External Review of Division of Business Administration

University of Hawaii-West Oahu

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PREAMBLE

The Division of Business Administration (hereafter, BUSA Division) of University of Hawaii at West Oahu (UHWO) offers a Bachelor of Arts in Business Administration (BABA) with concentrations in General Business (GBUS), Accounting (ACC), Marketing (MKT), Finance (FIN), Management (MGT) or dual concentrations in BABA, and a certificate program in Risk Management & Insurance (RMI). FIN, MGT and RMI were launched in the recent years from fall 2009 to fall 2013. Overall, BABA has been well received and in keeping with the demand for quality education as proposed. This review is limited to BABA program and Division of Business Administration only.

The following materials have been reviewed and meetings have been conducted for this program review purpose:

1. UHWO General Catalog 2013-14
2. UHWO Business Administration Program Review Internal Report: Fall 2013 (hereafter, Internal Report)
3. UH West Oahu’s Program Review Handbook.
4. Meeting with Dr. Linda Randall (Vice Chancellor of Academic Affairs) and Dr. Eun Ahn (Interim Associate Vice Chancellor of Academic Affairs) on May 5
5. Meetings with Dr. Derrek Choy (Business Administration Division Chair) on April 15 and May 5, and meeting with Dr. Keith Sakuda (Management professor) on May 20

6. UH Website (www.uhwo.hawaii.edu)
General Comments

UHWO has successfully completed the “Introduction” stage and is entering “Growth” stage of Product Life Cycle. This review pays special attention to Quality Control and Resources issues. These two items (Quality Control and Resources) are particularly important to any organization in the Growth stage.

This review is divided into two parts: (A) Strengths, and (B) Weaknesses and Suggestions as follows.

A. Strengths:

1. BABA program has successfully designed and expanded in a short period of time to provide UHWO students with an extensive education in all the primary areas of business, including accounting, finance, management, and marketing. Furthermore, it offers a broad-based multi-disciplinary approach and classroom environment where students can learn and analyze complex business problems that will help them excel in an ever-changing business environment.

2. BABA program and BUSA Division are handled and designed by dedicated, enthusiastic and experienced professors and
administrators to cope with the rapid growth of BABA program and BUSA Division.

3. Significant revisions and improvements such as the revision of the ILOS, DLOs, and CLORs as well as the introduction of GELOs, the addition of new courses of entrepreneurship, business ethics, and international business have been made since the last BUSA review of 2008/2009.

4. It is commended that a variety of teaching and learning approaches have been conducted. The adoption of student centered approach (small class, dedicated instructors, close relationship between instructors and students, etc.) is highly encouraging.

5. Internal Report is well prepared. BUSA Division is aware of its strengths and weaknesses and is willing to improve continuously.

6. BABA program has successfully completed the “Introduction” stage and is entering “Growth” stage of its “Product Life Cycle.”

B. Weakness and Suggestions:

1. Lack of Clear Mission Statement
UHWO Mission Statement is cleared stated on UHWO General Catalog (p. 8). However, BUSA Division lacks a clear mission statement which should be generated by concerted efforts of its stakeholders. As Internal Report (p. 85) points out that it has not been a priority to generate such a mission statement. However, mission statement is particularly important in this Growth stage because it will be able to guide the actions of the organization, spell out its overall goal, and guide decision-making. [Division of Education has its mission listed on UHWO General Catalog (p. 51).]

Suggestions:
It’s better to have a clear mission statement generated by concerted efforts of its stakeholders, which is relevant to business education and where the learning outcomes are more measurable. Also, a mission statement provides the framework within which the organization’s strategies, which are lacking as well, are formatted.

