

**UNIVERSITY OF HAWAI'I AT MĀNOA
SHIDLER COLLEGE OF BUSINESS
UNDERGRADUATE MAJOR IN ENTREPRENEURSHIP
PROPOSAL**

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**PROPOSAL FOR BBA/ MAJOR IN ENTREPRENEURSHIP
SHIDLER COLLEGE OF BUSINESS
UNIVERSITY OF HAWAI'I AT MĀNOA**

I. PROGRAM OBJECTIVES

Meeting Student, Community, and State Needs

One of the underlying objectives of the “University of Hawai'i System's Second Decade Project” is to balance our educational mission and economic development in Hawai'i. That report also outlined Hawai'i higher education needs in four major areas. These are:

1. Increase the educational capital of the state,
2. Expand workforce development initiatives,
3. Assist in diversifying the economy, and
4. Address underserved regions and populations of the state, particularly Native Hawaiians.

The undergraduate program in entrepreneurship will help meet these needs in the following ways.

1. It will enhance the education capital of the state by offering students the opportunity to earn an undergraduate degree in a program designed to produce future entrepreneurs. This enhances economic capital and development in two ways. First, these students will have acquired the skills and knowledge needed to start their own business, which is extremely important in a state where most firms are small businesses founded by local entrepreneurs. More importantly, graduates can use these same skills to help other state residents to start a successful business, or to facilitate the business planning process of those thinking of starting a business in Hawai'i. While the focus of entrepreneurs is usually to “make a job” rather than “take a job,” large organizations are increasingly becoming aware of the advantage of employing managers capable of noticing opportunities and shepherding them through the organization. The business planning and evaluation skills acquired by students in an entrepreneurship program also make these graduates attractive entry level managers for larger firms.

2. The program will expand workforce development initiatives by developing students with the capabilities needed to identify opportunities, evaluate their financial feasibility, outline service delivery or production schedules, formulate marketing strategies needed to successfully introduce new products or to build new firms around new products or services.

3. While business education generally plays an important role in supporting firms that will diversify the economy of Hawai'i, the role of the major in entrepreneurship will increase the population of well trained individuals. Existing research shows that students who take formal courses in entrepreneurship are more likely to start their own business. Thus, having a program for these potential entrepreneurs is extremely important to the rate of business-founding in Hawai'i, and some of these new firms will help to grow and diversify our economy.

4. The entrepreneurship major will have a positive impact, both direct and indirect, on serving underserved regions and populations, particularly Native Hawaiians. Because the Mānoa campus attracts students from all over the state, this program will be helping to diffuse a population of entrepreneurs to return to underserved areas and develop viable business. Students upon graduation are often forced to take employment in large metropolitan areas because underserved regions lack employment opportunities. This program is designed to attract and train students who will create employment opportunities in these regions.

This same effect should occur with respect to underserved populations, including Native Hawaiians. Research¹ has shown that some underserved populations feel alienated by, or exploited in, many work organizations. Entrepreneurial activity offers individuals the opportunity to build viable firms that will provide them a good livelihood and provide work opportunities for their own community.

BBA/Major in Entrepreneurship Objectives and Assessment Measures

Students who graduate with a major in entrepreneurship will be able to:

1. Be critical thinkers who are capable of identifying business opportunities and using cutting-edge analytical tools and problem-solving skills to both start new businesses and implement processes for successfully operating these businesses.

Assessment will be done using case assignments related to entrepreneurial firms and assignments related to feasibility studies of new business opportunities.

2. Communicate clearly and effectively, using both written and oral forms of communication, in their development and evaluation of business plans and funding proposals.

¹ The research of John Sibley Butler "Entrepreneurship and Self-Help among Black Americans" showed that early entrepreneurial efforts by black entrepreneurs provided access to good employment opportunities for others blacks. Ivan Light and Edna Bonacich, in their book, "Immigrant Entrepreneurs: Koreans in Los Angeles 1965-1982" found a similar link between entrepreneurship and the prosperity of Korean immigrants.

Assessment will be done by evaluation of students' written reports, written business plans, oral presentation of business plans and classroom discussion.

3. Use information technology to manage venture projects and schedules, build financial statements, assess risk evaluation, and prepare forecasting statements. Assessment will include computer assignments to prepare a venture schedule, complete financial statements, do risk assessment on the probability of events occurring as planned, and forecasting exercises.

4. Apply relevant financial principles to assess start up capital needs, cash flow needed for growth, break-even analysis and pre-and post funding valuation. Assessment will include problem exercises, business plans, and tests.

5. Effectively understand and be able to implement a marketing plan for a new venture. Assessment will be accomplished by marketing plan assignments, case analysis, classroom discussion and tests.

6. Understand ethical issues related to owning one's own business, and one's responsibility to both investors and employees. Assessment will include case analysis, classroom discussion, and projects.

7. Apply interpersonal skills to effectively market a product or service, and leadership skills needed to effectively lead an organization. Assessment will include role exercises, leadership exercises, case discussion, and team assignments.

8. Understand the concepts necessary to start their own businesses. Assessment will be done by following up on the activities of entrepreneurship majors using alumni surveys.

II. APPROPRIATENESS OF PROGRAM OBJECTIVES AS FUNCTIONS OF THE UNIVERSITY OF HAWAI'I AND THE SHIDLER COLLEGE OF BUSINESS

Relationship to the Mission of the Shidler College of Business

The statement of shared values in the Shidler College of Business' mission statements highlights that we want to develop a "culture that embraces creativity, seeks different perspectives and pursues new opportunities." It also highlights our desire to share that "entrepreneurial spirit and its associated knowledge with our community."

The undergraduate major in entrepreneurship supports this mission in several ways. First, we have a capable and able faculty with developed teaching

expertise and research experience in entrepreneurship. Entrepreneurship is identified as one of the distinctive competencies of the Shidler College of Business. Developing and offering a major in this field will facilitate the diffusion of this knowledge to our students, and hopefully through them to the broader community. The major will also focus on developing students capable of identifying commercial opportunities, especially in the technology sector, which is consistent with the college emphasis on “discovery and application” research. It will be recognized by our accrediting association the Association to Advance Collegiate Schools of Business (AACSB).

It should be noted that the Shidler College of Business has investigated offering a minor or certificate at the undergraduate level. University policy dictates that a major must first exist before a minor can be implemented. Following the approval of the BBA in Entrepreneurship, the College will investigate the need for a minor or certificate program, depending on student demand.

Relationship to the Mission of the University of Hawai‘i at Mānoa

The vision statement of the University of Hawai‘i at Mānoa states that “Mānoa strives for excellence in teaching, research, and public service” and that it “is an innovative institution, comfortable with change.” The program in entrepreneurship is also focused on public service by attempting to increase the population of local entrepreneurs with the expectation that this will have a positive impact on economic development. Entrepreneurship is also about appreciating change, and recognizing how change brings about economic opportunities. This is consistent with the goal of University of Hawai‘i at Mānoa to not only be comfortable with change but to also economically benefit from such change.

The undergraduate major in entrepreneurship is also supportive of several of Mānoa’s stated strategic imperatives. This is especially true with respect to economic development and a commitment to technology development and its eventual commercialization. Students are encouraged to focus on high value-added technology opportunities, which will result in a more diversified economy for our state, as well as social entrepreneurship opportunities that provide a viable financial return and also do good for the community.

Relationship to the University of Hawai‘i System Strategic Plan

The University of Hawai‘i System’s strategic plan “Entering the University’s Second Century. 2002-2010” stressed many of the same objectives that the Shidler College of Business has for its proposed undergraduate major in entrepreneurship. Higher levels of entrepreneurial behavior are clearly related to the strategic imperative to “improvement in the ...economic...well-being of current and future Hawai‘i generations.” This major is also supportive of the System’s mission to “promote distinctive pathways to excellence, differently

emphasizing instruction, research and service while fostering a cohesive response to state needs.” The entrepreneurship major will be a vigorous academic program, help promote interest in doing research in this area, and increase the local population of citizens focused on broadening the entrepreneurial base of the state.

