$75,000	Existing funds from vacant line
Economics visitor	Fall 2008	\$65,600	\$0	New funds through budget process
Classroom furniture upgrade*	Spring 2005	\$16,000	\$0	RCUH funds
Classroom multimedia equipment, business lab computer upgrades*	Spring 2006	\$15,000	\$0	Salary savings
Wall Street Journal online acquisition	Fall 2005	\$8000	\$8000	College operating funds
Business Week acquisition	Fall 2006	\$400	\$400	College operating funds
STEPS service acquisition	Fall 2006	\$3000	\$3000	College operating funds

Activity	Start date	First year cost	Continuing cost	Source or disposition of funds
Accounting and economics subject tutor placement	Fall 2007	\$3000	\$3000	VCAA funds
Ecommerce, nursing leadership workshops implementation	2005-06	\$10000 net	\$0	One time, grant funded, net to commercial enterprise account
Leadership workshop implementation	Spring 2008	\$3500 net	\$0	As needed, fee-based, Center for Business & Econ Development
College advertising campaign launch	Fall 2007	\$45,000	\$0	Salary savings
College advertising campaign continuation	Fall 2008	\$15,000	\$0	Salary savings
College website redesign launch	Fall 2008	\$3,000	\$0	Salary savings
Hospitality for faculty searches, student, community events support	Fall 2005	\$3,000	\$3,000	Foundation funds

Continuous Improvement

The CoBE has made progress in many areas during this accreditation cycle.

Strategic Management

- An agreement to assign the College to the current student services building was established, by approval of the Chancellor and with the joint support of the Vice Chancellors for Academic Affairs and Administrative Affairs. A new student services building is in the construction pipeline and completion is anticipated in 2011. This agreement significantly addresses the 2005 AACSB review Progress Item that planning for a new College facility begin.
- The College completed its review of the mission and strategic plan in a series of retreats with outside facilitators hired by the College in Academic Year 2008-2009. A series of action steps were slated for coming years.

Faculty Participants

- Specialized software licenses for the business lab and the Wall Street Journal Online subscription were acquired.
- The College continued to fund faculty travel for the development of an entrepreneurship focus.
- A new website was designed for improved functionality, maintenance, and appearance, to be attractive to student users and to facilitate faculty access to faculty resource management documents.

Student Participants

- The College held the first CoBE Job Fair, through which students attended resume writing and interview skill workshops of the UH Hilo Career Center. This significantly addressed a 2005 AACSB progress item that noted the unfamiliarity of many first generation college goers with the professional job search process. The Career Center director remarked that the 60 student attendance at workshops was a record, and we were commended by many of the business participants at the fair for being proactive in a slumping economy. A resume book representing approximately 35 students was distributed to 20 participating organization; a small number of students were called for follow up interviews. The BBA program had previously discussed a curriculum modification to emphasize career development and education; the job fair represented a potential replacement for that approach.
- In spring 2009, business plan development funds were awarded to Kiersten Akahoshi, a student in our business-planning course (Mgt 425), in the annual business planning competition managed by the Shidler College Pacific Asia Center for Entrepreneurship. In 2006, two business students won first place in

the undergraduate level of this competition. The College was able to fund travel for the entire class to observe the competition in that year.

- Student opportunities for learning outside of the classroom were significantly expanded, spurred by student engagement in College centered student organizations.
- A new CoBE Student Mentors group planned and coordinated activities for CoBE's first New Student Welcome event, partnered with the Business Advisory Board to continue the Board's Leadership Speaker Series, and staged the first CoBE dances in each semester, the Red Carpet Ball and the Masquerade Ball.
- The Accounting Club sponsored two events with accounting professionals and conducted fund raising to pay for speaker travel.
- The business fraternity, Delta Sigma Pi, virtually tripled its membership.
- Integrated marketing communication plans, developed by students in the marketing principles class, were entered in a marketing competition judged by external stakeholders.
- An internship partnership with the County of Hawaii Human Resource Department was established, through the efforts of an Advisory Board member. These activities supplemented the College's standing internship program and class opportunities for project-based learning, including the USDA funded sustainable tourism class.
- CoBE students were again invited to participate in the Asia University Elite American Youth Program

