



UNIVERSITY
OF HAWAII
HILO

June 14, 2012

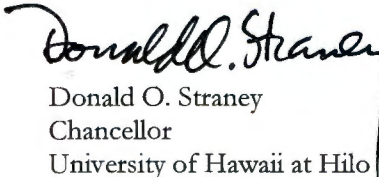
Dr. Robert D. Reid
MAC Chair
C/o AACSB International
777 South Harbour Island Blvd., Suite 750
Tampa, Florida 33602-5730

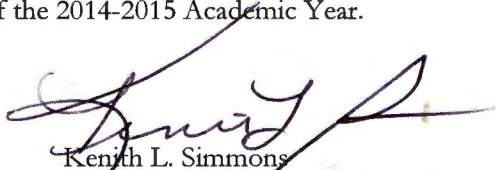
Dear Dr. Reid:

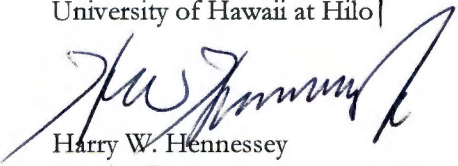
The College of Business and Economics at the University of Hawaii at Hilo hereby applies for Maintenance of Business Accreditation from AACSB International. As directed in the Maintenance of Accreditation Handbook, we enclose the following:

- The completed Maintenance Review Application form, including a list of all business programs offered by the college.
- A summary of past program exclusions.
- A link to the University's Catalog: <http://hilo.hawaii.edu/catalog/>
- Lists of Peer, Aspirant, and Competitor Institutions.

We request a review in season two of the 2014-2015 Academic Year.


Donald O. Straney
Chancellor
University of Hawaii at Hilo


Kenneth L. Simmons
Interim Vice Chancellor for Academic Affairs
University of Hawaii at Hilo


Harry W. Hennessey
Interim Dean
College of business and Economics

College of Business & Economics

200 W. KĀWILI STREET
HILO, HAWAII 96720-4091
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www.uhh.hawaii.edu/~business

An Equal Opportunity/Affirmative Action Institution



Business Maintenance Review Application

Please send the requested information to the Maintenance of Accreditation Committee (MAC). The MAC will forward the information to the Accreditation Coordinating Committee (ACC) to rule on Eligibility Requirements for AACSB International Accreditation.

(Please see *Eligibility Procedures and Standards for Business Accreditation, January 2010* at <http://www.aacsb.edu/accreditation/standards.asp>.)

Please request the Accounting Maintenance Review Application when filing for accounting accreditation.

Name of Institution		University of Hawaii at Hilo	
Name of Business Unit		College of Business and Economics	
Mailing Address 200 West Kawili St.			Campus Box or Mail Code
City Hilo	State/Province/Region HI	Postal Code 96720	Country United States of America
Telephone Number (include country/city code or area code) 1-808-974-7400	Fax Number (include country/city code or area code) 1-808-974-7685	E-Mail Address cobeuhh@hawaii.edu	
Name/Title of Business Unit Head		Interim Dean Harry W. Hennessey	
Name/Title of Chief Executive Officer/President/Chancellor		Chancellor Donald O. Straney	
Name/Title of Provost/Academic Vice President		Interim Vice Chancellor for Academic Affairs Kenith Simmons	

APPLICATION SUBMISSION INFORMATION

Please submit this application and the accompanying cover letter as follows:

1. **Electronically:** Submit via email one set of all materials to the Maintenance of Accreditation Committee Chair at MAC@aacsb.edu. If applicable, this should include a link to course catalogs available online.
2. **Hard copy:** Submit one (1) hard copy set of all materials to:

MAC Chair
C/o AACSB International
777 South Harbour Island Blvd., Suite 750
Tampa, Florida 33602-5730
United States

1. Consistent with your mission and within your cultural context, describe how diversity in your business programs is demonstrated (see *Eligibility Procedures and Standards for Business Accreditation, January 2010, Eligibility Procedures E*).

The State of Hawaii is blessed with diversity of every kind. Hawaii Island, home of the University of Hawaii at Hilo and the College of Business and Economics, encompasses climate zones from tropical rainforest to arctic desert. People from all parts of the world have found Hawaii to be a hospitable place, and the cultural and ethnic diversity of the population today attests to that. The 2010 US Census reported 34.3% of Hilo's population to be of Asian origin, but the next largest category at 32.5% was persons reporting two or more races. Hawaii has often been referred to as a "melting pot", although "salad bowl" might be a more apt description. It is the mixture of cultures that gives the place its flavor.

