

21 February 2010

TO: Vice Provost & Dean Judith L. Smith

FROM: Robin L. Garrell, Chair of the Academic Senate

RE: **Academic Senate Review of Online Degree Programs**

The Academic Senate at UCLA is responsible for reviewing and approving proposals for all academic programs, including majors, minors, and new degrees. For online degree programs, our approach is to review them in the same way as we would any other program. The process, which is continually refined, has been described in Essay 2 of the 2007 *Capacity and Preparatory Review* report for UCLA's reaccreditation by WASC.

The Graduate and Undergraduate Councils have approved the following documents regarding program standards, which apply equally to both online and traditional programs.

- [Excellence in Graduate Education](#)
- [Graduate Student Rights and Responsibilities](#)
- [Guidelines for the Graduate Admissions Process & Codification of Policies & Procedures Governing Graduate Admissions](#)
- [Excellence in Undergraduate Education](#)

Academic Senate regulations governing program standards (for both online and traditional programs) can be found in Parts I and II of the Academic Senate Manual, Part II, "Regulations of the Division," specifically:

- [CHAPTER I. General Provisions](#)
- [CHAPTER II. Bachelor's Degrees in Academic Colleges and Professional Schools](#)
- [CHAPTER III. Graduate Regulations](#)

UCLA has approved two online degree programs, and the Senate has provided you complete documentation on both of them. The Master of Science in Nursing: Specialization in Nursing Administration program has not admitted students since 2005 and graduated its last cohort in 2007. The faculty in the School of Nursing have voted to suspend admissions. The sole active online degree program is the MS in Engineering, which was established in 2005 following review at both the campus and system-wide levels. In its approval letter, the UCLA's Graduate Council stated, "the online nature of this degree program breaks new ground for not only UCLA, but also for the University of California system at large." At the time of its approval, the Graduate Council stipulated that the program be reviewed, complete with external reviewers, four years after the admittance of the first cohort. As such, the program is scheduled to be reviewed in the 2011-2012 academic year. In addition to conducting the formal review, the Review Team will address issues and challenges specific to online programs, both in terms of their formal review and in terms of curricular excellence.

UCLA

Distance Education Programs

- I. Henry Samueli School of Engineering and Applied Science - Master of Science in Engineering Online Program

- II. School of Nursing - Online Delivery of the Masters of Science Specialty: Nursing Administration



THE HENRY SAMUELI SCHOOL OF ENGINEERING AND APPLIED SCIENCE
MASTER OF SCIENCE ONLINE PROGRAM
7440 BOELTER HALL
LOS ANGELES, CALIFORNIA 90095-1597
Ph: (310) 825-6542

January 19, 2010

To:

Judith L. Smith
Vice Provost and Dean and Accreditation Officer for WASC

From:

Christopher S. Lynch
MS Engineering Online Program Director

Re:

Requested brief report on the UCLA HSSEAS MS Engineering Online Program

A. General information:

Name of Program;

HSSEAS Master of Science in Engineering Online Program

Date established;

Fall 2006

Faculty responsible for administering the program;

Professor Christopher S. Lynch, Program Director
Professor Ajit Mal, Mechanics of Structures Area Director
Professor Dejan Markovic, Integrated Circuits Area Director
Professor Jenn-Ming Yang, Advanced Structural materials Area Director
Professor Ya Hong Xie, Electronic Materials Area Director
Professor Mario Gerla, Computer Networking Area Director
Professor Kung Yao, Advanced Signal Processing and Communications Area Director
Professor Daniel Yang, Manufacturing Area Director
Professor Xiaolin Zhong, Aerospace Engineering Area Director
Dr. Peter Pao, Systems Engineering Area Director

Staff responsible for administering the program

Shanna Revoner, Staff, Student Affairs Officer and Program Manager
Caleb Bohannon, Staff, Program coordination
Felipe Kuo, Staff, IT and related student support (50% time)
Rex Lorenzo, Staff, IT and related technology support (50% time)
Orachat Chiu, Staff, IT staff supervision (10% time)
Undergraduate support staff (office helper)

Number of students currently enrolled

200

Mission of the program

The primary purpose of this Program is to enable employed engineers and computer scientists to enhance their technical education beyond the Bachelor of Science level and to enhance their value to the technical organizations in which they are employed. The training and education that the Master of Science in Engineering Program offers are of significant importance and usefulness to engineers, their employers, to California and to the nation. It is at the M.S. level that engineers have the opportunity to learn a specialization in depth. It is at the M.S. level that those engineers with advanced degrees may also renew and update their knowledge of the technology advances that occur, and have been occurring, at a rapid rate.

