MEMORANDUM

TO: Virginia Hinshaw
Chancellor

VIA: Reed Dasenbrock
Vice Chancellor for Academic Affairs

FR: Mary G. Boland
Dean, School of Nursing & Dental Hygiene

RE: Action Plan for 2011-12 Mānoa Campus Priority Areas

On behalf of the Department of Nursing (DON) School of Nursing and Dental Hygiene (SONDH), I am pleased to submit the following action plan for nursing. As the major program educating professional nurses for the Hawai‘i workforce; nurse educators for the UH and the state; and the only PhD program in nursing; the Department of Nursing (DON) is committed to the tripartite activities of research, education, and service. Our graduates are highly recruited and well prepared to lead the profession into the future.

The preparation of this Action Plan generated recognition as to the full range of DON commitments. Please be assured that we are active in pursuing the full Mānoa mission and our school Strategic Plan. This report reflects a snapshot of activities related to campus priorities for 2011-2012 and is not meant to be representative of the full DON/school agenda.

I. Improve Retention and Graduation Rates (undergraduate)

I.A. Background

Each year, approximately 350 Mānoa students declare as "pre-nursing". Undergraduate nursing operates as an "upper division program" admitting 56 students each fall and spring to the six semester program. The limited number of seats creates a competitive admission process for applicants. While many students secure admission on their first application, others retake courses or reapply before securing admission. This results in a mean time to graduation of six years. Once admitted, greater than 85% of students progress to graduation in six semesters. However, many Mānoa students will not meet the admission criteria despite repeated attempts. This repeated application process delays their time to graduation and increases their cost of attendance (increase in the total number of credits required for their second choice major).

Consequences of the current approach are that high school students committed to nursing apply to private and/or mainland schools that offer direct admission to the major;
Manoa students must complete a second application process. In addition, students are delayed in receiving their financial aid or require repackaging.

**Action:**
- Continue to shape and participate in campus enrollment management initiatives
- Create a school level schedule for admission and financial aid action
- Develop and disseminate process flow guides for undergraduate admission
- Improve pre-major advising for the approximately 350 Manoa students who identify nursing as a pre-major
  - Nursing will assume responsibility for pre-major advising beginning fall 2012.
    - With the addition of 1 FTE to the Office of Student Services, we will counsel the approximately 350 nursing pre-majors; OSS is developing a counseling protocol that will ensure advising from freshman year though admission to nursing. If an applicant is not admitted, the counselor will provide continuing advisement and follow-up for either re-application to nursing or redirection to another health related major at Manoa or the appropriate UH campus.
- Begin direct high school admission in fall 2012 with a phase in over 2 years to accommodate the Manoa pre-nursing majors
  - Beginning with the fall 2014 admission cycle, increase the percentage of direct admits each year with the goal of achieving 80% by fall 2017
- Complete launch of the consortium curriculum that supports program completion in 4 years with integration of Kapiolani Community College beginning in fall 2012
- Department of Nursing to review curriculum to assess the potential to decrease required credit for the BS from 124 to 120 and alternatively, to collaborate with campus to assess general education requirements

**I.B. Background**

Teaching is highly valued in the DON and faculty has high levels of student interaction. This is particularly true at the undergraduate levels where courses are 9–10 credits with integrated classroom/field learning. The UH Translational Health Science Simulation Center will be launched in January 2012 and staffed by a team of learning specialists to guide both students and faculty. The Center is offering a simulation training course to faculty and community partners in the health care industry to prepare us for the upcoming national certification expected in the next few years. In addition, as we developed the laboratory, Dr. Wong was guided by the national accreditation requirements and we are eligible to apply 12 months after we open our facility.

The increasing use of technology supported instruction requires skills building for both new and veteran faculty. The majority of master’s and doctoral coursework is offered using web based approaches. In spring 2011, the DON Instructional Technology Group of faculty and staff recommended an IT plan that was approved by the DON and the dean. We are in the process of creating positions to provide faculty support to ensure that all faculty are competent and comfortable in use of technology for learning.