2. Lack of Business School Accreditation

Suggestions:
Accreditation by a national or international organization is one important Quality Control or Corporate Governance tool in higher education. It assures students that an institution of higher education adheres to high quality standards. Both UH-
Manoa and UH-Hilo are AACSB (The Association to Advance Collegiate Schools of Business) accredited. If AACSB accredited is not feasible in the near future for BUSA Division. It is strongly recommended that BUSA Division apply one of the two following organizations in the United States or abroad who grant accreditation to business education: ACBSP (The Association of Collegiate Business Schools and Programs), EQUIS – EFMD (European Quality Improvement System – European Foundation of Management Development). Accreditation can ensure the on-going monitoring of the program’s development and enhancement.

3. Not-so-strong Brand and Identity of Business Education

Suggestions:
All major universities offering business education in Hawaii have either a Business School or a College of Business. It is strongly recommended a School of Business or College of Business be created to consolidate and advance Business Administration education and resources to meet the needs of West Oahu and the state of Hawaii.

BUSA Division successfully separated from the Division of Professional Studies in fall 2011. Entering the “Growth” stage, it will be helpful for BUSA Division to be named as a School or a College. With a name of School (model of UH-Hilo,
Chaminade University of Honolulu, Wayland Baptist University-Hawaii) or College (model of UH-Manoa, BYU-Hawaii, Hawaii Pacific University) UHWO and BUSA Division will be easier to recruit business faculty, students and to raise funds.

4. Insufficient Faculty and Personnel Resources

The number of BABA students has been doubled from 335 students in 2008 to over 600 students now with only nine full-time BUSA faculty members. Student-Faculty ratio of BUSA Division consistently remains above 60 students per faculty, which is higher than the other divisions of UHWO.

Suggestions:
Evidenced by the growing market demand, particularly the West Oahu business sector, sufficient faculty/staff resources are strongly recommended. Based on the Internal Report data, it is clearly that BUSA Division should either increase the size of full-time BUSA Division faculty or lower the enrollment of BUSA students. Either to increase the size of BUSA Division faculty by allocating more financial and physical resources or to lower the enrollment of BABA students by a higher admission standard for entering BABA students is a managerial decision.

Currently the admission requirements for BABA students are the same as the other UHWO students. With the increasing enrollment of students, constant reviews of the admission
requirements are needed to make sure there are sufficient human 
and physical resources to handle the increasing enrollment.

5. Low Salaries of BUSA Division Full-time faculty

Suggestions:

It is noted that average salary of BUSA Division full-time 
faculty are significantly lower than its counterpart at other 
universities such as California State University or UH-Hilo 
(Median salary of spring 2014 is $121,662). UHWO administrators 
are aware of this issue and hopefully adjustments can be made 
in the near future when possible.

6. More Business Education is Needed

Suggestions:

Hospitality/Tourism and real estate are two major industries in 
Hawaii. To meet the rapid development needs of West Oahu, it 
is highly recommended that BUSA Division start to offer (a) 
Hospitality & Tourism Management concentration and (b) a 
certificate program, similar to RMI certificate program, in the 
area of Real Estate. Advanced professional programs should 
also be developed for the growth of the division. If possible, 
BUSA Division should evaluate the market demand to offer CPA 
and CFA review classes to help UHWO students excel in business 
career.
7. Lack of Executive Education

Suggestions: It is time to think about offering executive education to business executives in the West Oahu, Hawaii and internationally. The purpose of offering executive education is to equip executives with knowledge, tools and relationships to succeed in their daily business and management and also to seek financial resources for BUSA Division and UHWO.

8. More International Students and International Education Opportunities are needed

Suggestions:
Based on the IIE (Institute of International Education) Open Doors report, from 2007 to 2013 there has been a 41% increase in international students to the United States, while Hawaii has experienced a 26% reduction in international student arrivals. BUSA Division students should be exposed to international experience by having international classmates/friends, exchange students programs, international internships, study abroad programs, and overseas field studies.

9. Consideration of Branding Issue

Suggestion:
What is the most important asset the new University of Hawaii president can bring to the job? According to May 16, 2014 Pacific Business News, 59% of respondents say that it is “Strong Strategic Thinking.” It is time for BUSA Division to think about branding issue: What makes UHWO BUSA Division unique? What value does it provide? And what UHWO BUSA Division can bring and others can’t?

