2011-09, University of Hawaii at Hilo: Registered Nurse to Bachelor of Science Nursing (Online)

by ALO UHH

Introduction

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

Please read these instructions carefully before beginning your proposal

INSTRUCTIONS:

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

NAMING YOUR PROPOSAL:

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

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

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

REVIEWING YOUR PROPOSAL:

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

SUBMITTING YOUR PROPOSAL:

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

RESOURCES:

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

Framework.

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

Section I: Institutional and Program Overview

A. Program Overview

1. Name of degree or program proposed.

University of Hawaii at Hilo RN to BSN (Online)

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?

All required and elective theory courses for the RN to BSN are offered online; this is 21 credits or 78 % of the total program credits The remaining 6 credits are for clinical study required for the BSN and are completed at clinical placement sites on the students' home islands. By contrast, only 25% of the 68 credits required for the on-campus BSN program are offered online. (See the attachment "Generic BSN vs RN to BSN".)

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 theory courses in the online RN to BSN program currently use the University of Hawaii system's learning management system Laulima, a customized version of the open-source system Sakai. These courses are completely asynchronous and completely online,except that some courses require students to take proctored examinations at University Centers on Maui, Kauai, or West Hawaii. Clinical courses are completed at clinical placement sites on the students' home islands. See the attached "Master List of Clinical Sites."

In 2011-2012 Nursing faculty will be trained to use Elluminate Live! to deliver some RN-to-BSN courses and some courses in the online Doctor of Nursing Practice program (approved by the Board of Regents in May 2011 and by WASC in June 2011).

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

State of Hawaii: Hawaii Island (West Hawaii), Kauai, Maui, and Oahu. The University Centers of West Hawaii,

Maui, and Kauai support the program.

In addition, UH Hilo and Kapiolani Community College (KCC) on Oahu have a memorandum of agreement that will expedite the entry of qualified KCC students into the online RN to BSN program. A signed copy of the MOA is attached.

5. Projected number of students.

Ten students from Oahu through Kapiolani Community College, and a minimum of ten additional students from Hawaii, Kauai and Maui counties combined.

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

The program is geared for working registered nurses. Students are adult learners and may be full or part time. Required courses are offered on a regular schedule that ensures that part-time students who complete a minimum of two courses per semester can complete the program in four semesters. Full-time students can complete the program in two semesters. Note that only prerequisite and elective courses are offered online in the summer.

7. Initial date of offering.

The online program has been offered since Fall 2004. See explanation in section I.B.2. below.

Following WASC substantive change approval of the present proposal, we plan to begin admitting new students from Oahu for Spring 2012, with classes to begin on January 9, 2012. New students from the other islands will be admitted for Fall 2012.

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

The program is intended to be ongoing as long as there is demand. Oahu KCC students will enter as a cohort every Spring. Other students will enter as ongoing, rolling admissions with new students admitted once per year every Fall.

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.

As pointed out above, in addition to admitting any qualified RN, the program has agreed to admit students who have completed prerequisites through Kapiolani Community College (KCC). The MOA with KCC is attached.

With respect to clinical placements, we attach our “Master List of Clinical Sites” and representative MOAs with these agencies: Hawaii Health Systems Corporation (HHSC, statewide), Hawaii State Department of Health (Maui), and Wilcox Memorial Hospital (Kauai). MOAs are reviewed and renewed periodically.

Attachments 1.Generic_BSN_vs_RN_to_BSN.xlsx.pdf, 1.KCC_MOA.pdf, 1.Master_List_of_Clinical_Sites.pdf, 1.Wilcox_Memorial_Hospital_MOU_signed_121905.pdf, 1.HHSC_MOA_Expired_12312010.pdf, 1.Dept_of_Health_MOA_Public_Health_Branch.pdf,

1.HHSC_Supplmental_MOA_Jan2011.pdf

B. Descriptive Background, History and Context

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

The University of 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, which houses the School of Nursing, 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 master's degrees, 33 baccalaureate degrees and 24 academic subject certificates

UH Hilo is expanding its contributions to health care education in the state of Hawaii; the RN to BSN is a key component in this institutional emphasis. In addition to the PharmD program, which opened its doors in Fall 2006, a master's degree in clinical psychopharmacology has been approved by WASC in June 2011 and is pending Board of Regents (BOR) approval in August 2011. The School of Nursing's 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 online RN to BSN, which serves RNs across the state who seek professional improvement and advancement, is consistent with the university's 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 Hawaii at Hilo is now offering four online degree programs that will undergo substantive change review in September and October 2011: the AA to BA online Psychology 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 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 longest-lived of the programs is the BA Psychology Distance Learning program, which accepted its first off-island on-line students in Fall 2002. Program enrollment is 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 Fall 2012. To date, a total of 84 students have been admitted and 45 have graduated, with 7 more expected to graduate by the end of Summer 2011.

The RN to BSN online program admitted its first students in Fall 2004. There are, as of Summer 2011, 19 part-time students from Maui, Kauai, and West Hawaii currently active in the program. A total of 26 students have completed the online BSN since Fall 2004. Assuming WASC approval of this proposal, new students will be admitted in Spring 2012.

The School of Nursing, working with Kapiolani Community College, the University Centers on Maui, Kauai, and West Hawaii, is now focusing more faculty energy on the RN to BSN. Additional impetus is provided by the new DNP program, which is a hybrid program in which all theory courses will be delivered online. Preparations for and the design and delivery of two online programs has intensified Nursing faculty commitment to outreach and to building expertise in online modes of teaching and learning.