Nursing has a robust evaluation plan with several data sources and a continuous improvement process for teaching effectiveness (described in the 2010 CCNE Accreditation Self-study). The majority of undergraduate courses meets and exceeds the school benchmark for teaching effectiveness (23.515 Likert scale on the DON Form 4
course evaluation). Students rate faculty high on quality of teaching. Each graduating class awards an excellence in teaching certificate to an outstanding faculty. In recent years, three faculty members have received the Chancellor's Citation for Outstanding Teaching.

We believe that faculty with a high level of competency both in the area of clinical expertise and teaching strategies facilitate student retention. Faculty development is essential to maintain specialty expertise. Dr. Ceria-Ulep, the Department Chair developed and manages an expanding faculty orientation program that is designed to introduce new faculty to the teaching role, assist them in transitioning from clinician to educator, and build skill in technology enhanced education delivery, including simulation learning. The program begins with a two-week orientation prior to the start of the school year and continues with a monthly seminar through the first year. The program is evaluated and revised each year.

National certification is available in a content specific area (i.e., pediatrics) and in nursing education. Faculty identified barriers include the time required to prepare for the test, cost of applying, and lack of compensation (promotion) for such certification.

**Action:**

The Dean will consult with faculty to create a certification initiative with the goal to have 70% of faculty engaged in clinical learning nationally certified. Components will include support for examination preparation, reimbursement for application, continuing certification fees, and a stipend for maintaining certification.

II. Native Hawaiian Advancement

II.A. Background

"The School of Nursing and Dental Hygiene mission is to provide an innovative, caring, and multicultural environment in which faculty, students, and staff work together to generate and transmit knowledge, wisdom, and values to promote quality of life and health for present and future generations. To better reflect Hawai‘i’s unique cultural diversity and heritage, the School is committed to increasing Native Hawaiian and other underserved people in all nursing and dental hygiene programs."

The above mission and SONDH Strategic Plan identify social justice as a key school imperative along with place and culture. We benchmarked ourselves to continue efforts to build a Hawai‘i nursing profession that respects the contributions of all people to Hawai‘i’s present and future – and aims for a Hawaii nursing workforce that parallels the diversity of the state.

Nursing is a desired career choice for Native Hawaiian and Pacific Island students and representation is increasing steadily at undergraduate and graduate levels. Under the direction of Nalani Minton, MA (tenured S-3), the 'IKE AO PONO (undergraduate recruitment and support) and EALA PONO (graduate recruitment and support) programs are gaining momentum. With the support of the Chancellor, the program

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1. SONDH Strategic Plan, Self-study Report to the Commission on Collegiate Nursing Education, Sept 2010.
completed recruitment for a second tenure-track specialist faculty position. They are complemented by a staff of one APT position and a temporary non-tenure track specialist faculty position.

The nursing curriculum integrates content on cultural competence throughout all courses. Previous curriculum has contained nursing electives focused on Asia Pacific cultures. The new undergraduate consortium curriculum contains a course on Native Hawaiian Health that will be taught by Ms. Minton beginning in fall 2012. Dr. Dianne Ishida teaches NURS 680 Cultural Competency in Nursing Education and NURS 767 Culturally Competent Research Methods and both are favorites of graduate students who evaluate them as key courses in their study.

While Native Hawaiian (NH) undergraduate enrollment is strong, we recognized that enrollment is less than desired in the master's and doctoral programs. Second, we observed that students attend on a part-time basis which lengthens their time to graduation. We sought and received funds from Kamehameha School for a Native Hawaiian Nursing Scholars Program to create two accelerated cohorts of nurses engaged in improving their own communities. To date, five students have graduated with their master's degrees and the second group is on track to graduation. We approached Kamehameha to continue support of those students applying for admission to the Doctorate in Nursing Practice (DNP) program and expect a decision by the end of 2011. The proposed program will include support for tuition and stipends for six students to continue on to the doctoral program.

Recruitment and retention of Native Hawaiian faculty is an identified priority. Ms. Minton is the first tenured NH faculty in the school. One tenure leading specialist was recruited this year. The first NH student received her PhD from UHM in 2006 and she declined a Mānoa faculty position to work at Windward Community College. Of the four NH students enrolled in the PhD program, one is expected to graduate within a year.

