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 formatting 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 Arts (BA) in Psychology (Online)

The program is referred to by faculty, students, and administrators by many names: the Psych Distance Learning program, the AA to BA in Psychology (online), the online program, and the distance program.

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?

One hundred percent of the major requirements are currently offered online; an occasional program course has been offered via the Hawaii Interactive Television System (HITS).

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.?

All courses in the BA in Psychology DL program use the University of Hawaii system’s learning management system Laulima, a customized version of the open-source system Sakai. Virtually all courses in the program are completely asynchronous and completely online, except that some instructors may require students to take proctored examinations at University Centers on Maui, Kauai, Moloka`i, Lana`i, or West Hawaii and very occasionally a course is offered via HITS. All courses use Laulima.

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

State of Hawaii: Hawaii County, Kauai County, and Maui County

The program has been offered since 2002 in cooperation with the University of Hawaii’s University Centers on Maui, Kauai, and West Hawaii. No marketing has been necessary. At any one time, we are able to accommodate up to 12 students from Maui County, up to 12 students from Kauai, and up to 9 students from West Hawaii. There is
always a waiting list, and when one student graduates or drops out of the program, another one is admitted.

In 2011-2012, pending WASC approval of the program, no additional students are being admitted. Assuming approval, new students will be admitted for Fall 2012.

5. Projected number of students.

Since its inception the distance program has accommodated up to 33 students at any one time; all spaces are always taken, and there is a perennial waiting list.

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

The program is geared to part-time students, as only three online program courses are offered in any semester. However, some DL students are enrolled full-time. In addition, in the summer, an average of 14 online courses that can count towards the BA are offered, and DL students often avail themselves of such courses.

7. Initial date of offering.

The program began in Fall 2002. Following WASC substantive change approval, we will begin admitting new students for Fall 2012. See Section I.B.2 below for an explanation.

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

Ongoing, rolling admissions. Three online program courses are offered each Fall and Spring semester in a three-year cycle. Students can also take other upper-division online Psychology courses or online courses from other departments offered each semester or in the summer if they choose.

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.

The University [of Hawaii] Centers on Kauai, Maui, and in West Hawaii, as part of their mission, support students enrolled in distance programs delivered by the various University of Hawaii campuses by providing proctoring, computer access, internet access, orientation to online study, and also provide classrooms equipped for courses delivered via the Hawaii Interactive Television system (HITS). They also ensure that commencement ceremonies include graduating DL students in their service areas. Although most pre-advising for the Psychology program is the responsibility of the UH Hilo Distance Learning Coordinator, University Center staff may also assist students in preparing for admission to the program.

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 Hawaii at Hilo is part of the State-supported ten-campus University of Hawaii system, along with UH Manoa, UH West Oahu, and seven community colleges. In addition to the College of Arts and Sciences, where the Psychology Department is housed, 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 was approved by WASC in June 2011 and is pending Board of Regents (BOR) approval in August 2011; a Doctor of Nursing Practice, scheduled for Fall 2012 implementation, has been approved by both the BOR and WASC.

As discussed in more detail in Section II.A.1, the BA in Psychology DL program, which serves students across the state, 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.

The University of Hawai‘i at Hilo is now offering four distance-delivered degree programs that will undergo substantive change review in September and October 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 respectively, under the misunderstanding that programs required subchange review only if 50% or more of total degree credits were offered online. The fourth program 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. Program enrollment is currently limited to 33 students at any one time; as one student completes, another student is admitted. Pending the outcome of the substantive change review in September 2011, new students will again be admitted to the program for Fall 2012. On average, students have been enrolling in two to three courses per semester and completing the Psychology BA degree in four to six semesters. To date, a total of 84 students have been admitted, 45 had graduated by December 2010, and 7 more are expected to have graduated by the end of summer 2011.

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 the University of Hawaii at Hilo (UH Hilo) was completed in 2004. Since then, UH Hilo has undergone substantive reviews for six proposed programs, all completed successfully. The approved programs are the PhD in Hawaiian and Indigenous Language and Culture Revitalization (HILCR) and the Doctor of Pharmacy program; 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.

In all three 2011 reviews, 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.

UH-Hilo has requested a permanent position of Assessment Officer to serve all units. However, the severe budget crisis faced by the State of Hawaii and 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.

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. Section I.C.1 describes UH Hilo's response. With regard to this proposal, the Psychology Department has a tradition of assessing student learning in both formal and informal ways. A systematic program assessment plan that adheres to the WASC model will not be possible for some time, given the current fiscal and personnel conditions at the university and in the university system. See section III.D.1 and the description of departmental assessment activities attached to that section.

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.
The Psychology Department has not sought external accreditation for its undergraduate program. However, the UH Hilo MA in Counseling Psychology program, a traditional on-campus program that is the graduate component of the Psychology Department, has just been accredited by the Masters in Psychology Accreditation Council for the period March 14, 2011 - March 1, 2021. The final report of the Council is attached. It is worth noting that several of the faculty who teach in the MA program also teach in the online BA program.

**Attachments**

1. MPAC_SITE_VISITOR_REPORT_-_FINAL.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 and UH System**

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 Hawai’i, or otherwise achieve our mission.”

