2011-10,University of Hawaii at Hilo/BBA (Distance)

by ALO UHH

Introduction

Proposal Template for Online, Correspondence, Satellite, Video Correspondence or Other Technology-Mediated Programs- Introduction

Please read these instructions carefully before beginning your proposal

INSTRUCTIONS:

- This template outlines the mandatory sections of the proposal. Please specifically answer each question in the template. No section should be left blank. If a question is not applicable, enter "N/A" in the appropriate section. Incomplete proposals will not be forwarded to the Substantive Change committee for review.
- Do not delete the questions.
- The proposal should be no more than 10,000 words, not including attachments.
- **Attachments are preferred as .PDF.** (Microsoft Office documents should be saved in versions compatible with Office 97-2003. Office 2007 / Windows Vista documents are not acceptable at this time.)

NAMING YOUR PROPOSAL:

Use the following naming convention for your document. Incorrectly named documents will not be reviewed.

[Tentative Review Year-Month], [Institution Name]: [Degree/Program Name] ([Modality])

Example: 2010-02, Sunshine University: BS in Engineering (Online)

REVIEWING YOUR PROPOSAL:

- Please review your proposal against the **Pre-Submittal Checklist** before submitting it.

SUBMITTING YOUR PROPOSAL:

- See the **WASC Guide to Submitting Substantive Change Proposals** for instructions on submitting your document.
- **Please have your institution's Accreditation Liaison Officer (ALO) notify the WASC Substantive Change Manager (smcgrew@wascsenior.org) once the proposal is complete and has been submitted.**

RESOURCES:

- Institutions proposing online programs should refer to the **Guidelines for the Evaluation of Distance Education**.
- For assistance on completing the educational effectiveness items, refer to the **Educational Effectiveness Framework**.

- For more information on substantive change policy and procedures, refer to the **Substantive Change Manual**.
- Information on the **Degree Level Approval Policy**.
- Information on the **most common reasons substantive change proposals are not approved**.
- Samples of substantive change proposals may be found at: **http://samples.wascsenior.org**.
- The Rubric used by the Committee for scoring can be found here: **Rubric for the Evaluation of Substantive Change Proposals.**
- Additional resources and documents may be found on the **Substantive Change page** or in the **Document Library** on the WASC website.
- For assistance formating LiveText submissions please review the **LiveText Tutorial**.

Section I: Institutional and Program Overview

A. Program Overview

1. Name of degree or program proposed.

Bachelor of Business Administration (BBA) (Distance)

2. Percent of program being offered via distance education. If the program is not being offered fully via distance education, how will the remainder of the program be offered?

Students will have completed pre-major requirements before admission.The major requirements for the BBA will be offered 100% in the distance mode. Courses will be taught at UH Hilo simultaneously to onsite students and by PolyCom to students at the University Center at West Hawaii in Kealekekua, 110 miles from the Hilo campus.

3. Detailed description of the type of distance education modality being proposed and the format. Is it asynchronous, synchronous, online, correspondence, teleconference, video on demand, etc.?

We will use a PolyCom videoconferencing system, with classes delivered synchronously twice a week, MW or TR, scheduled at 3 pm-5 pm and at 5 pm-7pm. Course materials, supplementary work, and assignments will be handled using the online learning management system Laulima (Sakai). Class sessions will originate from the College of Business and Economics' dedicated PolyCom-multimedia classroom on the Hilo campus and be received at the West Hawaii Center. Faculty will visit the West Hawaii Center three or four times a week per course, at which time the class sessions will be transmitted back to the Hilo classroom.

4. Geographic scope of the program. Where will you market the program?

The UH Hilo campus is situated in the eastern region of Hawaii County, aka Hawaii Island or the Big Island. The proposed program will be delivered to the University Center at West Hawaii situated at Kealakekua, 110 miles away from Hilo, on the other side of the island's two major volcanic masses.

5. Projected number of students.

We anticipate between five and ten students in each cohort. Each cohort will complete in five semesters, including the three pre-core courses to be offered in Spring 2012 pending WASC approval. The second cohort will begin tin Fall 2014, after the first cohort completes. Three to four program courses will be offered each semester, with classes originating at the Hilo campus and both Hilo students and West Hawaii students in the same classes.

6. Type of student the program geared for, i.e. adult learners, part-time or full-time.

We are aiming for both students who have just completed the AA at the West Hawaii Center and for adult learners who are employed. Courses will be offered weekdays in the late afternoon and early evening.

7. Initial date of offering.

January 2012. The three pre-core courses will be offered in that semester.

8. Anticipated life of the program, i.e., one time only or ongoing? Cohort model or rolling admissions? Independent study?

This is expected to be an ongoing cohort program. It is anticipated that the second cohort, if not the first, will attract and retain enough students to sustain the program.

9. Describe the external and/or internal partners contributing and/or participating in this proposal, if applicable. Attach any Memoranda of Understanding (final and signed) between the requisite parties. If more than 25% of the program will be delivered under contract with an institution or organization not certified to participate in Title IV, HEA programs, please see WASC's **Policy for Contracts with Unaccredited Organizations** and explain how this arrangement conforms with the policy.

We will accept any student who meets the admissions requirements. We anticipate that at least some students will have completed these requirements at the University Center at West Hawaii, which is a unit of Hawaii Community College (HawCC), the main campus of which is the neighbor of UH Hilo in Hilo. A formal pathway agreement exists with HawCC which smooths the transition from an Associate of Arts degree to the BBA program. Students who complete specific courses while earning their AA degree will be able to move quickly into the BBA program. The relationship between the BBA program and HawCC is affirmed in two MOUs, both attached: “MOU HawCC UH Hilo Degree Pathways” and “MOU HawCC UH Hilo AA Business.”

Programs do not require MOUs with University Centers that support their students. The mission of all University Centers in Hawaii includes instructional support and related student services working on courses and programs delivered via distance technology to their locations. The University Center at West Hawaii is the West Hawaii outpost of Hawaii Community College; its homepage, describing mission and services to distance degree-seeking students is at

http://hawaii.hawaii.edu/ucwh/about.html

Also, see the UH Board of Regents policy on University Center support for DL students and programs at

http://www.hawaii.edu/apis/ep/e5/e5204.pdf

Attachments 1.MOU_HawCC_UH_Hilo_Degree_Pathways.pdf, 1.MOU_HawCC_UH_Hilo_AA_Business.pdf

B. Descriptive Background, History and Context

1. Brief description of the institution, including the broader institutional context in which the new program or change will exist. Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution.

The University of Hawai`i at Hilo (UH Hilo) is part of the State-supported ten-campus University of Hawai`i system, along with UH Manoa, UH West O`ahu, and seven community colleges. In addition to the College of Business and Economics (COBE), UH Hilo includes four other degree-granting colleges. The university presently offers a PhD in Hawaiian and Indigenous Language and Culture Revitalization, a Doctor of Pharmacy (PharmD), a PhD in Pharmaceutical Sciences, six masters degrees, 33 baccalaureate degrees and 24 academic subject certificates. The seventh masters degree has been approved by WASC pending Board of Regents (BOR) approval, and a Doctor of Nursing Practice, scheduled for Fall 2012 implementation, has been approved by both the BOR and WASC.