**Action:**
- Continue to strengthen and support the Native Hawaiian student success programs
- Continue to recruit students for graduate education and solicit support for costs of attendance
- Collaborate with Hawaiinuiakea to refer potential students and faculty to the school
- Continue the interdisciplinary effort to identify funding for the Mānoa Native Hawaiian Health Academy
- Disseminate information on the newly established DNP program to Native Hawaiian nurses and expand 'IKE AO PONO activity to that program
- Continue to focus the nursing research agenda on health concerns of underserved communities including Native Hawaiians

**III. Graduate Education**

**III.A. Background**

Nursing education began at UHM in 1932 with a one-year public health nursing program for graduates of hospital schools of nursing. In 1965 the school established the Master of Science in nursing and the PhD in nursing was established in 1998. In 2005, the WASC
approved the redesigned PhD in nursing program for online delivery and in 2012 the first students will enroll in the DNP program. Research activity and faculty scholarship is building in the school.

In 2005, 42 master’s and 11 PhD classified students were enrolled. The students were all part-time and proceeded slowly to graduation – particularly in the PhD program. With federal funding from HRSA, we created new pathways and moved to on-line delivery to meet the needs of working RNs on Oahu and the neighbor islands. The graduate programs are particularly important as they provide the venue for 1) nursing faculty on Oahu and the neighbor islands to continue their education; 2) leadership development of mid-career managers; 3) advanced practice nursing to increase access to care; and 4) education of nurse scientists. Today, classified graduate enrollment is 275 students. The school does not recruit nationally and most students attend part-time. However, our growing national reputation resulted in a 2011 US News and World Report ranking of 1001442 for graduate education.

Dr Kris Qureshi, chair of the Master's Curriculum and Evaluation Comm. and immediate past graduate chair and Dr. Maureen Shannon, Graduate Chair and immediate past chair of the Master's Curriculum and Evaluation Committee are committed the strengthening the graduate program and ensuring student success.

**Action:**

- Encourage campus to initiate a review of the present admission structure and policies to identify and eliminate redundancies and bottlenecks
- Strengthen relationship with Graduate Division to ensure timely forwarding of graduate applications
- Review the present school process to identify redundancies
- Increase the role of OSS in managing a timely admission process including creating and disseminating the schedule for admission and financial aid action
- Develop and disseminate process flow guides for graduate (master and doctoral) admission
- Increase the use of successful cohort, on-line, and accelerated program formats
- Continue to monitor student progression using a standard student advising/progression process across all graduate programs
- Create explicit responsibilities to support Chairs and program directors in understanding their key role in creating a successful school
- Increase faculty and staff support to well subscribed programs (nurse practitioner)

**III.B. Background**

We conducted a comprehensive review of the master’s program in preparation for accreditation in 2010. While accreditation does not address the PhD program, the program director conducted a comprehensive evaluation of the on-line PhD program. Further, in planning for the Doctorate in Nursing Practice (DNP) program, we reviewed the American Association of Colleges of Nursing (MCN) DNP Essentials. Taken together, this activity and the 2011 revision to the MCN Master's Essentials, form the basis for our journey to excellence.
The present economic slump is increasing the number of recent BS graduates who are immediately pursuing graduate education. Also, competition for the master’s entry program in nursing (MEPN) is intense (e.g., over 300 applicants for 40 places for the Fall 2011 cohort); and the initial 3 cohorts are progressing in a timely manner to graduation. The cohort model of the master’s in nursing administration and PhD programs is proving to be an outstanding tool to increase graduation rates.

**Action:**
- Support recruitment of full time graduate students by increasing the number of research/teaching assistantships and scholarship support
- Recruit and mentor 6 tenure leading faculty
- Engage all faculty in graduate education (beyond tenured or tenure leading)
- Compete process to join NEXUS to increase access to courses taught by national experts
- Launch a cohort model DNP program

We look forward to collaborating with your office to support Mānoa’s action priorities for 2011-2012.