Evidence of Continuing Need

In addition to the growing demand by students for entrepreneurship subjects offered by the Shidler College of Business, other universities in Hawai'i have also responded to student interest in this area. Hawaii Pacific University has both an entrepreneurship major and minor and has recently established a center for entrepreneurship. Chaminade University recently initiated an entrepreneurship program with 17 graduates in 2003, and it also houses the Hogan Center for Entrepreneurship. Brigham Young University recently received a naming gift for its entrepreneurship center, and is now called the Willis Center for International Entrepreneurship. They have also developed a number of new courses for students interested in entrepreneurship.

In addition to the university's efforts to meet the needs and demands of both potential and practicing entrepreneurs, there are a number of incubators, venture capital associations, government and private organizations that act to assist both potential and practicing entrepreneurs. Appendix A contains a list of over 30 such organizations. The existence of these organizations indicates that the need for the undergraduate major in entrepreneurship is high, and an unmet need.

The local business community has been extremely supportive of the efforts of the Shidler College of Business to increase both its entrepreneurial offerings and outreach efforts. Local donors have funded two chairs and an entrepreneurship center. The business community has also provided funds for an annual business plan competition, and supported sending a student team to the Asia Moot Corp business plan competition. Local entrepreneurs have taught entrepreneurship courses, and venture capitalists have participated in entrepreneurship classes as guest lecturers. Input from current donors and members of various advisory boards indicate that they view a major in entrepreneurship very favorably, and will continue to support the Shidler College of Business' efforts in this endeavor. This level of support from the local business community indicates that students benefit from formal academic training in entrepreneurship, and that they become valuable as managers, as well as successful entrepreneurs.

Nationally and internationally, there has been a growing demand for entrepreneurship courses and degrees. Dr. Jerry Katz at Saint Louis University, indicated that almost 200 universities that offered some type of program in entrepreneurship in 2000 and in his recently published book Dr. Bruce Barringer of Central Florida University indicated that some 2,100 universities now offer coursework in entrepreneurship and 400,000 students took at least once course

in entrepreneurship in 2005.² Appendix B outlines the undergraduate entrepreneurship programs at a number of our peer institutions. This increase in offerings clearly indicates that the demand for entrepreneurship programs is geographically and institutionally dispersed. In 1985, there were only two or three colleges offering any type of entrepreneurship program. The number of universities on the two lists indicates the rapid growth in demand that has occurred for subjects in this area.

Further support for ongoing student interest is the development of doctoral programs in entrepreneurship and an inability on the part of many universities to fill their open positions in entrepreneurship. At the Entrepreneurship Division of the Academy of Management in August 2007, it was reported that there were 45 endowed chairs in entrepreneurship that were not currently filled. The success of programs in entrepreneurship has resulted in this demand for faculty, and this further indicates support for a major in entrepreneurship.

Career Opportunities

There are no national-level data that measure the starting salaries of students with a major in entrepreneurship. Indiana University's Kelley School of Business reports that most of its graduates take entry-level jobs in management, marketing and finance. There are also some positions available in the venture capital industry, although these are very competitive. Baylor University, one of the first universities to have an entrepreneurship program, tracks their graduates and has found that students who take even a single course in entrepreneurship are more likely to start a business than those business students who do not take a course. The skills learned in the entrepreneurship major will supplement, not replace, the learning that occurs in an alternative major.

Many of the graduates of the Shidler College of Business have become successful entrepreneurs. These include Jay Shidler (Shidler Group), Eddie Flores (L&L), Mona Hirata (Weddings by Grace and Mona), Jeff Meyers (Meyers Corp.), Sandy Fong (Marketplace Shopping Center) and Curtis Freeze (Prospect Asset Management), just to name a few. Almost all job growth in the US has been fueled by new entrepreneurial firms and this is also true in Hawaii. In addition the emergence of the venture capital industry, the development of Angel Investment groups and Small Business Administration programs makes it easier for younger people who have the skills but have not yet accumulated large amounts of capital to start their own businesses.

² Barringer, Bruce R. (2009). *Preparing Effective Business Plans*. P.xiii, Upper Saddle River, NJ: Pearson/Prentice Hall.

III. PROGRAM ORGANIZATION AND DESCRIPTION

Curriculum Organization and Requirements

The BBA/Major in Entrepreneurship focuses on opportunity identification including global and local business opportunities, analyzing and evaluating business opportunities but as new independent business ventures or as new ventures within existing firms (corporate entrepreneurship), developing creativity and understanding innovation, ethical and social responsibilities for entrepreneurs, environment assessment for new ventures, marketing research, financial planning, developing effective business plans to obtain financing, sources of capital, legal issues related to starting and operating a business, valuation, family owned businesses, succession and opportunities for women and minority entrepreneurship.

The BBA/Major in Entrepreneurship requires the successful completion of requirements for the BBA. These are listed in Appendix C. The requirements for the BBA/Major in Entrepreneurship follow.

Admission Policies³

Admission to the entrepreneurship major is open to all students admitted to the Shidler College of Business. Thus, students can be admitted upon the successful completion of the following requirements.

1. Minimum of 55 credit hours of college-level work (junior standing),
2. Minimum cumulative GPA of 2.5 in all courses attempted (combined UH Mānoa and transfer GPA from all other colleges attended) and a minimum cumulative GPA of 2.0 at UH Mānoa (if courses have been attempted at UH Mānoa). If 30 or more credits with a 2.5 cumulative GPA have been completed at UH Mānoa, the transfer GPA will not be used to determine admission.
3. Completion of the following pre-business courses with a combined GPA of at least 2.5, with no grade below C-. Pre-business courses: ENG 100, 101, 200, or ELI 100; SP 151 or 251; ACC 201 and 202; MATH 215, NREM 203, BUS 250 or MATH 203, 241 or 251A; and ECON 130 and 131.⁴
4. Minimum grade of C- in ICS 101 (or equivalent).
5. If three or more business courses (or equivalents) beyond the pre-business courses have been attempted, a combined GPA of at least 2.5 in

³ Taken from the "University of Hawaii (Manoa) 2008-2009 Catalog, p. 183.

⁴ These courses articulate with courses taught at other units of the University of Hawaii system.

required in those courses.

BBA/Major in Entrepreneurship Requirements

Entrepreneurship Major: (15 credit hours, all with “C-” or better).

Requirements (9 credit hours)

MGT 320 Fundamentals of Entrepreneurship

FIN 341 Financial Aspects of New Venture

MKT 372 Marketing for New Ventures

and 2 electives (6 credit hours) from:

MGT 345 Entrepreneurial Ventures

MGT 461 Corporate Entrepreneurship

MGT 450 Family Business

MGT 321 Project Management

MGT 341 Behavior in Organizations

MGT 344 Seminar in Management

MGT 351 Human Resource Management

ITM 385 E-Business

MKT 363 Customer Relationship Marketing

MKT 362 Internet Marketing

MKT 341 Retailing Management

MKT 351 Professional Selling

MKT 352 Sales Management

FIN 307 Corporate Financial Management

Advising and Counseling Services

Students majoring in entrepreneurship will be advised by the advisors in the Shidler College of Business’ Office of Student Academic Services.

Programs and Student Support Services include:

- Advising
- Internships & Career Development
- Global Community Outreach
- Admissions
- Alumni Connections & Mentoring
- Advocating

Each semester this office conducts admission advising group sessions where students from all University of Hawai’i campuses, considering entering the Shidler College of Business have the opportunity to meet with an admission counselor for a one-on-one session and explore the opportunities for a degree in business.

Entrepreneurship majors will also be able to get advice and assistance from the faculty and staff associated with the Pacific Asian Center for Entrepreneurship & E-Business.