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 change reviews for six proposed programs. All reviews were successful.

The approved programs are the PhD in Hawaiian and Indigenous Language and Culture Revitalization (HILCR) for 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; and the Doctor of Nursing Practice and the Master of Science in Clinical Psychopharmacology in June 2011.

The three 2011 substantive change panels found the proposed programs to address established need and demand, to have well-designed curricula, and to provide strong support in student services, library, and technology. Recommendations for the future included more detailed presentation of assessment activities.

The proposed program is part of a School of Nursing with a strong tradition of faculty involvement in curriculum development, review, and assessment. The online RN to BSN assessment plan (attached to section III.D) is consistent with WASC expectations as well as with the expectations for ongoing assessment established by the NLNAC.

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 from the Commission have emphasized the need for UH Hilo to cultivate greater faculty involvement in the assessment of student learning outcomes.

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

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 University of Hawaii at Hilo's School of Nursing is accredited by the National League for Nursing Accrediting Commission. The most recent re-accreditation occurred in October 2007 with an approval of the full eight years. Please see the attached "NLNAC Accreditation Summary 2007."

Attachments 1.NLNAC_Accreditation_Summary_2007.pdf

Section II: Program Need and Approval

A. Program Need

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

<u>Alignment with Mission and Strategic Goals of UH Hilo and UH System</u>

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."

UH Hilo's new Strategic Plan (at http://hilo.hawaii.edu/strategicplan/) 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: *ʻAʻohe pau ka ʻike i ka hālau hoʻokahi.* / One learns from many sources.

The purpose of our university ʻohana/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 Hawaii, the Pacific region and the world.

Vision: *E lawe i ke aʻo a mālama, a e ʻoi mau ka naʻauao.* / 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 Hawaiʻi, and promotes skilled participation in a global society.

The RN to BSN program is consistent with specific components of this new Plan, including Goals 4 and 5 and associated actions.

- Goal 4, "Cultivate, sustain and reflect a diverse, multicultural university that is rooted in the indigenous history of Hawaii," 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."
- Goal 5, "Strengthen UH Hilo's impact on the community, Island and state of Hawaii 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."

Other RN to BSN programs in the State

Two other free-standing RN to BSN programs are available to RNs in the state of Hawaii. Both are offered by private accredited institutions. One is offered by Hawaii Pacific University (HPU) on Oahu; it is a face-to-face program. Annual tuition for full-time BSN junior and senior students at HPU was $24,070 in 2010-2011. The University of Phoenix offers an online RN to BSN; estimated tuition for the program is $63,000. (For the UH Hilo RN to BSN, part-time students will pay $6,345 tuition for 27 credits plus $118.50 per semester in student fees and $500 per semester for the School of Nursing professional fee.)

Since Fall 2010, the University of Hawaii at Manoa's School of Nursing and Dental Hygiene has partnered with Kauai CC and Maui College to enable students with the Associate of Science degree in nursing to transition into the Manoa BSN program.The curricula of these two community colleges has been revamped to flow into the Manoa curriculum. The RN curricula at KCC and at Hawaii Community College in Hilo are compatible with the BSN program at UH Hilo but not with the Manoa BSN program.. Moreover, the clientele for the Manoa-Kauai-Maui program—nursing students with an associate degree—is distinct from the clientele—Registered Nurses—targeted by the KCC-UH Hilo arrangement.

Need for BSNs in the State of Hawaiʻi

Prospects are good for the longterm sustainability and eventual expansion of the online RN to BSN. For example, Queen's Medical Center on Oahu employs 800 RNs. The Medical Center recently achieved Magnet recognition from the American Nurses Credentialing Center, acknowledgment of the center's patient care excellence. This status requires that a minimum of 80 % of staff nurses must have the BSN. Currently, only 60% of QMC nurses do, and an affordable, accessible online RN to BSN program will be very attractive. Hawaii Pacific Health Hospitals, such as Pali Momi,Kapiolani Medical Center, and Straub Medical Center on Oahu also prefer BSNs.

On the island of Oahu alone, KCC graduates 75 RNs each year; of these only 15% have continued directly into a BSN program. On the neighbor islands and West Hawai`i, the online RN to BSN has established a reputation of quality and reliability, and we anticipate steady enrollments from those locations.

Hawaii's need for nurses trained at the baccalaureate level reflects national trends. The public has long been aware

of the advantages of better educated nurses: a 1999 Harris Poll conducted nationwide showed that 76% of respondents believed that nurses should have at least a four-year post-secondary education. Nationally, hospitals and health systems prefer that nurses have gone beyond the RN to the BSN. Hospitals are moving towards evidence-based medicine—translating scientific studies quickly into new procedures—and the knowledge and higher-level reasoning skills are not emphasized in the basic care and technologically-oriented programs at community colleges. The American Association of Colleges of Nursing reports regularly on research documenting that higher percentages of baccalaureate-trained nurses are associated with improved health care outcomes and higher levels of patient safety and quality care. The National Advisory Council on Nurse Education and Practice, policy advisors to Congress and the US Secretary for Health and Human Services, urged some years ago that at least two-thirds of the nursing workforce hold baccalaureate or higher degrees by 2010; the current figure is below 45%.

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

Admissions, enrollments, and degree completions in the RN to BSN program over the years and the new agreement with KCC are the main basis for our inference that the program is sustainable. Information about Queens Medical Center is from the dean of the Health Academics program at KCC. Generalizations about national trends were found in various sites identified by Googling “RN Nurse Jobs” and “Jobs in Nursing.”