The College of Business and Economics mirrors the diversity of its home. Approximately 63% of our students are residents of the State of Hawaii, with the remainder coming from the mainland US, the Pacific region, and the rest of the world. Fifty-eight percent of our students are female; and 71% of our students report Asian or Pacific Islander heritage. The Census categories do not capture the full diversity of the many cultural groups represented in our students. Many of our local students are the first members of their families to attend college.

Our faculty, while ethnically similar, represents diversity in numerous other ways. We are 40% female, and received education at universities across the United States and in other countries. Several faculty members have lived and worked abroad for extended periods, and bring that experience to the classroom. The University promotes cultural awareness for faculty members through workshops and publications, but the high level of student-faculty interaction that we encourage helps faculty members learn about cultural differences from their students.

2. Describe the established expectations of the institution or the business programs of the institution for ethical behavior by administrators, faculty, and students (see *Eligibility Procedures and Standards for Business Accreditation, January 2010, Eligibility Procedure F*).

"The people of Hawaii believe that public officers and employees must exhibit the highest standards of ethical conduct and that these standards come from the personal integrity of each individual in government." (Article XIV, Hawaii State Constitution.) As employees of the State of Hawaii, the faculty and administrators of the College are governed by the rules of the Hawaii State Ethics Commission <http://hawaii.gov/ethics>. Faculty members are expected to serve as ethical models for students, and to observe the highest standards of ethics in all of their transactions with other members of the University community and the public.

The ethical conduct of students is governed by the UH Hilo Student Conduct Code http://hilo.hawaii.edu/studentaffairs/conduct/student_conduct.php, which states in part "The University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations." Members of the College's faculty are encouraged to include reference to the student conduct code in syllabi for all courses, and to hold students to those standards of behavior.

3. The following must be addressed (1-3 pages maximum):

- A. Describe the school's actions that have been taken and progress to date in responding to "concerns that must be addressed prior to or at the time of the next maintenance review" stated in the official correspondence regarding the most recent AACSB initial or maintenance of accreditation review.**

The only concern stated by the PRT was as follows:

Though the PRT believes that the UHH College of Business and Economics has an undergraduate program of overall high quality, the PRT viewed the Assurance of Learning program to have some gaps. While it was evident that the College initiated a process of developing AOL rubrics in the 2005-06 academic year, initial pilot projects indicated a weakness in both the learning goals and outcomes. Consequently, this situation resulted in a delayed development of learning measurements which had an impact on the implementation timing.

In particular, two of the five program learning goals (#2 and #4) were finally fully operational in the 2008-09 academic year, providing only one cycle for review, as the 2009-2010 academic year information is not yet available. Thus, at the end of the 2009-2010 academic year, the College has assured the PRT that all five learning goals will be fully implemented and that the College will adhere to the biennial AOL schedule as described in Appendix B of the Five-Year Maintenance Report. (Standard 16: Assurance of Learning)

In addressing this concern, the College took the following actions.

1. Completed data collection on all five program goals through the end of Academic Year 2010-2011.
2. Reviewed and analyzed both the results of this process and the process and materials themselves.
3. Concluded that several of the existing assessment instruments were failing to give us actionable information, and that furthermore we had created excessively burdensome procedures, given our small faculty size. We also re-examined the conceptual basis for the assessment strategy we had constructed, and concluded that we had over-specified several of the program learning goals, focusing on micro-level issues, when broader definitions would serve us more effectively.
4. Convened a faculty meeting to discuss the above conclusions and to define a new course of action. During the meeting, it was decided to reduce the number of Program Learning Goals and to look for better assessment tools to better evaluate progress toward these goals at the program level.
5. After discussion and research by groups of faculty members, the following three Program Learning Goals and measurements were adopted:
 - A. Business Content Knowledge. Goal: The average score on the ETS Business Major Field Test for each graduating cohort will meet or exceed the national average for that test. This goal and instrument are unchanged from the previous set of goals.
 - B. Writing Skill. Goal: Utilizing the Writing Effectiveness and Writing mechanics sub-scores for seniors from the Collegiate Learning Assessment (CLA), the average scores

for each cohort of graduating seniors will meet or exceed the average scores established by other participating institutions.