Assurance of Learning

- College faculty and the VCAA participated in a January WASC assessment workshop held in Honolulu. With the additional informal feedback from our MAC chair, the Business program reduced the number of its student learning outcomes to five, revised the master syllabi for all core courses to reflect the new learning outcomes, developed rubrics for each, and collected data for two outcomes this year. Inter-rater reliability was verified for all new rubrics. In addition, we continued our long-standing ETS major field test assessment of knowledge in business functions. The writing pilot project in Mgt 300 is extended into 2009-2010.
- Faculty led an initiative to establish a teaching forum, meeting approximately every two weeks on a range of topics, including a student honor code, the cost of textbooks, the impact of cultural diversity on learning, assessment, among others.
- The BBA program has substantially completed the design and implementation of its assessment plan, and has begun using the data produced to instigate review

and modification of curriculum and pedagogy. Faculty participation has been substantial.

- The BBA program is poised for a systematic review of its entire curriculum, as we anticipate changes in job markets, economic conditions, and the availability of qualified faculty members to replace those current members nearing retirement.

Given the size of the College, these efforts represent significant commitment to continuous improvement on the part of every member of the faculty and staff of CoBE.

Analysis of the Accreditation Statistical Reports¹

Summary

The College of Business and Economics at the University of Hawaii at Hilo ...

- ❖ Is smaller than its peers, competitors, and aspirant schools
- ❖ Has an average class size that is smaller than nearly all of its comparison schools
- ❖ Has very low student-faculty ratios compared to its peers, competitors, and aspirant schools
- ❖ Is more limited in its funding per participating faculty member than its competitor and aspirant schools
- ❖ Works with a student population that on average is less well-prepared than that found at its comparison schools
- ❖ Is one of few schools in its comparison groups that offers limited numbers of specialized majors

The accreditation statistical reports from AACSB International allow comparisons of select operational characteristics between the University of Hawaii at Hilo and its self-identified peer, competitor, and aspirant institutions. The purpose of the comparisons is to provide context for the accreditation review; it is not an evaluative comparison. The comparisons may also be useful information to fold into the strategic management planning process. Collectively, the comparisons should validate the appropriateness of the comparison institutions selected, and help to identify selections for which alternatives should be pursued. Most comparisons between UHH and its peer institutions should be convergent; that is, they should reveal few material differences. Any comparison revealing an unexpected divergence with peers is noted.

Likewise, comparisons between UHH and its aspirant institutions should be divergent; that is, they should reveal material differences. Two types of exceptions are possible. First, a comparison may reveal an unexpected convergence with aspirants, suggesting UHH and the aspirant institution are more similar than different. Second, a comparison may reveal divergence in an unexpected direction. For example, one might expect an aspirant institution to have a higher level of funding per participating faculty member, an expected divergence. However, if the aspirant institution's level is lower, it may suggest that UHH is in a divergent but more favorable position. Both types of exceptions are noted. Comparisons were made subjectively; there were no quantitative thresholds to define "material differences." Only a few comparisons of note were identified after several careful reviews of the comparison reports. Those are provided in the tables below.

¹ The format and text of this section is based on, and in some places paraphrased, from a maintenance report done by the Michel J. Coles College of Business, Kennesaw State University. Retrieved from <http://coles.kennesaw.edu/documents/5year.pdf> on 6/25/2009.

Factor	Comment				
General Characteristics <ul style="list-style-type: none"> • Number of participating faculty • Operating budget • Degrees conferred • Undergraduate enrollments 	Based on these factors, UH Hilo is the smallest program in its peer group.				
Students <ul style="list-style-type: none"> • Average SAT score for entering students 	UHH entering students reported slightly lower average and median SAT scores, although the highest reported score in the peer group was found at UHH.				
Comparison Group Statistics	Schools Reporting	Average	Max	Median	Min
• New entrants reporting SAT scores	6	137	438	88	1
• Avg. composite SAT score	6	1,001	1,169	982	895
• UH Hilo New entrants reporting SAT scores ²		74			
• UH Hilo Avg. composite SAT score		923	1480	910	540
Ratios and Average Class Sizes <ul style="list-style-type: none"> • Average class sizes of required courses • Total degrees awarded per participating faculty member • Total enrolled degree-seeking students per participating faculty member • Total expenditures per participating faculty member 	<ul style="list-style-type: none"> • UHH's average class size of 24 was not the lowest reported, but was below the average and median class sizes reported by peers. • UHH granted 2.9 BBA degrees per participating faculty member, vs. an average of 6.7. This is the lowest rate in its peer group. • UHH participating faculty members each served 25.7 students, vs. an average of 33.8. This is well below the mean and median in the peer group. • UHH spent \$128,812 per participating faculty member, above the average of \$120,619 in its peer group. 				