COBE is one of two institutions in the state that are accredited by the Associated to Advance Collegiate Schools of

Business (AACSB). In terms of student count, the Business Administration major (256) is the third largest undegraduate major at UH Hilo; the Accounting major (74) brings the COBE BBA major count to 330. (The other large undergraduate majors at UH Hilo are Psychology at 282 and Biology at 270.) By starting the BBA in West Hawaii in Spring 2012, COBE is laying an early basis for a program that will grow with the surrounding community and partnering community college. The West Hawaii region extends from North Kohala through South Kohala, North and South Kona, and Kau, and includes all of the major resorts and hotels on the island. Since 2000, the region has experienced substantial growth in population, personal income, jobs, and other signs of economic vitality. Hawaii Community College, situated on an aging campus in Hilo and sharing some facilities with UH Hilo, will have a new campus in Kailua-Kona, at the heart of West Hawaii, that will replace the current 12,500 sq. ft. University Center in Kealakekua. The 25,000 sq.ft first phase is expected to be open for classes by Fall 2013. The new campus will be closer to other West Hawaii towns than is Kealekekua, and it is anticipated that enrollments will increase substantially in both community college programs and such distance-delivered UH system programs as the BBA.

As discussed in more detail in Section II.A.1, the BBA (Distance) program is consistent with both the 2002-2010 Strategic Plan, under which it was implemented, and the new, 2010-2015 Strategic Plan.

2. To address prior experience, list the number, variety and longevity of other similar programs that have been or are being offered via distance education. Include a summary or profile of one of the programs being offered via distance education to demonstrate prior experience.

UH Hilo has been offering four online degree programs that will undergo substantive change review in September, October, and December 2011: the BA in Psychology DL program, the RN to BSN online program, the Master of Arts in Indigenous Language and Culture Education (ILCE), and the BA in Communication. The first three have been offered in good faith by the university since 2002, 2004, and 2006, under the misunderstanding that programs required subchange review only if 50% or more of total degree credits were offered online. The fourth achieved DL status gradually and without planning to become an "online program": individual faculty members have offered more and more online courses over the years and students have responded enthusiastically.

The BA in Psychology DL program accepted its first off-island on-line students in Fall 2002. To date, a total of 84 students have been admitted and 51 have graduated. The University Center at West Hawaii has served students in West Hawaii for over two decades, including support for programs delivered via the Hawaii Interactive Television System, PolyCom, and online.

The BBA (Distance) is the first degree program to be offered by UH Hilo at an off-campus site with faculty and some students at the home campus and all students sharing the same classes.

C. Institutional Accrediting History Relevant to Substantive Change

1. Brief response to issues noted in prior substantive change reviews since the institution's last comprehensive review.

The last comprehensive WASC review of UH Hilo was completed in 2004. Since then, UH Hilo has successfully completed six substantive reviews for proposed programs: the PhD in Hawaiian and Indigenous Language and Culture Revitalization (HILCR) and the Doctor of Pharmacy program, both discussed below; the 1+2+1 dual degree program involving four departments at UH Hilo and a group of Chinese universities; the PhD in Pharmaceutical Science in April 2011; the Doctor of Nursing Practice and the Master of Science in Clinical Psychopharmacology in June 2011. More substantive change reviews, including the present one, are scheduled for September, October, and December 2011.

These first three 2011 substantive change reviews were concluded successfully. In all three cases, the proposed programs were found to meet established need and demand, to have well-designed curricula, and to provide strong support in student services, library, and technology. Recommendations for the future included more detailed presentation of assessment activities.

The College of Business and Economics has a fully developed assessment system that conforms to the expectations of the Association to Advance Collegiate Schools of Business International (AACSB) and is one of only two AACSB-accredited institutions in Hawaii. Details of the college's assessment activities are provided in section III.D. below.

2. Institutional response to issues noted in prior Commission or other Committee action letters or visiting team reports that are relevant to the proposed substantive change.

Action letters to UH Hilo following institutional site visits have emphasized the need for greater faculty involvement in the assessment of student learning outcomes.

UH-Hilo has requested a permanent position of Assessment Officer to serve all units. However, the severe budget crisis faced by the State of Hawai`iand the state's university system has put new positions on hold for the indefinite future. In the meantime, the chair of the UH Hilo Congress General Education Committee successfully completed a term at the WASC Assessment Leadership Academy and over the past two years has been leading her committee in the development of an assessment system and plan for the new General Education requirements.

As an AACSB-accredited college, COBE has a tradition of student learning assessment, as described in section III.D. This commitment is documented on the COBE Assurance of Learning webpage, where the program learning goals, curriculum map, assessment plan, and other materials are posted. These are living documents, reviewed and updated periodically: the college is currently revising the statement of program learning goals and its assessment plan. Details and documentation are provided in section III.D. Educational Effectiveness below.

3. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year accredited, and include a copy of the executive summary to the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation.

COBE has been accredited by AACSB since 2005; accreditation was maintained following a site visit in 2008-2009, with the next site visit scheduled for 2014-2015. The January 2010 letter from AACSB maintaining full accreditation is attached below.

The 2004 initial accreditation report and the 2008 maintenance review application, as well as other materials related to AACSB accreditation, can be viewed at http://business.uhh.hawaii.edu/accreditation/

Attachments 1.AACSB_Reaccred_letter_Hawaii_at_Hilo_U_Dec09.pdf

Section II: Program Need and Approval

A. Program Need

1. Program need/rationale framed by the institution's mission and strategic goals.

Alignment with Mission and Strategic Goals of UH Hilo

The proposed program is consistent with the primary mission of UH Hilo as stated in the 2002-2010 Strategic Plan: "to offer high quality undergraduate liberal arts and professional programs." Of particular relevance is Goal III: "Build a learning environment that facilitates student development and success" and Objectives 8 "Deliver selected, high quality distance learning programs to improve access to higher education statewide and beyond, where UH Hilo can provide unique expertise," and Objective 9 "Make careful and effective use of technology and adopt new technologies where they enable us to improve teaching effectiveness, extend programs beyond East HawaiÊ»i, or otherwise achieve our mission."

A new UH Hilo *Strategic Plan 2011-2015* has been approved by the campus community and will be reviewed and, it is anticipated, approved by the UH Board of Regents in early Fall 2011:

> Mission: *'A'ohe pau ka 'ike i ka hÄlau ho'okahi.* / One learns from many sources.
>
> The purpose of our university 'ohana/family is to challenge students to reach their highest level of academic achievement by inspiring learning, discovery and creativity inside and outside the classroom. Our kuleana/responsibility is to improve the quality of life of the people of Hawai'i, the Pacific region and the world.
>
> Vision: *E lawe i ke a'o a mÄlama, a e 'oi mau ka na'auao.* / Those who take their learnings and apply them

increase their knowledge.

We will be acclaimed as a university community that works together across disciplines and diverse perspectives to prepare student scholars to thrive, compete, innovate and lead in their professional and personal lives. We will engage every student in applied learning that links theory with practice, connects to the distinctive natural and cultural environments of Hawai‘i, and promotes skilled participation in a global society.

The proposed delivery of the BBA to West Hawaii is particularly consistent with three of the five new strategic goals:

Goal 1: Provide learning experiences and support to prepare students to thrive, compete, innovate and lead in their professional and personal lives
We will prepare students to contribute positively to their communities and a globally competitive workforce. We will instill an entrepreneurial confidence in students by fostering their ability to think critically, develop ideas, and act on those ideas. We will develop and support student scholars throughout their university careers, from admissions to graduation

Goal 4: Cultivate, sustain and reflect a diverse, multicultural university that is rooted in the indigenous history of Hawai‘i, with this supporting action among others: Improve higher education access, outreach and support for non-traditional and underserved populations through, but not limited to, select, high-quality distance learning programs island-wide and beyond…

Goal 5: Strengthen UH Hilo's impact on the community, Island and state of Hawai‘i through responsive higher education, community partnerships, and knowledge and technology transfer, which includes this supporting action: Work in partnership with other universities and colleges to identify and deliver joint program ventures and/or activities that could benefit Hawai‘i Island and state.

