

ONLINE WOC Nursing Education Program: Are We Making The GRADE?



Bonnie Sue Rolstad, RN, MS, CWOCN; Ruth A. Bryant, RN, MS, CWOCN;
JoAnn Ermer-Seltun, RN, MSN, FNP, CWOCN; Debra Netsch, DNP, APRN, FNP-BC, CWOCN;
Geralyn Powers, RN, MSN, CWOCN, GNP; Sheila Howes Trammel, RN, MSN, CWCN, CCCN, APRN and Marilyn Loen, PhD, RN
webWOC Nursing Education Program
College of Nursing and Health Sciences, Metropolitan State University
Minneapolis, Minnesota

Purpose

This poster distinguishes types of ONLINE learning delivery and presents a descriptive study of the Outcomes Measurement Plan for the webWOC Nursing Education Program online. This is the 3rd report of outcomes from this online Program with previous reports issued in 2004 and 2007. The current report covers the previous year, 2009, which most accurately reflects a very quickly changing curriculum, approach to teaching and content delivery.

Background

The Sloan Consortium reported that over 20% of learners enrolled in higher education courses in the U.S. during the Fall term, 2007, were enrolled in online courses. The adaptation of online learning to WOC nursing education occurred in 2001 when the WOCN accredited the webWOC Nursing Education Program. Enrollment has increased from 4 to 60 learners per semester.

Differentiating ONLINE Courses

- Online courses including: Web facilitated, web-enhanced and Blended/Hybrid each of which combine some level of face-to-face contact with learner and instructor. These options require that the learner travel to campus. It is common practice to refer to these types of courses as "online".
- 100% Online courses are fully online requiring no travel to campus. The webWOC Nursing Education Program is 100% online. This Program's philosophy and approach to teaching requires strategies to actively engage and retain learners, close contact with learners, live classes weekly (webcast), and online technical and educational support for learners. Courses are taught by faculty and enhanced by technology.
- What does online teaching mean to faculty and staffing? It is well documented that teaching online with learner-faculty engagement requires more time and planning than teaching face to face. Additionally, growth in class size requires significant increase in faculty and support staff.

Evaluation Methodology

Outcomes measurement for this Program began in 2001 and have been frequently reported. The measurement framework for teaching and learning utilizes the 7 principles of best practice in distance education according to Chickering and the National Education Association.

Sources of data include learners, faculty, preceptors and other key individuals involved with the Program. Evaluation instruments include: course evaluations, program evaluations, clinical practicum evaluations, preceptor evaluations, certification examination results and alumni surveys.

PROGRAM EVALUATION 2009

Core Course Evaluation

Enrollment Data: 221 learners Attrition Rate: 0.9%

PRINCIPLES OF BEST PRACTICE

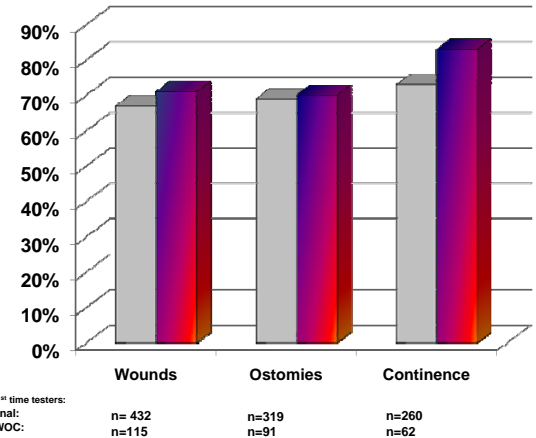
- | | |
|---|------------|
| #1: Encourage contact between learners and faculty | 90% |
| #2: Develop reciprocity and cooperation among learners
<i>Learners working together to learn and network.</i> | 88% |
| #3: Use active learning techniques
<i>Active learning - educational experience is centered upon and connected to the learner. Teaching approaches used in webWOC are faculty designed and led with a clear and consistent teacher's presence.</i> | 86% |
| #4: Give prompt feedback | 88% |
| #5: Emphasize time on task
<i>Assignments and course work is relevant to the specialty of WOC Nursing, yet holistic.</i> | 97% |
| #6: Communicate high expectations
<i>Content adheres to and expands upon the WOCN Curriculum Blueprint for entry level WOC Nurses.</i> | 88% |
| #7: Respect diverse talents and ways of learning | 86% |

Practicum Evaluation

- Learner Evaluation of Preceptor**
"My preceptor provided a quality clinical experience" n = 149 **99%**
- Preceptor Evaluation of Learner & Program**
- | | | |
|---|-------|-------------|
| Learners are well prepared for clinical. | n=269 | 100% |
| Faculty from the Program are available, if needed | n=256 | 94% |

WOCN Certification Examination Results 2009

Mean Pass Rates: 1st Time Testers
Gray = National webWOC = Color



Summary

Quality distance education online is a systematic process utilizing principles of best practice. Outcomes in this most recent year Report Card for the **webWOC Nursing Education Program** reveal a high degree of success for its learners and teaching methods. These outcomes reflect a teaching approach that is faculty designed and led with a clear and consistent teacher/s presence.

References

- Allen E & Seaman, J (2008). Staying the course: online education in the United States, 2008. The Sloan Consortium, retrieved at http://www.sloan-c.org/publications/survey/pdf/making_the_grade.pdf on 6/02/10.
- Allen, I & Seaman, J (2008). Online Nation: 5 years of growth in online learning. Retrieved at <http://www.sloan-c.org/publications/survey/index.asp> on 6/02/10.
- Chickering, A. & Gamson, Z. (1987). Seven principles for good practice in undergraduate education. AAHE Bulletin (39)7. Summarized several places on the Internet including: <http://www.thetech.org/program/sgp.htm>
- Simonsen M, Smaldino S, Albright M, Zyack S. (2009) Teaching and Learning at a Distance: Foundations of Distance Education, 4th ed. Allyn & Bacon.
- The Institute for Higher Education Policy. (2000) Quality on the Line: benchmarks for success in internet-based learning. National Education Association, retrieved at <http://www.nea.org/assets/docs/HEQualityOnTheLine.pdf> on 6/02/10.