Other Student Support Activities

Students majoring in entrepreneurship will especially benefit from participation in Shidler College of Business activities focused on entrepreneurship. The staff of the Pacific Asian Center for Entrepreneurship & E-Business (PACE) has two extremely useful programs for prospective entrepreneurs. One is their “Virtual Professional-in-Residence Program,” which allows students to get free advice and assistance from a pool of venture capitalists, entrepreneurs, and experienced business persons over the phone or Internet. A second program, the “Professional-in-Residence Program,” brings a business expert to campus each Thursday and affords students the opportunity to make private or group appointments with these experts.

The Shidler College of Business, through PACE, holds an annual business plan competition and participates in business plan competitions at other universities.

The entrepreneurship club, supported by PACE, provides an opportunity to interact with other students, and is open to students across the campus to encourage interactions between potential entrepreneurs, especially in the area of science and technology. PACE supports the club by providing office space as well as in finding interesting and willing speakers for their meetings.

The college also has two Kipapa i ke Ala lectures each year, where students have an opportunity to interact with successful entrepreneurs who are invited to be guest speakers. PACE also invites a number of entrepreneurs to speak to students each year.

IV. STUDENT ENROLLMENT DEMAND

Link to Mission – The Intended Student Population

The University of Hawai‘i At Mānoa serves both resident and non-resident students. A number of non-resident students come from countries in the Asia Pacific region. One of the main goals of the Shidler College of Business is “attracting Hawai‘i’s top high school students and building a life-long network of future Hawai‘i-based business leaders.” Attracting talented students from other countries and states, who remain in Hawai‘i after graduation and start successful businesses, is consistent with this primary goal. Another hope of the Shidler College of Business, expressed in its strategic plan is to “utilize the Shidler College of Business’ location in Hawaii and the Asia Pacific region to attract students and offer unique programs that distinguish us.” Including small business and entrepreneurship as major areas in our curriculum is one way to accomplish this goal.

We expect the entrepreneurship majors will come from some students selecting this major over other existing majors, from some who will choose to use entrepreneurship as a double major, and that it will attract some students who formerly might have chosen a major other than business.

Number of Majors Expected by Year and Expected Service to Non Majors

Table 1 indicates the projected demand for entrepreneurship courses by majors and non-majors based on our current demand for these subjects. The expectation is that this rate will be relatively stable over the three year provisional period and into the near future. This lack of growth is the result of resource constraints related to the number of sections that the Shidler College of Business can offer in this area. Non-majors in other business areas often take entrepreneurship courses because, as small and medium size businesses become a larger component in our economy, knowledge about entrepreneurs, entrepreneurship and their role in the economy is extremely valuable. Undergraduate entrepreneurship courses at the Shidler College of Business have very high levels of enrollment and demand often exceeds class limits or the seating capacity of assigned rooms and the number of faculty available to teach these courses. Many of the students currently taking the core course in entrepreneurship have indicated that they would become entrepreneurship majors if the major was available. However, these resource constraints are anticipated to continue in the near-term and although it will be possible to make some increases if demand warrants, they are likely to be incremental.

Table 1. Estimated Enrollment for Entrepreneurship Courses

Academic Year	Provisional Years			Projected Year				
	Year 1 2009- 2010	Year 2 2010- 2011	Year 3 2011- 2012	Year 1 20012- 2012	Year 2 2013- 2014	Year 3 2014- 2015	Year 4 2015- 2016	Year 5 2016- 2017
Student Headcount (Fall)	50	70	75	80	85	90	90	90
Non-Major Student Headcount	100	100	100	100	100	100	100	100
Student Semester Hours	2025	2025	2025	2025	2025	2025	2025	20255

Evidence of Student Interest

As mentioned previously student enrollment in entrepreneurship courses is extremely high. In 2005 a second section of the basic undergraduate entrepreneurship course was added and it drew the maximum number of students. In Spring 2008 the class limit was increased to accommodate student demand. Some universities (e.g. Fox School of Business at Temple University) have begun to use higher GPA cutoffs and have imposed limits on the number of students enrolled as entrepreneurship majors. That Shidler College of Business students have been requesting more entrepreneurship courses indicates a strong interest in an entrepreneurship major.

V. RESOURCE REQUIREMENTS

Faculty Resource Requirements

The BBA/Major in Entrepreneurship program will require a minimum of two full-time faculty members who demonstrate the capability of maintaining currency in the field of entrepreneurship based on the current teaching load and the plan to offer 3 core entrepreneurship courses and 12 electives each year at the undergraduate level. The College currently has three full-time Ph.D. trained faculty teaching in the entrepreneurship field, as well as several well-qualified entrepreneurs who often teach courses as adjunct instructors. Adjunct instructors are used to teach summer courses and other courses for which they have special expertise, such as having a venture capitalist teach a course on that subject. There are also two Shidler College of Business faculty members with expertise in finance and product development who help support the teaching needs of this major through their current courses focused on marketing aspects of entrepreneurship and entrepreneurial finance. The entrepreneurship major will not result in an increase in the number of entrepreneurship related courses offered at the Shidler College of Business and will not require any additional faculty resources because these courses are already offered and additional faculty are not needed.

Library Resources

No additional library resources are required to support the BBA/Major in Entrepreneurship. There will be no increase in the student population in the Shidler College of Business and thus the demands made on the library will be consistent with the current level of demand. It should be noted that, as interest in entrepreneurship as an area of faculty research and student interest has increased, the library has acquired books and journals related to entrepreneurship. The library also has provided access to relevant material to faculty and students via electronic databases to which it subscribes.

Administrative Support Resources

The BBA/Major in Entrepreneurship will be supported by the staff in the Department of Management and Industrial Relations. The program officers in the Pacific Asian Center for Entrepreneurship & E-Business will also provide some support for the program especially as it relates to extra-curricular activities by students. As mentioned earlier, advisors in the College's Office of Student Academic Services and the College's Office of Internships and Career Development will also provide administrative support for students with an entrepreneurship major, with a goal of trying to obtain internships in entrepreneurial firms. The program will not require additional staff above our present levels.

Instructional Technology Resources

The Shidler College of Business has moved aggressively to adopt the latest classroom and other types of learning technology, and will continue to provide access to state-of-the-art instructional technology for the BBA/Major in Entrepreneurship as it does for all its programs. Students with notebook computers have access to wireless internet technology at the University of Hawai'i at Mānoa. The Shidler College of Business is hot wired and also has two PC labs that operate on extended hours to accommodate students, which would also be used by students majoring in entrepreneurship.

We also extensively use computers and their related delivery capabilities during our courses. While we do not require students to purchase a notebook or stationary computer almost all of our students own or have access to a computer outside of the college. In the Pacific Asian Center for Entrepreneurship & E-Business we have additional computers that are available for student use for those involved in entrepreneurship activities or classes.

Facilities Resources

The BBA/Major in Entrepreneurship will not require any additional classroom allocation. The number of courses offered during the next five years will not increase over present levels.

Total Funds Required for Program Implementation and Operation

The total direct and incremental costs without fringe to operate this program during its first provisional year is \$317,800 using the Academic Program Cost and Revenues Template (see Appendix D Line F) that is used to evaluate the feasibility of new programs at the University of Hawai'i at Mānoa.

Expected Source of Funds

The expected total revenue from tuition and college fees is forecast to be \$610,110 during the first year of the program, using the Academic Program Cost and Revenues Template (see Appendix D Line I) that is used to evaluate the feasibility of new programs at the University of Hawai'i at Mānoa.

VI. PROGRAM EFFICIENCY

Table 2 below (also contained in Appendix D) presents an estimate of the instructional costs with fringe per student semester hour (\$204) and support costs per student credit hour (\$359). The total cost per student semester hour is \$563 per student credit hour. Table 2 shows the basis for these estimates. The table also presents an estimate of tuition revenue to be derived from the program.