A new UH Hilo Strategic Plan 2010-2015 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 hālau 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 mālama, 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 Psychology BA program is consistent with specific components of the new Plan. Goal 4, “Cultivate, sustain and reflect a diverse, multicultural university that is rooted in the indigenous history of Hawai‘i,” includes the supporting action: “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, increased financial aid, and establishment of child-care facilities on campus.” The online program is clearly consistent with this action.

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” is supported by the action: “Work with the UH system and community partners to systematically assess and respond to community workforce needs to inform program improvement and development.” The online program offers working people the opportunity to enhance their careers by earning a baccalaureate degree without leaving their jobs.

**Demand for the Program**

The BA in Psychology DL program was requested over ten years ago by the University Centers on Maui and Kauai
and at West Hawaii, responding to student demand for a baccalaureate program, at that time available only at UH Hilo and in Honolulu on the island of Oahu. Although the BA in Psychology has always been one of the largest programs at UH Hilo in terms of student majors (and is now the largest), the department and the university responded with an online program that has been consistently filled to capacity, since its inception in 2002, with students in those underserved areas motivated to earn a meaningful bachelor’s degree. The Centers continue to ask that more spaces be made available, but the department must balance the demand for the online program with the much larger demand for on-campus courses.

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

We have reviewed enrollment data for online Psychology courses since Fall 2008 as well as for those courses identified as DL program courses. Enrollment in online courses approaches 100% overall. In the summer sessions as well, enrollments in online Psychology courses are also over 90% of capacity.

Our practice is to give DL program students early registration access to program courses; after a certain date in the Fall and Spring semesters these courses are opened to other students. Because students must meet the UH Hilo graduation requirement of 45 upper-division credits, program students also enroll in online courses offered by other departments as well as in other online Psychology courses. Thus the program has been able to meet the demands of both our DL students and our on-campus students, and has chosen to limit the number of DL students to ensure that we can continue to serve both groups.

There is always a waiting list for admission to the program, and advisors and administrators at the University Centers have repeatedly asked the department to increase the cap from 33 to 40 or more. Residents of other districts of Hawai`i Island (Ka`u, Puna, Hilo) have also requested program eligibility and entry.

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.

See item 2 above. On the basis of program enrollment being sustained since Fall 2002 at maximum capacity of 33 students and an ongoing waiting list, we project continued maximum enrollment for the next three years and beyond.

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.

We have attracted students primarily by informal means: word-of-mouth among students, prospective students doing online searches for Hawaii online baccalaureate programs, and suggestions by University Center staff that students consider this program among others offered by UH system campuses.

The UH Hilo DL Coordinator serves as first point of contact for many interested students, and the UH Hilo DL website is our primary means of providing program information to prospective students:

http://hilo.hawaii.edu/academics/dl/AAtBAinPsy.php

The Psychology program’s faculty undergraduate advisor also participates actively in pre-advising and is primarily responsible post-admission academic advising to our online students.

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.
The University of Hawaii at Hilo currently does not have a process specifically for existing degree programs to become online programs. In 2000, the BA in Psychology was identified by the VCAA (Administrative Affairs) as an excellent program to add the AA-to-BA online/distance track in response to student demand documented by the Maui University Center and the Kauai University Center. The University Center at West Hawaii (a hundred miles from Hilo) added its voice to the demand. A new full-time tenure track position was allocated to the department for the program, and the department, in turn, agreed to offer three online courses per semester taught by any qualified fulltime faculty as long as demand warranted. This arrangement has persisted to the present, and demand for the online degree continues to grow.

When WASC determined that the online program required substantive change review, the department agreed not to admit new students to the program until August 2012, pending WASC approval of the substantive change proposal in September 2011.

Query: Have any changes been proposed and/or implemented regarding an approval process for existing degree programs to become online programs?

Response: Neither the UH system nor UH Hilo is considering an approval process for existing degree programs to become online programs. Currently, the determination for a degree program to become an online program has resided with the program and the Dean of the College, although as in the case of Psychology, another source can initiate development of an online program.

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 Psychology BA program is the largest baccalaureate program at UH Hilo, with 282 declared majors in Fall 2010, far exceeding in numbers the next largest programs, Kinesiology and Exercise Science with 160 majors and Biology with 146. Although DL students constitute in numerical terms a small portion of Psychology majors, they and the DL program are important to the department, representing the department’s commitment to reaching beyond the geographical limits of Hilo to serve students across the state.

Program requirements are designed to ensure that students have a solid liberal arts background and that they are introduced to the major fields of psychology before specializing. Online courses are scheduled to ensure that students can meet major requirements within four consecutive semesters; in addition, an average of 14 courses are offered online every summer which will count towards the major and degree requirements.

Students must complete all UH Hilo General Education and graduation requirements. The major requirements total 41 credits. All students majoring in Psychology are required to take a Statistics course and a Writing intensive Research Methods course. Statistics prepares the student to understand the analyses and assumptions behind qualitative and quantitative experimental design. The Research Methods course introduces students to qualitative and quantitative experimentation in addition to learning how to read and write research articles (APA style). These two courses prepare students to understand the research papers they will read in their 300 and 400-level courses and to understand the role of evidence in supporting theoretical claims.