² Not all entering students report SAT scores, since they are not required to do so for admission by the University.

<p>Degree Programs</p> <ul style="list-style-type: none">• Bachelor of Business Administration with major in General Business• Bachelor of Business Administration with major in Accounting	<p>In 2008-2009, UHH began offering a major in accounting in addition to its major in general business. Most members of the peer group offered greater variety in majors.</p>
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<i>Table 7 -- Competitor Comparison Results 2008-2009</i>					
Factor	Comment				
General Characteristics <ul style="list-style-type: none"> • Number of participating faculty • Operating budget • Degrees conferred • Undergraduate enrollments 	Based on these factors, UH Hilo is the smallest program in its competitor group.				
Students <ul style="list-style-type: none"> • Average SAT score for entering students 	UHH entering students reported lower average and median SAT scores.				
Comparison Group Statistics	Schools Reporting	Average	Max	Median	Min
• New entrants reporting SAT scores	13	184	587	114	0
• Avg. composite SAT score	13	1,109	2,153	1,066	0
• UH Hilo New entrants reporting SAT scores		74			
• UH Hilo Avg. composite SAT score		923	1480	910	540
Ratios and Average Class Sizes <ul style="list-style-type: none"> • Average class sizes of required courses • Total degrees awarded per participating faculty member • Total enrolled degree-seeking students per participating faculty member • Total expenditures per participating faculty member 	<ul style="list-style-type: none"> • UHH's average class size of 24 was not the lowest reported, but was well below the average and median class sizes reported by peers. • 2.9 vs. 9.1 Avg. degrees awarded per participating faculty member for competitors • 25.7 vs. 37.9 Avg. degree-seeking students per participating faculty member • \$128,812 vs. \$220, 734 Avg. Total expenditures per participating faculty member. 				
Degree Programs <ul style="list-style-type: none"> • Bachelor of Business Administration with major in General Business • Bachelor of Business Administration with major in Accounting 	In 2008-2009, UHH began offering a major in accounting in addition to its major in general business. Most members of the competitor group offered greater variety in majors.				

<i>Table 8 -- Aspirant Comparison Results 2008-2009</i>					
Factor	Comment				
General Characteristics <ul style="list-style-type: none"> • Number of participating faculty • Operating budget • Degrees conferred • Undergraduate enrollments 	Based on these factors, UH Hilo is the smallest program in its aspirant group.				
Students <ul style="list-style-type: none"> • Average SAT score for entering students 	UHH entering students reported lower average and median SAT scores.				
Comparison Group Statistics	Schools Reporting	Average	Max	Median	Min
• New entrants reporting SAT scores	35	132	587	114	0
• Avg. composite SAT score	37	992	1,679	1,031	0
• UH Hilo New entrants reporting SAT scores		74			
• UH Hilo Avg. composite SAT score		923	1480	910	540
Ratios and Average Class Sizes <ul style="list-style-type: none"> • Average class sizes of required courses • Total degrees awarded per participating faculty member • Total enrolled degree-seeking students per participating faculty member • Total expenditures per participating faculty member 	<ul style="list-style-type: none"> • UHH's average class size of 24 was well below the average of 33.9 reported by the aspirant schools. • 2.9 vs. 7.4 Avg. degrees awarded per participating faculty member for aspirant schools • 25.7 vs. 33.6 Avg. degree-seeking students per participating faculty member • \$128,812 vs. \$165,363 Avg. total expenditures per participating faculty member. 				
Degree Programs <ul style="list-style-type: none"> • Bachelor of Business Administration with major in General Business • Bachelor of Business Administration with major in Accounting 	In 2008-2009, UHH began offering a major in accounting in addition to its major in general business. Most members of the aspirant group offered greater variety in majors.				

Appendix A -- Summary of Assurance of Learning Efforts and Results 2004-2009

A broad overview of the Assurance of Learning efforts made by the CoBE is provided in the main sections of the Maintenance of Accreditation report. This document provides additional detail and a review of results to date, along with descriptions of our efforts to apply those results to the modification and refinement of both curriculum and our assessment processes. The current Program Learning Goals were listed and described in the main sections of the report.

