One degree: Two Pathways
Online RN-BSN Vs. Traditional BSN Degree Programs

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Need for Online Program

- Increased professional emphasis on BSN - IOM report\(^1\) 80\% BSN 2020 - *seamless* transition in education
  - Magnet designation requires BSN workforce
- State legislation pending similar to New York and New Jersey requiring BSN in 10 years
- RNs in practice needed avenue to obtain BSN

Need for Online Program

Previously face to face program

Online program provides:

- Increased enrollment: 88 vs. 10
  - Goal: 20% growth/year
- Increased diversity
  - Previously majority were white females from the local region
- State-wide rather than regional draw
- Better for working student

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>African American</td>
<td>13.3%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>20%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>51.1%</td>
</tr>
<tr>
<td>Hispanic or Latino/Mexican</td>
<td>11.1%</td>
</tr>
<tr>
<td>American</td>
<td>11.1%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>4.5%</td>
</tr>
<tr>
<td>Combined ethnic/ economic minority</td>
<td>28.9%</td>
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Online Program – How it Works

Two aspects to program delivery: Message & Mechanism

- Deliver highly reputable, rigorous program
- Advanced concepts, processes & skills

**Mechanism – online delivery**

- Partnership with UIC online (Office of Continuing Studies) - delivery system, infrastructure for delivery - essential

  - Marketing, recruiting, tech support, advising, instructional design for courses
  - Provide infrastructure to handle details, working on quality standards, negotiations with other states
Online Program – How it Works

- **Message**
  - Same high quality rigorous program, but methods different
  - Takes message to larger audience

- **Costs tuition – less expensive**
  - $18,510 for the entire degree ($617 per credit hour for 30 credit hrs). One-time, non-refundable $50 application fee

- Typically 20-25 students/course
Institutional Agreements

14/47 community colleges throughout the state

- Institutional agreements
  - City colleges: Truman, Wright, Malcolm X, and Daley
  - Carle Foundation Hospital

Pending agreements
# Comparison of Online vs. Traditional Courses

## NURS 322
Nursing Research and Statistics
Introduction to research usage and skill acquisition in critiquing and interpreting research

<table>
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<tr>
<th>Characteristic</th>
<th>Traditional Undergraduate Pre-Licensure</th>
<th>RN-BSN Licensed Nurse</th>
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<tbody>
<tr>
<td>Objective</td>
<td>Professionalism and networking experience in poster presentation</td>
<td>Introduction to writing quantitative and qualitative research</td>
</tr>
<tr>
<td>Pedagogy</td>
<td></td>
<td>Identical</td>
</tr>
<tr>
<td>Course Length</td>
<td>16 wks</td>
<td>8 wks</td>
</tr>
</tbody>
</table>
| Didactic Content Delivery | Assigned readings;  
*Synchronous* lecture 2x/wk; Small discussion groups for clarification and application of didactic content | Assigned readings;  
*Asynchronous*: Interactive media & video perspectives of content; Audio presentation of answers to FAQs |
| Assignments             | 1 every 1-2 wks.; Written assignment; 3 exams                                                          | 4 - 5 per wk.; Assigned discussion participation; Reflection requiring content application; Content application quiz; Skills assignment |
# Comparison of Online vs. Traditional Courses

**NURS 322**  
**Nursing Research and Statistics**  
*Introduction to research usage and skill acquisition in critiquing and interpreting research*  

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<tr>
<td>Skills Acquisition</td>
<td>Database search; Interpret a critique; Accurate interpretation of hypothesis testing; Synthesis of research findings across articles; Movement from concrete thinking to conceptualization; Juried Poster session</td>
<td>Database search; Critique of a research article; Accurate interpretation of hypothesis testing; Synthesis of research findings across articles; Movement from concrete thinking to conceptualization; Writing a qualitative research paper and a quantitative research paper</td>
</tr>
<tr>
<td>Communication</td>
<td>Feedback on homework; Face to face interaction in discussion group; Discussion forum exam prep; Email Face to face exam review session</td>
<td>Course questions on the discussion board; Monitoring of discussion; Automated quiz feedback; Reflection blogs feedback; Written assignment feedback; Direct instructor contact (email, phone) as needed</td>
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</table>
Disadvantages

- May be more challenging to make personal connections for faculty and students - wide geographical distribution
- Students less likely to become friends with one another - limits networking
- May not make lasting relationships - but may not be a goal for this group
How do you conduct clinical?

- Nurses going back for degree
  - Already have clinical experience
  - Add knowledge to practice and technical skills - integrative experiences instead of lab hours
  - Use work as environment to complete assignments:
    - Projects, papers, partnerships (they go to work site and collaborate with work site to identify problem and complete assignment)
    - Partner with people who are healthcare providers or whose activities influence health
RN – BSN Program Statistics

- Enrollment data - 213 students
  - 82 students currently enrolled
  - 21 stopped out, will graduate fall 2012; 12 withdrawn
  - 98 have graduated since program established

- Retention Rate - approximately 94%

- 82% graduation rate

- Average GPA (of all 213): 3.77
Program Accolades

- 2012 graduation, 57% of students awarded college honors were UIC Online students
- 5th Best Colleges.com of Online RN-BSN Programs Nationally
- Chosen for Mayor’s initiative for city colleges - Colleges to Careers - Malcolm X
- US News & World Report Online Programs - UIC #18
Why is our program successful?

- Our principles of what works best online
  - Cutting-edge instructionally designed
  - Evidence based content
- High student satisfaction - good outcomes
- Philosophy - High teach - high touch
  - Shared philosophy of the faculty
  - Not just facilitating a course - its teaching students
  - Touch - know what is going on in students’ lives - socialization aspect, personal approach
Thank you!

The team that makes it work!

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Professor
Exec. Associate Dean