C. **Critical Thinking.** Goals: Value-added scores on the CLA will demonstrate measurable gains on performance tasks involving critical thinking between entering freshmen and graduating seniors. Additionally, sub-score analyses will demonstrate measurable gains on analytic reasoning and evaluation as well as problem-solving between entering freshmen and graduating seniors. (We are in the first year of data collection utilizing the CLA, and will determine more precise standards as we gain experience with the instrument's results.)

6. Entered into a three-year contract for testing of the Collegiate Learning Assessment (CLA) for the purposes of assessing writing ability and critical thinking ability. The first data collection took place during the 2011-12 academic year. We are currently awaiting final results from the test vendor.

B. Describe major changes in financial resources, facilities, other infrastructure, overall and across programs, disciplines, and/or locations since the last AACSB review. If changes have significant impact on alignment with AACSB standards and their interpretive expectations, describe these changes and the resulting impact.

Financial resources, facilities, and other infrastructure: The College initiated delivery of the BBA program to students on the west side of Hawaii Island via videoconferencing in the fall of 2011. This necessitated supplemental funding for the College to cover equipment purchases, promotion of the program, and support of the faculty and staff involved in the program's delivery. This was provided at the Chancellor's direction, and has been included in the College's base budget allocation for subsequent years. The College purchased and installed new high-definition videoconferencing equipment in an existing classroom, and is investing in training in this instructional mode for faculty members as part of their professional development.

Construction work is underway on the new Student Services Building for the campus. When completed, the relocation of Student Services staff will initiate the renovation of their existing building, which is destined to become the College of Business and Economics building. Renovations are anticipated to begin in the early spring of 2013, and CoBE anticipates occupying its new quarters in early 2014. The Business Advisory Board of the College has committed to fundraising for furnishings for the multi-use student meeting/presentation space on the ground floor.

Deployment of participating and supporting faculty and academically and professionally qualified faculty: Dean Marcia Sakai has accepted appointment as Vice Chancellor for Administrative Affairs as of June, 2011. Dr. Harry Hennessey was appointed as interim dean and continues in that role to the present. A nationwide search is being initiated this summer for a permanent replacement for Dean Sakai. Dr. Hennessey's reassignment has reduced the teaching faculty for the Business program to ten members. The College has been forced to re-allocate resources to cover Dr. Hennessey's former classes. This has resulted in some changes to class size policies and the frequency of offering of certain elective courses. Since Dr. Hennessey intends to retire when a replacement is found for the Dean's position, we have requested permission to fill his position with a replacement. Given the current budget climate, this seems unlikely, although leaving the position unfilled will cause a serious problem in future course coverage. Efforts continue to find qualified adjunct faculty to assist in filling some of the gaps, but persons that have taught for us in the past

have recently relocated and new lecturers have yet to be found. The retirement of a long-serving instructor in Business Law that the College was obligated to re-employ under university policy and union contract has allowed us to recruit new, professionally-qualified adjunct faculty in that area, improving our overall coverage by AQ/PQ faculty. All current full-time faculty members are Academically Qualified at present.

4. List all business degree programs at all levels and in all locations offered through the business unit or other units within your institution that are to be included in the scope of the AACSB accreditation review. (See *Eligibility Procedures and Standards for Business Accreditation January 2010*, Eligibility Procedures D and G).

Note: Include Web sites, or other material describing the degree programs.

Business Degree Programs To Be Included in Accreditation Review:

Degree Program ¹	Level ²	Location ³	Date program was established	# of Credit Hours, Contact Hours, or Courses Required for Degree Completion ⁴	Average Time to Complete Degree ⁵	# Students Graduated in Previous Academic Years				
						2007-08	2008-09	2009-10	2010-11	2011-12
Bachelor of Business Administration (General Management and Accounting Majors)	Undergraduate	Hilo, HI; Kealahou, HI (simultaneous blended classes)	January, 1977	121 credit hours	4 years	43	51	39	51	38
CoBE Programs http://hilo.hawaii.edu/catalog/college-of-business-and-economics.html University Catalog http://hilo.hawaii.edu/catalog/										

¹ See “What is a Program?” on page 60 of the *Eligibility Procedures and Standards for Business Accreditation, revised January 2010*. Indicate the full, correct degree name as it appears in school catalogues and/or on the diploma (i.e. “Bachelor of Arts in Business Administration” or “BA Business Administration”).

² Undergraduate (U), Master’s (M), Doctoral (D), Combined Undergraduate and Master’s (U/M). If other, please explain.