Tools and Procedures

To the extent possible student performance samples used as assessment data are collected from assignments normally given as class work or examinations. Answers to essay examination questions, solved problems, and case analysis papers are the main data of this type. These materials are accumulated in an on-line repository (the STEPS System, hosted by CSU-Chico). By using materials of this type, continuous collection of data is completely feasible, requiring only the effort to copy the materials to the storage site each semester. Collection of data across multiple semesters also allows both the accretion of larger bodies of data that may be sampled for assessment, but also allows longitudinal evaluation of the smaller (but more variable) groups identified with each semester. The every-semester data collection schedule makes the process a routine part of course planning and administration, and allows for more representative sampling of our entire student population at the annual and biannual intervals when data are actually analyzed. In addition, we have conducted unscheduled data-collection efforts in support of pretest-posttest experiments on the ETS examinations and on writing, and in response to observations of student difficulty in particular courses. Table A1 below lists all tools regularly used or planned for use to measure student performance, and lays out the regular data collection and analysis schedule.

The most recent outcomes from the assessments

Program Learning Goal #1

Students will be able to demonstrate comprehension of the fundamental principles of essential business functions.

ETS examination results from fall semester of 2000 to the present are charted at <http://business.uhh.hawaii.edu/documents/etsbus08.pdf> . The scores have only fallen more than one standard error away from the national mean on three occasions, two of which were more than one SEM above the mean. Otherwise, differences from that mean have been non-significant, indicating that the program has been consistent in meeting its goal in this area.

Table A1 - Data Collection Schedule and Evaluation Tools				
PLG#	Occasions for Data Collection	Assessment Tool	Data Collection Schedule	Analysis and Evaluation Schedule
1	End of program - MGT 490	ETS Business Major Field Examination	Collected every semester	Annual - Spring Semester
2	MGT 490 Case Analysis covering Social Responsibility Issues	CoBE Stakeholder Considerations Rubric		Biannual - Spring 09, Spring 11, Spring 13, etc.
3	Writing samples: MGT 300, MGT 490	CoBE Writing Rubric		Annual - Spring Semester
4	MGT 423 Ethical Reasoning Problem as part of the final exam	CoBE Ethical Considerations Rubric		Biannual - Spring 10, Spring 12, Spring 14, etc.
5	QBA 360 Problems on Exams	CoBE Quantitative Skills Rubric		Biannual - Spring 10, Spring 12, Spring 14, etc.
	MGT 490 Case Analysis	CoBE Complex Qualitative Analysis Rubric	Biannual - Spring 09, Spring 11, Spring 13, etc.	
	Computer Competency Examination (Excel and Access)		Pre-Admission to BBA	Used to establish admission qualification

In addition to the regular tracking of scores, in the spring semester of 2005, the ETS exam was administered to 37 students enrolled in Accounting 250, which is typically one of the first classes business students take, although students in other majors also enroll for the course in significant numbers. In the spring of 2009, 13 members of that 2005 group of 37 (35%) had remained business majors at UHH and had taken the ETS exam a second time during the interim, as they were about to graduate.

We hypothesized that there should be an increase in total score between the two administrations if the program had been successful in meeting program learning goal #1. We looked first at the 13 students that had participated in both testing sessions. In a paired-comparison t-test with 12 degrees of freedom, we found $t = 4.89$, $p = .0004$. The mean difference was 16.46 total scaled points higher at the second administration.

We also compared the mean score of the 37 students in our pre-test sample with the mean score of all 460 students who had taken the ETS exam between the spring semester of 2000 and the spring semester of 2009. We found a mean difference of 20.4 scaled points, and an unequal-variance t-test result of $t_{(37,460)} = 12.99$, $p < .0001$.

Both of these results support the hypothesis that the BBA program does enable meaningful increases in student knowledge of core business subjects, as measured by this examination. The BBA program remains committed to improvement on this measure of performance.