Table 2. Estimated Costs per SSH for BBA/Major in Entrepreneurship

	A	B	C	D	E	F	G	H	I	J
1	Academic Cost and Revenue Template - New Program (adjust template for appropriate number of years)									
2										
3	ENTER VALUES IN YELLOW CELLS ONLY									
4	CAMPUS/Program			Manoa/BBA in Entrepreneurship						
5				Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters)						
6				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
7	ENTER ACADEMIC YEAR (i.e., 2004-05)			2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
8	Students & SSH									
9	A. Headcount enrollment (Fall)			50	70	75	80	85	90	
10	B. Annual SSH			2,025	2,025	2,025	2,025	2,025	2,025	
11										
12	Direct and Incremental Program Costs Without Fringe									
13	C. Instructional Cost without Fringe			\$ 316,800	\$ 329,472	\$ 342,651	\$ 356,357	\$ 370,611	\$ 385,435	
14	C1. Number (FTE) of FT Faculty/Lecturers			2.00	2.00	2.00	2.00	2.00	2.00	
15	C2. Number (FTE) of PT Lecturers			1.13	1.13	1.13	1.13	1.13	1.13	
16	D. Other Personnel Costs			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
17	E. Unique Program Costs			\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	
18	F. Total Direct and Incremental Costs			\$ 317,800	\$ 330,472	\$ 343,651	\$ 357,357	\$ 371,611	\$ 386,435	
19										
20	Revenue									
21	G. Tuition			\$ 571,050	\$ 639,900	\$ 708,750	\$ 708,750	\$ 708,750	\$ 708,750	
22	Tuition rate per credit			\$ 282	\$ 316	\$ 350	\$ 350	\$ 350	\$ 350	
23	H. Other			\$ 18,000	\$ 17,500	\$ 18,766	\$ 20,000	\$ 21,266	\$ 21,266	
24	I. Total Revenue			\$ 589,050	\$ 657,400	\$ 727,516	\$ 728,750	\$ 730,016	\$ 730,016	
25										
26	J. Net Cost (Revenue)			-271,250	-326,928	-383,865	-371,393	-358,405	-343,581	
27										
28										
29										
30	Program Cost per SSH With Fringe									
31	K. Instructional Cost with Fringe/SSH			\$ 204	\$ 212	\$ 221	\$ 230	\$ 239	\$ 249	
32	K1. Total Salary FT Faculty/Lecturers			\$ 270,000	\$ 280,800	\$ 292,032	\$ 303,713	\$ 315,862	\$ 328,496	
33	K2. Cost Including Fringe of K1			\$ 364,500	\$ 379,080	\$ 394,243	\$ 410,013	\$ 426,414	\$ 443,470	
34	K3. Total Salary PT Lecturers			\$ 46,800	\$ 48,672	\$ 50,619	\$ 52,644	\$ 54,749	\$ 56,939	
35	K4. Cost Including fringe of K3			\$ 49,140	\$ 51,106	\$ 53,150	\$ 55,276	\$ 57,486	\$ 59,786	
36	L. Support Cost/SSH			\$ 359	\$ 359	\$ 359	\$ 359	\$ 359	\$ 359	
37	Non-Instructional Exp/SSH			\$ 422	\$ 422	\$ 422	\$ 422	\$ 422	\$ 422	
38	System-wide Support/SSH			\$ 64	\$ 64	\$ 64	\$ 64	\$ 64	\$ 64	
39	Organized Research/SSH			\$ 127	\$ 127	\$ 127	\$ 127	\$ 127	\$ 127	
40	M. Total Program Cost/SSH			\$ 563	\$ 571	\$ 580	\$ 589	\$ 598	\$ 608	
41	N. Total Campus Expenditure/SSH			\$ 690	\$ 690	\$ 690	\$ 690	\$ 690	\$ 690	
42	O. Comparable Program/Division Instructional Cost/SSH			\$ 334	\$ 334	\$ 334	\$ 334	\$ 334	\$ 334	
43										
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Explanation of Academic Cost and Revenue

- Line A: Assumes 15 seniors and 35 juniors in first year. Thereafter, the split between juniors and seniors is assumed to be evenly split. Growth in the number of majors is low because of resource constraints.
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- Line O The SSH cost for upper division Shidler College of Business, taken from the "Fiscal 2006-2007 University of Hawaii Expenditures Studies," is \$334. Assuming a 5% increase costs in each of the past two years this figure should be approximately \$368 for the next fiscal year.

VII. ASSESSMENT PLAN FOR PROGRAM EFFECTIVENESS

For the proposed BBA/Major in Entrepreneurship, as is true for all Shidler College of Business programs, effective teaching is of critical importance and is a major element in the College's strategic plan. Individual faculty members are responsible for delivering effective instruction to the students in the courses that they teach and the Shidler College of Business attempts to support them in this process.

Processes to Insure Effectiveness in Teaching/Learning: Learning Outcomes

For courses with multiple sections, course coordinators are appointed and they work to develop master syllabi for these multiple section core content courses to ensure consistency in the material taught. Individual professors are encouraged to use these master syllabi and to adapt them to their particular strengths. Course syllabi are also submitted for each course to the department head and course coordinator to ensure that the material covered is relevant and does not duplicate material covered in other courses.

Processes to Insure Effectiveness in Teaching/Learning: Instructional Effectiveness and Student Achievement

The BBA/Major in Entrepreneurship program will also utilize existing instruments to assess instructional effectiveness:

- Student teaching evaluations (Each class).
- Alumni surveys (Every 3 years).
- Exit surveys of entrepreneurship major graduates (Each year).

The Shidler College of Business currently assesses a broad range of learning goals for all students. This includes their ability to: 1) communicate effectively in writing and oral presentations, 2) manage and use technology in a business setting, 3) demonstrate an understanding of global business with an emphasis on the Asia Pacific region, 4) identify and analyze ethical issues and, 5) effectively apply skills in a functional specialization. Goals #1 to #4 are currently assessed by professors in designated required courses and the results monitored to ensure that the vast majority of the students are achieving these goals. Goal #5 is assessed at the major level and thus items not assessed at the college level must be assessed at the BBA Major in Entrepreneurship level. In terms of the specific learning achievements (pp. 5-6) the specific assessment steps to determine that these graduates are able

to achieve these expectations and goals are outlined below. The same process will be used with instructors in specific courses doing an annual assessment on a large sample of students.

- 1 Be critical thinkers who are capable of identifying business opportunities and using cutting-edge analytical tools and problem-solving skills to both start new businesses and implement processes for successfully operating these businesses.
Assessment will be done by course instructors in MGT 320 using case assignments related to entrepreneurial firms and a major assignment with students doing a feasibility study related to a new business opportunity. Instructors will assess the degree to which a viable opportunity was identified, evaluated and modified and the degree to which students were able to use statistical, financial and accounting knowledge from other courses to evaluate the opportunity.
- 2 Communicate clearly and effectively, using both written and oral forms of communication, in their development and evaluation of business plans and funding proposals.
Assessment will be done by evaluation of students' written reports, written business plans, oral presentation of business plans and classroom discussion. This assessment is currently done in MGT 345 (Entrepreneurial Ventures) on one of the electives available to students enrolled in the BBA Entrepreneurship Major.
- 3 Use information technology to manage venture projects and schedules, build financial statements, assess risk evaluation, and prepare forecasting statements.
This is currently assessed in BUS 311 (Information Systems for Global Business Environment). This is a core course that all business students must take regardless of their major and will be used to assess entrepreneurship majors.
- 4 Apply relevant financial principles to assess start up capital needs, cash flow needed for growth, break-even analysis and pre-and post funding valuation.
Assessment will include problem exercises, business plans, and tests. This will be done by the instructor in FIN 341 (Financial Aspects of New Venture).
- 5 Effectively understand and be able to implement a marketing plan for a new venture.
Assessment will be accomplished by marketing plan assignments, case analysis, classroom discussion and tests. This assessment will be done by the instructor in MKT 372 (Marketing for New Ventures).

