

Evaluation of
Leadership Essentials for Nurses
UNCW Swain Center for Executive Education



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Graph IV45

Phase I - Description

Client

This evaluation is being conducted for The Swain Center, a department within the University of North Carolina Wilmington, that offers executive education to individuals in the workforce through in-person and online certificate programs. The center offers 80-100 training workshops annually to participants from various backgrounds and professions, so their audience is very diverse. The average participant attends 2-4 training programs so the majority of their clientele and customers are new.

Evaluators

The evaluators are Jennifer Schacher, Martha Weaver, and Carrie Wright. All three evaluators are currently graduate students in the MIT (Master of Science in Instructional Technology) and are conducting this evaluation project for MIT 530. Jennifer is a current employee at the Swain Center, Martha has a background in education, and Carrie has experience with training in the medical field.

Evaluation

The evaluation will consist of analyzing the guided rubric design layout for time requirements on readings and videos, post-survey feedback, and comments on the help discussion board for the current online course *Leadership Essentials for Nurses*. Our goal is to evaluate to find improvements that need to be made for its future success as a professional development course. Conclusions and recommendations will be offered to the client. The Swain Center will receive a comprehensive final report at the completion of the evaluation.

Background

The *Leadership Essentials for Nurses* program originated out of a targeted grant sponsored by Cape Fear Memorial Foundation. The prior Director of the UNCW Swain Center for Executive Education presented a proposal to the sponsor for a customized training opportunity focused on improving nursing supervisors' business skills. Upon the sponsor's agreement that learning business management skills would positively impact patient care, the terms were then agreed to. The intended audience would be nurses within the local county and the four surrounding rural county hospitals: New Hanover County, Brunswick County, Pender County, Onslow County, and Columbus County. The purpose of the grant was to provide an asynchronous, online professional development course due to two additional factors: 1) meet the annual required continuing education credit requirement for nurses to maintain their license and 2) the inability of management to allow nurses to leave their posts to attend training due to staffing shortage. South Eastern Area Health Education Center provides CEU's to the nurses once they have completed the online course through the Swain Center.

Shortly after arrangements were made to start the project, the Swain Center Director announced she would be leaving the center to take a job with another university. This was a critical time in the program as the Director was the sole contributor to writing the grant and negotiations with CF Memorial Foundation, who had the idea for the program, the relationship with the sponsor, the hospital contacts who would help promote and coordinate awarding the CEU's, was in charge of communicating the vision, and guiding SME's on needs for the program. The Professional Development Coordinator at SEAHEC also left her job who oversaw promoting the course through SEAHEC to licensed nurses seeking annual CEU requirements. Before the Director left, a syllabus draft of the topics, objectives, number of modules, activities,

and amount of time including securing instructors to teach each topic was created. However, following her absence, the instructors had a lot of questions about the course and how to develop it in a way that would be most beneficial to a nursing environment. This resulted in a five-month delay as instructors struggled to prepare and submit their content. The instructors are faculty from the UNCW Cameron School of Business which is broken down into departments: Marketing, Management, Accounting, and Economics & Finance, along with a professor from the nursing program at UNCW, and one hi-level nursing administrator from New Hanover Regional Medical Center. It was determined that an interdisciplinary teaching approach to learning would be best suited for the program.

The Swain Center has advertised the course on four separate occasions a few months apart each time. Two of the offerings were cancelled due to no enrollments. The other two offerings were run as pilots as the first had six enrolled and only two completed, and the second pilot only had three enrolled in the program which all three did complete. The feedback received from the participants has led to the center's awareness that a program evaluation is needed to discern how the course can be improved to match the needs of the intended audience.

Evaluation Rationale

The Swain Center specifically seeks to determine if the workload is appropriately matched to its intended audience for a professional development course. Several complaints were received from students on the course. There is a need for evaluation to analyze the course material to streamline what improvements need to be made. Evaluating the time spent on completing the course and reviewing the content for alignment with objectives will provide valuable information as to what areas require redesigning.

The Swain Center reports that students who have enrolled and completed the *Leadership Essentials for Nurses* course consistently report dissatisfaction with their course experience. The purpose of this training evaluation is to uncover the root cause(s) of the problem to discern how the course can be improved to match the needs of the intended audience.

