

University of Hawaii at Hilo, College of Business and Economics

2016-17 Business School Questionnaire (BSQ)

A.1. Institutional Characteristics (U.S.) †

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.
 * = required field

Copy Icons - Some items will now display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

Data Sharing Option †

AACSB International is implementing a voluntary data sharing plan for members who choose to participate in the data share. Only data entered on the BSQ is included in the AACSB Data Share option. Would you like to share the data you enter in the BSQ with other AACSB members who have also agreed to share these data?

- If you select Yes, you agree that all items you complete on the BSQ can be shared with these select members who participate in the data share. You will also be granted access to the BSQ data of all other schools who select this option.
- If you select No, you will still have access to the BSQ data for your own school and aggregate comparison data in the overview report.

		Reported Last Year
Does your school wish to participate in the AACSB data-sharing plan?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes

1. Name of Institution in which your Business Unit resides * †

		Reported Last Year
Institution name	University of Hawaii at Hilo	University of Hawaii at Hilo

Overall Combined Total Institutional Enrollment †

These numbers should reflect the total enrollment at your institution as of October 15 or your official census date of the most recently completed year. This is a snapshot of enrollment data and should be limited to enrollment as of the census date or October 15 and is not representative of a full year of data. This question is not limited to the enrollment at your business unit, department, or college. This includes enrollment in all degree programs at your institution, regardless of department, college, field, discipline, or division. The enrollment counts for your business unit should be included in this aggregate number for your institution. The specific enrollment information for degree programs at your business school or business unit is collected separately in Section F. Enrollment of this survey.

Please enter zero under the enrollment counts only if your business unit offers the education level, but does not have any students enrolled at that education level. These items will auto-total. If you enter a number in the Total field, it will deactivate the component fields. If you enter a data into the component fields, the Total field will auto-total and be deactivated for data entry.

Data Availability:

- Available: If the data is available for this question, please choose Available and enter the appropriate enrollment amounts.
- Not Available: If your school does offer educational programs, but the data is not available for reporting, please mark the level as Data Not Available.
- Not Applicable: If your institution does not offer degree programs at a particular education level, please mark the level as Not Applicable.

	Data Availability	Total Institution Enrollment
Undergraduate	Available	2,962
Masters	Available	191
Doctoral	Available	374
Total		3,527

2. Name of Business Unit * †

Provide the full and official name. The business unit is an administrative unit, supported by a continuing budget and to which full-time faculty appointments are made, and through which degree programs in business are offered. These attributes are more important than the title of the unit offering the programs. The business unit may be known as a curriculum, faculty, department, school, college or other title.

Provide the year in which the business unit was founded, the year in which the parent institution/university (if any) was founded, and the initial year of AACSB membership. Please use a 4 digit year (ex: 1954). If you do not know the year the business school was founded, the year the parent institution/university was founded, or the year that your school joined AACSB International, please leave the unknown items blank.

		Reported Last Year
Business unit	College of Business and Economics	College of Business and Economics
Year Business School Founded	2004	2004
Year Parent Institution/University Founded	1947	1947
Year School First Joined AACSB International	2005	2005

3. Web Site Address (URL) †

This address should point directly to your business unit home page, not to the Web site of the institution.

		Reported Last Year
Web address	http://business.uhh.hawaii.edu/	http://business.uhh.hawaii.edu/

4. Accreditation †

Is your business unit accredited by any of the following organizations?
Please answer Yes or No for each association.

		Reported Last Year
a. EQUIS - European Quality Improvement System offered by the European Foundation for Management Development (efmd)	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
b. EPAS - EFMD Programme Accreditation System offered by the European Foundation for Management Development (efmd)	<input type="radio"/> Yes <input checked="" type="radio"/> No	
c. AMBA - The Association of MBAs	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
d. ACBSP - Association of Collegiate Business Schools and Programs	<input type="radio"/> Yes <input checked="" type="radio"/> No	No
e. CEEMAN - International Association for Management Development in Dynamic Societies	<input type="radio"/> Yes <input checked="" type="radio"/> No	
f. FIBAA - Foundation for International Business Administration Accreditation	<input type="radio"/> Yes <input checked="" type="radio"/> No	
g. NIBS - Network of International Business Schools	<input type="radio"/> Yes <input checked="" type="radio"/> No	
h. IACBE - International Assembly for Collegiate Business Education	<input type="radio"/> Yes <input checked="" type="radio"/> No	
i. ECBE - European Council for Business Education	<input type="radio"/> Yes <input checked="" type="radio"/> No	
j. ABEST21 - The Alliance on Business Education and Scholarship for Tomorrow, a 21st century organization	<input type="radio"/> Yes <input checked="" type="radio"/> No	
k. Other (non-governmental)	<input type="radio"/> Yes <input checked="" type="radio"/> No	No

	Description	Reported Last Year
I. Specification of Other:		NA

5. Other Units †

Are there any other academic units (any type) at your institution that offer business courses, programs or degrees?	<input checked="" type="radio"/> Yes <input type="radio"/> No
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6. Business School's Academic Year †

	Starting month	Ending month
Academic Year	Aug	May

7. Non-Degree Programs †

Are non-degree programs such as open enrollment or custom non-degree corporate programs offered?	<input checked="" type="radio"/> Yes <input type="radio"/> No
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8. Type of Community †

Please identify the type of community where the main business school campus is located. Your options: Urban / Suburban / Rural	<input checked="" type="radio"/> Rural <input type="radio"/> Suburban <input type="radio"/> Urban
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9. Program Levels * †

Please select the category that most closely aligns with the program levels offered by your business unit. Your response to this question will determine which sections appear on the remainder of the survey.