- 6 Understand ethical issues related to owning one's own business, and one's responsibility to both investors and employees.
Assessment will include case analysis, classroom discussion, and projects.
This is currently assessed in BUS 301 (Business Ethics). Since BUS 301 is not a required course, the assessment will be repeated in MGT 450 (Family Business), where the vast majority of the students will be Entrepreneurship majors.
- 7 Apply interpersonal skills to effectively market a product or service, and leadership skills needed to effectively lead an organization.
Assessment will be done by the instructor in MKT 352 (Sales Management) an elective in the entrepreneurship major.
- 8 Understand the concepts necessary to start their own businesses.
Assessment will be done by following up on the activities of entrepreneurship majors using alumni surveys to track business founding among the alumnae of the Shidler College of Business as well as among those who graduate with a major in entrepreneurship.

Career Planning and Placement

The Office of Internships and Career Development at Shidler College of Business provides a link to the business world. It has hundreds of listed internships with local, regional, and multinational companies that provide students the opportunity for hands-on learning before they graduate. Many of these internships are with smaller entrepreneurial firms. This office also lists a number of full time and part time career opportunities on their website in an effort to assist students finding work while going to school and permanent positions when they graduate.

As career support for future graduates, it provides the following services:

Internships – Support student career development by obtaining internships with local, regional, and multinational companies.

Career Advising – Offer professional workshops on a variety of career related topics such as networking and negotiating salaries.

Resume Writing – Provide workshops and assistance with respect to writing and building a resume, such as getting and keeping in touch with references.

Interview Preparation – Help students prepare for interviews with concrete examples and anecdotes. Help them to prepare to focus on their strengths and explain away their weaknesses.

Career Fair – Provides students the chance to meet both local and mainland firms looking for talented college graduates. Attracting companies to send representatives to the career fair is one of the primary duties of the center.

Major Specific Advising – We also have a series of special advising activities directed towards entrepreneurship majors and those interested in starting a business. These have been centered in Shidler’s Pacific Asian Center for Entrepreneurship & E-Business because this major involves several departments.

First, we have established and support an entrepreneurship club that provides a basic advising function. Speakers such as Jay Shidler of the Shidler Group and Dustin Shindo, founder and CEO of Hoku Scientific, have spoken to club members at their meetings and provided guidance on how to evaluate a business opportunity and start a profitable business.

The second entrepreneurially directed advising function involves Shidler’s professionals-in-residence program. Each week a different local entrepreneur comes to Shidler and entrepreneurship majors can schedule a private or group interview to get advice on their business idea or about pursuing a career as an entrepreneur. Professionals-in-residence have included Piia Aarma (Founder and President of Pineapple Tweed Public Relations and Marketing), Peter Kay (President of CyberCom, Inc.), Gregory Kim (Founding Partner of Vantage Counsel LLC) and Shan Steinmark (Founder of Strategic Transitions Research).

The final unique advising activity available involves a network of Virtual Professionals-in-residence. This involves a much larger group of entrepreneurs who have agreed to interact with our students via e-mail or phone. This is currently being expanded to international destinations for students evaluating entrepreneurial opportunities outside of the United States.

Appendix A Entrepreneurial Support Organizations in Hawaii

Business Incubators & Accelerators

Hawaii Health Care Business Incubator
Hawaii Business and Entrepreneur Acceleration Mentors (HiBEAM)
Hawaii Innovation Center

Venture Capital Organizations

Hawaii Venture Capital Association
Hawaii Venture, L.P.
MN Capital Partners, LLC
PacificCap Ventures Hawaii, L.P.
University of Hawaii Angels

Alternative Financing Organizations

Hawaii Community Loan Fund
Native Hawaiian Revolving Loan Fund – Office of Hawaiian Affairs
Pacific Gateway Center
Small Business Administration – Loan Program

High Tech Organizations

Hawaii Technology Trade Association
High Technology Development Corporation

Private Organizations with Entrepreneurial Services

Alu Like, Inc.
Chamber of Commerce of Hawaii
Enterprise Honolulu
Hawaii Business League
National Federation of Independent Businesses (Hawaii Chapter)
Pacific Business Forum
Small Business Hawaii

Public Organizations with Entrepreneurial Service

Business Information and Counseling Center
Office of Economic Development
Department of Commerce & Consumer Affairs
Hawaii Department of Business, Economic Development & Tourism
Hawaii Strategic Development Corporation
Hawaii Women's Business Center
SCORE
Small Business Administration (Hawaii District Office)
Small Business Development Center Network

Appendix B List of Entrepreneurship Programs at Peer Institutions

Peer University	Entrepreneurial Activity
Colorado State University	Had an entrepreneurship major until last year when they changed it to a certificate program so that non-business majors could take the subject. Last year 26 certificates in entrepreneurial studies were awarded. They also have an entrepreneurial center, business plan competition, and entrepreneurship club.
Iowa State University	Business students can specialize in entrepreneurship. Non-business majors can do a minor in entrepreneurship. Non-business students account for 88% of the total of all students registered for all entrepreneurship courses. They have a center, internship program, business plan competition, and club.
Louisiana State University	Have an entrepreneurship concentration for undergraduate business students and 8 different entrepreneurship courses. Currently 120 students enrolled in the undergraduate entrepreneurship concentration.
Oregon State University	Have entrepreneurship programs in both their College of Engineering and College of Business. In the business program it is possible to take a minor in entrepreneurship. They also have a center and student entrepreneurship club.
University of California at Davis	No undergraduate business students. However, their graduate school of management does offer a technology commercialization and management program to undergraduate students in science and engineering. The enrollment in this program last year was 162 students.
University of Georgia	They had an undergraduate specialization in small business and entrepreneurship, as one of three options under a broader management major. Recently, they eliminated all concentrations in business. They do have two undergraduate entrepreneurship courses.
University of Kentucky	In the process of developing a certificate in entrepreneurship that will be available to all majors. Entrepreneurship is designated as one of the three major areas in the dept. of management. They also have a center for entrepreneurship and an entrepreneurship club for students.

Peer University	Entrepreneurial Activity
University of Missouri - Columbia	No major, minor, specialization or certificate. Does have two course offerings in entrepreneurship, one of which reserves 20 spaces for engineering students and 20 for business students. The University of Missouri – Kansas City has an extensive undergraduate program in entrepreneurship.
University of North Carolina – Chapel Hill	Offer an undergraduate concentration in entrepreneurial studies with six undergraduate courses related to entrepreneurship. Currently they have 24 students enrolled in the entrepreneurship concentration. They also have an entrepreneurship center.
University of Tennessee at Knoxville	Very little activity at main campus, but the University of Tennessee at Chattanooga has an extensive undergraduate program in entrepreneurship.
University of Utah	A Bachelor's Degree in Entrepreneurship is currently going through the university's approval process. They also have an entrepreneurship center.
University of Virginia	There are two separate and physically separated business schools at the University of Virginia. There is no program at the McIntire School of Commerce, the undergraduate school. The Darden Graduate School hosts a journal, has a large number of subjects and is well known in the entrepreneurship area.
Indiana University at Bloomington	Has an undergraduate entrepreneurship major with approximately 200 students and an entrepreneurship minor with 300 students. Non-business school students are eligible to take the minor. They also have a center and a large number of related entrepreneurial activities for undergraduate students.
Michigan State University	No major, minor, concentration or specialization. No undergraduate courses in entrepreneurship. Have a MBA concentration in entrepreneurship.
State University of New York at Buffalo	No undergraduate major, minor, certificate of specialization. They do have an entrepreneurship center that holds a technology entrepreneurship competition and also provides mentoring to potential undergraduate entrepreneurs. The MBA program has a specialization in entrepreneurship.