Query: Please provide the admissions, enrollment and completion data that you refer to in your response.

Response: Attached are the KCC MOA and data on RN to BSN course enrollments ("Online Courses Shared RN-BSN and Trad BSN") and degree completion data ("RN BSN Degrees Awarded") provided by the Institutional Researcher. There have been occasional years when the number of active RN-BSN students has been as low as three or four, but as students' online competence and comfort has improved, enrollment has also improved. Because both online and traditional students can take these shared courses, fluctuations in RN-BSN enrollments can be absorbed, as indicated by the "Online Courses Shared" data. However, the agreement with KCC and additional career incentives for RNs to earn the BSN will, we are convinced, ensure solid enrollment and completions among our target clientele.

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.

The MOA with KCC (attached) commits the institutions to enrolling ten KCC students in each cohort. There are now 19 students at various stages in the online program from Kauai, Maui, and West Hawaii. Five of the courses required for the RN-to-BSN are also required for generic BSN students and all are offered exclusively on-line and are taken by both kinds of students. Given the size of the SON faculty and other demands on the faculty, as well as the need to meet the needs of KCC and non-KCC RNs in the state, we must keep within our self-defined limits and minimize growth for the foreseeable future.

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.

In about 2002, the UH system identified areas of need for an RN to BSN online program. The UH Hilo administration provided course development funds, and UH Hilo courses began to go online in Fall 2004, and the program was announced to the public and advertised through the University Centers on Maui, Kauai, and West Hawaii. No marketing costs were involved.

The Nurse Care (Health Resource Services Administration, US Department of Health) grant, which ran from July 2006 to December 2009, provided funds to advance the program, including marketing in public venues. Since Spring 2010, no funds have been spent on marketing. The UH Hilo DL Coordinator visits the University Centers twice a year to meet with prospective and enrolled students, and program coordinator visits Hawaii CC (in Hilo) and does online (Skype) conversations with interested students.

In addition, we rely on word of mouth by students and informal promotion by University Centers and the UH Hilo DL webpages relating to the RN to BSN online program:

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

Attachments 1.KCC_MOA.pdf, RN_BSN_Degrees_Awarded.pdf, Online_Courses_Shared_RN-BSN_and_Tradl_BSN.pdf

B. Planning/Approval Process

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

The University of Hawaii at Hilo currently does not have a process specifically for existing degree programs to become online programs.

As pointed out in section A.4 above, in about 2000 the UH system identified the need for an RN to BSN online program, and the UH Hilo administration provided course development funds. Over the years, more Nursing faculty have developed expertise in online course delivery, ensuring that courses required for the online RN to BSN would be offered by a range of instructors. The five courses required in the generic BSN and in the RN to BSN are now offered completely online, and students from both programs are in the same classes together.

When it was determined in Spring 2011 that the online program required substantive change review, the department announced that it would not admit new students to the program until January 2012, pending WASC approval of the substantive change proposal in September 2011. The MOA with Kapiolani Community College provides for students to complete prerequisites prior to being admitted to the RN to BSN program; the first cohort of students are currently working on their pre-requisites in preparation for Spring 2012 admission.

Query: Have any new measures been proposed and/or implemented regarding the approval of existing degree programs moving online?

Response: There are no plans at present at UH Hilo nor at the UH system level to implement a process to approve the derivation of an online program from an existing traditional degree program. The department and the dean of the respective college make that decision.

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 School of Nursing professes the following philosophy:

> that all people are unique and wholistic, possess the right to preservation of their personal, ethnic, and cultural identities. Furthermore, people have a right to access health care that is culturally congruent and respects their roles as partners in health promotion and disease prevention. Human caring is seen as the essence as nursing, built on the premise that each person has intrinsic value and worth. Nursing care focuses on preventative health education and research-based interventions for individuals and communities. The UH Hilo School of Nursing is committed to fostering a dynamic curriculum that evolves in response to changing current and future health care needs in Nursing at the local, state, national, and international levels.

This philosophy is realized in an curriculum that provides quality nursing education with a strong focus on transcultural caring and on critical thinking skills; focuses on currency and standards of delivery of therapeutic nursing care to individuals, families and community; cultivates effective communication skills congruent with cultural practice and believes; fosters community engagement through service and research projects which develop student skills in collaboration, resource management, and program development.

In practical terms, the R.N. to B.S.N. program provides students who are already Registered Nurses the opportunity for educational and professional advancement. Students may enter the R.N. to B.S.N. program only if they have a current Hawaii R.N. license and have been formally admitted into the upper-division nursing program (see B.S.N. admission criteria described in section III.B.1).

Students may elect to complete the program on a part-time or full-time basis. Regular advisement with faculty is critical for successful completion of requirements for graduation.

Query: Please discuss the pedagogical methods that will used in the online program.

Response: The online format makes course lectures, readings, assignments, and communication with instructors and classmates accessible to students 24/7 via the highly developed and user-friendly Laulima (Sakai) online course management system. Built into most courses are opportunities and requirements for interaction and active learning, and faculty are promptly responsive to student emails and phone calls. (More details about Laulima are provided in sections III.B.3 and 4, IV.B.2; and details on DL quality assurance in III.C.4 and 5 below.) The online courses are identical to on-campus courses in terms of course learning outcomes, and while some assignments and exams have been adapted to the online environment, the same level of rigor is observed in all courses. The RN to BSN coordinator ensures that online students receive the same level of support as do on-campus students.

