

2013 REPORT CARD

WEBWOC NURSING EDUCATION PROGRAM

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PURPOSE

The purpose of this report is to provide background information related to online education in the webWOC Nursing Education Program and to address one outcome measure of success: passing rates for 1st time testers taking the WOCNCB national certification exams.

BACKGROUND

Online learning has become an effective means of course delivery for the learner who is seeking schedule flexibility or access to unique academic curricula. There are now approximately 7.1 million higher education students taking online courses in the U.S. The number continues to grow and exceeds the increase in overall enrollments in colleges and universities. Additionally, the quality of academic offerings has increased as faculty and curriculum designers gain expertise with teaching online. Academic leaders rating learning outcomes in online education as the same or superior to those in face-to-face instruction has grown from 57% in 2003 to 77% in 2012.¹

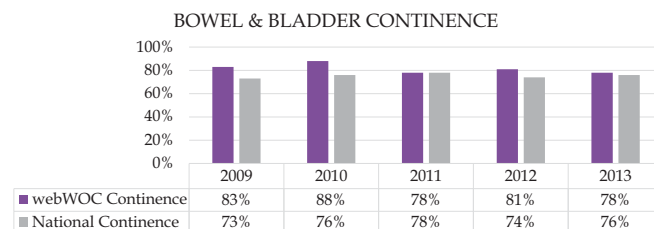
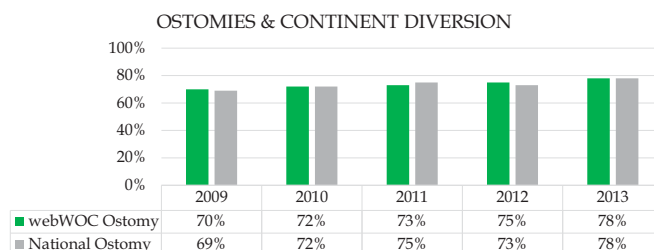
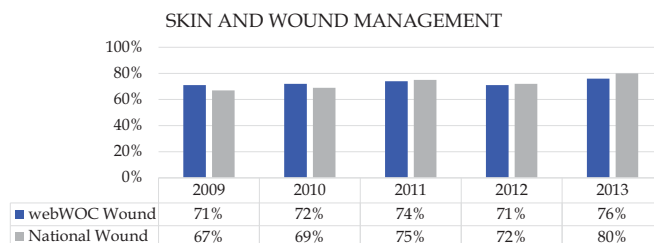
However, all online learning is NOT the same. **Web Facilitated** courses combine some level of face-to-face contact with learner and instructor. Learners must travel to campus, yet 1-29% of the content is delivered online. **Blended Hybrid** courses utilize online and face-to-face delivery 30-79% of content is delivered online. Learners must still travel to campus. **ONLINE** courses are defined as 80-100% course delivery online and usually do not require travel to campus. The webWOC Nursing Education Program does not require travel to campus. This is a critical question, however, for potential learners as they contemplate "online" education.

MEASURES OF QUALITY IN EDUCATION

Quality education for learners may be measured through varied methodologies: learner satisfaction surveys, Program attrition and pass rates, evaluations from preceptors, certification scores, ability to find a job are a few. In WOC Nursing, learners and potential learners are usually focused upon certification scores. This measure is not a controllable measure for the Program. Learners may elect not to share their names and scores with the Program. When the learner elects not to share this information, the Program is unable to evaluate its curriculum and teaching by correlation of certification scores to Program grades. Additionally, some learners are not good testers, exam content is not known by the Program and it is ever-changing. However, certification scores do provide a useful trending. The following results reflect the trend in certification exam testing by webWOC graduates who are 1st time testers on the WOCNCB certification exams.

WOCNCB CERTIFICATION EXAMINATIONS RESULTS

PASS RATES FOR 1ST TIME TESTERS 2009-2013



ATTRITION RATES AND EMPLOYMENT

- ❖ The attrition rate at the webWOC Nursing Education Program is 1.7%. (Reports of attrition in online education can be as high as 90%.)
- ❖ Graduate surveys of alumni indicate that 91% of those who wish to be employed and have not changed positions or fields of interest are employed in WOC Nursing positions at this time.

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SUCCESS FACTORS IN ONLINE WOC NURSING EDUCATION

Experienced Faculty

webWOC faculty have a minimum of 20 years of WOC Nursing Experience with the majority of faculty practicing WOC Nursing for over 25 years. This level of experience provides a solid clinical base for instruction. Most faculty have also been teaching WOC Nursing **online** for over 10 years. This experience level in ONLINE education delivery contributes to a rich, rigorous learning experience where faculty is engaging, relevant and interactive.

Emphasis on Learner Support

Allen and Seaman^{1,2} report that students in online courses need to be more disciplined in order to succeed. They state that "retaining students is a greater problem for online courses than it is for face-to-face courses." With this evidence utilized to defend budget requests, the webWOC Nursing Education Program offers learners more faculty and support personnel than a face-to-face program.

Learners are guided and prompted as they move through a rigorous curriculum. While some may think that learning online is an idle experience, this is not the expectation at webWOC. Interactive strategies are utilized to teach curriculum and prepare learners for clinical practice in WOC nursing.

SUMMARY

Certification rates are only one measure of quality and may fluctuate from year to year based upon factors that are not under Program control. Testers should plan to release their scores to Programs by checking that box during registration for the exam. Currently, attention to the trends presented here are the best methods of evaluating effectiveness.

REFERENCES

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