Peer University	Entrepreneurial Activity
University of Arizona	Has an undergraduate major in entrepreneurship. Over 200 students apply for the 55 spaces in the program each year. They also have a center for entrepreneurship and a business plan competition.
University of California at Berkeley	The Haas School has a single major in business administration at the undergraduate level. They offer one subject in the entrepreneurship area. It should be noted that they offer a concentration at the MBA level in entrepreneurship.
University of California at Davis	No undergraduate business students. However, their graduate school of management offers a technology commercialization and management program to undergraduate students in science and engineering. The enrollment in this program last year was 162 students.
University of Florida	Have an undergraduate minor in entrepreneurship that is open to both business majors and non-business majors and has an enrollment of 250 students. Demand exceeds the number of spaces but they do not have faculty to offer additional sections. They also offer a MSE (Master of Science in Entrepreneurship).
University of California at Los Angeles	No Undergraduate Program in Business. They do have an entrepreneurship center.
University of Colorado at Boulder	Have a certificate program in small business and entrepreneurship. They also have an entrepreneurship center.
University of Illinois at Urbana-Champaign	Have an undergraduate concentration in entrepreneurship that draws 115 students. They also have a joint program minor with the school of engineering that deals with both technology and entrepreneurship. Have a center and hold business plan boot camps on a regular basis.
University of Iowa	Have a certificate of entrepreneurship that is open to all majors. Current enrollment is approximately 600 students. They also offer a BA degree in performing arts entrepreneurship that has 20 students. Have an entrepreneurship center, business plan competition and an entrepreneurship club.
University of Maryland – College Park	No major, minor or certificates at the undergraduate level. They have an entrepreneurship center that is focused on research. They do have an entrepreneurship concentration at the MBA level.

Peer University	Entrepreneurial Activity
University of Michigan – Ann Arbor	No undergraduate major, minor or concentration in any area. Have two undergraduate courses in entrepreneurship. Have an entrepreneurship emphasis at the MBA level, a dept. of entrepreneurial studies, center and operate their own venture capital fund.
University of Missouri – Columbia	No major, minor, specialization or certificate. Does have two course offerings in entrepreneurship, one of which reserves 20 spaces for engineering students and 20 for business students. The University of Missouri – Kansas City has an extensive undergraduate program in entrepreneurship.
University of Oregon	Have an undergraduate concentration in entrepreneurship. They also have a center, business plan competition and entrepreneurship club.
University of Washington – Seattle	Have two undergraduate certificate programs. One is in entrepreneurship and the other is in corporate entrepreneurship. They also have a center, business plan competition, global social business plan competition, business plan boot camp for non-business students and an entrepreneurship club.
University of Wisconsin – Madison	No undergraduate major, minor or certificates. They have 5 undergraduate courses in entrepreneurship. They have an entrepreneurship concentration at the MBA level. They also have a center that focuses on outreach and assisting students starting their business.

Appendix C Shidler College of Business Requirements

As a BBA candidate, you must complete the General Education Core and Graduation requirements pertinent to the year that you entered the University of Hawaii system. For detailed information on all requirements, you may check your specific Program Sheet.

You should note that prerequisites and sequencing of courses are strictly enforced. For course descriptions and prerequisites, check the University Catalog.

The Business Core

- * BLAW 200: Legal Environment of Business
- * BUS 310: Statistical Analysis for Business Decisions
- * BUS 311: Information Systems for Global Business Environment
- * BUS 312: Principles of Marketing
- * BUS 313: Economic and Financial Environment of Global Business
- * BUS 314: Business Finance
- * BUS 315: Global Management and Organizational Behavior
- * BUS 345: Strategic Management

Graduation Credits

You must earn 124 non-repeated college credits to earn your Bachelor of Business Administration. Roughly 60 credits will be earned after you enter the Shidler College of Business.

The Business Majors - Requirements

- 5 – 8 courses
- * Accounting
 - * Finance
 - * Human Resource Management
 - * International Business
 - * Management
 - * Management Information Systems
 - * Marketing

Accounting - Requirements

- * ACC 305
- * ACC 321
- * ACC 323
- * ACC 401
- * ACC 409

* ACC 418

Finance - Requirements

* FIN 311

* Any 4 of the following:

FIN 301, 305, 307, 321, 330, 331, 341, 360, 367, 389, 412, 415, 444, 470, 490;

INS 300, 311, 331; RE 300, 310, 320, 330, 340 351, 390

Human Resource Management - Requirements

* HRM 351

* IR 361

* Any 3 of the following:

HRM 353, 354, 453, 455;

IR 453, 465, 467, 469;

MGT 341, 344, 350

[HRM 353, 354, 453 and 455 are strongly recommended]

International Business - Requirements

Note that International Business may be taken only as a double major only (that is, along with one of the other business majors)

* FIN 321

* MGT 343 or 342

* MKT 381

* And any two of the following:

BUS 477 (3 credits only), BLAW 360, FIN 331, 344, 360 (if taught with international focus), 389, 470, 490C;

IR 469; MGT 342, 344 (if taught with international focus), 350B, 460;

MKT 361 (if taught with international focus), 411C; ANTH 416; ASAN 312, 320; ECON 405, 410, 415, 460, 461;

POLS 306, 315, 316; TIM 324, 325, 361, 362, 421, 442; Third-year foreign language (301-302)

Also required is an integrative, international experience as met by one of the following:

* An international internship (BUS 395). This could be either an internship in a foreign country or a domestic internship with a multinational corporation.

* A directed reading/research course (399) with an international focus under the supervision of a Shidler College of Business faculty member.

* Participation in an international exchange program or BUS 477.

* Completion of the third year of a foreign language.

Management - Requirements

- * MGT 320
- * MGT 341
- * HRM 351
- * Any two of the following:
MGT 321, 322, 342, 343, 344, 345, 348, 450, 461;
MKT 321;
HRM 353, 354 361, 453 455, 465, 467, 469

Marketing - Requirements

- * MKT 311
- * MKT 321 (may be taken for those students who double major in marketing and management)
- * MKT 391
- * Any two of the following:
MKT 331, 332, 341, 351, 352, 361, 362, 363, 371, 381, 410, 411.

Information Technology Management - Requirements

- * ITM 352
- * ITM 353
- * ITM 354
- * ITM 431
- * ITM 366
- * ACC 409 (may be used as a technical elective for those students who double major in Accounting and MIS)
- * ITM technical elective – one of the following:
ITM 360, 385 or 387;
MKT 362, 363 or 410 may be taken for those students who double major in marketing and management information systems.
An ICS 300 or 400 level course (excluding ICS 399 or ICS 499) may also satisfy this requirement.

Appendix D Academic Program Cost and Revenues Template

University of Hawai'i at Mānoa's Academic Program Cost and Revenues Template

	A	B	C	D	E	F	G	H	I	J
1	Academic Cost and Revenue Template - New Program (adjust template for appropriate number of years)									
2										
3	ENTER VALUES IN YELLOW CELLS ONLY									
4	CAMPUS/Program			Manoa/BBA in Entrepreneurship						
5				Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters)						
6				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
7	ENTER ACADEMIC YEAR (i.e., 2004-05)			2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
8	Students & SSH									
9	A. Headcount enrollment (Fall)			50	70	75	80	85	90	
10	B. Annual SSH			2,025	2,025	2,025	2,025	2,025	2,025	
11										
12	Direct and Incremental Program Costs Without Fringe									
13	C. Instructional Cost without Fringe			\$ 316,800	\$ 329,472	\$ 342,651	\$ 356,357	\$ 370,611	\$ 385,435	
14	C1. Number (FTE) of FT Faculty/Lecturers			2.00	2.00	2.00	2.00	2.00	2.00	
15	C2. Number (FTE) of PT Lecturers			1.13	1.13	1.13	1.13	1.13	1.13	
16	D. Other Personnel Costs			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
17	E. Unique Program Costs			\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	
18	F. Total Direct and Incremental Costs			\$ 317,800	\$ 330,472	\$ 343,651	\$ 357,357	\$ 371,611	\$ 386,435	
19										
20	Revenue									
21	G. Tuition			\$ 571,050	\$ 639,900	\$ 708,750	\$ 708,750	\$ 708,750	\$ 708,750	
22	Tuition rate per credit			\$ 282	\$ 316	\$ 350	\$ 350	\$ 350	\$ 350	
23	H. Other			\$ 18,000	\$ 17,500	\$ 18,766	\$ 20,000	\$ 21,266	\$ 21,266	
24	I. Total Revenue			\$ 589,050	\$ 657,400	\$ 727,516	\$ 728,750	\$ 730,016	\$ 730,016	
25										
26	J. Net Cost (Revenue)			-271,250	-326,928	-383,865	-371,393	-358,405	-343,581	
27										
28										
29										
30	Program Cost per SSH With Fringe									
31	K. Instructional Cost with Fringe/SSH			\$ 204	\$ 212	\$ 221	\$ 230	\$ 239	\$ 249	
32	K1. Total Salary FT Faculty/Lecturers			\$ 270,000	\$ 280,800	\$ 292,032	\$ 303,713	\$ 315,862	\$ 328,496	
33	K2. Cost Including Fringe of K1			\$ 364,500	\$ 379,080	\$ 394,243	\$ 410,013	\$ 426,414	\$ 443,470	
34	K3. Total Salary PT Lecturers			\$ 46,800	\$ 48,672	\$ 50,619	\$ 52,644	\$ 54,749	\$ 56,939	
35	K4. Cost including fringe of K3			\$ 49,140	\$ 51,106	\$ 53,150	\$ 55,276	\$ 57,486	\$ 59,786	
36	L. Support Cost/SSH			\$ 359	\$ 359	\$ 359	\$ 359	\$ 359	\$ 359	
37	Non-Instructional Exp/SSH			\$ 422	\$ 422	\$ 422	\$ 422	\$ 422	\$ 422	
38	System-wide Support/SSH			\$ 64	\$ 64	\$ 64	\$ 64	\$ 64	\$ 64	
39	Organized Research/SSH			\$ 127	\$ 127	\$ 127	\$ 127	\$ 127	\$ 127	
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Appendix E