Phase II - Evaluation Plan

Stakeholders

There are three levels of stakeholders for the Use and Importance of Training

Performance Measures workshop:

1. Primary stakeholders – may commission the evaluation.
2. Secondary stakeholders – may be directly affected by any changes indicated in evaluation
3. Tertiary stakeholders – will benefit as the improved program expands

Stakeholder Chart		
Stakeholder Status	Stakeholders	Involvement
Primary	Swain Center Department	may change the marketing strategy
	Swain Center Program Coordinator	may change the way they direct work for the program to be done or the amount of support needed to provide to the program including how the program is evaluated and tracked on a summative basis
	Swain Center Program Support Associate	may change the way their work is done or the workload overall
Secondary	Program Participants	may change the way they interact with the course
	Facilitators	may call for different types of activities or content pieces they need to modify, provide or contribute to
	Swain Center Director	may change their strategic plan for the program
Tertiary	Cameron School of Business	may impact their AACSB accreditation ratings
	UNCW	may impact its visibility or reputation
	South Eastern Area Health Education Center (provides the CEU's to the nurses after	increased retention of local nursing licenses

	completing Swain Center's program)	
	Local Hospital Leadership	may impact nurse's leadership styles
	Patient Care	may impact how patients are managed

Evaluation Model/Framework

The evaluation model that will be used for guidance on this project is Kirkpatrick's Model. Levels 1, 2, and 4 align with the evaluation and will assist with the plan for future recommendations.



In Level 1, we will focus on the feedback from the students and how they rate the training modules. With Level 2, attention will be on the students' experiences on accessing the modules and learning materials when taking the course. Level 4 will focus on the learning modules of the course and if they were designed in compliance with the Swain Center's design rubric guidelines.

Logic Model

Assumptions
To assume that the course in its current state does not meet the needs of its audience.
Inputs/Resources
Materials: <ul style="list-style-type: none">• Content from <i>Leadership Essentials for Nurses</i> online training program• Student surveys• Help board feedback• Grade results• Access for evaluators to online training module in Canvas• Observations from Program Coordinator• Feedback from instructors• Grant proposal document• Syllabus and course goals/objectives• Project schedule from MIT 530 and criterion requirements Participants: <ul style="list-style-type: none">• Swain Center staff• MIT 530 student evaluators• Nursing supervisors Logistics: <ul style="list-style-type: none">• Swain Center Funding: <ul style="list-style-type: none">• Grant from Cape Fear Memorial Foundation, one-time for design and development only not for continuation of program and facilitation fees for instructors
Activities
<ul style="list-style-type: none">• Stakeholder Analysis• Problem Statement• Determine involvement of Swain Center staff/instructors/program participants in the evaluation efforts• Triangulate feedback from archival data in the surveys, help board, guided rubric design layout• Review course design layout and compare to each module to discern if it stays within the 90-minute time limit intended for each• Identify areas of improvement• Recommend Solution
Short-term outcomes
<ul style="list-style-type: none">• Course is redesigned for improvements• Course objectives and goals are clearly stated• Course design meets the needs of a continuing education course• Instructors are more engaged with learners and learners are more engaged with each other

- Learners clearly understand what they will learn from the course and how it will benefit them.
- Learners are not overwhelmed by the amount of work
- Learners have increased confidence to successfully complete the program
- Positive feedback is received from participants in the training program
- Nurse supervisors and students encourage their peers to take this training program

Long-term outcomes

- Increased course satisfaction from learners
- More Nurses are meeting their annual CEU requirement to retain nursing licenses
- New nursing supervisors are trained to lead
- Current nursing supervisors gain skills to become better managers
- Collaboration increases between nurse managers and hospital administrators
- A Community of Inquiry is created between nursing supervisors from surrounding hospitals where they can network and learn from each other
- Nurses are better able to identify their needs and know how to organize these thoughts for presentation to their direct reports
- Additional resources are secured for nurses to better manage their needs
- Patient care increases due to better management of nursing staff and resources

Key Questions

Kirkpatrick Model	Key Questions	Plan
Level 1: Reaction The degree to which the participants find the training favorable, engaging, and relevant to their jobs.	What does the results of the post-course survey data indicate is the biggest dissatisfaction factor from students?	We will focus on the feedback from the students and how they rate the training modules by analyzing the post-course survey.
Level I: Reaction & Level II: Learning The degree to which the participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training.	What did the students request help with when taking the course?	Attention will be on how accessing the modules and how the process was for the learners when taking the online course. We will analyze the Discussion Board Help section for any problems they may have experienced.