The required practicum courses are completed at facilities approved by the program (see MOUs in section I) on the island where the student lives (and works). The RN to BSN coordinator oversees the conduct of these practica and ensures that online students receive the same level of support as do traditional students .

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

The RN to BSN curriculum differs from the basic BSN program in that the RNs have already completed basic nursing courses as part of their Assoc of Science/RN program. The standard BSN program is directed at students who have no nursing courses. See the attachment "Generic BSN vs RN to BSN" for the requirements in each program; online courses are highlighted in red.

Accordingly, the RN to BSN program requires 27 nursing credits; generic BSN students must complete 68. (See the attachment “Generic BSN vs RN to BSN” for comparison of the programs.) All students must meet UH Hilo General Education Basic, Area, and Integrative requirements, earn a minimum of 120 college credits, a minimum 2.0 cumulative g.p.a. in UH Hlo courses and in Nursing courses, and a Pass grade in the clinical practica.

Upon admission to the RN to BSN program, students who have completed their RN from a NLN-accredited institution are given up to 30 credits in recognition of the nursing course work already completed; these credits count towards to 120+ credits required for the BSN.

The online format makes the program available to working RNs across the state. As is apparent from sections IV.C. and D, every effort has been made to ensure that students have ready access to all course materials; as section III.B indicates, students are able to communicate regularly with instructors and classmates.

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

Response: The online format makes course lectures, readings, assignments, and communication with instructors and classmates accessible to students 24/7 via the highly developed and user-friendly Laulima (Sakai) online course management system. Built into most courses are opportunities and requirements for interaction and active learning, and faculty are promptly responsive to student emails and phone calls. (More details about Laulima are provided in sections III.B.3 and 4, IV.B.2; and details on DL quality assurance in III.C.4 and 5 below.) The online courses are identical to on-campus courses in terms of course learning outcomes, and while some assignments and exams have been adapted to the online environment, the same level of rigor is observed in all courses.

The required practicum courses are completed at facilities approved by the program (see MOUs in section I) on the island where the student lives (and works). The RN to BSN coordinator oversees the conduct of these practica and ensures that online students receive the same level of support as do on-campus students.

As is apparent from sections III.B.3-4, III.C.4-5, and IV.B.2,IV.C. and D, every effort has been made to ensure that online students enjoy courses that provide excellent learning opportunities and support, and ensure that students are able to communicate regularly with instructors and classmates.

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.

The successful student will be able to:

1. Integrate theoretical knowledge and clinical learning from the physical, psychosocial and nursing sciences in nursing practice.
2. Use critical thinking to provide therapeutic nursing derived from research and professional standards.
3. Collaborate with other professionals in providing preventative health education and research-based interventions to diverse clients across the life span in rural contexts.
4. Assume responsibility for continuing professional growth and ethical-legal nursing practice.
5. Incorporate leadership skills to enhance health of individuals, families and communities.
6. Incorporate caring values, beliefs and practices of diverse individuals, families and communities in nursing care.
7. Use research findings in managing care of individuals, families and communities in rural contexts.
8. Implement collaborative health prevention for clients in rural communities.

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

The curricular map is attached.

5. Listing of courses, identifying which are required.

Students admitted to the RN to BSN program must complete the following Nursing courses to earn their degree. Note that in general, RN to BSN students do not take all program courses available each semester, but rather take an average of two courses each semester.

- **Fall Semester** (14 semester hours)

NURS 347–347L Health Assessment with Practicum (4)

NURS 350 Trans-cultural Care and Health Promotion (3)

NURS 358 Nursing Research (3)

NURS 362 Nurse Professional Writing (1)

NURS Elective (3)

- **Spring Semester** (13 semester hours)

NURS 361 BSN Nursing Preview (3)

NURS 410–410L Community Health Care with Practicum (5)

NURS 457–457L Collaborative Health Care, Leadership and Management with Practicum (5)

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.

All syllabi for all courses offered by the School of Nursing are reviewed by the school's Curriculum Committee before courses are offered.

Beginning in Spring 2011, the following process has been instituted: the school has adopted the UH Hilo Quality Online Course checklist (attached) and the curriculum committee has reviewed syllabi for currently offered online courses. These syllabi now reflect the quality online course expectations represented in the checklist.

The syllabi provided with this proposal meet the criteria set forth in the 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 following syllabi have been selected for inclusion with the proposal to highlight integration of information literary/skills , multiple teaching methodologies, multiple means of assessing student learning. Nurs 457-457L function as the capstone experience, though 457L is not online but rather is completed at clinical sites.

Nurs 361

Nurs 362

Nurs 358

Nurs 457-457L

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

Nurs 410L and 457L are both practica; total number of clinical hours 144 hours for 457L and 96 hours for 410L. In 410L the student works with a preceptor at a public health or home health agency. In 457, the student works with the agency to develop a project for the agency and carry out the project. For example, in Spring 2011 457L students worked with Head Start to develop a new hearing and vision testing and training module for staff, including evaluation process and materials. (Section III.C. Admissions below describes requirements for enrollment in the clinical practica.)

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

Other than meeting university requirements for graduation and program requirements, including a C or better in all required Nursing courses, there are no special requirements.

Query: Did you mean to say, "...There are NO other special requirements." Please clarify.