		Reported Last Year
Please identify the program levels offered at your business school. Your options: Undergraduate / Masters / Doctoral	<input checked="" type="radio"/> Undergrad only <input type="radio"/> Undergrad/Masters only <input type="radio"/> Undergrad/Masters/Certificates <input type="radio"/> Undergrad/Masters/Doctoral <input type="radio"/> Masters only <input type="radio"/> Masters/Doctoral only <input type="radio"/> Doctoral only <input type="radio"/> Undergrad/Doctoral Only	Undergrad only

10. Student Type †

As applicable, please classify your business students as "Mostly Commuter" or "Mostly Residential."

	Commuter	Residential	Not Applicable/Unknown
a. Undergraduate Students	X		
b. Graduate Students			X

What is the approximate overall percentage of students who transfer into your business unit from outside of your home institution? For example, this would include students who transfer to your business school from another university, but would not include students from your university who join your business school.

c. Percentage of students who transferred in	10.0
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11. Institutional control * †

Indicate the appropriate form of control or affiliation under which your institution operates.

- Public - A public institution is one whose programs and activities are operated by publicly elected or appointed school officials and which is primarily supported by public funds.
- Private-Not for Profit - A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. Includes both independent nonprofit schools and those affiliated with a religious organization.
- Private-For Profit - A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

		Reported Last Year
Institutional control	<input checked="" type="radio"/> Public <input type="radio"/> Private-Not for Profit <input type="radio"/> Private-For Profit <input type="radio"/> Other/Does not apply	Public

Other/Does not Apply Explanation †

In the text box below, please indicate why none of the Institutional control types above apply to your school, and (if applicable), what other model does apply:

	Explanation/Description:	Reported Last Year
If "Other/Does not Apply" selected above:		

12. Hour or Year Basis * †

A credit hour is a unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree. Do not confuse this with the calendar system, which is the method by which the institution structures most of its courses for the academic year.

ECTS is the European Credit Transfer System and generally is based on an annual basis rather than semesters or quarters. CATS is the Credit Accumulation and Transfer Scheme.

	Hour Basis	Reported Last Year
Indicate whether the school awards credit on a semester or quarter hour basis or uses ECTS or CATS.	<input checked="" type="radio"/> Semester <input type="radio"/> Quarter <input type="radio"/> ECTS <input type="radio"/> CATS	Semester

13. Languages of instruction at your institution. †

a. What is the primary language of instruction at your business school? †

	Language	If other, please list
Primary Language of Instruction †	English	

b. Is instruction for one or more full programs at your school available in any other languages? †

Full program in other languages?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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c. If so, what is the secondary language of instruction for one or more full programs at your business school? †

	Language	If other, please list
Secondary Language of Instruction (full programs) †		

d. Is instruction for certain specific courses or partial degree program(s) at your school available in any other languages? †

Courses or partial program in other languages?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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e. If so, what is the secondary language of instruction for certain specific courses or partial degree program(s) at your business school? †

	Language	If other, please list
Secondary Language of Instruction (courses or partial programs) †		

14. Religious Affiliation of Your Institution †

Your options: Catholic / Islamic / Jewish / Protestant / Not Affiliated / Other	Not Affiliated
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15. Religious Affiliation Role

If an institutional religious affiliation was selected, is it central to your business school's identity?	<input type="radio"/> Yes <input type="radio"/> No
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16. Regional Accrediting Agency * †

Report the regional accrediting agency for your institution

- o MSACS - Middle States Association of Colleges and Schools
- o NEASC - New England Association of Schools and Colleges
- o NCACS - North Central Association of Colleges and Schools, the Higher Learning Commission (HLC)
- o NWCCU - Northwest Commission on Colleges and Universities (Previously NWASC - Northwest Association of Schools and Colleges)
- o SACS - Southern Association of Colleges and Schools
- o WASC - Western Association of Schools and Colleges
- o Other - If regional institution accreditation does not apply, please specify the applicable accrediting body, approval agency, or national/regional recognition organization in the space provided. In the U.S., this information is reported by the institution in IPEDS Institutional Characteristics Survey lines 5 & 6.

		If Other - Specify applicable accrediting body
Regional Accrediting Agency	WASC	

Comments and Suggestions for Section A

Optional: Please enter any comments or suggestions for the Institutional Characteristics section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	
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Optional Opportunity: BSQ Survey Discussion Community †

If you would like to volunteer as a participant in the discussion community regarding the main BSQ, please provide your email address here. This is completely optional and is not required for completion of the survey or by your AACSB membership. If you choose to provide your email address here, you may be selected to be added to this learning community to discuss data opportunities and challenges for this survey. This learning community will help AACSB evaluate potential questions, methods of data collection, and dissemination options and best meet the needs for our member schools worldwide.