<p>Level I: Reaction & Level IV: Results</p> <p>The degree to which targeted project outcomes occur and contribute to the program's highest-level results.</p>	<p>Did the online course follow The Swain Center's design rubric for session elements on time limits?</p>	<p>As the Swain Center is aware, there were several complaints about the course from the participants. The design of the course will be analyzed for compliance with design rubric.</p>
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Phase III Data - Collection

Methods

The data collection we have chosen to use is archival data that is available to us. Analyzing this data will be a basis for future design improvements of the online course. These records include students who have taken the online course and their answers to the end of course survey and request for help in the discussion board help section. The online course is the third source of information as it is analyzed as to whether it follows the rubric guidelines set forth by the Swain Center.

Key Questions	Data Collection Method	Data Source	Evaluation Method
Did the online course follow The Swain Center's design rubric for session elements on time limits?	Archival Data	<ul style="list-style-type: none">Guided Rubric Design LayoutOnline course	Purposeful
What did the students request help with when taking the course?	Archival Data	Class Help Discussion Board	Purposeful
What do the results of the post-course survey data indicate is the biggest dissatisfaction factor from students?	Archival Data	Post-course student survey	Purposeful

Sampling

It is important to represent the total number of students taking the course to generalize the study's findings so that it is representative of the whole student population. Purposeful sampling is based on what we have access to and the time, money, and population available. The purposeful sampling method applies best to use for this evaluation analysis as the data that will

be used is archival data and there is a short time limit to accomplish the study. Since the data source is archival data and the number of participants is not an overwhelming number to analyze, the entire population of students and professors involved in this course are included.

Sample size:

- Students who have taken the online course
- Professors who designed the course based on the project design guidelines

Instruments

Key Question 1: Did the online course follow The Swain Center's design rubric for session elements on time limits?

For the analysis of the rubric guidelines on session times (See Table I) there were several instruments implemented which included the use of Canvas, Excel, MS Word, and a word counter website. A google search on people's average reading time and a search for an estimate of quantity of words on a page was conducted.

According to Paul Nowak, "Many resources indicate that the average reading speed of most adults is around 200 to 250 words per minute. College students, probably because they must practice reading, move that pace up a notch to around 300 words per minute." (Nowak, 2019) A review and meta-analysis of reading rate conducted by Marc Brysbaert from the Department of Experimental Psychology at Ghent University revealed "Based on the analysis of 190 studies (18,573 participants), we estimate that the average silent reading rate for adults in English is 238 words per minute (wpm) for non-fiction and 260 wpm for fiction." (Brysbaert, 2019)

The website <https://wordcounter.io/> was used to do a word count of each reading file in the modules. They estimated the amount of words on a page to be, "While a

general guideline is one page is 500 words (single spaced) or 250 words (double spaced), this is a ballpark figure.” (Wasai LLC, n.d.)

An Excel spreadsheet was created to organize and analyze the reading and video sessions (See Table II) with the assistance of MS Word to design the tables. A YouTube search was conducted on “How to convert time to minutes in Excel” to assist with converting the time from hours and minutes to minutes to assist with the auto sum function in Excel for adding the time. (iYogi, 2013)

Key Question II: What did the students request help with when taking the course?

Qualitative analysis of archival data from the “Class Help Discussion Board” was performed by open coding. (See Table IV) This archival data was collected over an approximate 5-week period in November and December of 2019. Recurring categories/themes were derived from the existing framework of discussion board responses during the course.