Response: The word "no" has been inserted in the sentence above. The proposers are grateful for this editing assistance.

Attachments 3.Curricular_Map.pdf, 3.Quality_Online_Course_Design_Guidelines.pdf, 3.Nurs457L_Syllabus_final.pdf, 1.Generic_BSN_vs_RN_to_BSN.xlsx.pdf, 3.Nurs_358_final.pdf, 3.Nurs_361_syllabus_final.pdf, 3.Nurs_362_syllabus_final.pdf, 3.Nurs_457_syllabus_final.pdf

B. Schedule/Format

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

The length of time from admission to completion varies depending on the quantity of courses students choose to take per semester. Many students are working registered nurses and are only able to take one or two classes per semester. Students who are able to attend school full time can complete the program in two semesters.

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.

Students can begin the program (once it is approved by WASC) when they qualify. If a student must decelerate or drop out for a period of time, the program follows the same guidelines as the university. A student may miss one semester and resume courses without replying to the university but must complete the returning student paperwork for readmission. Students who stop out for two or more semesters must reapply to both the university and the nursing program and resubmit required health and license documentation.

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

The Sakai-based online learning management system Laulima, provided by the UH system, is used by all instructors, either as the primary locus of the course or as a supplement to the occasional program course delivered via the Hawaii Interactive Television System (HITS). Laulima offers a full range of interactive functions: course email, testing with optional feedback, discussion board/forum, bulletin board (instructor to students) and assignments (student and instructor). The discussion board is integrated into a number of courses, as indicated in the attached course syllabi, and affords students with frequent (required) opportunities to interact with each other and with the instructor.

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

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

Starting in Fall 2012, Elluminate Live! will be introduced into select courses. This will make possible live video interaction with students.

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 has been adopted by the School of Nursing indicates clearly timely response as a feature of good online teaching. In their review of courses and syllabi by the Curriculum Committee has the opportunity to remind faculty to build prompt response into their methodology. In practical terms and apart from any such dicta, 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.

A number of 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.

In addition, the SON’s expectations with regard to academic honesty are articulated in every syllabus. The following statement from the UH Hilo syllabus template, or a variation, occur in every syllabus:

> 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
>
> You are expected 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 the instructor can also be construed as complicitness in academic dishonesty.

Possible sanctions 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.

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

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

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

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

Finally, the institution sets clear guidelines and procedures for academic honesty/dishonesty. The Student Conduct Code describes appropriate and inappropriate behavior and disciplinary actions:http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php - disciplinary

The university catalog also includes discussion of academic dishonesty:
http://www.uhh.hawaii.edu/catalog/academic-dishonesty.html

The university's online Faculty Handbook also includes discussion of this matter:
http://hilo.hawaii.edu/uhh/teaching/handbook/AcademicDishonesty.php?l=3

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 elective Nursing courses during the summer; there is a four-week first summer session and a six-week summer session. Student may not enroll in more than 12 credits in total in the two summer sessions.

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

Fall Semester	Spring Semester
NURS 35O: Dr. Kinney	NURS 457: Dr. Mukai
NURS 362: Eileen Lovell	NURS 457L: Eileen Lovell
NURS 347: Dr. Mukai	NURS 410: Barbara Choy
NURS 347L: Jeanie Flood	NURS 410L: Eileen Lovell
NURS 358: Jeanie Flood	NURS 361: Dr. Mukai

Elective courses offered online and on a rotating basis include the following: Nurs 373 Gerontological Health, 371 Nursing Informatics, 372 Spirituality in Health Care.

C. Admissions

1. Admissions requirements.

Admission to the RN to BSN program requires students to complete all prerequisite and general education basic and area requirements prior to fall admission. In addition to application to UH Hilo, students submit an application to the UH Hilo School of Nursing which is available on the website and requires two letters of reference and a copy the

students' nursing license.

GE basic, area, and integrative requirements: students meet these in a variety of ways

Nursing prerequisite courses that RN to BSN students typically have not taken in their AS programs and must take prior to entry include: Nurs 348 Human Pathophysiology; Chem 141 Biochemistry; Nurs 375 Clinical Human Nutrition; Math 121 Statistics or an equivalent Biology or Psychology statistic.

Nursing prerequisite courses are offered on line by the School of Nursing in the summer as well as during Fall or Spring.

In addition, to enroll in clinical coursework, students must meet all health and professional requirements for clinical, including the following:

- T.B. and immunization clearance;
- Healthcare Provider's CPR (includes CPR for Adults, Children, and Infants) certification;
- liability insurance;
- health insurance

Compliance with supplemental training required by an agency will be the responsibility of the student. Students may need to obtain background checks and drug testing as required by the clinical agencies and in conformance to program expectations.

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

Students must have an active unencumbered Hawaii RN license, must have graduated from an NLN-accredited program. Students who graduated from a non-accredited program or a foreign program may qualify for admission by passing the NLN II Acceleration Challenge Exam.

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

All core Nursing courses must be completed at UH Hilo. Prerequisite, general education, and electives can be transferred in.

RN to BSN students must meet the UH Hilo residence requirement of 30 credits from UH Hilo and complete a minimum of 24 credits of UH Hilo nursing courses from the core program requirements.

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

RN to BSN students are awarded up to 30 credits toward the BSN degree from their undergraduate nursing courses earned for their Associate Degree in Nursing.

5. Residency requirements, if applicable.

Because all clinical placements take place in Hawaii, students must be in residence in the state of Hawaii at the time of the clinicals.

