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

Institute of Medicine. The Future of Nursing.
Leading Change, Advancing Health, 2011

Need for Online Program

ETHNICITY	
African American	13.3%
Asian or Pacific Islander	20%
Caucasian	51.1%
Hispanic or Latino/Mexican American	11.1%
American Indian or Alaska Native	4.5%
Combined ethnic/ economic minority	28.9%

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

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

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Bachelor of Science in Nursing
Online Degree Program

WHERE THE LEADERS ARE. . .
WHERE YOU WANT TO BE

- 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
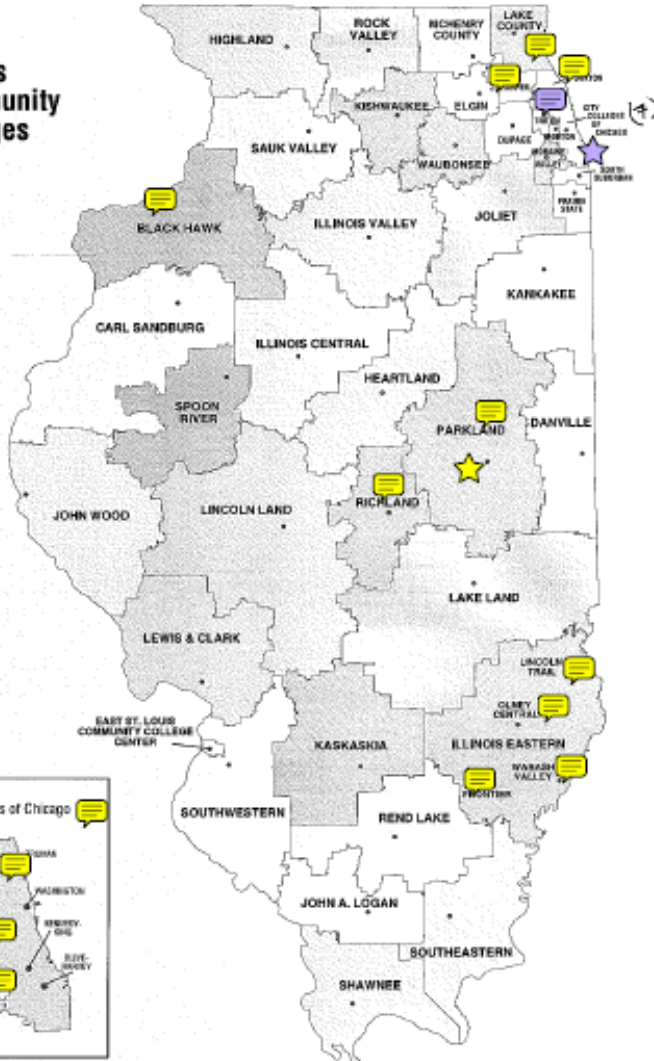- Typically 20- 25 students/course

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Institutional Agreements

14/47 community colleges throughout the state

⭐ Institutional agreements
- City colleges:

Truman, Wright, Malcolm X, and Daley

- Carle Foundation Hospital

▭ Community colleges

⭐ Pending agreements

Comparison of Online vs. Traditional Courses

Characteristic	NURS 322 Nursing Research and Statistics Introduction to research usage and skill acquisition in critiquing and interpreting research	
	Traditional Undergraduate Pre-Licensure	RN-BSN Licensed Nurse
Objective	Professionalism and networking experience in poster presentation	Introduction to writing quantitative and qualitative research
Pedagogy	Identical	
Course Length	16 wks	8 wks
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		
Characteristic	**Traditional Undergraduate Pre-Licensure**	**RN-BSN Licensed Nurse**
Skills Acquisition	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	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
Communication	Feedback on homework; Face to face interaction in discussion group; Discussion forum exam prep; Email Face to face exam review session	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

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

Questions Asked

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

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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

Class of 2011

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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

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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

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Thank you!

The team that makes it work!

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