B. Learning Outcomes and Assessment:

The published learning outcomes for the program

The program learning outcomes are the same as the departmental program outcomes and correspond to the ABET a-k items. The course outcomes each address some or all of the program outcomes. This is covered in detail in a document entitled: "SUPPLEMENT - Substantive Change to Proposal to WASC for Master of Science in Engineering, and Online Program for Employed Engineers and Computer Scientists" that was submitted to WASC in 2006 as part of our initial program approval.

The processes used to assess those student learning outcomes on a routine basis

The MSOL Program is currently working with SEASNET to establish a learning outcome assessment system that will be administered through the School of Engineering COURSEWEB. This system has been beta tested but is not yet in full operation for all courses. We anticipate having this in place Summer 2010. At present, feedback has come from informal surveys of students in the program and from course evaluations completed by students for each course in the program. The full assessment system will mirror the assessment system used for the undergraduate program ABET accreditation.

Use of those assessments as evidence in judging the effectiveness of the program

The program director reviews course evaluations and has performed e-mail surveys of students asking what has worked well in the online medium and what has not worked as well. Two courses have been re-developed using a different approach to the online medium, and one course

has been discontinued. This informal process has been effective for a small number of courses, but now that the program has grown to its current size a more formal assessment process is being implemented.

Systematic review of program by SEAS or ABET.

No systematic review has been performed at this point by either SEAS or by ABET.

C. Resources:

Summary of the resources (financial, technological, and academic and support personnel) devoted to the program

Course development: A graduate TA at 25% time plus non-resident tuition if needed is funded to help with course development (production of power point lecture presentations). A faculty member is funded for course development at 1/18th of nine month salary to work with the TA and record lectures.

Course offering: A graduate TA or special reader is hired at 50% time plus non-resident tuition if needed to help students with homework, to run live recitation sessions, and to generally help with course coordination. A faculty member is funded at 1/18th of nine month salary to run the course, develop problem sets, develop examinations, and perform assessment of student performance.

Description of the student support services including advising

Advising is performed at multiple levels. The program director and SAO review proposed programs of study for consistency with degree requirements and certificate requirements. Each Area Director provides technical advice to students with respect to more detailed area requirements and prerequisite knowledge. Area directors are compensated 1/18th of nine month salary as Summer salary for advising. The SAO reviews student progress and checks against degree and certificate requirements. Advising is predominantly handled through e-mail and telephone, although students do have the option of coming to campus.

A. General Information:

Name of Program: UCLA School of Nursing Online Delivery of the Master of Science Specialty: Nursing Administration

Date Established: Online delivery of an existing parallel MSN in Nursing Administration program initiated in 2000.

Date Student Enrollment Suspended: Student admissions for online delivery suspended after the 2005 admission class. Formal ballot for suspension pending.

Faculty and Staff Responsible for Administering Program: Nursing Administration faculty responsible for administering the online content consisted of Dr McNeese-Smith, Dr Suzette Cardin and Dr Valda Upenieks.

Number of Online MSN Nursing Administration Students Graduated: 82

Mission of Program:

The overall mission and goals of the SON is to advance nursing science through the conduct and dissemination of research and expand its national and international leadership in educational preparation of nurses. The school is committed to preparing scholarly and highly qualified nurses at all levels for the provision of quality nursing care for a diverse multicultural society.

B. Learning Outcomes and Assessment:

1. Published Learning outcomes for the program

The learning outcomes for the MSN online Nursing Administration program was identical to the traditional MSN Nursing Administration program but aimed to serve the needs of the working professionals interested in nursing administration. The outcomes were to prepare advanced practice nurses with an extensive body of knowledge in finance and administration as well as leaders who can support the professional practice of nursing in a variety of settings and roles. As such, this program of study has been developed to enhance administrative practice, education, research, and professional leadership.

The SON's long standing specialty offering in Nursing Administration is aimed at preparing advanced practice nurses for administration, case management, consultative, and entrepreneurial roles in a variety of settings. Course offerings, which address core concepts, include administration, business, finance, leadership, organizational theories, research, professional issues, teaching, and electives selected from courses offered primarily in business, public health, public policy, and public administration. Supervised practica and residency experiences are designed to apply knowledge in a variety of health-related settings including ambulatory care, medical group practice, public health, home care, hospice, long term care, insurance, occupational health, industry, consulting practices, managed care and HMO (health-maintenance organizations) offices as well as in traditional, inpatient acute care settings. These practica may be in direct patient care environments, as well as in departments affecting health care including risk management, quality improvement, and research.