Program Learning Goal #2

Students will be able to demonstrate the ability to analyze the relationship of business to its various stakeholders

This goal focuses on student understanding of the implications of corporate responsibility to the larger society and groups other than stockholders. A rubric has been developed for use in assessment of student performance on the key dimensions of the issues embodied in this perspective. The capstone course uses case materials that allow students to analyze aspects of these issues and propose courses of action that are consistent with contemporary views of corporate responsibility. The first assessment on this goal area was scheduled for spring semester 2009, but due to an administrative error in student instructions described below, it could not be conducted. It has been rescheduled for a subsequent semester.

The administrative error in this instance provided an important insight for everyone involved in the assessment process. Students need to be aware of the rubrics that will be applied to the work for its evaluation, simply as a matter of fairness to the students when their grades will be affected by the evaluation, but also to insure that their responses are provided in the context desired for assessment. Publication of the rubrics on the CoBE website and on class websites, along with reference to them while discussing the course assignments will become standard practice in the BBA program. Faculty members are being encouraged to use or adapt the rubrics for course grading, where possible and appropriate.

Program Learning Goal #3

Students will be able to express ideas clearly, logically, and persuasively in written communication.

As noted in the Maintenance of Accreditation report, the BBA program has been in active collaboration with members of the University writing faculty. We have conducted a variety of assessments of student writing performance in the required Writing for Business (ENG 209) course, as well as in MGT 300 and MGT 490 over the past several years, in an effort to isolate and identify particular issues in student writing that it may be possible for the BBA program to address. We also contracted with an outside consultant to assist us in developing the writing rubric now in use.

In 2005, an assessment using the ACT COMPASS e-write tool was conducted on students in ENG 209. Based on the outcomes of that assessment and extensive discussion within the BBA program, it was decided to attempt an experiment in the MGT 300 class that would increase the intensity and focus on writing specific to business, and greatly increase the amount of writing done in the course, along with extensive opportunities for feedback and revision. This was done by designating the course as "Writing Intensive," which by university policy limits it to 22 students. This necessitated offering a second section of the course to accommodate student demand,

which was the major cost element since it diverted the faculty member involved from other course offerings.

This experiment began in fall semester 2008, and has continued into spring 2009. As noted in the Maintenance of Accreditation report, preliminary indications are that the results have been positive in terms of improvement in performance in the short term. Whether or not this cohort of students will demonstrate sustained performance in later courses remains to be seen, as does the cost-effectiveness of the approach taken. Systematic review of the experiment is scheduled for fall semester 2009.

The university has also committed funds, space, and personnel to enhancement of writing support as part of general academic support services for the coming years. We are hopeful that our participation in the planning of this effort will lead to better support for our weakest students from sources outside the college. Kilohana: The Academic Success Center has been established in renovated space within the library. A permanent director has been hired and the pre-existing writing center has been placed under Kilohana's direction. This center will coordinate tutoring services across disciplines and provide formal training in tutoring for students hired for that purpose. Hours of operation and the variety of services available are expected to increase substantially.

As was also noted in the Maintenance of Accreditation report, analysis of the written work of graduating seniors collected over the three semesters since spring 2008 yielded encouraging assessments of the performance of our students. Our standard is that at least 95% of every graduating cohort should meet or exceed the BBA program's writing standard as measured using the current writing rubric. In two of the three most recent semesters, 100% of the students were able to meet that standard. When aggregated across all three semesters, 64 students had been assessed, and 93.75% had met or exceeded the standard. Individual semester sample sizes can be quite variable. In these three semesters, they were 12, 26, and 26. The semester with only 12 students showed the weakest performance, with 3 students below standard on one dimension and 4 below standard on the other dimension. In each of these instances, the students were not native speakers of English. UH Hilo also has a relatively high proportion of students who, even though they are from Hawaii, do not speak English at home.

Program Learning Goal #4

Students will be able to understand the importance of behaving ethically in their professional lives (i.e., have an ethical perspective)

As presently stated, this program learning goal has three components. A rubric has been developed to assess the third of these, but work remains to be done on operationally defining the measurements for the other two performance elements. Assessment on this goal is scheduled for the spring semester of 2010. One of the C/A committee's tasks for fall 2009 is the finalization of these assessment tools, and the resolution of some issues that have been raised by one faculty member relating to

assessment in this area. A tentative selection of a venue for data collection has been made, but discussions continue on this.

Program Learning Goal #5

Students will be able to demonstrate the ability to analyze complex, unstructured qualitative and quantitative problems using appropriate tools and technology

This goal has also been subdivided into three separate outcome measurement areas: qualitative problem-solving, quantitative problem-solving, and use of technological tools.