Students acquire information about the major theoretical orientations and empirical findings in psychology through the courses they select to take in Block 1 (four 300-level courses in developmental, personality, social, and abnormal psychology, from which students must select two) and Block 2 (four 300-level courses in learning and motivation, sensation and perception, cognitive, and biopsychology, from which students must select two). Courses in Block 1 provide students with a social science oriented view of psychology that is focused primarily on persons rather than process. In contrast, Block 2 courses provide a student with a natural science-oriented view of psychology that is focused primarily on process rather than persons.

Students choose an additional 18 credits of 300-400 level Psychology courses, which include at least 9 credits at the 400 level. These courses allow a student the option of delving more deeply into a specific area of psychology. Many of the 400 level psychology courses are conducted as seminars in which students are expected to make presentations. Students are limited to no more than 3 credits of (upper-division) directed reading coursework as a part of their 41 major credits.

To be eligible to enter the BA in Psychology DL program, students must have completed an Associate of Arts degree or, completed the General Education area and basic requirements and have junior standing (55+ credits). Students must also be residents on Kauai, Maui, or West Hawaii (over 50 miles from Hilo where the UHH campus is located). No students have been admitted who are not residents of the State of Hawaii.
The Psychology Department is committed to serving a fixed number of students in select locations in the State of Hawaii where a BA in Psychology is not otherwise accessible. The department’s Coordinator of Undergraduate Studies and Distance Learning works closely with the UH Hilo DL Coordinator and the University Center staff on Kauai, Maui, and West Hawaii to ensure that students who apply to the program are well motivated and well-prepared for the challenge of completing the online baccalaureate. This tenured faculty member serves as the primary academic advisor for DL students and supports DL students to degree completion.

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

Psychology faculty involved in the BA in Psychology DL program are well-trained in instructional and distance technology and pedagogy. UH Hilo offers workshops, brownbag lunches, and one-on-one training by professional staff through the Office of Instructional Technology and User Services (ITUS). Faculty first taught courses in face-to-face format, establishing content, course structure, and assignments. They then adapted their courses to the online or HITS mode with guidance from colleagues and from ITUS staff.

Faculty are free to adopt and adapt methods to their own teaching styles and priorities while being sensitive to the needs of students in the online environment with regard to interaction and feedback. As is apparent from the syllabi attached to the proposal, students in the program are exposed to a wide variety of teaching/learning styles, assignments, and those who took Psy 440 (syllabus attached) have experienced course delivery via the Hawaii Interactive Television System. All program courses use the Laulima (Sakai) online learning management system.

Several faculty have published and presented the results of research in online pedagogy. (See the abbreviated CVs attached to section IV.A.)

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.

Candidates for the BA in Psychology will meet the following performance objectives:

1. Demonstrate knowledge of basic concepts in statistical analysis and be able use statistical analysis software (SPSS, Excel, and/or Minitab) to perform and report on qualitative and quantitative analyses.
2. Demonstrate knowledge of basic concepts and methods of psychological research: this includes defining or explaining concepts, collecting and analysing data, presenting data in tables, conducting a scientific literature search, preparing a scientific research proposal, conducting research under the supervision of a faculty researcher.
3. Define, explain, and apply key terms and concepts in two of the following areas of Psychology: Developmental Psychology, Personality, Social Psychology, Abnormal Psychology.
4. Define, explain, and apply key terms, theories, and concepts of two of the following areas of Psychology: Learning and Motivation, Sensation and Perception, Cognitive Psychology, Biopsychology.
5. Define, explain, and apply key terms, theories, and concepts in areas of specialization.

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. A capstone requirement has been under discussion by the department for some years; the recent and ongoing financial pressures on the university and the department make it unlikely that such a requirement can be implemented soon.

5. Listing of courses, identifying which are required.

**Core** (11)

- PSY 100 Survey of Psychology (3)
- PSY 213 Statistical Techniques (4)
- PSY 214 Research Methodology (4)

**Block 1.** Choose two courses from the following list: (6)
Block 2. Choose two courses from the following list: (6)

- PSY 314 Learning and Motivation (3)
- PSY 315 Sensation and Perception (3)
- PSY 350 Cognitive Psychology (3)
- PSY 352 Introduction to Biopsychology (3)

**An additional minimum 18 semester hours of 300–400-level PSY courses** which must include at least 9 semester hours of 400-level courses and no more than 3 semester hours of PSY 399 or 499.

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.

Since 2010–2011, the UH Hilo Campuswide Curriculum Review Committee has required that all proposals for new courses and course modification include syllabi, which are reviewed for learning outcomes, currency, and pedagogy. The UH Hilo Teaching Resources webpage provides a syllabus template endorsed by the faculty Congress and approved by the Vice Chancellor of Academic Affairs:


The Psychology Department does not have an internal process of syllabi review and approval. Beginning in Spring 2011, the Department Chair has encouraged faculty offering or planning to offer online courses to work with the course design specialists at the office of Instructional Technology and User Services (ITUS). ITUS uses the UH Hilo Quality Online Course checklist (attached) developed by the DL coordinator and course design specialists, and reviewed by experienced online instructors. The checklist draws on such sources as the Western Cooperative for Educational Telecommunications’ Good Practices for Electronically Offered Degree and Certificate Programs; the American Distance Education Consortium; and similar checklists used by universities in California, Texas, and Illinois.