Two types of analysis tools were considered to qualitatively analyze this archival data: 1) manual coding combined with word processing software and 2) Computer-Aided Qualitative Analysis Software (CAQDAS). (Adu Ph.D., 2013) Many software instruments exist to aid in categorization and coding of archival text data. For this project, two cloud-based software programs, NVivo and Intencheck, were considered for suitability and ease of use. Manual coding was chosen as the analysis tool because 1) the volume of archival data was relatively brief in nature 2) Nvivo required a significant amount of training to convey reliable and valid results 3) Intencheck is largely a tool for “sentiment/emotive” analysis as opposed to keyword/thematic coding; thus 4) the team determined that the archival data available from the help board would be most accurately analyzed manually. (Russ-Eft & Preskill, 2009)

Currently, one team member has manually coded the text responses from the course discussion board. Because no additional analysts have analyzed this archival data, assumptions regarding validity are limited. If more time is allotted to evaluation of the course, an additional analyst could be recruited to categorize and rate the text responses, and to provide any additional feedback.

Key Question III: What does the results of the post-course survey data indicate is the biggest dissatisfaction factor from students?

The instrument used to collect the post-survey data utilized the Qualtrics surveying tool for analysis of the data. This tool used a Likert scale to collect quantitative data and included a couple open-ended response questions as well to allow for collection of some qualitative data. The post-surveys were provided to participants at the end of each module in the course. The purpose for this was due to the fact that there were eight different facilitators between the ten modules so there was concern for consistency in presentation approach and to discern if the topic used was helpful to the learner at large and was relevant to their work.

The instrument used to analyze the Qualtrics quantitative data was an Excel spreadsheet to find the average of the mean for each course offering and the average for additional statistical data results collected such as the standard deviation, the variance, and the minimum and maximum scores. The mean scores show the average of the middle score compared to all data collected. Calculation of the average of all mean results for each topic area surveyed gives a dashboard view of the total mean itself. The minimum and maximum scores show exactly that, what the lowest rating versus the highest rating was for each topic area surveyed. The standard deviation scores show how far the scores range from the mean. A low standard deviation score is favorable. This shows that the range of scores falls close to the mean. A high standard deviation

shows that there is a broad perception of the quality of the course itself. The variance scores show how the average of, how far it is between each data set recorded. If the variance is high, then learners have largely different perceptions of the course. And a low variance means that the learners' interpretations were similar. The average of all items such as the minimum, maximum, standard deviation and variance gives the average of all interpretations regardless of the survey topic.

For the qualitative data I used an Excel spreadsheet to code each comment from the Qualtrics post-survey using a rating system of +1 for positive feedback to keep the course the same and assigned a rating of -1 for negative feedback of things in the course to improve on. I then took the total of all positive points and all negative points and divided each total by the total number of possible points for all comments combined. I then converted this into a percentage to show out of one hundred percent how great of a percentage of the feedback showed support to keep the course the same and in comparison, how much of a percentage of the feedback led to needing course improvements.

Timeline and Budget

Hours	Budget	Rate/hr	Cost
59	Analysis	\$80	\$4,715.79
42	Design & Development	\$80	\$3,368.42
25	Implementation	\$80	\$2,021.05
34	Evaluation	\$80	<u>\$2,694.74</u>
		Total Cost	\$12,800.00

The evaluation project will take 8 weeks at 20 hours a week as noted below.

Total Hours	160
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Week Timeline