Email Address for Discussion Community Contact	
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University of Hawaii at Hilo, College of Business and Economics 2016-17 Business School Questionnaire (BSQ)

B.1. Mission & Strategic Management † (Non-Regional)

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.
* = required field

Copy Icon - Some items display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

1. Age of Mission Statement * †

In what academic year was your business unit's current mission statement adopted or last revised?

Year	2015-16
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2. Business Unit Priorities A * †

Which of the following best describes the relative emphasis of your business unit?

Definitions

- Teaching - The delivery of learning experiences through student-faculty interaction to prepare students for a successful career in a branch of business
- Intellectual Contributions - The production of intellectual contributions intended to advance the knowledge of business and management theory, practice, and/or learning/pedagogy and broaden the boundaries of business education through research and publications
- Service - Service to the school, professional organization(s) and/or the community through initiatives such as educational programs, volunteerism, and joint programs with local businesses

Code (old code)	High Emphasis	Medium Emphasis	Low Emphasis
BPA-1 (A)	Teaching	Intellectual Contributions	Service
BPA-2 (B)	Intellectual Contributions	Teaching	Service
BPA-3 (C)	Teaching	Service	Intellectual Contributions
BPA-4 (D)	Intellectual Contributions	Service	Teaching
BPA-5 (E)	Equal for Teaching and Intellectual Contributions		Service
BPA-6 (F)	Teaching	Equal for Intellectual Contributions and Service	
BPA-7 (G)	Equal for Teaching, Intellectual Contributions, and Service		

	Code	Reported last year
Business Unit Priorities A	BPA-6	BPA-6

3. Business Unit Priorities B * †

Which of the following best describes your business unit's relative emphasis on Discipline-based Scholarship, Contributions to Practice and Learning & Pedagogical Research?

Definitions

- Learning & Pedagogical Research - The enhancement of the educational value of instructional efforts of the institution or discipline
- Contributions to Practice - The application, transfer and interpretation of knowledge to improve management practice and teaching
- Discipline-based Scholarship - The creation of new knowledge

Code (old code)	High Emphasis	Medium Emphasis	Low Emphasis
BPB-1 (A)	Discipline-based Scholarship	Contributions to Practice	Learning & Pedagogical Research
BPB-2 (B)	Contributions to Practice	Learning & Pedagogical Research	Discipline-based Scholarship
BPB-3 (C)	Learning & Pedagogical Research	Discipline-based Scholarship	Contributions to Practice
BPB-4 (D)	Discipline-based Scholarship	Learning & Pedagogical Research	Contributions to Practice
BPB-5 (E)	Learning & Pedagogical Research	Contributions to Practice	Discipline-based Scholarship
BPB-6 (F)	Contributions to Practice	Discipline-based Scholarship	Learning & Pedagogical Research
BPB-7 (G)	Equal Emphasis on Discipline-based Scholarship and Contributions to Practice		Learning & Pedagogical Research
BPB-8 (H)	Equal Emphasis on Contributions to Practice and Learning & Pedagogical Research		Discipline-based Scholarship
BPB-9 (I)	Equal Emphasis on Discipline-based Scholarship and Learning & Pedagogical Research		Contributions to Practice
BPB-10 (J)	Learning & Pedagogical Research	Equal Emphasis on Discipline-based Scholarship and Contributions to Practice	
BPB-11 (K)	Discipline-based Scholarship	Equal Emphasis on Contributions to Practice and Learning & Pedagogical Research	
BPB-12 (L)	Contributions to Practice	Equal Emphasis on Discipline-based Scholarship and Learning & Pedagogical Research	
BPB-13 (M)	Equal Emphasis on Discipline-based Scholarship, Contributions to Practice and Learning & Pedagogical Research		

	Code	Reported last year
Business Unit Priorities B	BPB-7	BPB-7

4. Age of Strategic Plan †

Has your business school completed or revised its strategic plan in the last 18 months?	<input checked="" type="radio"/> Yes <input type="radio"/> No
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5. Which of the options below best describes the focus of your school's recruitment efforts? †
Please choose based on both your school's marketing and your student enrollment.

Primary Location Focus	State/Provincial - within home state/province
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Comments and Suggestions for Section B

Optional: Please enter any comments or suggestions for the Mission & Strategic Management section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	Currently, the College is working further the condense the mission statement is too long and possibly myopic. Evidence that the organization continues to revisit and update the mission statement shows the College continues to evolve.
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University of Hawaii at Hilo, College of Business and Economics 2016-17 Business School Questionnaire (BSQ)

B.2. Mission Statement † (Non-Regional)

Please provide your business school's mission statement as it appears in published documents available to the school's stakeholders. The mission statement may be typed or pasted into the box below.

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 the 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.