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

The RN to BSN program is not advertised by printed materials. The School of Nursing website provides information on the program: http://hilo.hawaii.edu/depts/nursing/

The UH Hilo DL website also provides detailed information and assistance to prospective students:

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

The assessment plan is attached.

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

The University of Hawaii at Hilo has a seven-year cycle for program review, including external review. Units like the School of Nursing, which have external accreditation agencies submit self-study reports to the VCAA that were submitted to their external agency in lieu of a report following UH Hilo's template. These reports are submitted to the VCAA on the schedule set by the external agency, which in our case is with the National League for Nursing Accrediting Commission. As part of the BSN, the online RN to BSN will participate in the next self study for NLNAC review.

At the conclusion of the 2007 NLNAC review, the Nursing program received full eight-year accreditation, until 2015.

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.

The five courses which are required for both the RN-to-BSN online students and the generic BSN students are all offered online, and students from both programs "attend" the same class sections together. These courses are Nurs 347, 350, 358, 410, and 457. (We find that the presence of the RN-to-BSN students enriches the course experience for the generic students: their real-world experience is an invaluable contribution to the asynchronous discussions .)

The retention rate in the generic program is 89%. We have not measured the retention rates for the RN to BSN because student enrollments in the various courses vary strikingly from year to year. RN to BSN students enroll with students in the generic BSN program, in the same sections of online courses, so there are no on-campus courses corresponding to these required online courses.

In an informal assessment, instructors noticed that RN to BSN students had difficulty with formal writing, in particular APA format. The generic students had been exposed to such writing in their non RN-to-BSN courses. Nurs 362 Nursing Professional Writing was created and is delivered regularly to address this gap.

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.

The SON curriculum committee reviews all courses and course syllabi and ensures that core SLOs and core student performance expectations are consistent from year to year.

From the outset, the School of Nursing seeks to ensure that online RN to BSN courses are designed to provide good learning environments for students. Thus, before being offered, each course will be reviewed by a team composed of a Nursing faculty experienced in online delivery and a course design specialist from the office of Instructional Technology and User Services or the College of Continuing Education and Community Service, using the attached quality online course design guidelines. The specialist will provide guidance and training as needed before the course is launched and during the semester as the course is being taught.

Our assessment plan, attached below, is built on clearly articulated program learning outcomes and a sustainable schedule for assessment student achievement of these outcomes. Direct assessment of student performance in online courses will of course be crucial in gauging teaching effectiveness and indicating ways in which online

pedagogy and curriculum can be improved. The assessment plan also includes tracking of indirect measures.

Query: Please attach a copy of the most recent program review.

Response: Attached is the "NLNAC.2007.Executive Summary" from the most recent program review/self study prepared by the (then) department of Nursing (now School of Nursing).

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 prospective students an online self-test and tutorial at http://hilo.hawaii.edu/academics/dl/

The test/tutorial 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. KCC provides similar support.

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/

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

See item III. D.3 above and the attached assessment plan for descriptions of direct and indirect assessment of student learning and hence of teaching effectiveness.

Query: In addition to the quality of student work, are there other ways that faculty are evaluated in the online program?

Response: Course evaluations are administered at the end of each semester. On-campus students receive the evaluation forms in the classroom in the absence of the instructor, and response rates are very high. However, the program has had little success in eliciting student responses for the online version of the standard course evaluation. Student responses for both on-campus and online evaluations are processed by the Institutional Researcher and made available to programs. However, the very low-to-zero response rate for online courses has made comparison between online and oncampus courses in the course evaluations impossible.

To date, the program relies on student participation, completion of assignments, overall student performance, and persistence to graduation as the key indicators of student satisfaction and teaching effectiveness.

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To date, the program relies on student participation, completion of assignments, overall student performance, and persistence to graduation as the key indicators of student satisfaction and teaching effectiveness.

Attachments 3.Program_assessment_Plan_final.pdf,

3.Quality_Online_Course_Design_Guidelines.pdf,
3.NLNAC.2007.SECTION_I_EXECUTIVE_SUMMARY.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.

Six of the fulltime faculty teach in the RN to BSN option program. Three have doctorates and three have master's degrees. Of those with master's degrees, two are close to completion of the PhD in Nursing. In addition to the six core faculty, lecturers are hired to complement the teaching assignments. The full time faculty also teach in the generic BSN program.

All fulltime faculty participate in developing and delivering courses and the undergraduate curricula. All participate in curricular review and assessment activities. In addition to bimonthly meetings, all faculty participate in end-of-semester retreats where faculty development and resolution of curricular and assessment issues occur.

Abbreviated CVs of those fulltime faculty involved in the RN to BSN are attached to this section.

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.

In addition to full-time faculty, an average of two lecturers are hired per year, to teach one course each in the program's online courses. Lecturers hired are experts in their area of nursing and provide quality experiences for the RN to BSN students. The lecturers are encouraged to attend faculty meetings and curriculum retreats where there is an opportunity to share feedback on clinical sites and survey reports. All full time core faculty advise students as well as the RN to BSN coordinator who is the key advisor for students.

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

The program will have minimal impact on the exiting generic BSN program as RN students will participate in existing theory courses also required for generic students. Two additional sections of the three clinical lab courses (NURS 410L, NURS 347L, NURS 457L) will be required for the RN students with a faculty ratio of 10 students per one faculty. Existing faculty will be used to teach the additional clinical courses.