We assess the student's ability to use basic technological tools as an entrance requirement for the program. Each student must achieve at least a 75% correct score on a practical test of skills in the use of Microsoft Excel and Access before they will be admitted to upper-division business course work. As a practical matter, that admission decision constitutes one criterion for admission to the business program.

Quantitative problem-solving is to be assessed using a rubric developed by the A/C committee and other faculty members that teach in quantitative analysis areas. It is scheduled for initial use in spring 2010. During fall 2009, the A/C committee and interested faculty will complete a set of quantitative problems of comparable complexity and difficulty that can be rotated through final examinations in the final quantitative course in the BBA program. These will be collected as the data for evaluation using the rubric.

Qualitative problem-solving is assessed using a rubric developed by the A/C committee from work done elsewhere. Case analysis papers are collected in the capstone course, accumulated, and then samples are evaluated by the C/A committee and other faculty volunteers. So far, we have been able to provide token compensation for the time spent in calibration and evaluation sessions by these faculty members. Future budgets will determine the feasibility of continuing this practice.

This rubric was applied to case materials collected in the capstone course in spring 2009 from 26 students, all of whom either graduated that semester or will graduate in the fall of 2009. The results are displayed below in table A2.

These results indicate that students tended to be weakest in the anticipation of likely outcomes from the course of action that they chose in the process of analyzing the case, and did not do as well as they could have in the analysis and identification of alternative courses of action. This suggests a need for greater emphasis on these aspects of the problem-solving process in future classroom instruction and in the choice of case materials for student analysis throughout the business curriculum. These are important steps in planning for strategy execution.

An alternative explanation may also lie in the instructions that students were given for the assignment, which ultimately became the data for assessment. Going forward, case analysis assignments that will be the basis of assessment will need to be fully

comprehensive, providing all the necessary information for a complete problem-solving process leading to an action plan, and students will need to be explicitly instructed to provide all of the elements of that process in their responses. That was not a major point of emphasis in the instructions for this particular assignment. For that reasons, while these results cannot be ignored, it may be valuable to treat them as preliminary until subsequent samples can be produced under fuller instruction conditions.

Table A2 -- Qualitative Problem-solving Spring 2009				
TRAIT(Rubric Dimension)	Raters' Scores			Total
	Below Standard	Meets Standard	Exceeds Standard	
1 - Issue Recognition (Recognizes significant issues raised by the case situation)	0 0.00%	20 76.92%	6 23.08%	26
		100%		
2 - Knowledge Application (Uses knowledge of theory and practice to interpret facts and problems.)	0 0.00%	21 80.77%	5 19.23%	26
		100%		
3 - Analysis (Uses appropriate tools and techniques to combine facts in finding alternatives.)	2 7.69%	22 84.62%	2 7.69%	26
		92.3%		
4 - Alternative Courses of Action (Is able to identify and articulate several reasonable alternatives.)	3 11.54%	22 84.62%	1 3.85%	26
		88.5%		
5 - Actions (Is able to prioritize and choose a feasible course of action that addresses the main issues of the case.)	6 23.08%	19 73.08%	1 3.85%	26
		76.9%		
6 - Consequences (Anticipates both positive and negative consequences of the chosen actions.)	17 65.38%	8 30.77%	1 3.85%	26
		34.6%		

The impact of Assurance of Learning efforts on program offerings

Several issues have arisen and been dealt with through internal review and discussion of alternatives, followed by actions to address the perceived problem. Three of these were the decision to institute the Computer Competency examination, revision of the entry mathematics requirements, and revision of the content of the Business Law course. These changes did not come about through the formal assurance of learning process, but still affect the ultimate quality of our students' education.

In the first case, the inability of numbers of students to perform basic spreadsheet tasks in business classes such as statistics, where they are required, led to the discussion. After considering the fact that a large portion of business students were transfer students who had not taken a computer course at UH Hilo and may not have received the required instruction, and the fact that other students had developed skills far in excess of those required through individual study and practice, we decided for the lower-cost option of using the positive demonstration of skills. Students with adequate

skills could demonstrate them at lower cost than taking a (for them) redundant course, and students that had not had the required training could be directed to the UH Hilo course.