Demand for the Program

This is an opportune time to bring a BBA program to West Hawaii. The region to be served, stretching 110 miles from North Kohala through the major resort areas of South Kohala, North Kona, and South Kona to the southern tip of Hawaii Island, is growing faster in terms of population--29.2% since 2000-- than the rest of the island--24.5%. In 2000, West Hawaii had 41.8% of the island's resident population, and now has 43.3% (of 185,000). By 2020, it is projected to have over 46% of the island's permanent population. Employment opportunities of course tend to follow population growth.

In 2004, projected annual growth through 2014 in new jobs on the island in which college degrees are desirable: Management, 130; Business and Finance, 60; Office and Administrative support, 350; education, training, and library, 150. About half of these should be in West Hawaii. Meanwhile, relatively few West Hawaii residents have bachelor's degrees. While 29.6% of Hawaii state's adult population had a bachelor's degree or higher in 2000, and 27.3% of Hawaii county's, the figures for key West Hawaii communities were: Waikoloa Village 23.9%, Hawi 14.4%, Kailua-Kona 19.8%, Kealakekua 20.1%. (Data from the Hawaii State Department of Business Economic Development & Tourism, Department of Labor & Industrial Relations, and Hawaii County.)

West Hawaii business and government leaders have discussed the need for such a program for some years with the previous UH Hilo chancellor. The 2004 Big Island Community Survey, conducted by the UH Hilo Institutional Researcher, found that West Hawaii respondents rated very highly the importance of a baccalaureate degree delivered by UH Hilo to their region. Discussions have continued over the past year between the new (since July 2010) UH Hilo Chancellor with the community pressing for a BBA for West Hawaii students that does not involve online delivery and that is Hawaii-based and affordable. The community finds acceptable the combination of Polycom delivery of classes in which West Hawaii and Hilo students interact, with several visits per class per semester by instructors.

There were attempts, over a decade ago, to start the BBA in West Hawaii. However, the 100+ mile drives on winding two-lane roads were demoralizing, and it proved impossible to sustain faculty interest in participating. The Saddle Road, which is the shortest route across the island, has undergone extensive improvements in the past two years, and what was once an occasionally treacherous two-hour drive now occurs on a wider and resurfaced highway and takes closer to 75 minutes. Moreover, the present PolyCom system and the widely used online course management system Laulima (Sakai) have also made delivery of the program much more attractive to the Business faculty, most of whom will be involved with offering at least one of the West Hawaii sections over the seven semesters of each cohort.

Hawaii Community College's coming accessible and spacious campus at the center of West Hawaii is another spur to

COBE, promising as it does to produce substantial numbers of students with AAs who will be encouraged to prepare for the BBA by the Degree Pathways and AA to BBA agreements between UH Hilo and the community college. The new campus is expected to be open for classes in Fall 2013.

It's clear why community leaders and students would prefer UH Hilo to the University of Phoenix, the other viable option: students would pay $72,201 for an AA-BS sequence from Phoenix, and about half that for just the bachelor's level sequence. The UH Hilo BBA would cost approximately $13,000 (see Section IV.F.4 below). UH Hilo faculty would interact with students every week, and several times in person. Moreover, Phoenix business degrees are bachelor of science degrees, not BBAs, and Phoenix is not AACSB-accredited.

2. Process and results used to establish the need. Please provide a summary of the findings, not the full study.

The College has not done a market survey. The proposed program is being offered in response to community demand, supported by such factors as population growth, employment opportunities for people with bachelor's degrees, and the new Hawaii Community college campus at the center of West Hawaii.

3. Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels. If the program is planned to be offered for a finite period, provide the enrollment data for the length of the program. If the program is planned to be offered continuously, then provide enrollment projections for the first three years. These enrollment projections should be reflected in the budget.

QUERY: Have any surveys been conducted to gauge student interest in the program? In addition to the anecdotal evidence provided, please include any quantitative evidence to support the enrollment projections.

RESPONSE: No surveys of potential students have been conducted. The program is the university's response to repeated requests from the West Hawaii community--specifically, the Kona and Kohala Chambers of Commerse and UH Hilo alumni--to offer the BBA in West Hawaii.

The West Hawaii students will be enrolled in, and participate in, the same courses as the on-campus students, with each instructor of a dual-service course receiving a stipend of $1000. In addition, the program will cover travel expenses for each instructor to visit the West Hawaii site four times per semester. The program will be self-sustaing with as few as five actively enrolled students in each WH course. While alternative methods of course scheduling and funding are being explored, the college and the university are currently prepared to subsidize the program until this point is reached. Both the University Center at West Hawaii and the College's distance education classroom are equipped to receive and transmit PolyCom classes. See the discussion in section IV.E. Financial Resources.

4. Attach the recruitment and/or marketing plan for the program. Note that all materials regarding this program should clearly state, "Pending WASC approval" prior to Commission ratification.

A marketing plan is under development by the college and the University Marketing staff. The university administration has set aside $16,400 to promote the program in 2011-2012 (see attachment "Straney funds authorization").

The program has been announced to high school counselors in the area, in anticipation that current high school student would be able to complete the AA with a business emphasis at West Hawaii and would be eligible for a second cohort, which would start in Fall 2014. No advertising has occurred. have been made.

The new, centrally located West Hawaii campus of Hawaii Community College is expected to attract more students from the area, both full-time and part-time, in particular working people seeking career advancement through higher education. The state of Hawaii continues to attract residents from the mainland; West Hawaii, as pointed out above, has seen significant and steady population growth due to in-migration over the past twenty years. While it is almost certain that the first cohort will be low-enrolled, COBE is prepared to carry the program in the belief that subsequent cohorts will enable the program to pay for itself.

Attachments 4.Straney_funds_authorization_2911-12.pdf

B. Planning/Approval Process

1. Description of the planning and approval process within the institution (and system, if applicable), indicating how the faculty and other groups (administrators, trustees, stakeholders, system office, etc.) were involved in the review and approval of the new site or program. Attach documentation of necessary approvals.

Neither the UH system nor UH Hilo has a formal review/approval process specifically for existing degree programs to become off-campus (or online) programs. Presently, such a change is the result of a faculty or, as in the case of the BBA in West Hawaii, an administrative initiative and needs only the approval of the department or program and the dean to proceed. The proposed program was approved by both COBE faculty and dean.

Section III: Program Description and Evaluation

A. Curriculum

1. Overall description of the program, including the alignment of the program philosophy, curricular design, and pedagogical methods with the target population and degree nomenclature selected.

The College of Business and Economics offers students the opportunity to receive a Bachelor of Business Administration (B.B.A.) degree that is fully accredited by the Association to Advance Collegiate Schools of Business (AACSB International). At the Hilo campus, the program offers majors in Accounting and in General Business. Within the General Business major, students select a specialization area from Finance, Marketing, or General Management.

The BBA program is divided into three components: General Education, the Pre-Business program, and the Professional Business program. Some General Education requirements may be satisfied with courses from the Pre-Business program, but no more than 60 of the degree's total of 121 credit hours may be in business topics. The University also places several graduation requirements on all baccalaureate degree programs, and these must be satisfied by candidates for the B.B.A.