A lecturer will be hired to facilitate the two practica courses 410L and 457L on Oahu. A fulltime SON faculty coordinates the practica on Maui, Kauai, and West Hawaii and will also oversee the Oahu lecturer.

When teaching time can be spared, the RN-to-BSN faculty coordinator has a 1.5 course release/semester.

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; four have an average of four semesters of experience in delivering such courses.

Faculty new to online instruction have been working with, and will continue to work with, instructional technology and course design staff from the office of Instructional Technology and User Services: http://hilo.hawaii.edu/oct/itus/. They have been trained in both workshops and one-on-one sessions, and one-on-one follow-up and development are available to all faculty throughout the year.

In addition, the UH system offers synchronous and asynchronous online workshops on all aspects of instructional technology, with particular focus on Laulima: http://www.hawaii.edu/its/facultystaff.html

Program online courses are reviewed by the school's Curriculum Committee using the attached quality online course design checklist. The specialist provides any needed training and design assistance to ensure that the course meets the guidelines and is available to assist throughout the semester.

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 six faculty involved in the online RN to BSN program include three with doctorates, and three with master's degrees. One of the three masters' faculty will complete her doctorate in September, another soon thereafter.

Abbreviated vitae are attached.

Attachments 3.Quality_Online_Course_Design_Guidelines.pdf, 4.FACULTY_CURRICULUM_VITAE.pdf

B. Student Support Services

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

a. Ongoing academic advising and academic support

b. Financial aid advising

c. Career placement services

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

DSA services are accessible to 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. The coordinator also links students with the RN to BSN advisors. See the attached "DL Services" for the kinds of assistance provided by the DL Coordinator.

The RN to BSN program coordinator is the primary advisor to admitted students.

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. The UH system's ITS office maintains online training resources for both faculty and students:

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

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

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.

http://hilo.hawaii.edu/helpdesk/

http://www.hawaii.edu/its/about/helpdesk.html

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 and by the College of Continuing Education and Community Services.

The UH HiloDL webpage includes other resources: http://hilo.hawaii.edu/academics/dl

Query: Are helpdesk services available on the weekends?

Response: As indicated in the yellow highlighted section above, neither UH Hilo nor UH system helpdesk services are available on weekends. However, technical support for the universally used Laulima online course management system is available seven days a week, all day and into the evening.

Attachments 4.DL_Services.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.

The following program learning outcomes address information literacy in terms of research, critical thinking, and application to professional tasks:

- Use critical thinking to provide therapeutic nursing derived from research and professional standards.
- Collaborate with other professionals in providing preventative health education and research-based interventions to diverse clients across the life span in rural contexts.
- Use research findings in managing care of individuals, families and communities in rural contexts

Writing and research assignments are key in several courses (see the attached syllabi) and culminate in the major project of 457.

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

Nurs 358, 362, 410, 457/457L 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: http://library.uhh.hawaii.edu/instruction/Laulima_intro_dl_revS11.pdf

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

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

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

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

In general, the cost of library materials increases at a rate of approximately 7% each year. Library costs are part of the university's annual budget.

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 and LibGuides
http://guides.library.uhh.hawaii.edu/profile.php?uid=25065 , and offering 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.eduaccounts. More information is available at: http://library.uhh.hawaii.edu/lib_services/services/loans.html In special cases, books may be mailed to distance students and faculty (http://library.uhh.hawaii.edu/lib_services/policies/DL_shipping.pdf).

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

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/

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.

https://laulima.hawaii.edu/access/content/group/b5ed46a8-3c3f-4f2d-b2aa-9ef3bf7086ee/HTML/support/index.html

https://laulima.hawaii.edu

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.

Each course has a dedicated site on the Laulima system that is managed by the faculty of record. This comprehensive online platform has a multitude of capabilities including sections for posting course material, task, surveys where student assignments are posted, test can be generated and taken on line, class discussions can be posted and responses shared, communication can be facilitated through the email or announcement sites. A gradebook is available where students can track their academic progress. Laulima is available 24-7 during the semester. 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 and Course Reserves are accessed through the Voyager catalog online at the library website.

The full-time Distance Learning Librarian is available to students and faculty 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 and other online resources, as described in sections IV.C and IV.D.

The attached Quality Online Course guidelines, provided by the DL Coordinator, have been adopted by the SON to ensure that online faculty are competent in the requisite skills to conduct an effective online course.

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. 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 course via the Hawaii Interactive Television System (HITS); HITS-ready classrooms are located at University Centers.

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 section III.B. 4, several 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.

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.

Starting in Fall 2012, Elluminate Live! will be introduced into select courses. This will make possible live video interaction with students and will contribute to the establishment of student identity in the program. (Training of faculty in Elluminate will begin in 2011-2012.)

Program syllabi include a strong statement regarding academic honesty. The institution provides Turnitin and makes training available to students and faculty. It has clear guidelines and procedures addressing academic honesty and dishonesty, all program syllabi include a statement on academic honesty, and information about academic dishonesty and consequences are posted at several locations on the university website.

Attachments 3.Quality_Online_Course_Design_Guidelines.pdf

E. Physical Resources

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

The School of Nursing occupies offices in the largest classroom and faculty office building on campus. The community is the laboratory in the RN to BSN program. Experiences will occur in public and privately funded agencies. A master list of clinical sites is attached here and in Section I; representative MOAs are attached in section I.

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 them at home with computers and internet access.

Attachments 1.Master_List_of_Clinical_Sites.pdf

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.