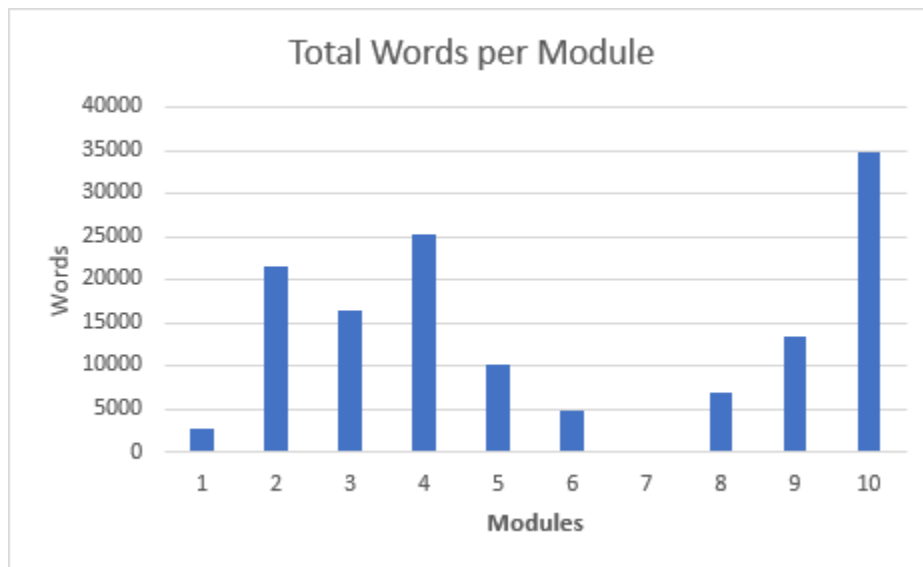
Phase 1 Project Planning			
1	Client Meeting	1	
1	Review Archival Data, Records and Company Backgrou	1	
1	Create Timeline and Budget	1	
2	Determine Stakeholders	1	
2	Determine Problem	1	
3	Develop Evaluation Rationale	1	
3	Develop Purpose Statement	1	
		<u>7</u>	Analysis 37%
Phase 2 Evaluation Plan			
4	Stakeholder Meeting	1	
4	Develop Stakeholder Chart	1	
5	Develop Logic Model	1	
5	Determine Key Questions	1	
5	Determine Evaluation Model/Framework (Kirkpatrick's)	1	
		<u>5</u>	Design and Development 26%
Phase 3 Data Collection			
6	Develop Instruments	1	
6	Develop Methods	1	
6	Perform Sampling	1	
		<u>3</u>	Implementation 16%
Phase 4 Final Report			
7	Report Results for Quantitative and Qualitative Data	1	
7	Write Summary and Recommendations	1	
8	Identify Limitations in Place	1	
8	Add Supporting Documentation to Appendices	1	
		<u>4</u>	Evaluation 21%
			100%

Final Report

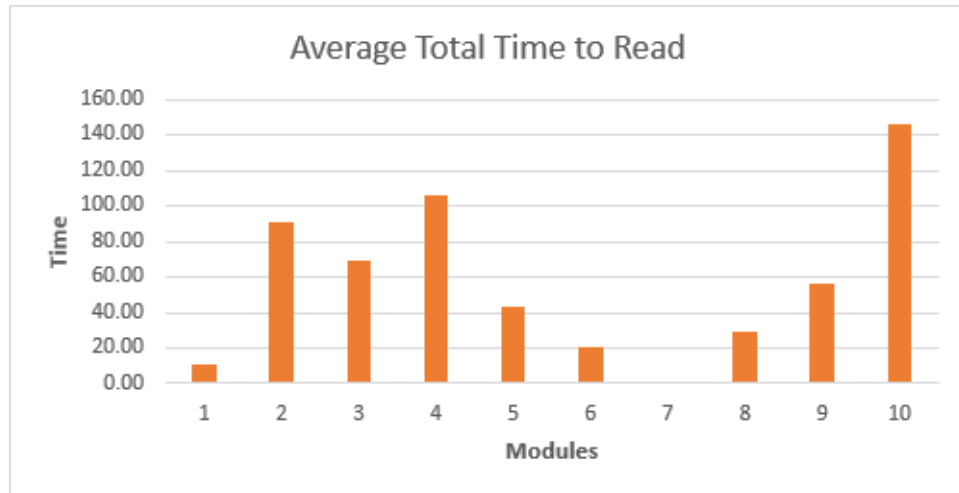
Results

Key Question I: Did the online course follow The Swain Center’s design rubric for session elements on time limits?

In analyzing the design elements from the modules, it was found that the rubric guidelines were not followed on all the modules. The rubric stated that readings allowed is 30 minutes total time and three lessons at 20 minutes each. There was only one module that labeled readings as lessons, so I combined all the readings/lessons into one for a total of 90 minutes of allowed time. As you can see in the table below, some of the modules had an extensive amount of text and a few had little to none.