Authorization to Plan for the BBA/Major in Entrepreneurship

AUTHORIZATION TO PLAN AN ACADEMIC PROGRAM AT MANOA

1. **Locus:** Management and Industrial Relations Department (MIR), College of Business Administration (CBA) JUH M
2. **Chair of planning committee:** Elaine Bailey, Chair, Management and Industrial Relations Department
3. **Program category:** New
4. **Department:** Management and Industrial Relations
5. **Level of Major:** Undergraduate
6. **Degree or certificate proposed:** Entrepreneurship Major, BBA Degree
7. **Proposed planning period:** November 2005 – March 2006
8. **Proposed date of implementation:** August 2006
9. **Program description:** The College of Business Administration has three strategic thrusts: international business, management of information technology, and entrepreneurship. Of these, entrepreneurship was an outcome from the most recent faculty strategic planning meeting. The CBA developed new courses in entrepreneurship at the undergraduate and graduate levels over the past five years (Appendix A). These classes have been taken as elective courses in various majors across the CBA. Establishing the entrepreneurship major increases a commitment to offering a well planned and structured curriculum in entrepreneurship to meet the growing demand from students and the greater business community. Though the MIR department will offer the majority of courses in the major, entrepreneurship spans all departments in the CBA. In fact, the Marketing and Finance departments have consented to offer two of the three required courses for the major. All five departments in the College may offer elective courses suitable for this major.
10. **Program justification:** Nationally and internationally, there has been a growing demand for entrepreneurship courses and degrees. Appendix B, which was compiled by Dr. Jerry Katz at Saint Louis University, contains a list of almost 200 universities that offered some type of program in entrepreneurship in 2000. Appendix C contains the 2005 list of schools with entrepreneurship majors listed on the Peterson.Com college majors search engine. These lists clearly indicate the demand for entrepreneurship programs is geographically and institutionally dispersed. In 1985, there were only two or three colleges offering any type of entrepreneurship program. The numbers of universities on the two lists indicates the rapid growth in demand that has occurred.

Indicators of Local Demand

In addition to the demand for entrepreneurship subjects offered by the College of Business Administration, other universities in Hawaii have also responded to student demand in this area. Hawaii Pacific University has both an entrepreneurship minor and major, and Chaminade University recently initiated an entrepreneurship program with 17 graduates in 2003. Brigham Young University, besides offering several entrepreneurship courses, recently established a Center for Entrepreneurship and Technology.

In addition to university efforts to meet the needs and demands of both potential and practicing entrepreneurs, there are a number of incubators, venture capital associations, government and private organizations that assist both potential and practicing entrepreneurs. Appendix D contains a list of over 30 such organizations. The existence of these organizations further indicates that the demand for entrepreneurship courses and assistance is high, definitely an unmet need.

Support From the Business Community

The local business community has been extremely supportive of the College of Business in its endeavor to increase both entrepreneurial course offerings and outreach efforts. Two endowed chairs and an entrepreneurship center have been funded by local donors. The business community has also provided funds for an annual business plan competition and an Asian Moot Corporation competition. Local entrepreneurs have taught courses at the CBA and venture capitalists have participated in entrepreneurship classes as guest speakers. Feedback from current donors and members of various advisory boards validates the need for an entrepreneurship major, and a commitment to continue to support CBA efforts in this endeavor. No direct revenue flow from donors has been projected in the attached budget for the entrepreneurship major, but donors will play a role to the degree to which they continue to contribute. It is also anticipated that new donors will make tangible financial or other types of contributions to the CBA.

Peer and Benchmark Universities

In 2003, a survey was conducted on entrepreneurship programs at AACSB accredited business schools to categorize the type of program offered (Appendix E). Among the 58 schools surveyed less than half had an entrepreneurship emphasis within the management major. This is the current status of the MIR entrepreneurship program. More than half of the remaining schools in this survey had either an entrepreneurship concentration under the BBA degree or a major in entrepreneurship. With this proposed major, the status of the MIR entrepreneurship program will be elevated to be equivalent to the more comprehensive programs.

Entrepreneur magazine has an annual ranking of entrepreneurship programs similar to the *US News & World Reports* rankings of business schools. The 2005 *Entrepreneur* ranked 50 colleges with national comprehensive programs, 50 colleges with regional

comprehensive programs, 73 colleges with entrepreneurship emphasis, and 124 with a limited curriculum program. These categories are explained in Appendix E.

The College of Business was not ranked by *Entrepreneur* magazine, but comparing the current program with the categories identified in the survey, it is an emphasis program moving toward a comprehensive program. As stated earlier, there are two endowed chairs of entrepreneurship and a number of faculty who teach entrepreneurship courses. The CBA entrepreneurship center and business plan competitions bring entrepreneurs on campus to both judge and mentor students. The College is currently operating a prototype tech transfer program with OTTED. Several courses are offered each year at both the undergraduate and MBA levels. The Kauffman Entrepreneur Internship Program has been available to students for several years. The students have formed an entrepreneurship club and plan a variety of events that bring guest speakers on campus. An undergraduate major is the next step in the process of the continuing development of the entrepreneurship program within the CBA.

The establishment of an undergraduate major in entrepreneurship would make the University of Hawaii at Manoa the only university among our peer schools with such a major (Appendix F). There are a number of peer schools such as Louisiana State University and the University of North Carolina that offer concentrations or certificates in entrepreneurship. Colorado State University and Oregon State University offer a minor in entrepreneurship. Iowa State University allows undergraduate business students to specialize in entrepreneurship and non-business students the option of a minor. No peer school offers an undergraduate major in entrepreneurship; therefore, the existence of an entrepreneurship major would differentiate the CBA from peer schools.

Two benchmark schools Indiana University, and University of Arizona, have undergraduate majors in entrepreneurship. Indiana University appears to have the most successful program with 200 undergraduate majors in entrepreneurship and 300 undergraduate minors. A large number of the benchmark schools (Appendix F) offer very few courses for their undergraduates, while offering extensive entrepreneurship programs for MBA students. In terms of developing and offering an undergraduate major in entrepreneurship, the CBA would be similar to top entrepreneurship programs that exist at schools such as Indiana University and University of Colorado, which are usually listed as among the best schools in this area.

11. Activities to be undertaken in the planning phase: Evaluation of existing curriculum, curriculum and course development, and communication with faculty in other departments to confirm commitment to offer current courses and develop new courses.