University of Hawaii at Hilo, College of Business and Economics

2016-17 Business School Questionnaire (BSQ)

C.1.a. Finances - Basic Questions (Non-Regional)

Please Note:

- Reminder of Finances Section Changes Implemented in 2013-14 and Currently in Effect: Beginning with the 2013-14 BSQ, the Finances Module section is now listed as a separate and distinct survey available to all AACSB member schools. Schools that participate in the Finances Module will receive access to separate reports and benchmarking with greater available financial detail than those available for schools completing only the BSQ including Section C.1. Finances. The questions below in section C.1. Finances are considered required for all schools and are part of the minimum participation requirements for the BSQ.

The additional Finances Module is not part of the minimum requirements for the annual BSQ, but is recommended for all schools as only schools that complete the Finances Module will have access to the enhanced information from that supplement, including additional participation benchmarking variables, quick reports, and the Finances Module Overview report.

Any items that appear on both the Finances Module and within section C.1. Finances of the BSQ need only be completed once. The response that you indicate within either of these data entry forms will be displayed in both the BSQ section C.1. Finances and in the Finances Module. You do not need to re-enter or change this data once entered. For items that appear on both surveys, a change in the item within either data entry form will change the data stored in both the Financial Supplement and in section C.1. Finances of the BSQ.

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

* = required field

Copy Icons - Some items display a copy icon next to the question. This icon looks like two overlapping sheets of paper. If you see this icon, you can click on it to copy your data for that question from the prior year's survey.

1. Currency In Which You Are Reporting † *

Please use this currency for all financial items in section C.1. Finances. If your school also chooses to participate in the Finances Module, this currency will already be selected within that survey if the BSQ C.1. Finances section has been completed. The same currency should be used for both the BSQ section C.1. Finances and for the BSQ Financial Supplement.

	Reported Last Year	
Currency	USD-United States Dollars	USD-United States Dollars

2. Business School Relationship with Parent Academic Institution † *

Please select the option that best characterizes your business school's relationship with its parent university or other academic institution. Your selection here will determine which questions are included in the remaining portion of the BSQ Finances section C.1.:

A) Standard Academic Unit of Parent Institution: My business school is one academic unit among several others, all of which are part of a larger parent university (or other academic institution) from which we derive our degree-granting authority.

B) Semi-/Mostly Autonomous Unit of Parent Institution: My business school is a semi- or mostly autonomous academic unit, but still derives degree-granting authority from a larger parent university (or other academic institution).

C) Independent Institution: My business school is an independent academic institution with its own degree-granting authority, not attached to or dependent on any other academic institution.

	Reported Last Year	
Relationship Type	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	A

University of Hawaii at Hilo, College of Business and Economics

2016-17 Business School Questionnaire (BSQ)

C.1.b. Finances (Non-Regional) - A&B

Please Note:

- Reminder of Finances Section Changes Implemented in 2013-14 and Currently in Effect: Beginning with the 2013-14 BSQ, there is now a separate Finances Module section listed as a separate and distinct survey available to all AACSB member schools. Schools that participate in the Finances Module will receive access to separate reports and benchmarking with greater available financial detail than those available for schools completing only the BSQ including Section C.1. Finances. The questions below in section C.1. Finances are considered required for all schools and are part of the minimum participation requirements for the BSQ.

The additional Finances Module is not part of the minimum requirements for the annual BSQ, but is recommended for all schools as only schools that complete the Finances Module will have access to the enhanced information from that supplement, including additional participation benchmarking variables, quick reports, and the Finances Module Overview report.

Any items that appear on both the Finances Module and within section C.1. Finances of the BSQ need only be completed once. The response that you indicate within either of these data entry forms will be displayed in both the BSQ section C.1. Finances and in the Finances Module. You do not need to re-enter or change this data once entered. For items that appear on both surveys, a change in the item within either data entry form will change the data stored in both the Finances Module and in section C.1. Finances of the BSQ.

- Uses and Sources of Funds: Questions regarding the Uses and Sources of Funds are now collected on the Finances Module and have been removed from C.1. Finances.
- Organizational Questions: The options available for the Organizational Questions in this section have been updated. Instead of Yes/No, please respond with the appropriate level of organizational financial responsibility for each item. If your school does not offer an item through the business school, university/parent institution, jointly between the school and university/parent institution, or through an independent entity, please choose N/A. The options visible for this question are dependent on your answers in the basic questions portion of section C.1. Finances.

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

* = required field

1. Fiscal Year *

This should be the most recently completed fiscal year at the time of the opening of this survey. For the 2016-17 BSQ, the fiscal year used should be complete no later than February 2017. Please do not use current and ongoing fiscal years that will end during this survey's data collection or after this survey closes.

	Month	Year
Ending month and year of your most recently completed fiscal year †	Jun	2016

2. Operating Budget * †

Indicate the total business operating budget for the most recent complete 12 month period for which the budget is based. Include business unit faculty and staff salaries and benefits compensation. Estimate benefits compensation if necessary. Include all non-personnel budgets in which expenditures are controlled by the business unit, excluding scholarship payments. Include budgeted earnings from endowments, except those earmarked for scholarships. Include budgeted amount for annual giving.