All B.B.A. students are required to complete the Pre-Business Program, which is composed of courses in accounting, economics, business communications, business law, mathematics, and quantitative business analysis. (See attachment "PreBusiness Core Requirements.") Following satisfactory completion of this program, students are admitted to the upper-division Business program where they complete advanced courses in selected fields of study such as accounting, finance, marketing, management, management information systems, tourism, and quantitative business methods. (See attachment "Business Program Requirements.")

The program to West Hawaii will begin with courses required of all BBA candidates. During the second semester, the students as a group will decide whether their major will be Accounting or General Business, and if General Business, which of the three specializations--General Management, Finance, or Marketing. The appropriate courses will be scheduled for semesters three, four, and five depending on this group decision (see the attachment "WH Schedule"). It's expected that students will opt for the General Business major with the General Management specialty.

The West Hawaii community leaders have made clear the preference for the PolyCom modality over the online modality. PolyCom and multimedia in combination with several visits to West Hawaii by each instructor each semester, and with Laulima, the UH system's online course management system (a variant of Sakai), will afford students and faculty the lively in-class engagement that many believe is most appropriate to courses in management, accounting, and marketing. The multimedia classrooms, both in Hilo and West Hawaii, will allow faculty to share whiteboard, ELMO, PowerPoint, video, and internet activties with all students.

2. How has the curricular design and pedagogical approach been adapted to the modality of this program?

Almost all CoBE professors already use Laulima (http://laulima.hawaii.edu), the UH system's version of the open-source learning management system Sakai, to make course materials available; many also use it to post announcements, manage assignments, offer tests, track grades, and host asynchronous discussions. The PolyCom system is a user-friendly way to share lectures and class discussions. The Hilo classroom is fitted also with a full multimedia capability, so that instructors will be using the white board, PowerPoint, ELMO, and other computer- and internet-based instructional resources. West Hawaii students will share the complete classroom experience with their Hilo classmates and be able to participate fully in all discussion .The availability of these systems, and their low requirements for technological skill for their use on the parts of students and faculty, will make the delivery and receipt of the program easy for both students and faculty. Some faculty are also considering Collaborate, an evolved form of Elluminate Live that is more versatile than the PolyCom. It is likely that as more faculty become more adept at and comfortable with online instructional technology and methods, that at least some program courses will eventually be delivered completely online.

Faculty will communicate with all students outside of class via email and phone. While Hilo students can drop into faculty offices for conferences, West Hawaii students can call in or arrange Skype conferences.

Three or four times each semester, each instructor will drive to West Hawaii, meet with students, and conduct class

from a PolyCom classroom at the West Hawaii Center, with Hilo students at the receiving end.

3. Program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree.

QUERY: Please note that program learning outcomes should be stated in a way that allows an institution to measure these outcomes. Learning outcomes that focus on understanding or comprehension are often difficult to measure.

RESPONSE: Our program outcomes are stated in terminology acceptable to the AACSB; they are broad to allow various methods of documenting/measuring learning. See how these broad outcomes are defined in performance terms at our Assurance of Learning webpage, http://business.uhh.hawaii.edu/AOL.php , and in the attached "Assessment plan and schedule."

Upon graduating, our students should possess a common core of knowledge and skills that enables them to:The college is currently reviewing and revising its program learning outcomes. The current outcomes are as follows:

- Demonstrate comprehension of the fundamental principles of essential business functions.
- Demonstrate comprehension of the relationship of business to individuals, government, society, and other organizations.
- Express ideas clearly, logically, and persuasively in oral and written communication.
- Demonstrate knowledge of the challenges and opportunities of working effectively with other people in a diverse environment.
- Demonstrate comprehension of how ethical issues and responsibilities affect decisions and actions.
- Demonstrate the ability to analyze information critically, regardless of form.
- Demonstrate the ability to analyze complex, unstructured qualitative and quantitative problems, using appropriate tools and technology.
- Demonstrate knowledge of the role of community service in their future professional careers.

4. Curricular map articulating the alignment between program learning outcomes and course learning outcomes and demonstrating the progression from introductory to advanced levels.

The Curriculum Map is attached.

5. Listing of courses, identifying which are required.

See the attachments "Business Program Requirements." and "WH schedule."

Also attached is "The Pre-Business Core Requirements," which students are expected to have completed before admission to the BBA program.

6. Process by which syllabi are reviewed and approved to ensure that 1) course learning outcomes are described and are linked to program learning outcomes; 2) materials are current; 3) pedagogy is appropriate for the modality of the course.

The College does not have a pre-course syllabus review process. Rather, faculty have developed content-rich master syllabi for core courses. (Master syllabi are posted at http://business.uhh.hawaii.edu/CoreCourseMasterSyllabi.php) Faculty must cover the content prescribed in the master syllabi; they are free to cover additional topics, to design additional assignments, and to make other adjustments to the needs of their students. Copies of syllabi are collected by the dean's office each semester, and are on occasion compared with the master syllabi.

In addition, the UH Hilo Faculty Congress has endorsed a syllabus template that includes statements on advising, accommodation, and academic honesty. The UH Hilo curriculum review process requires all course proposals, for new courses and for modifications to existing courses, to include a representative syllabus, and the Congress Curriculum Review Committee requires all syllabi to include a statement of course learning outcomes in performance terms. Faculty are not required to adhere to the template, but many faculty have found it useful in making their syllabi more helpful to their students.

7. Attach three sample syllabi that are representative of the program and attach the capstone/thesis or culminating experience syllabus (if applicable). Syllabi should include specific student learning outcomes for the course, be adapted to the modality of the course, and be appropriate to the level of the degree. Syllabi should also reflect information literacy requirements and use of the library.

The following syllabi are attached:

- Mgt 300 - Principles of Management
- QBA 361 - Production and Operations Management
- Mgt 423 - Business and Society
- Mgt 490 - Strategic Management (the capstone course)

8. Internship requirements and monitoring procedures, if an internship is required.

The College offers an internship course as an elective; students must request and qualify for an internship. If West Hawaii students request and qualify for internships, they will be accommodated. In the past, qualified BBA students residing in West Hawaii have been able to complete internships there.

9. Special requirements for graduation, i.e. comprehensive examination, service learning, etc.

All seniors are expected to take the Educational Testing Services Major Field Test in Business. This is not a graduation requirement but primarily a means of assessing program effectiveness.

Attachments 3.Syllabus_QBA_361.pdf, 3.Syllabus_490Strategic_Mgt.pdf, 3.Syllabus_MGT_300.pdf, 3.Curriculum_Map_003.pdf, 3.Pre-Business_Core_Requirements.pdf, 3.Business_Program_Requirements.pdf, 3.WH_Schedule_w_Faculty.pdf, 3.Assessment_plan_and_schedule.pdf, 3.Syllabus_Mgt_423.pdf

B. Schedule/Format

1. Length of time that the typical student is expected to complete all requirements for the program.

Including the pre-core semester (Spring 2012), the program courses will be offered over five semesters. In semesters 1 and 5, students will complete three courses (9 credits); in semesters 2, 3, and 4, they will complete four courses (12 credits).

2. Description of the cohort or open registration model being used. Minimum attendance/participation requirements and the provisions made for students to make-up assignments or for students who have to drop out of the cohort for a short period of time.

The program will be offered one cohort at a time. The first cohort will begin in Spring 2012 and continue through Spring 2014. The next cohort will begin in Fall 2014. Each instructor sets the rules for attendance, participation, and make-up work.