The syllabi for online courses provided with this proposal meet the criteria set forth in both checklists. The fourth syllabus, for a synchronous interactive television course, was not designed to follow the online course checklist.

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 program does not currently have a capstone course. However, students are required to take Psy 214, Research Methods, where they learn to use library and other research resources in a critical manner. In advanced courses such as Psy 323 and 440 these skills are advanced. The following syllabi have been selected for inclusion with the proposal to highlight integration of information literary/skills, multiple teaching methodologies, and multiple means of assessing student learning.

- Psy 214: Research Methods
- Psy 323: Community Psychology
- Psy 440: History of Psychology
- Psy 471: Child Abuse and Neglect

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

No internship is required.
9. Special requirements for graduation, i.e. comprehensive examination, service learning, etc.

- Complete all Psychology major courses with a grade of C- or better.
- Complete the Psychology major with a grade point average of 2.0 or higher

**Attachments**

- 3.Psy214syllabus_Final.pdf
- 3.Psy323syllabus_Summer.pdf
- 3.Psy471_Syllabus.pdf
- 3.Psy440_syllabus.pdf
- 3.CurricularMap.pdf

**B. Schedule/Format**

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

Most students complete the program within three years of entry. Students who take summer courses may complete major requirements more quickly. See the attachment "Psy DL Grad" for an overview of characteristics, including time to completion, of students who have completed the DL BA in Psychology.

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 department adheres to the university system policy regarding ongoing and disrupted enrollment: “Any student who terminates his/her enrollment at the University by withdrawing from all classes, by not registering for a semester, or by graduating, and who subsequently desires to return, must reapply for admission by the application deadline. This includes a $50 application fee (except when a student is away from the University for one semester only, an application fee is not required). If the student attended another college or university in the interim, he/she must reapply as a transfer student.”

http://hilo.hawaii.edu/catalog/admission-of-returnees.html

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

*Laulima (Sakai)* is used by all instructors, either as the primary locus of the course or as a supplement to the occasional program course delivered via HITs. Laulima offers a full range of interactive functions: course email, discussion board/forum, bulletin board (instructor to students) and assignments (student and instructor). The discussion board is integrated into most courses, as indicated in the attached course syllabi, and affords students with frequent (required) opportunities to interact with each other and with the instructor.

Most courses require multiple writing assignments (with written feedback from instructors) and postings to the discussion board, so that appropriate interaction is at a high level.

Two instructors have, over the years, offered several courses via interactive television. Students meet in HITS classrooms at University Centers and at the Hilo campus, and lectures and accompanying class discussions are shared at all sites synchronously during scheduled class times.

In addition, students can communicate with faculty advisors via phone and email; increasingly, Skype is being used.

**Query:** Are faculty required to respond to student inquiries within a set time frame, i.e. 24 hours, 48 hours, etc.?

**Response:** While there is no departmental requirement for faculty to respond within a set period (24 hrs., etc.), the Quality Online Course checklist (attached) that faculty are encouraged to apply to their courses includes timely response as a feature of good online teaching. More to the point, faculty quickly learn that prompt responses to student queries are crucial to online teaching and learning.
4. See Best Practice Strategies for Promoting Academic Integrity in Online Education. Please describe how the identity of students participating in the program will be verified.

The Laulima website is password protected, accessed by each student with his or her hawaii.edu 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.

All program syllabi include the following statement or a variant regarding academic honesty. This statement is taken from the UH Hilo syllabus template, posted at http://hilo.hawaii.edu/uhh/teaching/documents/Syllabus_Template_2009.pdf, and endorsed by the UH Hilo Congress and approved by the Vice Chancellor for Academic Affairs).

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

I expect you to behave with integrity and hold both yourself and your peers to the highest standards of ethical behavior. Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual’s words or ideas without appropriately citing the source); (2) turning in assignments that somebody else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else’s work, or providing answers to others in any fashion during an examination. Please note that knowledge of others’ cheating and failure to report this to me can also be construed as complicitness in academic dishonesty.

Should I have reason to suspect that academic dishonesty has occurred, I will conduct a thorough investigation or may refer the matter to the Dean of Students for investigation. Possible sanctions should you be found responsible for academic dishonesty could include a failing grade for the course, suspension or even expulsion from the University. Such consequences could negatively affect your candidacy for graduate/professional programs or for some jobs.

The institution’s Student Conduct Code sets clear guidelines and procedures for academic honesty/dishonesty:

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

The online Faculty Handbook also provides information on this issue:


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


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 timeframe is traditional: courses run through the 16-week fall and spring semesters. Students may also enroll in online Psychology courses during the summer; there is a four-week summer session and a subsequent six-week summer session. Students may not enroll in more than 12 credits in total across the two summer sessions.
6. Sample schedule of courses for a full cycle of the program with faculty assignments, if available.