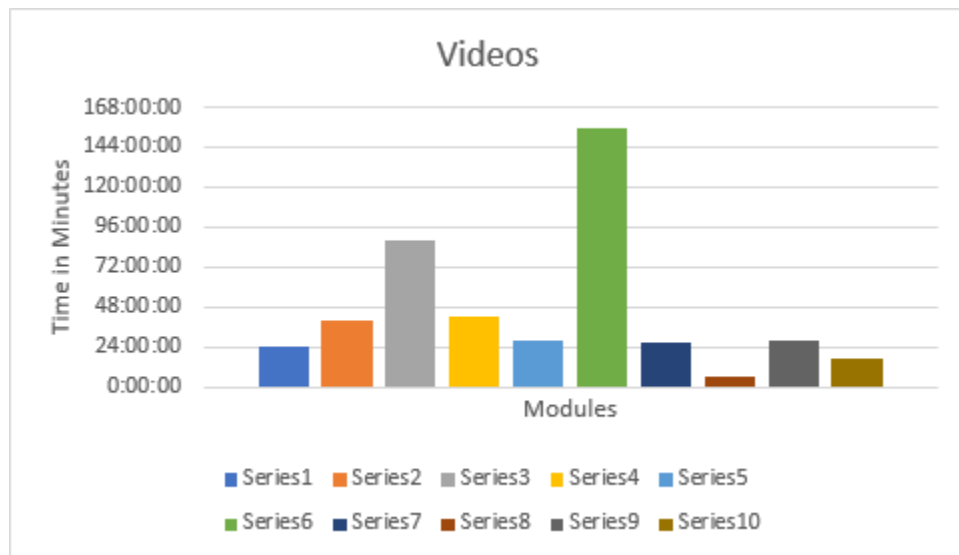


According to Brybaert’s meta-analysis study on the amount of words that people can read per minute, people can read 238 wpm. By comparing the amount of words being 238 wpm, the time it would take to read the sections in the modules is listed below.



It was found that some modules went over the time allowed and some were way under. There is no consistency throughout the modules.

In the analysis of the rubric design time for videos, which was allotted for 3 videos at < 5 minutes each, there was found to also be inconsistency throughout the modules.



Module 10 was the only module close to the 15-minute time allowed. As you can see most of the modules were over and one module was under.

Key Question II: What did the students request help with when taking the course?

The manual coding analysis performed on archival data from the “Class Help Discussion Board” revealed several prominent trends. In analyzing this narrative data (see Appendix), the team member determined that three main categories of help requests were identifiable as recurring themes. The categories identified were: 1) issues with technology 2) issues with attempts at student work not functioning properly or not being recorded and 3) issues with students not being able to properly or efficiently access the course materials. These categories, as interpreted by manual coding of student posts to the “Class Help Discussion Board” are reflected in the table below. The reader will note that the category that received the highest number of help requests was related to students who reported that they were unable successfully or efficiently access portions of the course material.

Key Question III: What does the results of the post-course survey data indicate is the biggest dissatisfaction factor from students?

The instrument used to collect the post-survey data utilized the Qualtrics surveying tool for analysis of the data. This tool used a Likert scale to collect quantitative data and included a couple open-ended response questions as well to allow for collection of some qualitative data. The post-surveys were provided to participants at the end of each module in the course and following are the interpretation of the results.

Results from analyzing the post survey are as follows. The overall mean was below 75 percent for an overall satisfaction rating of the course. This is not favorable for industry standards. In regards, to learning nothing to a great deal the participants range fell in the low 80's. This would indicate that 20 percent of the content could have been unnecessary for a few reasons whether it was duplicate information between modules, excessive supplemental information or not aligned

with the objective well. You could also say that the evaluation of the post-survey data used probability sampling along with purposeful sampling. This is because data was collected through the post-survey for 16 of the 21 learners who participated in the course. Since this is a representative sample collected the results can be generalized for the participant profile for the course. The sampling error is 5. If the post-survey questions, ask essential questions then this instrument would provide a high level of confidence. After further review of the survey questions address level of learning, relevance of content, impact on cognitive load, and if the facilitator, content or approach should be dropped, altered or kept. In Group A, the learner's response to if they plan to recommend the course to others received a rating of 50%. This is low and indicates the course did not deliver in some areas or in this case may have overdelivered. In this group five of the six scores in the minimum rating column fell between 49 and 60. This shows that 83% of the topics surveyed showed areas of improvement. All six of the maximum column scores ranged between 90 and 100 for both groups. This shows that there may have been at least one or more learners who may have had other motives for completing the survey and did not provide authentic responses to it considering all the data collected at large. In Group B the minimum scores ranged from 0 to 50. Even though there was a 14-point spread between the two groups surveyed in their overall ratings of the course both groups averaged circa 75% for the overall satisfaction of the course. This shows that both groups agreed that a quarter of the course was grounds for improvement. This is favorable in that much of the course is appropriate and minor changes are needed to meet the learner's needs. The standard deviation for the keeping the facilitator was low ranging from 1.3 to 2.5. This shows the learner's valued their instructor delivering the content and the ratings were very close to each other among the learners. The standard deviation for Group A in all other surveyed items was 20. This is significant since only