	Amount	Reported Last Year
Operating budget	2,020,019	2,008,252

3. Endowment Market Value * †

Total market value of the business unit endowment at the end of the most recent complete fiscal year. Endowment assets consist of gross investments of endowment funds, term endowment funds (e.g., quasi-endowment), and funds functioning as endowment for the business unit and any of its affiliated foundations and other affiliated organizations. If endowment assets are centralized with the institution, indicate only the value of assets whose income is used specifically to support the business unit. Enter zero if the institution does not clearly separate endowment by academic units, or has no endowment at all.

In general, an endowment is a sum of money given to an institution with the requirement that its capital value is to be maintained, but the interest on it is to be used to support the work of the institution.

	Amount	Reported Last Year
Endowment market value	64,324	64,324

4. Tuition and Required Fees * †

- o a. Undergraduate degree program academic year tuition and required fees
 Typical total tuition and required fees for a full-time undergraduate business student for the current academic year. The academic year refers to the period of time generally extending from September to June; usually equating two semesters to trimesters, three quarters, or the period covered by a four-one-four plan. Do not include any optional or indirect costs, such as housing, books, utilities, food, personal expenses, transportation or other living expenses. Leave blank only if your school does not offer programs at this level. Enter "0" only if your school does offer programs at this level, but does not charge tuition for them.
- o b. Full-time MBA degree total program tuition and required fees
 Total program costs (from initial enrollment through graduation) tuition and required fees for a full-time MBA student who enters in the current academic year having met all program prerequisites. If necessary, estimate this number. Do not include any optional or indirect costs, such as housing, books, utilities, food, personal expenses, transportation or other living expenses. Leave blank only if your school does not offer programs at this level. Enter "0" only if your school does offer programs at this level, but does not charge tuition for them.
- o c. Part-time MBA degree total program tuition and required fees
 Total program costs (from initial enrollment through graduation) tuition and required fees for a part-time MBA student who enters in the current academic year having met all program prerequisites. If necessary, estimate this number. Do not include any optional or indirect costs, such as housing, books, utilities, food, personal expenses, transportation or other living expenses. Leave blank only if your school does not offer programs at this level. Enter "0" only if your school does offer programs at this level, but does not charge tuition for them.

	My school offers this type of program:	Within Province/State/EU	Out of Province/State	Out of Country/EU	Online
a. Undergraduate degree program academic year tuition and required fees (provide for ACADEMIC YEAR only)	<input checked="" type="radio"/> Yes <input type="radio"/> No	7,622	20,662	20,662	
Reported Last Year		6,912	19,368	19,368	
b. Full-time MBA degree total program tuition and required fees (provide TOTAL PROGRAM COSTS from initial enrollment through graduation)	<input type="radio"/> Yes <input checked="" type="radio"/> No				
Reported Last Year					
c. Part-time MBA degree total program tuition and required fees (provide TOTAL PROGRAM COSTS from initial enrollment through graduation)	<input type="radio"/> Yes <input checked="" type="radio"/> No				
Reported Last Year					

5. Organizational Questions * †

Indicate whether the function or operation is managed or controlled: 1) by the business school; 2) by the university or other parent institution of which the business school is a part; 3) jointly, where the function or operation is controlled and/or budgeted at the institution level but includes staff or resources dedicated to the business school; or 4) independently, where the function or operation is not managed or controlled either by the business school nor the university or other parent institution. Select "N/A" only if the function or operation is not present at all at your school.

	Controlled By:	Reported Last Year
a. Business school or program building (graduate, undergraduate, or executive)	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
b. Business library (including databases for research and teaching)	<input type="radio"/> Business School <input checked="" type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	University/Parent Institution
c. Career services – undergraduate business	<input type="radio"/> Business School <input checked="" type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	University/Parent Institution
d. Career services – graduate business	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input checked="" type="radio"/> N/A	N/A
e. Admissions – undergraduate business	<input type="radio"/> Business School <input checked="" type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	University/Parent Institution
f. Admissions – graduate business	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input checked="" type="radio"/> N/A	N/A

g. Development (business school or programs)	<input type="radio"/> Business School <input checked="" type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	University/Parent Institution
h. Communications (business school or programs)	<input checked="" type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School
i. Business alumni relations	<input type="radio"/> Business School <input checked="" type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	University/Parent Institution
j. Academic advising – undergraduate business	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input checked="" type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Jointly
k. Academic advising – graduate business	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input checked="" type="radio"/> N/A	N/A
l. Information technology – academic or administrative support	<input type="radio"/> Business School <input checked="" type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	University/Parent Institution
m. Business research center (at least one)	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input checked="" type="radio"/> N/A	N/A
n. Academic assistance center (e.g., tutoring)	<input type="radio"/> Business School <input checked="" type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	University/Parent Institution
o. Non-degree executive education center, institute, or facility	<input type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input checked="" type="radio"/> N/A	N/A
p. Student residential housing center or facility	<input type="radio"/> Business School <input checked="" type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	University/Parent Institution
q. Management of internship programs	<input checked="" type="radio"/> Business School <input type="radio"/> University/Parent Institution <input type="radio"/> Jointly <input type="radio"/> Independent <input type="radio"/> N/A	Business School