If a student fails a course or courses, or is unable to complete a course or courses, or is obliged for some reason to stop out for a semester, he or she must wait for the next cohort or must take the courses on the Hilo campus or complete equivalent work (following approval of the department chair) from another institution.

3. How will the institution ensure that timely and appropriate levels of interactions between students and faculty, and among students are maintained?

All courses are synchronous, delivered via PolyCom. In addition, faculty use Laulima, the UH system's online learning management system, a Sakai variant, that includes a full range of online interactive options, including posting and submitting/returning assignments and course materials and an on-line discussion board for “real-time interaction”. Faculty are also available by email and phone, with phone numbers, office hours, and emails posted on

syllabi and the Laulima course websites. Students in West Hawaii and Hilo will join each other in class discussions, group projects, and in some courses on asynchronous bulletin boards.

4. Please describe how the identity of students participating in the program will be verified. See **Best Practice Strategies for Promoting Academic Integrity in Online Education**

The faculty will be familiar with each of the students through PolyCom and will have participated in a number of face to face interactions when the faculty visit West Hawaii, as they will do several times each semester.

The Polycom system ensures that instructors and students are familiar with each other in virtual face-to-face interactions. Faculty can arrange for proctoring at West Hawaii.

Laulima course websites are password protected, accessed by each student with his or her username and password.

Most courses include multiple writing assignments, including discussion board writing, so that students soon develop a recognizable writing identity to their instructors, any departures from which will alert the instructor to the possibility of inappropriate conduct. More important, carefully sequenced assignments encourage students to complete their own assignments, prompt feedback reinforces the desire to learn and improve, and minimize the occurrence of the kind of end-of-term panic that might lead a student to resort to plagiarism or “borrowed” work.

Program syllabi include statements warning against academic dishonesty. Students are strongly encouraged to familiarize themselves with the Student Code of Conduct for UH Hilo, which can be found at

http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php

5. Timeframe of courses, i.e. accelerated, weekend, traditional, etc. If the course timeframe is abbreviated, an institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, and the accelerated nature of the curriculum.

The courses will be offered within the semester framework, typically twice a week (Monday-Wednesday and Tuesday-Thursday) for 150 minutes a week, for the normal sixteen-week semester (including final exam week).

6. Sample schedule of courses for a full cycle of the program with faculty assignments, if available.

See the attached "WH schedule w Faculty." Note that the slots marked "elective" will be filled with courses appropriate to the area of specialization selected by the West Hawaii students as a group, as described in section III.A.1 above.

Attachments 3.WH_Schedule_w_Faculty.pdf

C. Admissions

1. Admissions requirements.

Before enrollment in upper-division (300–400-level) Business Administration courses, students majoring in either Business Administration major (General Business or Accounting) must have:

- Filed a formal declaration of intent to major in either General Business or Accounting at least four weeks in advance of scheduled early-registration;
- Completed 50 or more earned semester credit hours at the 100-level or higher;
- Attained a cumulative grade point average of 2.50 or higher on work completed at UH Hilo (transfer students meeting other requirements may be provisionally admitted to upper-division courses during their first semester at UH Hilo, but will be required to earn at least a 2.5 GPA on their first 12 semester hours of credit at UH Hilo for continued enrollment in upper-division business courses);
- Earned certification of computer competency by the College of Business and Economics, through successful completion of a practical demonstration of those skills (Computer Competency Test); and

- Successfully completed all course-specific prerequisites for each upper-division class attempted.

The Computer Competency test is online and will be made available to West Hawaii program applicants prior to admission.

2. Identification of the type of student targeted and qualifications required for the program.

Eligible students are those who meet the above admissions requirements. These include traditional students who have recently earned an Associate of Arts degree from Hawaii Community College in Hilo or in West Hawaii, and working persons who have completed the requirements elsewhere.

3. Credit policies, including the number of credits that students may transfer in.

BBA candidates must complete at least half of the program‘s upper-division courses through UH Hilo. This is consistent with UH Hilo policy that students must complete a minimum of 30 credits of UH Hilo coursework to earn a UH Hilo bachelor‘s degree.

4. Process for awarding credit for prior learning (applicable only to undergraduate level).

UH Hilo recognizes only coursework from, and credits earned at, institutions that are regionally accredited.

5. Residency requirements, if applicable.

Students who do not qualify as Hawaii residents for the purposes of tuition are as welcome to the program as are Hawaii residents. Students must be physically present in all courses.

6. Sample brochure or admissions material. Note that these materials must clearly state "Pending WASC approval" prior to Commission ratification.

A marketing plan and marketing materials are being developed by the UH Hilo Office of University Relations and are not available at the time this proposal is being submitted. The chancellor has committed $16,400 for promotion of the program for 2011-2012. (See attachment "Straney funds.")

Attachments 4.Straney_funds_authorization_2911-12.pdf

D. Plan for Evaluating Educational Effectiveness

1. Plan for assessing the program at various stages in the first year, including achievement of student learning outcomes and how findings from the review will be used to improve the program. Attach the assessment plan.

QUERY: Please describe the process used to transform findings from the review into program improvements. Who is involved and how are decisions made?

RESPONSE: The CoBE faculty senate is a senate of the whole, with key functions being review of curriculum and continuous program improvement. A recent example: the results of the 2008 Major Field Test showed that student performance in business law was not up to par and the faculty senate took action by forming a subcommittee that reviewed the course syllabus, schedule, and materials and worked with the instructor to increase the level of learning and engaggement. The subsequent MFT performances have shown improvement in this area.

The assessment plan/schedule is attached.In addition, please visit the college's "Assurance of Learning" webpage: http://business.uhh.hawaii.edu/AOL.php to view the college's program learning goals, outcome definitions, and assessment plan; currculum map, core master syllabi, a summary of assessment activities and results 2005-2009 (to be updated in Fall 2011), assessment rubrics; and, for Program Goal 1 Functional Business Knowledge and Skills, a graph showing student performance in the ETS Major Field Test in Business (http://business.uhh.hawaii.edu/documents/etsbus08.pdf)COBE, including the BBA program, has a fully

developed assessment system that conforms to the expectations of the AACSB. The current assessment plan, in matrix format, is attached to this proposal.

The MFT is the college's most extended tracking of student learning, having been offered twice a year since January 2001. (The 2010 and 2011 results will be added in Fall 2011.). Performances have most often exceeded the national mean for the examination. The college has used to results as part of its ongoing assessment of the quality of content delivery in program courses. For example, an apparent decline in performances in the Business Law section of the exam led to a revision of the Business Law course.

2. Plan for incorporating assessment of this program into the school and/or institution's existing program review process.

The University of Hawaii at Hilo has a seven-year cycle for program review, including external review. Units like COBE that have external accreditation agencies submit self-study reports to the VCAA that were submitted to their external agency in lieu of a report following UH Hilo's template. These reports are submitted to the VCAA on the schedule set by the external agency; in the case of COBE, the agency is AACSB. The BBA to West Hawaii will be included in any future self studies.

At the conclusion of its program review process, each campus academic unit meets with the VCAA and a memorandum of understanding is articulated that describes next steps for the unit and the administration in light of review results. The 2005 MOU for the BBA is attached.

3. Evaluation of the educational effectiveness of distance learning programs (including assessments of student learning outcomes, student retention, and student satisfaction) including appropriate comparisons with campus-based programs.