See the attached schedules with faculty assignments: the actual schedule for "Fall 2008-Spring 2011" and the projected "Fall 2011-Spring 2013" schedule.

Attachments
3.Psy_BA_DL_ActualCourseSchedule_Fall2008_to_Spring2011.pdf,
3.PSY_BA_DL_ProposedCourseSchedule_Fall2011_to_Spring2014.pdf,

C. Admissions

1. Admissions requirements.

Students must first apply to the University of Hawaii at Hilo and be admitted; they must then apply for entry to the BA in Psychology DL program. To be admitted to the program, a student must have completed an AA degree (including Psy 100) or the equivalent; or must have completed the UH Hilo General Education requirements (including Psy 100) and have Junior standing (55+ credits).

Moreover, as described above, 12 places are allotted to students from Maui; 12 from Kauai; and 9 from West Hawaii. Eligible students are admitted on a first-come-first-served basis.

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

To be admitted to the program, a student must have completed an AA degree (including Psy 100) or the equivalent; or must have completed the UH Hilo General Education requirements (including Psy 100) and have Junior standing (55+ credits).

Students include full-time students acquiring the degree from other sites and part-time students who are employed, have family responsibilities, or are otherwise unable to be physically present in Hilo. See the attachment “Psy DL Grad 2002-2010” for student characteristics.

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

The department adheres to the university’s policy on transfer credits. Essentially, any number of credits may be transferred in, but to earn a bachelor’s degree from UH Hilo, a student must meet all General Education and other graduation requirements and must have completed a minimum of 30 credits at UH Hilo.

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

Credits are not awarded for prior learning per se. However, students can earn credits by examination, as specified in the university catalog:

5. Residency requirements, if applicable.

Qualified residents of Maui County, Kauai, and West Hawaii are eligible for entry to the Psychology BA online program.
6. Sample brochure or admissions material. Note that these materials must clearly state "Pending WASC approval" prior to Commission ratification.

Information about the program is shared with students by staff at the University Centers. Information is also posted on the UH Hilo DL webpage at

http://hilo.hawaii.edu/academics/dl/AAtoBAinPsy.php

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.

See the attached “Psychology Program Assessment” for details.

UH Hilo has requested from the UH system a fulltime position of Assessment Officer to train and assist faculty and programs. However, the severe budget constraints—including substantial funding cuts—experienced by the state and its university system in the past three years have meant that such new positions will have to be postponed indefinitely.

The faculty Congress’s Assessment Support Committee is currently the sole source of faculty training in assessment. It is led by a person who successfully completed the first full cycle of the WASC Assessment Leadership Academy. Under her leadership, the hardworking and dedicated committee has been occupied in the challenging project of developing a campuswide system for assessing our new General Education basic, area, and integrative requirements, a project that is expected to consume them for the next year or two.

Moreover, the severe budget cuts have meant that faculty find themselves expected to teach more students with less lecturer (adjunct) support than in the past. In the department, several upper-division courses will not be offered as the faculty have been shifted to lower-division and service courses. It will be difficult to persuade faculty to devote additional time to new assessment procedures until this situation has improved, especially because there are no assessment resources available except those pertaining to General Education.

Query: It would be helpful for the Committee to understand in more detail the current assessment process. You mention several examples of assessment that have been conducted in the past and how data between the online and traditional programs have been compared, but you do not provide details regarding who is involved, when the evaluation occurs and how results are used for program improvement.

Response: Currently the department does not have a formal policy of evaluating and comparing its online to traditional program of undergraduate education. This was not perceived to be a problem during the department’s recent program review or by the administration at UH Hilo in its MOU (see attachments). As noted in the attached “Program Assessment” document, the department frequently reviews and discusses its course offerings at its regular department meetings and in informal settings. The department’s formal assessments, the recent department review and its resulting MOU and the accreditation of its Masters in Psychology Program competed in 2010/2011, have not indicated any problems in the quality of the program.

Department faculty are committed to delivering the highest quality undergraduate education to its students but are not convinced formal assessment is the best possible use of its limited resources. Instead, the department has used its limited resources to enhance advising activities (through having a Coordinator of Undergraduate & Distance Learning) for both the online and traditional students. Additionally, the department’s online courses are taught by tenure-track faculty who also teach in our traditional undergraduate and graduate programs.

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. Details are posted at

http://hilo.hawaii.edu/uhh/vcaa/ProgramReview.php
At the conclusion of its program review process, each campus academic unit meets with the Vice Chancellor for Academic Affairs (VCAA) and a memorandum of understanding is articulated that describes the next steps for the unit and the administration based on the results of the review process.

As a component of the Psychology Department, the BA in Psychology DL program completed the university's program review process, with an MOA with the Vice Chancellor for Academic Affairs in May 2010. The next departmental program review is scheduled for 2015-2016.

Query: Please attach a copy of the May 2010 MOU.

Response: The May 2010 MOU between the department and the VCAA 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.

A review of statistical data leads the department to conclude that the BA in Psychology DL program is successful in terms of student retention, satisfaction, and degree completion.