³ List all locations at which the degree program is offered, including auxiliary campuses and partner institutions. Program delivery via on-line or distance learning is considered a separate location.

⁴ The metric to report degree requirements should reflect the operations of the school. Please identify the metric chosen (credit hours, contact hours, or courses). If necessary, footnote the record and provide additional explanation.

⁵ Report the normal amount of time required for a successful student to complete the degree, i.e. 2 years, 4 years, 18 months, etc. If multiple tracks to the same degree are available (i.e. weekend, evening, and traditional MBA), please indicate the average time to complete the degree within each track.

5. List programs requested for exclusion from the accreditation review
(see *Eligibility Procedures and Standards for Business Accreditation, January 2010, Eligibility Procedures D and G*).

Note: A separate *Request for Program Exclusion* (see the following page) must be completed for each degree program listed below. Include catalogs, Web sites, or other material describing the degree programs.

As a currently Accredited Institution, the University of Hawaii at Hilo submits the following. There have been no changes.

ATTACHMENT 1

Business

January 21, 2008

University of Hawaii at Hilo

AACSB International confirms that the following degree programs will be included in the accreditation review:

Degree Program Inclusions:

Undergraduate

- of Business Administration

Master's

- none

Doctoral

- none

Degree Program Exclusions:

Undergraduate

- B.A. major in Administration of Justice
- B.S. Agriculture- Agribusiness Specialization
- B.S. Agriculture - General Agriculture Specialization
- B.S. Agriculture- Tropical Horticulture Specialization

Master's

- M.A. China-U.S. Relations

Doctoral

- none

Comparison Group	2011-2012 Peer Schools
Description	Schools roughly equivalent in size, program offerings, and accreditation
Size	12 Schools
Date	June 26, 2012 03:24 PM
From	AACSB International - The Association to Advance Collegiate Schools of Business

School	State	Member Type	AACSB Unit ID
Arkansas Tech University, School of Business	AR	Member	77
Christopher Newport University, Joseph W. Luter, III School of Business	VA	Member	178
Clayton State University, School of Business	GA	Member	188
Fort Lewis College, School of Business Administration	CO	Member	282
Grambling State University, College of Business	LA	Member	305
Lander University, College of Business and Public Affairs	SC	Member	406
Montevallo, University of, Michael E. Stephens College of Business	AL	Member	502
Northern Michigan University, Walker L. Cisler College of Business	MI	Member	564
North Georgia College and State University, Mike Cottrell School of Business	GA	Member	1219
South Carolina Aiken, University of, School of Business Administration	SC	Member	695
South Carolina Upstate, University of, School of Business Administration and Economics	SC	Member	696
Southern Arkansas University, College of Business	AR	Member	702

Comparison Group	2011-2012 Aspirant Group
Description	
Size	59 Schools
Date	June 26, 2012 03:21 PM
From	AACSB International - The Association to Advance Collegiate Schools of Business

School	State	Member Type	AACSB Unit ID
Alabama in Huntsville, University of, College of Business Administration	AL	Member	43
Auburn University Montgomery, School of Business	AL	Member	86
Baltimore, University of, Robert G. Merrick School of Business	MD	Member	95
Bloomsburg University, College of Business	PA	Member	110
California, Riverside, University of, A. Gary Anderson Graduate School of Management	CA	Member	136
California State University, Stanislaus, College of Business Administration	CA	Member	152
Clarion University of Penn, College of Business Administration	PA	Member	184
Colorado at Colorado Springs, University of, College of Bus and Admin and Grad School of Bus Admin	CO	Member	198
Columbus State University, D. Abbott Turner College of Business	GA	Member	202
Eastern Kentucky University, College of Business and Tech	KY	Member	241
Eastern Washington University, College of Business and Public Administration	WA	Member	243
Emporia State University, School of Business	KS	Member	254
Frostburg State University, College of Business	MD	Member	284
Georgia College & State University, J. Whitney Bunting School of Business	GA	Member	292
Houston-Victoria, University of, School of Business Administration	TX	Member	337
Illinois at Springfield, University of, College of Business and Management	IL	Member	349
Indiana State University, Donald W. Scott College of Business	IN	Member	360
Indiana University South Bend, School of Business and Economics	IN	Member	358
Indiana University Southeast, School of Business	IN	Member	359
Indiana Univ-Purdue University Fort Wayne, School of Business and Management Sciences	IN	Member	357
Jacksonville State University, College of Commerce and Business Administration	AL	Member	380
Lamar University, College of Business	TX	Member	405
Louisiana State University in Shreveport, College of Business, Education, and Human Development	LA	Member	425
Massachusetts-Lowell, University of, College of Management	MA	Member	457
McNeese State University, College of Business	LA	Member	462
Michigan-Dearborn, Univ of, College of Business	MI	Member	475
Michigan Tech University, School of Business and Economics	MI	Member	478
Minnesota, Duluth, University of, Labovitz School of Business and Economics	MN	Member	485
Murray State University, College of Business	KY	Member	512
Nebraska at Kearney, University of, College of Business and Tech	NE	Member	521
New Jersey Institute of Technology, School of Management	NJ	Member	531
North Carolina Central University, School of Business	NC	Member	549
North Dakota State University, College of Business Administration	ND	Member	552
Pennsylvania State University at Erie, Behrend College, Sam and Irene Black School of Business	PA	Member	593