Because the same courses, typically taught by the same instructors, will be delivered to West Hawaii as are taught on campus, courses will have the same student learning outcomes, the same lectures and supporting materials, and the same assignments and examinations. The end-of-term course evaluations will be distributed to West Hawaii students as well as to on-campus students. Thus comparisons of student performances, retention, and student satisfaction can and will be made regularly to determine the educational effectiveness of the distance-delivered format.

4. If the program is offered on-campus or in a traditional format, then it would be appropriate to include a summary of a recent program or curricular review to determine if appropriate changes have been made to the proposed program.

See the attached "COBE AACSB Fifth-Year Report."

5. Description of how the student's ability to succeed in distance education programs will be addressed and linked to admission and recruiting policies and decisions.

Admission requirements to the program are rigorous enough to ensure that students who seek to earn the BBA in West Hawaii are likely to have the character traits as well as the preparation and capacity to succeed. Recognizing that students might have to drive many miles to Kealakekua and to continuously balance family and work demands with school work, the COBE faculty and program coordinator will make every effort to assist students in making realistic decisions about entering the program.

6. Procedures to evaluate teaching effectiveness in the distance education modality.

The program coordinator will visit classes to monitor conduct of courses and will meet with West Hawaii students individually as well as be available to them by phone and email. As pointed out in item III.D.3. above, course evaluations are conducted at the end of every semester, and comparisons between student performance and satisfaction will be made regularly. In addition, the program coordinator will be working with individual students and will be aware of the conditions under which they conduct their schooling, their work, and their personal lives and how these factors--apart from the effectiveness of their teachers and the modality--are affecting their academic performance.

Attachments 3.Assessment_plan_and_schedule.pdf, BBA_mouprogramreview012705.pdf,

Section IV: Resources

A. Faculty

1. Number and type (full-time, part-time, tenured, non-tenured) of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness.

There are 12 full-time tenured or tenure track faculty in the BBA program; of these, two are full-time administrators. One adjunct regularly teaches in the program: Bus 240, Business Law. The Economics department, which will contribute one of the West Hawaii courses, includes four full-time tenured or tenure-track faculty. It is presently envisioned that he West Hawaii program will be taught by fulltime faculty on overload, and the one adjunct; the program adheres to the requirements and structure of the on-campus program. The special West Hawaii section will also be open to on-campus students. Discussions are under way to determine if a less costly arrangement will be acceptable to faculty and the faculty Union, for example one in which a single larger section of a course is offered in a semester instead of two sections, with faculty receiving a stipend rather than a one-course overload.

Should West Hawaii students elect to do an internship, it is likely that the same supervisor will oversee that internship as oversees the Hilo internships.

All full-time faculty participate fully in assessment discussions and activities.

2. Information about the balance of full- and part-time faculty members involved, and how that balance will ensure quality and consistency in instruction and advising.

Except for one course taught by a long-time adjunct, fulltime faculty will teach the courses they regularly teach to on-campus students.

3. Analysis of the impact that the proposed program or change will have on faculty workload for all involved in the program, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this program? What will be the maximum number of students that each faculty member can advise?

Present plans are that all courses will be taught on overload. (The lecturer will have an additional section of her one course.) As the attached "WH Schedule" indicates, for the first two semesters, no faculty will teach more than one West Hawaii course. Once students have chosen the degree specialization, the appropriate instructors will be assigned and it is possible that some might have to teach two West Hawaii overload courses spread over semesters three, four, and five. The program will have an impact on faculty in that overloads take time away from scholarship and research, and some additional time will be required for faculty to visit their West Hawaii students and to review the effectiveness of the program. As indicted in section IV.A.1 above, the program is considering alternatives to the full course overload model.

All West Hawaii students will be advised by the West Hawaii program coordinator, a full-time BBA faculty assigned to this position. (The coordinator receives a stipend rather than course release.)

4. Preparedness of faculty to support the modality of instruction. Are faculty development opportunities available? Include any faculty guidelines for online instruction.

All classrooms used for BBA courses are fully equipped with instructor computers, multimedia, and internet access. Modest adaptations in teaching style will be required to manage students at two sites via PolyCom; one-on-one support will be provided by the staff of the Instructional Technology and User Services (ITUS) staff. (See section IV.D. Technology below.)

All instructors are experienced users of the Laulima online learning management system to supplement their classroom teaching. Should instructors desire to learn additional Laulima functions, one-on-one support is available from ITUS staff.

5. Overview of the key credentials and experience of primary faculty responsible for the program. Include

abbreviated vitae (3-5 pages) that demonstrate the most current activities in relationship to the program (scholarship, teaching, etc.).

All tenured and tenure-track faculty have the doctorate, all are experienced teachers in their fields, and all have active research agendas. Attached are the 2010 data sheets submitted by each faculty; these serve the function of abbreviated curriculum vitae.

Attachments 3.WH_Schedule_w_Faculty.pdf, 4.West_Hawaii_Faculty_Data_Sheets.pdf

B. Student Support Services

1. Assessment of student support needs including, but not limited to:

a. Ongoing academic advising and academic support

b. Financial aid advising

c. Career placement services

All West Hawaii students will receive advising and academic support from the West Hawaii program coordinator.

Financial aid and career placement services: UH Hilo provides the full range of services to students, including off-campus students: Admissions, Records (includes registration), Counseling, Career Placement, and Financial Aid through the Division of Student Affairs (DSA): http://hilo.hawaii.edu/studentaffairs

DSA services are accessible to off-campus students primarily by phone during office hours (7:45 am-4:30 pm, weekdays except state and federal holidays). In addition, forms and information are also available at the webpages of the various units.

The University Center at West Hawaii provides back-up student support, in particulat proctoring, technological and library resources, but program students are UH Hilo students and as such are entitled to all UH Hilo services.

2. Availability of support services for students and faculty, including helpdesk hours.

UH Hilo's InstructionalTechnology & User Services (ITUS) and the University Center at West Hawaii provide classrooms equipped for PolyCom and multimedia delivery; they also provide technical staff.

UH system technicians provide prompt online assistance with Laulima (http://laulima.hawaii.edu) via email to both faculty and students, seven days a week, including evening hours.

UH Hilo staffs a helpdesk from 7:45 am to 4:30 pm weekdays, and the UH system Information Technology Services offers helpdesk assistance system-wide by phone and by email 8 am to 7 pm, four days a week and 8 am to 4:30 pm on Fridays. Helpdesk services are not offered on weekends. It is worth noting that the majority of students requesting assistance need it for Laulima alone.

C. Information Literacy and Library Resources

1. Description of the information literacy competencies expected of graduates (applicable only at the undergraduate level, CFR 2.2a) and how they will be evaluated.

The eight current program goals do not explicitly include information literacy; however, the following imply the ability to read critically and to use responsibly information from a variety of sources:

- Express ideas clearly, logically, and persuasively in oral and written communication
- Demonstrate comprehension of how ethical issues and responsibilities affect decisions and actions

- Demonstrate the ability to analyze information critically, regardless of form
- Demonstrate the ability to analyze complex, unstructured qualitative and quantitative problems, using appropriate tools and technology

As indicated in the assignments described in syllabi for Mgt 300 and 490 and QBA 361 (attached to section III.A), students have many opportunities across the BBA curriculum to cultivate these skills.

2. Description of how library resources will be used in the curriculum.

Online databases are available to all students regardless of location. The library offers online training in the locating and use of such such sources (see below), and class time is devoted to these as appropriate.

QUERY: Does the program contain a research component in any of the courses? If so, please describe how the library will be used to complete such assignments.