In the case of the mathematics requirement, advisors noted frequent complaints from students about the difficulty of getting a seat in the one required mathematics class, MATH 115. Discussions were held with the mathematics department, and during the course of those discussions, we decided to revisit the content requirements that we were placing on the students. Out of that review, it became apparent that we could set the threshold at a slightly lower-level course, MATH 104F, which would cover all of the necessary content for the BBA curriculum. We could also allow students to meet the requirement by taking that course or any higher-level course they were qualified for – which increased the availability of classroom seats and eased scheduling for students.

With regard to the Business Law course, the program became aware of elevated numbers of students receiving grades of D, F, or W in BUS 240, the business law course. After consultation with the regular instructor of the course, the syllabus was sent to colleagues at other universities for external reviews. The consensus was that the present syllabus was not consistent with current practice in this disciplinary area, and needed to be updated. A faculty task force was convened, and over the course of spring 2009, redesigned the content and approach of the course. The revised syllabus is scheduled for implementation in fall 2009. Student performance will be tracked closely for several semesters to assess the impact of the changes in comparison with earlier rates of student success and satisfaction. All of this came about because of efforts to monitor student performance on ETS exams under PLG#1, and examination of student success rates in courses, which is part of our normal review of the program.

Assessment of student writing has led to increased dialog with the English faculty, heightened awareness of and attention to this issue by faculty members across our curriculum, and modifications of writing assignments and the structure of classes, most notably MGT 300 and MGT 490. The preliminary indications are that improvement in performance is occurring.

Assessment of students' complex problem-solving skills under PLG#5 has led to concern that we are not emphasizing the latter stages of that process sufficiently in our teaching. Modifications to assignment instructions are planned for fall semester to establish that faulty instructions were not the sole cause of the results observed under initial use of the rubric. Once that is established, we can focus on developing methods to insure greater practice in identification and evaluation of alternatives, along with preparation of support for choices made as part of that process.

Summary

The CoBE's Assurance of Learning processes have undergone considerable formalization over the last five years. What was previously done on an ad-hoc basis is now becoming systematized and regular, and is being codified and recorded to a much greater extent than at any previous time. One of the major benefits of the effort to do

these things has been scrutiny the existing processes and efforts have undergone, and the understanding of how they all fit into the CoBE's continuous improvement efforts.

There is still disagreement among some faculty members over the precise definitions and measurements we should use, and some degree of dissatisfaction by a few members who feel that their particular point of view is not properly represented in the College's present practices. There is, however, strong consensus on the basic need for assessment and accountability, and usually strong agreement on the issues that have needed the highest priority of attention.

This is an ongoing process that will doubtless undergo frequent modification, but will continue into the future. The results we have found so far have been encouraging in many areas. The basic content knowledge is being transferred to our students, and they are able to recall and apply it satisfactorily at the end of the program. When they are motivated to do it, nearly all of our students can meet the standards we have set for them in written communication. We can see that they have learned at least the analytical stages of the problem-solving process when dealing with ambiguous qualitative data, and we hope to be able to show that they are equally adept at the later steps in that process as we refine our measurement instruments. We know that our graduates are conversant with modern business technology, and find it natural to use it in their work. As we introduce further assessment tools in the next cycle, we believe that we will observe similar results and find new suggestions for ways to improve what we offer to our students.

Appendix B - Assurance of Learning Plan Summary

PLG #	BBA Program Learning Goals	BBA Program Learning Objectives	Assessment Tools	Development Schedule for tools	Courses or Occasions for Data Collection	Data Collection Schedule	Analysis and Evaluation Schedule
Upon graduation, our students will be able to:							
PLG #1	Demonstrate comprehension* of the fundamental principles of essential business functions.	In each graduating cohort, 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.	ETS Major Field Examination	Done	End of program - MGT 490	Collected every semester	Annual - Spring Semester
PLG #2	Demonstrate the ability to analyze* the relationship of business to its various stakeholders	Given a set of case materials describing a business, at least 95% of graduates will be able to identify correctly the principal stakeholders of the business, differentiate the issues that are present in the relationships between the business and each stakeholder group, and relate them to contemporary approaches to the management of such issues.	Stakeholder Considerations Rubric	Testing	MGT 490 Case Analysis	Collected every semester	Biannual - Spring 09, Spring 11, Spring 13, etc.
PLG #3	Express ideas clearly, logically, and persuasively in written communication.	At least 95% of graduates will be able to demonstrate skill in written communication that meets or exceeds the standards of the CoBE.	Writing Rubric	Done	Writing samples: MGT 300, MGT 490	Collected every semester	Annual - Spring Semester
PLG #4	Understand* the importance of behaving ethically in their professional lives (i.e., have an ethical perspective)	At least 95% of graduates will: Know professional codes of conduct from within a discipline. Identify the activities/issues in their chosen profession that may pose ethical challenges, and will articulate the consequences associated with unethical behavior. Identify an ethical dilemma in a scenario case and apply an ethics model or framework to propose and defend a resolution.	Ethical Judgment Rubric	Testing	MGT 423 as part of final exam	Collected every semester	Biannual - Spring 10, Spring 12, Spring 14, etc.