Initial program startup costs included course releases to faculty to develop online skills and courses. A major boost

came from an $800K Nurse Care grant from the Health Resource Services Administration, US Department of Health, which ran from July 2006 to December 2009. The grant provided funds for faculty development in online pedagogy and technology, special counseling, onsite advising at the University Centers, laptop loaners for students, and marketing in public venues. The grant also purchased Adobe Connect. It also provided funds for exploring the possibility of expanding to Palau and American Samoa; this expansion was not supported by HRSA.

Course development has been supported by assistance from the UH Hilo Instructional Technology and User Services office (described above in section IV.D) at no cost to programs, and by mentoring by faculty experienced in online instruction. As pointed out above, library services and technological support are provided to UH Hilo online programs and faculty by the appropriate units. Marketing is carried out by word of mouth, by the University Centers, and by the Distance Learning coordinator and the DL webpages.

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. 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 the next three years at the minimum.

Because the RN to BSN program's online courses are shared by generic BSN students, because only some DL students enroll in any one program course in any semester, and DL students avail themselves of any online RN to BSN course or courses that meet their needs in any semester and in the summer, the IR believes it is appropriate to show the costs and revenues of all online RN to BSN courses year-round.

The figures for 2010-2011 are lower than those for preceding years because summer 2011 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; it is projected to increase modestly each year; the official tuition schedule for 2012-2013 on has not been posted. Student fees total $152 per semester for fulltime students and $118.50 per semester for part-time students.

In addition to UH Hilo tuition and fees, students admitted to the RN to BSN program pay a required $500 per semester professional fee which is retained by the School of Nursing. This is not required for summer courses. The professional fees are utilized for a variety of education and student-related purposes, such as equipment purchases related to Health Assessment, commercially produced materials on DVDs for each island site, subscriptions to Elluminate Live!, occasional site location rental fees, and faculty travel.

Thus, assuming current per-credit tuition, the typical part-time RN to BSN student would pay $6,345 for 27 credits plus $500 per semester for the professional fee; add to this fees of $118.50 per semester for a part-time student, and $152 per semester for a full-time student.

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.

The RN to BSN program has been in existence since Fall 2004. Start-up costs were covered by the university and by the external Nurse Care grant, including purchase of software, hardware, and instruction-related costs. Since then the program has sustained itself, drawing on services and resources provided to all instructional units by the university and the UH system to all programs at no cost.

Furthermore, as online BSN courses are taken by on-campus students as well as program students, no additional instructional cost is required to sustain the program.

The faculty coordinator has a 1.5 credit course release, but has from time to time voluntarily waived the release.

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 is pointed out above, a number of BSN courses are being offered online (23% on average), and these are taken by

students in the traditional BSN program as well as by those in the RN to BSNprogram. Total enrollments, including both types of students, are in general above average for UH Hilo and sufficient to sustain the courses and program.

Query: What is the minimum number of students per year to make the program financially viable?

Response: . A minimum of 5 RN to BSN students might be a reasonable estimate of the number of students required to make the program worthwhile offering in terms of service to RNs in the state desiring professional advancement. However, because the RN to BSN students share courses with traditional BSN students, the reality is that as long as we have actively enrolled students, we would continue the program. Historically we have had as few as three students in a course and some years with no graduates. It depends on how many are in the pipeline and how fast they wish to progress. We are currently experiencing a surge in interest due to the increase in healthcare facilities which are requiring the BSN for nursing staff.

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

The attached revenues-costs spreadsheet includes actual data for all online courses for the period 2008-2009 to the current year for all online Nursing courses, including Fall and Spring semesters and summer sessions. The final figures for 2010-2011 will be somewhat higher, as they do not yet include Summer data. The steady growth shown in the spreadsheet reflects the SON practice of moving all common courses to the online format.

The $500/student/semester professional fee will be used by the SON to cover travel for the DL coordinator to meet with students, occasional site rental fees, technology expenses—including the purchase of onsite DVD materials for Kauai, Maui, Oahu and West Hawaii at $3000 per set and a contract for use of Elluminate Virtual Rooms through and agreement of UH Manoa's College of Education—and other support expenses that might not have been covered through tuition alone. We do not list the professional fees for 2008-2011; the total amount has varied from year to year depending upon the student population.

Projections for 2011-12, 2012-2013, and 2013-2014 are conservative: they assume that the number of non-KCC RN to BSN students remains steady, that there is an increase only in KCC students, no faculty raises, and no additional faculty assignments to on-line courses. The current faculty union contract provides for a return to 2009 salaries following a salary cut (due to the state economic crisis) through July 31, 2013, with an increase of 3% for 2013-2014. The spreadsheet shows these conditions.

Note that the projection is conservative in assuming no enrollment growth. Although the numbers of program students is capped, 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: Have all program expenses been included in the attached budget?

Response: As pointed out in section IV.F.1.c. above, the RN to BSN program has been in existence since Fall 2004. Start-up costs were covered by the external Nurse Care grant, including purchase of software, hardware, and instruction-related costs. Since then the program has sustained itself, drawing on services and resources provided to all instructional units by the university and the UH system at no charge to programs. Additional/new costs for software (Elluminate/Collaborate subscriptions) and instructional materials (DVDs) for off-site students are included in the budget. Furthermore, as online BSN courses are taken by on-campus students as well as program students, no additional instructional cost is required to sustain the program.

Attachments 4.Nurs_cost_revenue_final.pdf

Section V: Teach-out

A. Teach-out

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

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