Student learning outcomes and major assignments are the same in corresponding online and on-campus courses. Virtually all online courses were first taught as on-campus courses. The same instructor teaches the course in both online and on-campus formats.

Student retention and degree completion: Attached is “Psy Grad 2002-2010,” a spreadsheet showing all students who have graduated with a BA through the online program. Of the 84 admitted to the program, including the 33 now active, 51 have graduated. A review of the data indicates the range of student characteristics—and implies the variety of challenges students have overcome to earn their degrees.

Student satisfaction: Attached is “Psy Course Evals,” a comparison of the results in the UH Hilo course evaluation survey for corresponding online and on-campus courses. Differences between pairs of courses in the various survey items tend to be small and, as indicated by the overall course evaluation question 19, ratings are sometimes higher for the online course and sometimes for the on-campus course.

Query: Has direct evidence of student work between online students and traditional students been compared?

Response: Individual instructors have informally compared student work in their online and traditional classes, but there has been no formal comparison by two or more other faculty of such work. See the response in yellow highlight in section III.D.1.

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.

SLOs, syllabi, and student performance expectations in corresponding online and face-to-face major courses are largely developed by the same instructors.

From the outset, the Psychology department sought to ensure that online courses were designed to provide good learning environments for students. All current faculty are experienced in online instruction. In addition, in Spring 2011, the UH Hilo DL coordinator made available to the Psychology department the quality online course checklist described in sections III.A.

Also available through Instructional Technology and User Services are specialists to walk through the checklist with instructors and provide assistance in strengthening any areas where improvement is needed. Psychology faculty are encouraged to participate, and three Psychology faculty have already completed the review and associated training.

Understanding that online technology is constantly evolving, department faculty participate in ITUS workshops and share innovations. Understanding that all pedagogical methods require empirical investigation, several department faculty have conducted research and published or presented findings on the pedagogy of various online methods.

As pointed out above, the department is tracking student retention/graduation and student evaluation of online vs.
on-campus courses.

Query: Please provide a summary of a recent program review.

Response: The 2009 Psychology program review is attached in its entirety.

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.

The UH Hilo’s DL website offers an online readiness test and tutorial at

http://hilo.hawaii.edu/academics/dl/

that is designed to both raise student awareness of the special challenges of the online learning environment and to train the student in essential Laulima functions. University Centers provide students with orientation study, computer access, and internet access.

Laulima (Sakai) LMS is user-friendly and is widely used in both online and hybrid courses across the university system. Students have access to prompt technical assistance and online training provided by the UH system Instructional Technology Services:

http://www.hawaii.edu/dl/student/

Sections IV.B, C, and D below describe student services, technological and library support for online students

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

See items III. D.3 and 4 above.

Attachments

3. PSY_BA_Program_Assessment.pdf,  PsychologyMOUMay2010.pdf,
Psychology_Program_Self_Study_2009.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.

The Psychology Department currently has 13 fulltime members. Six of nine tenured faculty, the instructor and 1 of 3 untenured faculty have taught at least one DL or HITs course. Our BA in psychology does not require an internship or dissertation. The DL program has the same requirements as the on campus program, and the department tracks some measures of educational effectiveness. All faculty are involved in designing, delivering, and informally reviewing courses and student progress.

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.

Program courses are taught only by full-tme faculty whose expertise in distance technology has undergone continuous improvement from resources available on campus and in the UH system and as a result of mutual exchange of ideas and mutual support of colleagues.
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?

All program courses are delivered by full-time faculty in load. Both program and on-campus students enroll in program courses. In addition, program students enroll in other online courses, both in Psychology and other departments.

The department implemented the online degree program in Fall 2002 under an agreement with the UH Hilo administration that it would be provided with a new full-time instructional position and that it would deliver three on-line courses per semester as long as demand continued for such courses. The agreement has been adhered to by both department and administration, with program courses taught by a growing number of faculty, while the faculty in the “online position” teaches on-campus as well as program courses.

Over the years, more and more faculty have acquired the necessary skills to teach on-line courses, and demand for the program and for online courses has grown. In addition, other online courses are offered in-load, and in the summer, several Psychology faculty offer online courses and are compensated by the summer session office from tuition earnings.

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

Faculty are well-experienced in online pedagogy and ample support and training resources are available. See sections III.D.4 above and section IV.D, below for details.

Faculty with less experience with online instruction have been working with their colleagues with more online teaching experience, and with instructional technology and course design staff from the office of Instructional Technology and User Services. All faculty have access to workshops, brownbags, and one-on-one sessions.

In addition, the UH system offers synchronous and asynchronous online workshops on all aspects of instructional technology:

http://www.hawaii.edu/its/facultystaff.html

Psychology online faculty are encouraged to use the Quality Online Course checklist (attached) developed by the DL coordinator, course design specialists, and experienced online instructors drawing on such sources as the Western Cooperative for Educational Telecommunications’ Good Practices for Electronically Offered Degree and Certificate Programs; the American Distance Education Consortium; and similar checklists used by universities in California, Texas, and Illinois.

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.).