The course syllabi specified the learning activities within each unit, as well as the course description and objectives, skill competencies, and readings. A section of the syllabus specifically addressed collaborative learning online. For example, in N220, the syllabi were supplemented online with a very detailed document entitled “Survival Tips” that outlined important strategies for success in a web-based course. Students in N220 also read various articles online about Internet instruction.

2. The processes used to assess those students learning outcomes on a routine basis

Similar to the traditional ongoing MSN in Nursing Administration, written assignments were utilized to build content, and examinations were required (in the classroom setting at UCLA) to test outcome knowledge. Traditional student evaluation utilized the University evaluation forms.

3. Use of those assessments as evidence in judging the effectiveness of the program

The faculty, with the support of the Associate Dean for Academic Affairs and the Evaluation Subcommittee, have rigorously evaluated the online courses. Specifically, both faculty and students evaluated each online course by qualitative and quantitative methodologies at the completion of each course for the first two years. Thereafter, we conducted the evaluation using the standard UCLA course evaluation format.

In terms of qualitative strategies, a validated semi-structured interview guide was developed by the Evaluation Subcommittee at the School of Nursing. This interview format contained 15 items that assessed separately faculty and student experiences with each online course. Sample items included “What is your overall opinion of this online course?” and “Threaded discussions is a technology you have used in this course. We’d like your help in understanding the strengths and weaknesses of using this technology.”

Students found the courses convenient, it make them better prepared for the content, and they enjoyed mastering computer technological skills. Most felt the help desk response was prompt, that faculty provided quick feedback and that the online courses supported adult decision-making process in allowing students to work at their convenience. Furthermore, students felt their writing skills improved and they gained analytical skills.

Students suggested some changes to the delivery of the content, such as prompts for changing PowerPoint, timeline for content due, and placing the exams online. They also suggested additional courses to be placed online (e.g., OH).

Overall, quantitative rankings were quite high between Fall 01 and Winter 03. Every quarter both sections (on ground and online) of the course and faculty were evaluated using the usual School of Nursing methodology. During the subsequent quarters, the online vs on ground scores were quite similar and in some respects, exceeded on ground scores.

C. Resources:

The resources necessary for the development of this online program were initially obtained from a grant awarded to Dr Nyamathi at the SON for \$186,500 by eCollege.com. Faculty who developed the courses were provided hands-on, one-on-one faculty development training, and were engaged in taking the online Faculty Certification Training course. They also had development support provided by an experienced online educator hired by the School of Nursing,

Karen Borgie. During course implementation (concurrent with traditional delivery of the same course), an additional part-time faculty or teaching assistant was provided to support the faculty member. This person was trained by the faculty, and/or by the Faculty Certification Training course.

1. Advertising, Recruiting, and Admissions Materials were made Available

Advertising, recruiting, and admissions materials were made available to prospective students through various means such as advertising in professional journals, participation in various local and national conventions, and mailings to alumni of the nursing administration program, and nursing executives at local hospitals, and the web. The School held numerous Admissions Counseling sessions throughout the year to provide information about the programs offered and the admissions process. The School has an information line that can be accessed 24 hours a day/7days per week. Potential applicants were able to leave their name and address to receive information and/or an application packet.

The UCLA School of Nursing, in conjunction with eCollege.com, also created a website for individuals interested in online education. The site, linked through the SON main website, provided information on the SON and the nursing administration specialty, including degree requirements and fees, and provided links to many UCLA campus student services websites. An inquiry form at this website sent prospective students information to the SON, i.e., general email address, sonsaff@sonnet.ucla.edu, and an automatic response verifies receipt of the inquiry.

2. Training Resources Provided to Faculty Teaching Online Courses

Dr Edward Landon, Ph.D., a faculty trainer from eCollege.com, led a two-day hands-on workshop for all involved faculty, and they were also enrolled in the eCollege Certification course, which was taught completely online by Dr Landon, and Peter Cassidy, M.A., another faculty educator at eCollege.com. This six-week course provided basic training relevant to using web-based strategies in developing and teaching online courses. All enrolled faculty were required to create an online portfolio, which had to demonstrate proficiency with basic online instruction tools, including pedagogical and visual design. To become Certified Online Educators, each faculty member had to complete the portfolio and the eFaculty Certification Exam successfully.

Karen Borgie was hired by the SON to provide intensive, one-on-one training and consultation to faculty as they develop their online courses, and, with her guidance, faculty will continue to receive ongoing training and attend conferences periodically. In addition, each faculty member is provided additional faculty or teaching assistant support.