12. Description of resources required and status of resources: No significant additional resources will be required for this major. Faculty have been teaching entrepreneurship courses in the current course catalogue. If demand for these courses is increased as a result of the major and additional sections are required, the tuition

from the increased enrollments will cover the cost of the additional sections. In addition, private sector support and grant possibilities will be explored by the endowed chairs.

Library resources, physical resources and any other resources required for the major currently exist in the CBA. The major will better utilize existing resources and create more collaboration between departments and faculty.

13. Five-year business plan: The projected revenues and costs for this program are outlined in Appendix G. It should be noted that all listed courses are currently being offered, so that additional revenues to support their delivery are not anticipated or budgeted. We also anticipate that a large number, approximately 75%, of students will take entrepreneurship as a second major, and this will be encouraged. It is for this reason that the addition of this major will have little impact on other majors. This major will have no impact on the number of courses offered. A statement of tuition and expenses are projected out to the year 2011.

14. Does the current or proposed budget include funds or a request for funds for the proposed program? Please provide details. No additional budget resources are requested.

15. Given a "flat budget" situation, how will the proposed program be funded? No additional resources are requested for the program, which will be funded by allocation of existing resources.

16. Impact on current courses or programs. There is no scope and sequence to the entrepreneurial courses currently being offered. Over the past five years, students from the existing CBA majors have taken the entrepreneurship courses as electives. Many of the students have requested a major with more structure and variety in the courses offered. The major will add structure to the curriculum, and courses will be offered in a sequential and planned manner enhancing the educational experience.

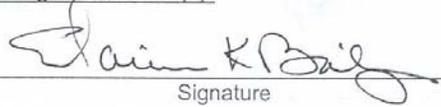
An entrepreneurship major would be consistent with the line of inquiry many faculty are currently pursuing in their research not only in the CBA, but at the national and international level (Appendix H).

17. If this program is multidisciplinary, provide evidence of commitment for support from the colleges, departments, programs, and/or individuals expected to participate. The need for this major emerged from the most recent strategic planning session that determined entrepreneurship as one of the three major thrusts of the CBA. This was a consensus process in which all CBA faculty participated. In addition, the Chair of the planning committee discussed the proposed required courses with the two other departments involved and they agreed to offer these courses as needed.

18. Authorization to Plan Approved

Department Chair(s)/Program Director(s):

Elaine K. Bailey
Print Name


Signature

11/16/05
Date

College/School Dean(s):

William Chismar, Associate Dean
Print Name


Signature

11/16/05
Date

Print Name

Signature

Date

Graduate Division Dean (graduate programs only):

Comments and Recommendations:

Print Name

Signature

Date

Vice Chancellor for Academic Affairs:

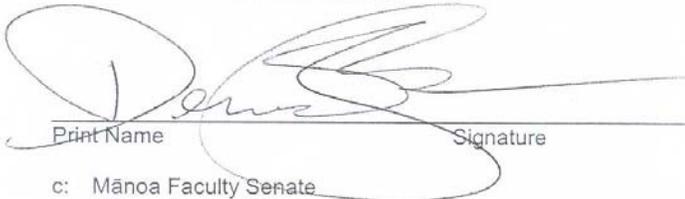
Comments and Recommendations:

Neal Smatresk
Print Name


Signature

2/13/07
Date

Chancellor: Approved Disapproved Deferred
Comments and Recommendations:


Print Name

Signature

2/16/07
Date

c: Mānoa Faculty Senate
Mānoa Budget Office

Revised June 2004

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ENTREPRENEURSHIP MAJOR STATEMENT OF REVENUE AND EXPENSES 2006-2007 to 2010-2011

	Enrollm	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
		MGT	Tuition	Expenses	Tuition	Expenses	Tuition	Expenses	Tuition	Expenses	Tuition
MGT 320 Fundamentals of Entrepreneurship (2 sections)	80	\$43,065.60	\$20,147.00	\$44,357.57	\$21,960.23	\$45,688.30	\$24,375.86	\$47,058.94	\$25,107.13	\$48,470.71	\$25,860.34
FIN 341 Financial Aspects of New Venures	40	\$21,532.80	\$15,398.00	\$22,178.78	\$16,783.82	\$22,844.15	\$18,630.04	\$23,529.47	\$19,188.94	\$24,235.36	\$19,764.61
MKT 372 Marketing for New Ventures	40	\$21,532.80	\$15,398.00	\$22,178.78	\$16,783.82	\$22,844.15	\$18,630.04	\$23,529.47	\$19,188.94	\$24,235.36	\$19,764.61
MGT 345 Entrepreneurial Ventures (50%)	20	\$10,766.40	\$15,398.00	\$11,089.39	\$16,783.82	\$11,422.07	\$18,630.04	\$11,764.74	\$19,188.94	\$12,117.68	\$19,764.61
MGT 461 Corporate Entrepreneurship (50%)	20	\$10,766.40	\$15,398.00	\$11,089.39	\$16,783.82	\$11,422.07	\$18,630.04	\$11,764.74	\$19,188.94	\$12,117.68	\$19,764.61
MGT 450 Family Business (50%)	20	\$10,766.40	\$15,398.00	\$11,089.39	\$16,783.82	\$11,422.07	\$18,630.04	\$11,764.74	\$19,188.94	\$12,117.68	\$19,764.61
MGT 321 Project/Venture Management (50%)	20	\$10,766.40	\$15,398.00	\$11,089.39	\$16,783.82	\$11,422.07	\$18,630.04	\$11,764.74	\$19,188.94	\$12,117.68	\$19,764.61
MGT 341 Behavior in Organizations (25%)	10	\$5,383.20	\$3,849.50	\$5,544.70	\$4,195.96	\$5,711.04	\$4,657.51	\$5,882.37	\$4,797.24	\$6,058.84	\$4,941.15
MGT 344 Seminar in ManagemMGT (25%)	10	\$5,383.20	\$3,849.00	\$5,544.70	\$4,195.41	\$5,711.04	\$4,656.91	\$5,882.37	\$4,796.61	\$6,058.84	\$4,940.51
MGT 399 Directed Reading and Research	5	\$2,691.60	\$2,691.00	\$2,772.35	\$2,933.19	\$2,855.52	\$3,255.84	\$2,941.18	\$3,353.52	\$3,029.42	\$3,454.12
HRM 351 Human Resource Management (25%)	10	\$5,383.20	\$3,849.00	\$5,544.70	\$4,195.41	\$5,711.04	\$4,656.91	\$5,882.37	\$4,796.61	\$6,058.84	\$4,940.51
TOTAL		\$148,038.00	\$126,773.50	\$152,479.14	\$138,183.12	\$157,053.51	\$153,383.26	\$161,765.12	\$157,984.76	\$166,618.07	\$162,724.30

Notes: (1) MGT 341, MGT 344 and HRM 351 are elective options for entrepreneurship majors and are projected to account

for no more than 25% of their enrollment. These courses are currently offerend as part of the HRM and Management major Revenues and expenses are allocated at the 25% level.

(2) MGT 399 is not expected to have enrollment of more than 5 studMGTs in any year.

(3) Instate tuition at \$116.80 per credit (\$1,752/15 credits) and Non-resident tuition at \$332.80 per credit. (\$4992/15 credits)

(4) Tuition revenue calculations are based on 71% of studMGTs being residents and 29% being non-residMGT).

(5) Faculty salary for 3 credit class 11% of \$138,600, which resrepresents salary of \$ 100,000

plus 38.6% for cost of benefits.

0

(6) Instructor salary costed at \$4,740 per course.

(7) MGT 320 costed with one full time faculty member and one instructor.

(8) MGT 399 has been costed at 12.5% of the cost of a regular course, but faculty are not paid for supervising directed readings.

(9) Salary cost increases of 9% and 11% are reflected in the expenses beginning in 2007-08 and 2008-09 respectively and 3% thereafter.

(10) Tuition increases are projected at 3% for each of the years.