RESPONSE: Please review the attached syllabi for MGT 300, 423, and 490. Each contains opportunities for students to use online databases to research issues raised in the course. The UH Hilo library offers training and guidance to students and instructors in conducting such research, with such assistance available both online and face-to-face at both the Hilo and West Hawaii libraries.

3. Description of what staffing and instructional services have been put in place and what library and informational resources are available to students and faculty, onsite and remotely, in support of this program. Include a description of the library's information literacy program.

The West Hawaii center has a small library staffed by a fulltime professional librarian and a part-time assistant: http://www.hawcc.hawaii.edu/ucwh/library.html . Reserve materials be available. As a member of the UH system consortium of libraries along with UH Hilo‘s library, the West Hawaii library has access to the online databases and other resources available to other system libraries.

In Hilo, Mookini Library has a full-time, tenured Distance Learning Librarian whose duties include ensuring that comparable library services are available for UH Hilo distance learners and faculty. These services include access to library materials (including books, journal articles, A/V, course reserves), reference assistance, and research skills instruction. Instruction is available for both classes and individuals. The Library is committed to improving and maintaining both print and online collections for both books and journals.

The instructions for the Library’s information literacy program for online classes are available at:

http://library.uhh.hawaii.edu/instruction/Laulima_intro_dl_revS11.pdf

More information about Mookini Library's distance learning services can be found at:
http://guides.library.uhh.hawaii.edu/distance

Alphabetical and subject-area lists of journal article databases and lists of individual journals can be accessed from the links under “Find Journals & Articles” on the library’s home page: http://library.uhh.hawaii.edu

Library research guides can be created for subject areas or tailored to the needs of a specific course:
http://guides.library.uhh.hawaii.edu/profile.php?uid=25065

4. If additional information literacy and library resources are deemed necessary, specify what these resources are and detail the institution's long-term financial commitment to implement this program.

The library has been allocated a one-time $13,200 infusion to ensure that its resources and services are appropriately expanded to serve West Hawaii BBA students. (See the attached "Straney fund allocation"; library costs are included in "program overhead.")

Mookini Library has an extensive information literacy program which extends to distance learners through technologies like the library’s own information literacy program in Laulima at
http://library.uhh.hawaii.edu/instruction/Laulima_intro_dl_revS11.pdf

Library guides can be developed for individual programs: aample LibGuides developed for different programs are posted at this site:

http://guides.library.uhh.hawaii.edu/profile.php?uid=25065

5. Access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both faculty and students.

Mookini Library utilizes a shared online catalog, Voyager, with the other UH system libraries which shows print books, some online books, CDs, DVDs, government documents, maps, and course reserves. A separate service, Serials Solutions, lists access to online journal articles and databases, many of which are linked together to make finding information across multiple vendors easier for the patron.

Mookini Library is open more than 80 hours per week during the Fall and Spring semesters and has more than 120 computers for student and faculty use. There is also wireless Internet access in the library. However, both the student computers and wireless network in the library are controlled by another department on campus, Academic Computing Services.

Loans of materials are available from other libraries both within the UH system and from mainland libraries (some fees and restrictions may apply). Journal articles are emailed to hawaii.eduaccounts. More information is available at:

http://library.uhh.hawaii.edu/lib_services/services/loans.html

In special cases, books may be mailed to distance students and faculty
http://library.uhh.hawaii.edu/lib_services/policies/DL_shipping.pdf

Mookini Library is in the process of implementing the ILLiad system for loans of materials to / from libraries outside the UH System.

Attachments 4.Straney_funds_authorization_2911-12.pdf

D. Technology

1. Description of the institution's technological capacity to support teaching and learning in the proposed program.

Through the Office of Campus Technology (OCT), http://hilo.hawaii.edu/oct , UH Hilo offers a full range of technological services and support for faculty, staff, and students. Externally, the campus has 10 Gigabit communication capacity to UH system and beyond with Internet 2 capability. Fiber connections run throughout the campus and the entire campus has wireless access to the internet. All classrooms have multimedia and internet access, and there are computers available for student use at multiple points around campus.

In addition to instructional use of technology, UH Hilo, as part of the UH system, has fully functional administrative and student services computer systems to handle a wide range of campus functions.

As indicated elsewhere, COBE has a dedicated classroom set up with PolyCom and multimedia that can be shared with West Hawaii students and on-campus students; the University Center at West Hawaii has classrooms with similar set-ups. Both UH Hilo and the West Hawaii Center have technological staff responsible for maintaining these facilities.

UH system technicians provide prompt online assistance with Laulima via email to both faculty and students, seven days a week, including evening hours.

UH Hilo staffs a helpdesk from 7:45 am to 4:30 pm weekdays, and the UH system Information Technology Services offers helpdesk assistance system-wide by phone and by email 8 am to 7 pm, four days a week and 8 am to 4:30 pm on Fridays. Helpdesk services are not offered on weekends.

2. Description of the institution's provisions for students in the proposed program to gain full access to course materials.

All course materials are posted on Laulima course websites and are available to students 24-7 during the semester. These materials can be downloaded and saved on individual student computers. Our students must agree to manage these materials with academic integrity.

Mookini Library has a full-time Reserves clerk who coordinates both physical and online Course Reserves of book chapters, journal articles, and DVDs. She works with the West Hawaii librarian to provide services to UH Hilo students taking courses at the West Hawaii center. Course Reserves are accessed through the library's Voyager online catalog.

Instructions and forms for faculty to place items on Reserve are available at:

http://library.uhh.hawaii.edu/lib_services/services/reserves.htm

Students and faculty can also contact the full-time Distance Learning Librarian for any assistance with accessing information resources and services.

3. Description of the level of technology proficiency expected of students and faculty.

Access to and training in the use of online databases is provided by the UH Hilo library, as described above in section IV.C.

Students and faculty are able to use Word and the internet.

UH Hilo's Distance Learning webpages, developed and maintained by the campus Distance Learning Coordinator, offers an online readiness check for students that includes training in four basic functions of Laulima Other forms of support for online students is also provided at the DL webpages: http://hilo.hawaii.edu/academics/dl

UH Hilo's office of Instructional Technology and User Services (ITUS) provides workshops and one-on-one training in instructional software and in on-line course design, as well as support for PolyCom, Laulima (Sakai) as well as Skype, iSpring, and other inexpensive or free resources that are useful in off-site as well as on-line teaching and learning. The webpage of ITUS is: http://hilo.hawaii.edu/oct/itus/

4. Description of how students will receive training on how to utilize program required technology.

Laulima is so widely used in the UH system that most students will come to the program with extensive experience as Laulima users. Those who do not have prior experience will be assisted by West Hawaii staff as part of their services to distance students, and instructors typically include an overview and instruction to Laulima at the beginning of each course or embed assistance in their Laulima course websites.

The PolyCom/multimedia setups require students mainly to act as if they were in a traditional class.

5. Description of how the institution will ensure business continuity during system failures (major or minor) or scheduled service interruptions.

At the campus level, continuity and safeguarding of network services are assured by provision of two network paths to each building. Externally, the network connects to the UH system through the university fiber system and through the state fiber system separately. In addition, all internal communication systems and servers are on Uninterrupted Power Supply (battery back-up) to ensure safe power-down if there is power disruption. Scheduled service interruptions occur after 10pm or on weekends and are announced to the campus community.

The West Hawaii Center has corresponding safeguards for their systems.