The seven faculty who regularly teach in the program include six with Ph.D.s. Areas of expertise include various fields of Psychology: biological, evolutionary, clinical, counseling, social, cultural, and community; and one with a masters degree. Those with doctorates are pursuing active research agendas in their fields of psychology, all participate in the graduate program, and three have published research in online pedagogy. Of the online program faculty, most have each taught multiple sections of online psychology courses; one employs interactive television; and the remainder are actively building online expertise.

Abbreviated vitae are attached.

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

UH Hilo provides the full range of services to students, including online students: Admissions, Records (includes registration), Counseling, and Financial Aid through the Division of Student Affairs (DSA):
http://hilo.hawaii.edu/studentaffairs

Division of Student Affairs services are accessible to online students primarily by phone during office hours (7:45 am-4:30 pm, weekdays except state and federal holidays).

In addition, the UH Hilo DL Coordinator provides pre-admission assistance to students in the form of assistance with registering, identifying appropriate Student Affairs offices for students to communicate with, and arranging for proctoring and other services offered thru UH system university centers on all islands. Once enrolled in the DL program, the Psychology Department’s Coordinator of Undergraduate Studies & Distance Learning is the DL students’ primary advisor. She works closely with staff of student services to support the DL students to degree completion.

See the attached “Psy Flowchart” which lays out the responsibilities of the students, Psychology Department’s Coordinator of Undergraduate Studies & Distance Learning (department lead), and the DL coordinator.

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

UH system technicians provide prompt online assistance with Laulima via email to both faculty and students.

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 service is not available on weekends.

Faculty support in the form of occasional workshops and one-on-one training is provided by staff specialists in the Office of Instructional Technology and User Services.

Additional assistance is available through the DL coordinator: http://hilo.hawaii.edu/academics/dl

Query: Are helpdesk services available on the weekends?

As indicated in the highlighted section above, there are a campus helpdesk and a UH system helpdesk with different hours, but neither offers weekend hours. The Laulima techies are available 7 days a week, throughout most of the day and evening.

Attachments

4. Psy_flowchart_student-DLC-dept.pdf

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.

Program learning outcome 2 states that upon completion of the program, students will be able to perform tasks demonstrating information literacy and critical analysis, or will have successfully completed such tasks:

Demonstrate knowledge of basic concepts and methods of psychological research: this includes defining or explaining concepts, collecting and analysing data, presenting data in tables, conducting a scientific literature search, preparing a scientific research proposal, conducting research under the supervision of a
Students must complete Psy 214, Research Methods, early in the major because it is a prerequisite for most of the Block 2 courses; in this course they learn to use library and other research resources in a critical manner. In advanced courses such as Psy 323, 440 these skills are enhanced. The syllabi with assignment descriptions (attached to section III.A) illustrate the range of writing assignments in the program through which students acquire information literacy skills, and through which their skills are evaluated.

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

Courses such as Psy 214, 323, and 440 require students to conduct research in online databases. The DL librarian, as described below, provides supplemental support beyond that provided by the instructor in course materials.

As part of the UH system’s library system, the UH Hilo library is able to make reserve materials available to students at the University Center libraries. Other library services are described in sections IV.C.3-5 below.

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.

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:


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.

In general, the cost of library materials increases at a rate of approximately 7% each year.

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

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

and having a librarian presence embedded in the Laulima of individual courses.

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.edu accounts. 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.

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), UH Hilo offers a full range of technological services and support for faculty, staff, and students: http://hilo.hawaii.edu/oct/

Instruction-focused services are provided by OCT’s Instructional Technology and User Services: http://hilo.hawaii.edu/oct/itus/

The Distance Learning Coordinator offers a range of services in support of departments and students; see the attachments "Quality Online Course Design Guidelines" and "DL Services" as well as the DL homepage at http://hilo.hawaii.edu/academics/dl

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.

UH Hilo faculty have access to Elluminate Live!, the UH system’s Laulima (Sakai) Learning Management System, and the system’s broad range of instructional technology online resources.

http://www.hawaii.edu/dl/faculty/

http://www.hawaii.edu/dl/student/

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.

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

http://library.uhh.hawaii.edu/lib_services/services/reserves.htm
Course Reserves are accessed through the Voyager catalog through the library's website.

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

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

In addition to standard computer skills in word-processing, for the purposes of the program, faculty and students are expected to use the course management system Laulima to access course materials, email, and as needed for asynchronous discussion. In addition, they will use the university’s online databases. Online training is available for all of these resources.

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

Laulima (Sakai) is the learning management system used by all courses in the program. Laulima is widely used at all campuses of the UH system, and most students come to the Psy program already experienced in its uses. The UH Information Technology Services provides student tutoring videos through links on Laulima, and prompt technical support is available to students (as well as instructors) via Laulima email. https://laulima.hawaii.edu/portal/

In addition, instructors provide individual support as needed, and some provide brief videos, narrated powerpoints, or screenshots as resources. As mentioned previously, one instructor occasionally offers a HITS (interactive television) course.

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.

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.

As pointed out above, in sections III.B.3 and 4, 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.

All program syllabi contain a statement about academic honesty.