Comments and Suggestions for Section C

Optional: Please enter any comments or suggestions for the Finances section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	Our operating budget is projected to decrease for next academic year.
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University of Hawaii at Hilo, College of Business and Economics 2016-17 Business School Questionnaire (BSQ)

D.1. Programs in Business † (Non-Regional)

AACSB-Accredited Schools Please Note: In order to maintain the correct data for your school's programs with regard to their Accreditation Scope Status, you must use the Copy icon on the left hand side of the screen to pull forward from the "Last Year" table. This icon looks like two overlapping sheets of paper.

Only programs that are new for this year should be manually added to the "This Year" table. Only programs that were discontinued after last year should not be copied forward from the "Last Year" table. Any and all programs included in the scope of accreditation MUST be reported.

Directions For This Section (PDF).

Directions

This Year

Accreditation Scope Status	Ed Level	Degree Title	Field / Discipline	Major Emphasis	Sub-emphasis	FT	PT	1YR	EW	DE	Online	OC	Partner
Included in Scope	Undergraduate	Bachelor of Business Administration	Accounting	Accounting	None	X	X						
Included in Scope	Undergraduate	Bachelor of Business Administration	General Bus	General Management	Finance, Marketing, Management	X	X						
Included in Scope	Undergraduate	Bachelor of Business Administration	General Bus	General Business	None	X	X						
Not Yet Reviewed by AACSB Staff	Undergraduate	Bachelor of Business Administration	General Bus	General Management	Economics	X	X						
Not Yet Reviewed by AACSB Staff	Undergraduate	BA in Business Administration	General Bus	General Management	Health Care Management	X	X						

University of Hawaii at Hilo, College of Business and Economics 2016-17 Business School Questionnaire (BSQ)

D.3. Programs and Levels Comments

Comments and Suggestions for Section D

Optional: Please enter any comments or suggestions for the Programs and Reporting Levels section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	For the previous questions, an option of N/A would be nice.
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University of Hawaii at Hilo, College of Business and Economics

2016-17 Business School Questionnaire (BSQ)

E.1. Faculty & Staff Counts † (U.S.)

† = Only data provided for sections or questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.
 * = required field

For purposes of this section, faculty refers to the academic staff - those whose primary responsibility is teaching and research for the business unit. Staff refers to all other personnel employed by the business unit. Unless otherwise specified, report all data as of October 15 of the 2016-17 academic year or your official census date for the academic year.

1. Faculty †

a. Full-time faculty by tenure status and full-time equivalent (FTE) of part-time faculty † *

When reporting on part-time faculty, only count those instructors not defined as full-time by your institution.

	Male	Female	Total	Total Last Year
Full-time faculty				
1. Total number of full-time tenured faculty members	8	3	11	12
2. Total number of full-time untenured faculty members on tenure track	0	0	0	0
3. Total number of full-time non-tenure track faculty members	0	0	0	0
4. Total full-time	8	3	11	12
5. Total number of full-time faculty members with research doctoral degrees	8	3	11	12
Part-time faculty				
6. Full-time equivalent (FTE) of part-time faculty other than graduate teaching assistants	2.00	2.00	4.00	5.00
7. Full-time equivalent (FTE) of graduate teaching assistants who are teachers of record	0.00	0.00	0.00	0.00
Full-time + Part-time FTEs				
8. Total full-time equivalent (FTE) faculty	10.00	5.00	15.00	17.00
Total Last Year	9.75	7.25		

b. Full-time faculty demographics by country of origin or birthplace †

U.S. Citizens and Permanent Residents

	Male	Female	Total	Total Last Year
1. American Indian or Alaskan Native	0	0	0	0
2. Asian or Pacific Islander	3	1	4	3
3. Black, Non-Hispanic	0	0	0	0
4. Hispanic	0	0	0	0
5. White, Non-Hispanic	5	2	7	9
6. Race/Ethnicity Unknown	0	0	0	0
7. Total - U.S. Citizens and permanent residents	8	3	11	12
8. Other country of origin or birthplace (does not include U.S. citizens or permanent residents)	0	0	0	0
9. Grand Total (Amount in this row should equal amounts in row 4 of 1.a above.)	8	3	11	12
Total Last Year	8	4		

	Read-Only for Comparison
Total full-time faculty reported on 2016-17 Salary Survey: (Note: this field will be blank if your school did not complete the 2016-17 Salary Survey.)	12

2. Staff and Administrators † *

Definitions for each category can be viewed by clicking the row label.
Do not leave any cell blank. Enter zero (0) where appropriate.