PLG #	BBA Program Learning Goals	BBA Program Learning Objectives	Assessment Tools	Development Schedule for tools	Courses or Occasions for Data Collection	Data Collection Schedule	Analysis and Evaluation Schedule
PLG #5	Demonstrate the ability to analyze* complex, unstructured qualitative and quantitative problems using appropriate tools and technology.	Quantitative: At least 95% of graduates will be able to correctly identify the approach to take in solving any of a variety of analytical problems typically encountered in business (e.g., scheduling, quality control, production optimization) and then apply the relevant tools and techniques to produce an acceptable solution.	Quantitative Problem-Solving Rubric	Testing	QBA 360 Problems on Exams	Collected every semester	Biannual - Spring 10, Spring 12, Spring 14, etc.
		Qualitative: Given a set of case materials, at least 95% of graduates will be able to identify relevant external and internal strategic issues, including those of a global nature, formulate a reasonable course of action to address those issues, and propose a plan for the implementation of the course of action.	Case Analysis Rubric (Qualitative)	Testing	MGT 490 Case Analysis		Biannual - Spring 09, Spring 11, Spring 13, etc.
		Use of Technology: Prior to admission to the Professional Business Program, all successful applicants must attain at least a score of 75% correct on a practical test in the use of basic business computer software.	Computer Competency Examination	Done	Pre-Admission		Used to establish admission qualification

Appendix C - Memorandum Committing to New Building for CoBE



UNIVERSITY
OF HAWAII
HILO

May 28, 2009

TO: Rose Tseng, Chancellor

FROM: Debra Fitzsimons, Vice Chancellor of Administrative Affairs *df*

RE: Proposal to allocate the Student Services Building to
the College of Business and Economics

Dr. Phillip Castille and I have discussed the allocation of the Student Services Building to the College of Business and Economics and we are recommending your approval of the recommendation. Please see the attached proposal from Dr. Castille.

Approved

Not Approved


Rose Tseng
JUN 01 2009

Date

cc: Marcia Sakai, Dean College of Business and Economics
Phillip Castille, Vice Chancellor of Academic Affairs

ADMINISTRATION *Administrative Affairs*

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January 30, 2009

To: Debra Fitzsimons
Vice Chancellor for Administrative Affairs

From: Philip Castille
Vice Chancellor for Academic Affairs

Subject: Proposal to allocate the Student Services Building to the College of Business and Economics

We have had previous discussions regarding allocation of the current Student Services Building (Building 338) to the College of Business and Economics.

The College will host a crucial visit by an AACSB Maintenance of Accreditation review team this fall, November 1-3, 2009. Establishing a concrete plan and timetable for expanded space for CoBE is critical in supporting the College's success in this review, because the 2005 AACSB Board of Directors Progress Items for UH Hilo contained a strong recommendation that UH Hilo make progress toward obtaining a new facility for CoBE.

It would be terrific if UH Hilo could commit this building to CoBE and for the College to report this commitment in its Fifth Year Maintenance of Accreditation Report, to be submitted at the beginning of June. The Report serves as a primary document for the site visit team, reporting progress on prior recommendations and on maintenance of accreditation standards. Internal agreement may take the form of an MOU.

The College believes that Building 338 is a perfect fit for the needs of the College as it grows with UH Hilo to the targeted 5,000 students. The site would contribute to student success by providing proximate access to all College faculty and by providing a natural gathering space for group study, planning, and execution of team projects.

c: Marcia Sakai, Dean College of Business and Economics