The Laulima course management system is secure, with access to course websites requiring students to enter their hawaii.edu usernames and passwords. When students submit written assignments, quizzes, and exams online, they must affirm that they have not received inappropriate assistance in completing the work. Course examinations are completed on Laulima within set time limits.

As pointed out in section III.B.3 above, the institution has clear guidelines and procedures addressing academic honesty and dishonesty: the student conduct code at

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

applies to all students and contains a detailed description of academic honesty and procedures for students who violate that expectation. The faculty handbook provides guidance to the instructor.

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

Aside from instructor computers and internet access, the program does not require additional physical resources. The University Centers on Maui, Kauai, and West Hawaii provide students who do not have computers at home with computer and internet access on their campuses. The UH Hilo and the University Centers have fully equipped HITS (interactive television) classrooms for those occasional program courses that employ that medium.

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.

Laulima, instructional tech support, instructional and course design assistance, the services of the DL coordinator, computer, and internet costs are all absorbed by the university. From the program’s inception, the psychology department and the administration agreed that the duties, 3 online courses per semester, of the new position for the BA in Psychology DL program would be shared by interested faculty members. The new position was provided to the department to compensate for the additional resources needed to provide online sections of courses needed to fulfill the psychology major. Given that program enrollment is perennially at the maximum, that courses are offered in-load by full-time faculty, and that on-campus students are enrolled in the same courses as online students, it is reasonable to state that the program is sustainable for the foreseeable future.

The attached spreadsheet summarizing actual revenues and costs was prepared for the proposal by the UH Hilo Institutional Researcher using the template required by the UH system for all new programs and programs requesting a change from provisional to established status. The IR provided figures beginning in 2008-2009 and continuing through 2010-2011; totals are for Fall and Spring semesters and summers. These are actual, not projected figures. They indicate that the program has been self-sustaining for at least the past four years, and we project that this trend will continue over at least the next three years.

Because the BA in Psychology DL program’s online courses are shared by on-campus majors, and because only some DL students enroll in any one program course in any semester, and DL students avail themselves of any online Psy course or courses that meet their needs in any semester, the IR believes it is appropriate to show the costs and revenues of all online Psychology courses.

Keep in mind that each semester, just three online courses are identified as program courses. The spreadsheet also includes online Psy courses offered in the summer, as DL students often enroll in these courses. The figures for 2010-2011 are lower than those for preceding years because summer enrollments and tuition income have not yet been computed.
b. Total cost of the program to students, including tuition and any special fees.

For 2011-2012, tuition (resident) is $2,280 per semester for a fulltime student and $235 per credit for a part-time student. Tuition is projected to increase modestly each year; the official tuition schedule for 2012-2013 on has not been posted. UH Hilo student fees total $152 per semester for fulltime students and $118.50 per semester for part-time students.

As the attachment “Psy Grad 2002-2010” indicates, PSY BA online students follow many different schedules on the way to graduation. A part-time student who completes all 41 required credits through UH Hilo over the course of six semesters will pay, at the current rate for tuition and part-time fees, $9,635 in tuition and $711 in fees, or a total of $10,346. This does not include additional tuition for additional upper-division courses.

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 item 1 above, all start-up were, and all ongoing costs are being, absorbed without detriment to the university. The university has not incurred a deficit at any time in its history.

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.

As indicated above, the BA in Psychology DL program is integrated thoroughly into the Psychology BA program in terms of faculty, students, and curriculum. The limit of 33 students at any one time has been sustainable and has not had any negative financial impact.

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 cost-and-revenues spreadsheet provides actual figures for all online courses offered by the department for the past four years; these figures are the basis for projecting forward for the next three years.

Projections for 2011-12, 2012-2013, and 2013-2014 are conservative: they assume no increase in student enrollments and no additional faculty assignments to on-line courses. The current faculty union contract provides for a rollback July 31, 2011 to 2009 salary levels following two years of a salary cut caused by the state's economic crisis. In July 2013, faculty will receive a 3% increase; this is indicated in the spreadsheet.

The projections are doubly conservative in that, though the maximum number of program students is capped at 33, the numbers of on-campus students in online courses is likely to increase as the institution is responding to the budget crisis by raising course enrollment caps.

Query: Aside from faculty costs for the program, the budget does not indicate any other costs. Are there other costs, such as marketing the online program, online library resource costs, etc. that have not been included in the budget?

Response: As indicated in section I.A.4, there are no marketing costs. As indicated in sections IV.F.1.a, c, d, all ongoing costs are covered because technology and faculty development are provided by the institution or the UH system to all programs, including Psychology. Moreover, faculty teach these courses inload in the regular school year. Courses offered by faculty in the summer are paid for by the College of Continuing Education from summer session tuition and do not impact the program budget.

Attachments

4.Psy_Revenues_Costs_2008-2014.xls.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 the Board, following a stop-out of the program by the administration. Commitments to students already officially enrolled in such programsshall 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.

Closure of the online program is highly unlikely in view of the long-established statewide demand for the BA in Psychology DL program and for online Psychology courses among students not admitted to the program. However, should the university administration request that the program be closed, the Psychology Department will continue to provide online courses so that students already enrolled in the program will be able to complete their degrees.