	Total	Total Last Year
1. Full-time staff and administrators	3	4
2. Full-time equivalent of part-time staff and administrators	0.00	0.00
3. Full-time equivalent of faculty with administrative assignments	1.00	0.00
4. Full-time equivalent of graduate student staff including graduate teaching assistants who are not teachers of record	0.00	0.00

3. Faculty, Staff and Administrators † *

Please report the total headcount of all people employed by your business unit (faculty, staff, part-time, full-time, permanent and temporary) during the last fiscal year.

	Total	Total Last Year
1. Total headcount of all people employed by business unit during last fiscal year	24	24

4. Participating and Supporting Faculty Counts †

Please report faculty figures for a typical academic term or an official census day. Do not calculate a cumulative figure for a year.

The total number of business faculty members is the sum of the total number of participating faculty members and the total number of supporting faculty members. This distinction categorizes faculty members into those who are participants in the life of the school beyond direct teaching involvement, and those who are not. Indicate the total number of persons (i.e., headcount) for each category as defined below. These categories include both full-time and part-time faculty members in your school. Participating and Supporting category information can be found in the 2013 Business Accreditation Standards - Standard 5. Non-Accredited schools may wish to consult the accreditation standards available at www.aacsb.edu to view general definition guidelines for these items.

	Male	Female	Total	Reported Last Year
a. Total number of participating faculty members	8	3	11	12
b. Total number of participating faculty members with doctoral degrees	8	3	11	12
c. Total number of supporting faculty members	5	5	10	8
d. Total number of supporting faculty members with doctoral degrees	2	0	2	0

5. Faculty Counts by Qualification Types †

Indicate the number of faculty members with each of the following qualification types. Apply the following definitions in making a determination about the qualifications of each faculty member. Report information for participating faculty members and supporting faculty members separately. These categories include both full-time and part-time faculty members in your school.

Count each faculty member only once even if they could qualify for different standard levels.

Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), Instructional Practitioners (IP), Participating and Supporting are as defined by the school for accreditation purposes. A copy of the guidelines for each qualification category can be found in the 2013 Business Accreditation Standards - Standard 15. Non-Accredited schools may wish to consult the accreditation standards available at www.aacsb.edu to view general definition guidelines for these items.

- Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined in the 2013 AACSB accreditation standards.
- Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined in the 2013 AACSB accreditation standards.
- Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined in the 2013 AACSB accreditation standards.
- Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined above. IP status is sustained as outlined in the 2013 AACSB accreditation standards.

	Scholarly Academics	Practice Academics	Scholarly Practitioners	Instructional Practitioners	Type Not Listed or Unknown	Total (should equal totals in 4. above)
a. Participating faculty members	11	0	0	0	0	11
b. Supporting faculty members	0	2	0	8	0	10

6. Definitions of Faculty Qualifications (as entered in accreditation application forms)†

	Please describe criteria
a. Scholarly Academics	Scholarly 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. 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.
b. Practice Academics	Practice qualified academics are tenure line faculty who 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 continuous development include: (1) current industry certification in the teaching area, (2) a current regulatory license 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).
c. Scholarly Practitioners	Scholarly practitioners are part-time faculty or full-time instructors who typically have at least a Master's degree related to their teaching area and show evidence of currency in their teaching field by publishing intellectual contributions in their teaching area.
d. Instructional Practitioners	Institutional practitioners are part-time faculty or full-time instructors who typically have Master's degrees related to their teaching areas and 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) a current regulatory license 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).

Comments and Suggestions for Section E

Optional: Please enter any comments or suggestions for the Faculty & Staff section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	none
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University of Hawaii at Hilo, College of Business and Economics

2016-17 Business School Questionnaire (BSQ)

F.1. Enrollment: Undergraduate † (U.S.)

† = All data provided in the Admissions, Enrollments, and Employment sections of the BSQ may be published by AACSB in ways that attribute the data to the school. In other sections, only data provided for questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

* = required field

1. Undergraduate Degree Program Enrollment * †

Unless otherwise specified, report all data as of October 15 of the 2016-17 academic year, or your official census date for the academic year.

If the business unit draws a clear distinction between full-time and part-time undergraduate degree programs, then it is appropriate to count enrolled students as full-time and part-time, respectively, based upon that distinction. For example, in the United States, full-time for undergraduate students is commonly defined as 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.

The criteria for class standing are determined by the reporting institution. Lower division students are those that are in their first or second year of matriculation. Upper division students are those that are in their third, fourth, or fifth year of matriculation.

Include only those students that have been officially admitted to the business unit, declared a major in a business area or are designated as pre-business. Each student should be counted only once when reporting enrollment data.

	Does Not Apply	Full-Time Enrollment Male	Full-Time Enrollment Female	Full-Time Enrollment Total	Part-Time Enrollment Male	Part-Time Enrollment Female	Part-Time Enrollment Total	Total Enrollment Male	Total Enrollment Female	Total Enrollment
1. Number of lower division students	No			123						123
2. Number of upper division students				198						198
3. Total enrollment		153	168	321				153	168	321
Reported last year				293			48	16	32	341

2. Undergraduate Degree Programs Enrollment by Country of Origin or Birthplace *

Note: Race/Ethnicity categories below apply to U.S. citizens and permanent residents only. The total reported on line 14 below must equal the Total reported on line 3 above. Unless otherwise specified, report all data as of October 15 of the 2016-17 academic year, or your official census date for the academic year.