3. Student Support Services and Academic Advisement

Entering students were assigned a faculty advisor who was available in person, on e-mail or by telephone throughout the entire program. Furthermore, the Associate Dean for Student Affairs, Kay Baker, and the Associate Dean for Academic Affairs, Dr Nyamathi, were likewise available by all these modalities. In addition, technical support was available to students 24 hours a day through the eCollege help-line desk at 1-888-884-7325 or 303-873-7400. Students were provided all this information prior to enrolling in the online courses.

Student Affairs staff (Student Services Coordinator, Financial Aid Coordinator, Admissions Coordinator and Director of Student Affairs) were available by telephone or e-mail to answer questions for prospective and current students. Links to important UCLA and School of Nursing sites (Book Stores, Libraries, Schedule of Classes, University calendars, University fees, etc.) were available through the SON's main and online websites.

4. Timely and Appropriate Interaction Between Faculty and Students and among Students

Each student had a faculty advisor who was usually her/his primary instructor for that year. Students contacted faculty in person by appointment on-campus or following an on ground class, by telephone, and by e-mail. Students were encouraged in the syllabus, orientation, and online communications to contact the instructor whenever they have a question. Instructors provided online comments on assignments within the same week. Written assignments were normally returned within one week of submission, with faculty feedback. Practica were with a nursing administration expert near the students' community. A faculty member has telephone, email, and in-person contact with both students and the preceptors, who provide role-modeling experiences in the clinical courses.

5. Technology

Full technical and computer support was provided 24/7 to online students by the eCollege.com helpdesk. The help desk was staffed by a group of specialists who understood that web-based learning can be a challenge for students and are committed to making every user's transition to eLearning a smooth one. The goal of the eCollege Help Desk was to quickly and effectively handle all technology issues, thus allowing students and faculty to focus on education.

A complete student orientation course was provided for the student upon enrollment in the online program. In addition to readying students for the online process, a thorough explanation of computer requirements was provided so that students could install the required software for accessing the course and participating in class activities and assignments. Basic hardware and software requirements needed to access the eCollege.com course platform were: a computer, Internet Service Provider (ISP), an email account, a web browser and Real Player software.

Students who enrolled in the online program paid technology fees in addition to the assessed fee for the program. These fees paid for the help desk, the secure course site and the other technology services offered by eCollege.com. The technology fee was based upon the number of online credit hours taken by the student each quarter and are paid directly to eCollege from the student's home page by credit card, electronic funds transfer, or money order.

6. Library and Information Resources

All library services available to traditional ground students were also available to those selecting the online venue. Examples of services available to both ground and online students included: National Network of Libraries of Medicine (NN/LM) "Breaking Through the Net: A Distance Ed Course, NN/LM Outreach Program that offers basic instruction on use of the World-Wide Web and PUBMED, Bruin Online Proxy Server that includes instructions for how to configure a computer for access and the Pacific Southwest Regional Medical Library (PSRML), a part of the NN/LM working with regional libraries and information centers to improve the public's access to biomedical information.

Conclusion

The School of Nursing decided to suspend the online delivery of the ongoing MSN in Nursing Administration due to a threat of law suit by Acacia for video rights infringement. It is unfortunate as the students very much valued this delivery format. Please see attached letter from Dean Courtney Lyder (Appendix A).

UCLA

UNIVERSITY OF CALIFORNIA,

LOS ANGELES

SCHOOL OF NURSING

Office of the Dean

700 Tiverton Avenue
2-256 Factor Building
Phone: (310)825-9621
Fax: (310)206-7433
Box 951702
Los Angeles, CA 90095

February 16, 2010

Judith L. Smith, PhD
Dean and Vice Provost
UCLA Accreditation Liaison Officer
2300 Murphy Hall
MC: 143801

Dear Dean Smith,

I am writing to respond to your request to provide an update on the distance education program offered in the UCLA School of Nursing. The online Masters of Science in Nursing (MSN) Program, Nursing Administration Specialty, was initiated in 2000, admitted its last class in 2005, and graduated its last class in 2007. The total number of students who graduated over the lifetime of the program was 82.

The faculty voted to suspend admissions to the online nursing administration option in February 2010. We are in the process of notifying the Academic Senate of this vote so that the suspension can be approved according to Senate policies and procedures. We will notify your office when the action has been approved by the Senate.

Thank you,



Courtney H. Lyder, ND, GNP, FAAN
Dean and Professor, School of Nursing
Assistant Director, UCLA Health System