10. Quality Control on the Content and Delivery of Business Knowledge

To make BUSA students as well-trained as stated in the UHWO General Catalog, the BABA program needs to fine-tune the program content and delivery of knowledge to consistently provide the necessary knowledge and skills for students’ future career advancement.

Suggestions:

a. Syllabus policy

Syllabus provides information to students and serves as an informal contract between the instructor and the students. In addition, the syllabus communicates information both internal to the BUSA Division as well as outside the Division. A syllabus policy covering syllabus contents (instructor’s name, office location, contact numbers, course requirements, grading policy, etc.) will ensure syllabi
carefully prepared, informative, complete and available to students.

b. Minimum Subject Content Requirement

“Minimum Subject Content” requirement of each course is helpful and can serve as guidelines to different instructors for teaching quality control purposes. However, instructors are not bound to teach materials that are beyond the minimum. This requirement is particularly useful to guide part-time lecturers and visiting professors.

c. Curriculum Committee

Due to the rapid growth of BABA program and BUSA Division, it is recommended to establish BUSA Division Curriculum Committee, consisting representatives from each Concentration, to discuss, review and approve business curriculum changes and issues before submitted to UHWO Curriculum Committee for further actions.

d. Monitoring Policy over Distance Learning Courses

Table 3 of Internal Report shows that much more online courses have been offered in the last five years, i.e., from fall 2008 (3.7 courses per faculty) to fall 2013 (12.6 courses per faculty). It is important to have effective
monitoring policy to proctor closed book exams and quizzes, and to ensure students learn as a course taken on campus. It is recommended that a variety of forms and criteria be proposed to facilitate the assessment suitable for different pedagogies.

e. Internships Arrangement
To link the theory with practice and enhance job opportunities, it is important to offer internship course to interested BUSA students. It is expected the market demand for internship course to be increase due to the increase in the size of BUSA students. An office in charge of arranging internships should be established to release the burden currently on BUSA faculty to arrange internships.

f. Professional Development
Courses to improve the soft skills including communication, coordination and leadership, etc. should be encouraged. Opportunities to exchange with practitioners would be beneficial to BUSA students too. A one- or zero-credit course on Professional Development could be considered. Students will be able to learn from guest speakers by participating in seminars, field trips, intensive workshops, and hands-on experience sessions.
g. Research Training

Given that the volume of business standards, tax codes and legal regulations multiply as business issues become more complex, it is increasingly important for students to be equipped not only with business knowledge but research skills to search for knowledge to solve business problems. It would therefore be useful to enhance student research skills and abilities by adding research component into business curriculum.

h. Creation of Office of Internships and Career Development, Alumni Office, and Office of Student Academic Services

It is recommended that the following three offices be established, when resources are available, under BUSA Division to handle and coordinate job-related, alumni and student advising matters:

(1) Office of Internships and Career Development

This office is responsible for providing extensive on-campus interview programs, career fairs, and workshops, and providing career advising including arranging internships and job opportunities for students. This office maintains a business and alumni network that provides a link between
recruiters and students to maximize the potential for successful internship and permanent job placement.

(2) Alumni Office
This office is responsible for building up strong alumni relationships and network to support education. It provides a link between alumni and BUSA Division to maximize the potential for successful education. Alumni can help to provide internships, job opportunities, input to curriculum, and help to provide sources to school and support its activities, etc.

(3) Office of Student Academic Services
This office is responsible for providing academic advising to students, assisting students with program planning and course selection; learning University policies and procedures, fulfilling graduation requirements in a timely manner; and exploring transfer credit, study abroad exchange, and other educational opportunities, resources, and options.

**Conclusion**

Overall, BUSA Division’s learning outcome, structure and content are appropriate and well-stated in the Internal Report and are in line with the vision and mission of UHWO. However, a clear mission statement of BUSA Division is still needed so that its
strategies, learning outcomes and curriculum, and allocation of resources can be better aligned with its own Mission Statement.