	Male Enrollment	Female Enrollment	Total Enrollment
4. American Indian or Alaskan Native	0	2	2
5. Asian	39	41	80
6. Native Hawaiian or Other Pacific Islander	51	65	116
7. Black or African American	3	3	6
8. Hispanic/Latino	3	5	8
9. White	38	27	65
10. Two or More Races	18	23	41
11. Race/Ethnicity Unknown	1	2	3
12. Total U.S. citizens and permanent residents	153	168	321
13. Other country of origin or birthplace	0	0	0
14. Total (must equal line 3 from above)	153	168	321

3. Undergraduate Degrees Conferred * † (business unit only)

Note: Please report degrees conferred during the most recently completed 12 month period from July 1 through June 30.

	Does Not Apply	Male	Female	Total	Reported Last Year
15. Total number of bachelor's degrees conferred		27	31	58	60
16. Total number of bachelor's degrees conferred with major or concentration in accounting or taxation as reported in Part D, column 2 (also counted in previous line)	No	5	5	10	19

University of Hawaii at Hilo, College of Business and Economics 2016-17 Business School Questionnaire (BSQ)

G.1. Class Size Indicators † (Non-Regional)

Class Size Indicators * †

As of the institution's official fall reporting date, or October 15th of 2016-17, please enter the measures of central tendency of the class size for all required business courses: the mean (average); the median (50th percentile); and the mode (most frequent value). Required business courses are those that all students must take to graduate. Combine data for all required courses of different degree programs at each level (Undergraduate, General Business Master's (MBA), Specialized Master's and Doctoral). For example, include the required courses of each Specialized Master's degree program to calculate the mean for that program level. Exclude independent study.

On the last row, indicate the total number of courses included in the calculations for the measures of central tendency.

Please leave blank any column that does not apply to your school.

	Undergraduate	General Business Master's (MBA)	Specialized Master's	Doctoral
Mean - required business courses only	28			
Median - required business courses only	27			
Mode - required business courses only				
Number of required business courses included	18			

Comments and Suggestions for Section G

Optional: Please enter any comments or suggestions for the Class Size section of the BSQ. This feedback will remain on file with your survey, but will not be reported in any way that will identify your school. AACSB will use these comments and suggestions to enhance the survey based on member requests.

Comments/Suggestions	We do not have a mode.
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University of Hawaii at Hilo, College of Business and Economics

2016-17 Business School Questionnaire (BSQ)

H.1. Admissions: Undergraduate † (Non-Regional)

† = All data provided in the Admissions, Enrollments, and Employment sections of the BSQ may be published by AACSB in ways that attribute the data to the school. In other sections, only data provided for questions marked by a dagger may be published by AACSB International in ways that attribute the data to the school.

* = required field

1. Length of Undergraduate Degree Program †

Indicate the approximate length of the program (as if completed on full-time basis)

	<input type="radio"/> 1 Year <input type="radio"/> 2 Years <input type="radio"/> 3 Years <input checked="" type="radio"/> 4 Years <input type="radio"/> 5 Years
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2. Applications, offers of admission, and new entrants †

Indicate the number of applicants, number of offers of admission, and number of new entrants for each applicable population. Mark not applicable for each population that does not apply. For example, if your business school admits students only at the third year, indicate not applicable for the first and second year categories. Schools that admit students beyond the first year level should include applicants from within the institution and from other institutions (transfer students).

Reporting period – All information should correspond with a full twelve (12) months of admissions statistics. The reporting year may end on September 30 of each year or an appropriate date selected by the reporting entity.

For schools using the designations of freshman through senior, please consider first year as freshman through fourth year as senior.

	Not Applicable	Number of Applicants†	Number of Offers of Admission†	Number of New Entrants†	N of New Entrants Reported Last Year†
a. First Year	No	209	146	47	54
b. Second Year	No	36	36	15	20
c. Third Year	No	35	35	26	27
d. Fourth Year	No	21	21	11	12
e. Total		301	238	99	113
Total Reported Last Year		276	221		

3. Entrance exam information †

Indicate whether the SAT and/or ACT are applicable to your school. If so, enter the average SAT score (combined math and verbal) and ACT composite scores, and the number of students reporting each for all new students that entered the business school in the reporting period (new entrants). Include only the highest score achieved for students reporting more than one test SAT or ACT score. Include both scores if a student reports SAT and ACT scores.

a. SAT and ACT are applicable to my school	<input checked="" type="radio"/> Yes <input type="radio"/> No
--	---

b. SAT and ACT are not required for admission	No
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	This Year	Reported Last Year
c. Number of new entrants reporting SAT scores	37	44
d. Number of new entrants reporting ACT scores	35	21
e. Average composite SAT score	965	953
f. Average composite ACT score	21	19

If your business school requires an alternative admission examination, please describe the examination below. Be sure to include the name of the examination, who administers the examination, and general information about scoring. †

g. Description of examination process	N/A
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