School	State	Member Type	AACSB Unit ID
Pennsylvania State University at Harrisburg, School of Business Administration	PA	Member	594
Pittsburg State University, Gladys A. Kelce College of Business	KS	Member	602
Prairie View A & M University, College of Business	TX	Member	607
Radford University, College of Business and Economics	VA	Member	624
Rowan University, Rohrer College of Business	NJ	Member	641
Rutgers-State University of New Jersey-Camden, School of Business at Camden	NJ	Member	642
Saginaw Valley State University, College of Business and Management	MI	Member	646
Salisbury University, Franklin P. Perdue School of Business	MD	Member	666
Shippensburg University, John L. Grove College of Business	PA	Member	685
South Dakota, University of, School of Business	SD	Member	698
Southeast Missouri State University, Donald L. Harrison College of Business	MO	Member	700
Southern Maine, University of, College of Management and Human Service	ME	Member	709
SUNY College at Oswego, School of Business	NY	Member	726
Tennessee at Martin, University of, College of Business and Public Affairs	TN	Member	744
Tennessee State University, College of Business	TN	Member	745
Texas A&M University-Commerce, College of Business and Tech	TX	Member	238
Texas A&M University-Corpus Christi, College of Business	TX	Member	756
Texas Southern University, Jesse H. Jones School of Business	TX	Member	761
Valdosta State University, Harley Langdale, Jr. College of Business Administration	GA	Member	788
Vermont, University of, School of Business Administration	VT	Member	791
Washburn University, School of Business	KS	Member	805
Winston-Salem State University, School of Business and Economics	NC	Member	841
Wisconsin-La Crosse, University of, College of Business Administration	WI	Member	845
Wisconsin Oshkosh, University of, College of Business Administration	WI	Member	848
Youngstown State University, Warren P. Williamson, Jr. College of Business Administration	OH	Member	860

Comparison Group	2011-2012 Competitor Schools
Description	
Size	18 Schools
Date	June 26, 2012 03:23 PM
From	AACSB International - The Association to Advance Collegiate Schools of Business

School	State	Member Type	AACSB Unit ID
Alaska Anchorage, University of, College of Business and Public Policy	AK	Member	46
Arizona State Univ-West Campus, School of Global Management and Leadership	AZ	Non Member	71
California, Riverside, University of, A. Gary Anderson Graduate School of Management	CA	Member	136
California State University, Stanislaus, College of Business Administration	CA	Member	152
Colorado at Colorado Springs, University of, College of Bus and Admin and Grad School of Bus Admin	CO	Member	198
Eastern Washington University, College of Business and Public Administration	WA	Member	243
Hawaii at Manoa, University of, Shidler College of Business	HI	Member	325
Idaho State University, College of Business	ID	Member	347
Idaho, University of, College of Business and Economics	ID	Member	346
Montana State University, College of Business	MT	Member	498
Montana, University of, School of Business Administration	MT	Member	497
Northern Arizona University, College of Business Administration	AZ	Member	559
Northern Colorado, University of, Kenneth W. Monfort College of Business	CO	Member	560
Oregon State University, College of Business	OR	Member	585
Sonoma State University, School of Business and Economics	CA	Member	691
Utah Valley University, Woodbury School of Busines	UT	Member	1477
Weber State University, John B. Goddard School of Business and Economics	UT	Member	814
Wyoming, University of, College of Business	WY	Member	855