6. Description of the provisions available to faculty to ensure that the enrolled student is the student completing the coursework. See **Best Practice Strategies for Promoting Academic Integrity in Online Education.**

The PolyCom system and frequent visits by faculty to West Hawaii ensure that faculty and students are well acquainted. In addition, the Laulima system is secure, with access to course websites requiring students to enter their hawaii.edu usernames and passwords.

Faculty can arrange for proctoring of examinations for West Hawaii students, another service of University Centers.

The institution has clear guidelines and procedures addressing academic honesty and dishonesty: the Student Conduct Code contains a detailed description of academic honesty and procedures for students who violate that expectation. The conduct code is posted at http://hilo.hawaii.edu/catalog/student-conduct-code.html ;

Academic regulations pertaining to academic dishonesty occupy a section in the university catalog; see http://hilo.hawaii.edu/catalog/academic-dishonesty.html

In addition, the university website provides online resources for instructors in how to promote academic honesty:

http://hilo.hawaii.edu/uhh/teaching/PreventingPlagiarism.php

UH Hilo's Kilohana Academic Success Center offers Turnitin, with online training for faculty and students:

http://hilo.hawaii.edu/kilohana/documents/Student_Manual_en_us.pdf

http://hilo.hawaii.edu/kilohana/documents/instructor_quickstart_guide.pdf

http://hilo.hawaii.edu/kilohana/documents/Instructor_Manual_en_us.pdf

And finally, all program syllabi include a statement on academic honesty.

E. Physical Resources

1. Description of the physical resources provided to support the proposed program(s) and the impact of the proposed change on the physical resource capacity of the institution. This includes, but is not limited to, the physical learning environment -- classrooms, study spaces, student support areas.

The CoBE PolyCom classroom is equipped with a new system that enables students in both classrooms to see and hear each other and the instructor, and enables the instructor to display the white board, PowerPoint presentations, video, internet, and other lecture materials to students in the West Hawaii receiving classroom as well as to students in the Hilo classroom. West Hawaii classrooms are already equipped in this way, and an additional such classroom is being set up.

F. Financial Resources

1. Assessment of the financial viability and sustainability of the program including:

a. Narrative describing all start-up costs for the institution and how the costs will be covered (including direct program cost and institutional indirect cost). Costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included.

Start-up costs have included equipping the CoBE classroom (UCB 114) with PolyCom equipment and equipment enabling the sharing of the whiteboard, internet, PowerPoint, ELMO, video, and other lecture materials with students in West Hawaii. An additional West Hawaii distance ed classroom is being set up in this fashion. West Hawaii has other classrooms already appropriately equipped, as other UH system distance programs are and have been delivered there. In addition to covering one-time technology costs ($10K), the university is providing funding for program promotion ($16.4K), program overhead ($16.8 K) for one-time library enhancement and coordinator stipend, and the cost of faculty overloads for the first semester ($22.8K). (See the attachment "Straney funds authorization.")

Since the allocation, the Business program has that faculty stipends rather than faculty overloads are appropriate and will ensure the sustainability of the program. West Hawaii students will be enrolled in, and participate fully in, the same courses being offered to Hilo students, in the PolyCom classroom; faculty will be given a stipend of $1000 per program course along with travel expenses to make four trips per semester per course to meet with West Hawaii

students and conduct class from that site.

b. Total cost of the program to students, including tuition and any special fees.

Undergraduate tuition in 2011-2012 is $ 235 per credit for part-time students and $2,820 per semester for fulltime students; fees are $118 per semester for part-time students and $152 for full-time students. Tuition for 2012-2013 and beyond has not yet been announced, but it is expected that any increase will be modest. Assuming that tuition does not increase, the Spring 2012 semester and the Spring 2014, in both of which students will take three 3-credit courses (part-time), will cost students $2,115 plus $118 in fees per semester (parttime) in fees or $ 4,466. In the Fall 2012, Spring 2013, and Fall 2013 semesters, students will be taking four 3-credit courses per semester (fulltime) and will pay a total of $ 8,460 in tuition plus $152 in fees per semester, or $8,916. The total cost for the degree program for students enrolling for the minimum number of courses will be $13,382. Non-resident tuition is higher, but we do not anticipate that any students will not be residents of the state of Hawaii.

c. Financial impact of the change on the institution including evidence that the institution has the capacity to absorb start-up costs. If the institution has incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution to start and sustain the new program(s) is required.

As indicated in section IV.F.1, start-up costs have already been provided by the university.

The integration of West Hawaii students into Hilo courses and the modest stipend and relatively low cost for West Hawaii travel for faculty mean that the program can be sustained with as few as five students per course. Under present conditions, the College would be able to absorb costs even if West Hawaii enrollment drops below five because of salary savings.

UH Hilo has not incurred a deficit at any time in its history; as a campus of the UH system, it is required to make internal adjustments so that it lives within its revenues and allocations.

d. Statement of the minimum number of students per year necessary to make the program financially viable. The budget should reflect anticipated attrition and should include plans to respond to low enrollment.

The attached projection assumes five students--a realistic figure for the first cohort. We anticipate that the second cohort will be larger, as word of the program spreads through the region and as communication with regional high schools encourages students to transition through the new West Hawaii/Hawaii CC campus into the BBA program.

e. Budget projection, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs. The budget should include all budgetary assumptions. (The attached budget template is provided as a model of the level of detail the Committee expects, but is not required. The template may be modified as appropriate.)

Query: The Committee may request that you provide a breakdown of the following line items: unique program costs.

Response: Since the initial submission, the program has changed from a course-overload to a stipend model for compensation for instructors. The attached projection reflects this new model. The "unique program costs" are explained in the highlightd text below.

As indicated above, start-up costs have been covered by the university, and technological, library, and student service support are covered by both UH Hilo and the West Hawaii University Center. Instructional costs are the $1000 stipend per faculty per course per semester. Unique program costs include the $300/month stipend for the program coordinator and the cost of faculty travel between Hilo and Kealakekua and incidental expenses ($280 per trip, four trips per course)

Attachments 4.Straney_funds_authorization_2911-12.pdf, BBA_WH_cost_projection_5_students_5_yrs_final.pdf

Section V: Teach-out

A. Teach-out

1. Teach-out plan detailing how students who begin this program will be able to finish if the institution determines that the program is to be closed. Please see WASC's **Policy on Teach-Out Plans and Teach-Out Agreements.**

University of Hawai`i Board of Regents policy 5.1.g.3 provides that

> Provisional and established programs deemed out-of-date or nonproductivemay be terminated by the President in consultation with theBoard, following a stop-out of the program by the administration. Commitments to students already officially enrolled in such programs shall be met but no new program admissions shall take place.

Each campus is responsible for working out the details of enabling students to complete program requirements. While it would be permissible for programs at different campuses in the system to collaborate in providing students with appropriate coursework, it would not be appropriate for such arrangements to require students to travel to an institution on another island or in another state.

The BBA program is well established and well enrolled. We anticipate that the first cohort will draw resources from the college, in particular the costs of faculty overloads. However, with the new Hawaii Community College campus in West Hawaii and the anticipated marketing efforts, we expect that the second cohort will be large enough to cover all or most instructional costs. Nevertheless, should the university administration require closure, or should the college faculty decide that the program cannot be sustained, no new cohort will be began and students in the ongoing cohort will be enabled to complete their requirements via directed reading courses. One or two business faculty have expanded their Laulima materials and are considering experimenting with a completely online course, and it is possible that at least some program courses will eventually be offered online and could accommodate off-campus as well as on-campus students. In any event, the college will ensure that students, once admitted to the program, will be able to finish it.

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