2 out of 6 learners completed the survey. Both learners provided widely differing opinions on the course at large. For Group B the standard deviation varied overall across all items ranging from 18 to 34. The variance scores also show a long spread between the response given and the expected response. The sample size of this group was 15 out of 16 learners. This score shows a broad range of ratings provided from the learners in a relatively small sample when compared to the Swain Center's desired attendance goals for this course.

After coding the qualitative data using Excel with a rating system of +1 for positive feedback to keep the course the same and a rating of -1 for negative feedback of items in the course to improve on. The feedback showed that 60% of the learners' comments found value in some course areas and 40% of the comments led to needing course improvements. The comments were coded by the following categories: Course Content, Length of Course, Relevance, Delivery, Satisfaction, Learner Control, Technical Issues, and Navigation. A quarter of the comments were focused on content. 63% of the rest of the coded comments ranged between 16 and 11% of the topic's learners focused on. 5% of the comments focused on technical issues. And 5% of the comments focused on course navigation. These results show that the most significant factor in course dissatisfaction for the learners was the content itself.

Total Comment Count 17

Coded Categories	# of Comments	% of Total Comments	Counter
Course Content	5	26%	1
Relevance	2	11%	2
Length of Course	3	16%	3
Delivery of Course	3	16%	4
Leaner Control	2	11%	5
Course Satisfaction	2	11%	6
Technical Issues	1	5%	7
Navigation	1	5%	8

19 # of comment topics

T-Test Comparison Between Both Surveyed Groups in Training Course

Total	Points	equals	100					
Topic	Group A	Group B	Possible Points	B less A	Sum of B plus A	Square Diff of B less A		
1	80	83.57	100	3.57	163.57	3.35		
2	80	92	100	12	172	6.14		
3	75	84.57	100	9.57	159.57	5.48		
4	92.5	99.64	100	7.14	192.14	4.74		
5	69.5	84.36	100	14.86	153.86	6.83		
6	75	89.57	100	14.57	164.57	6.77		
7	50	92.86	100	<u>42.86</u>	<u>142.86</u>	11.60		
Sum	522	626.57	700	104.57	1148.57	44.91	Add up Square Diff	This is for T Test

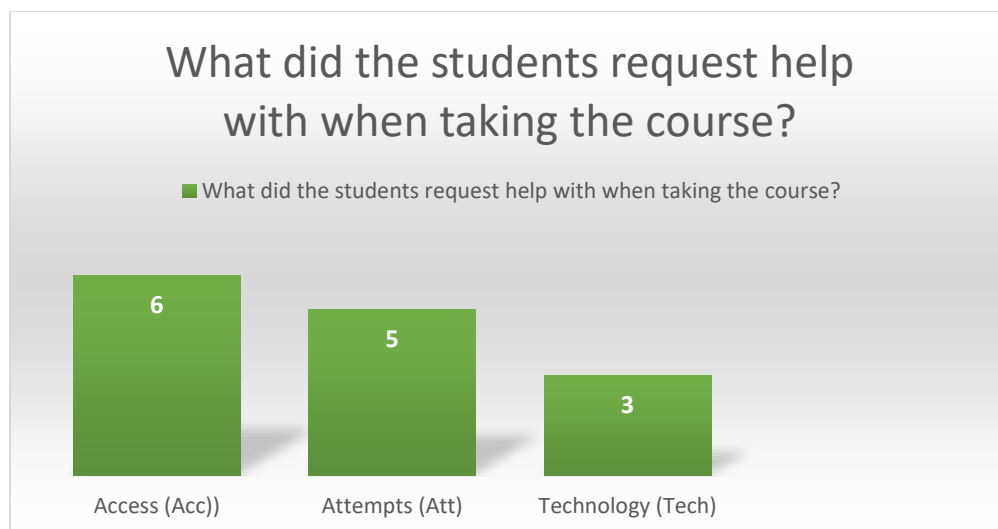
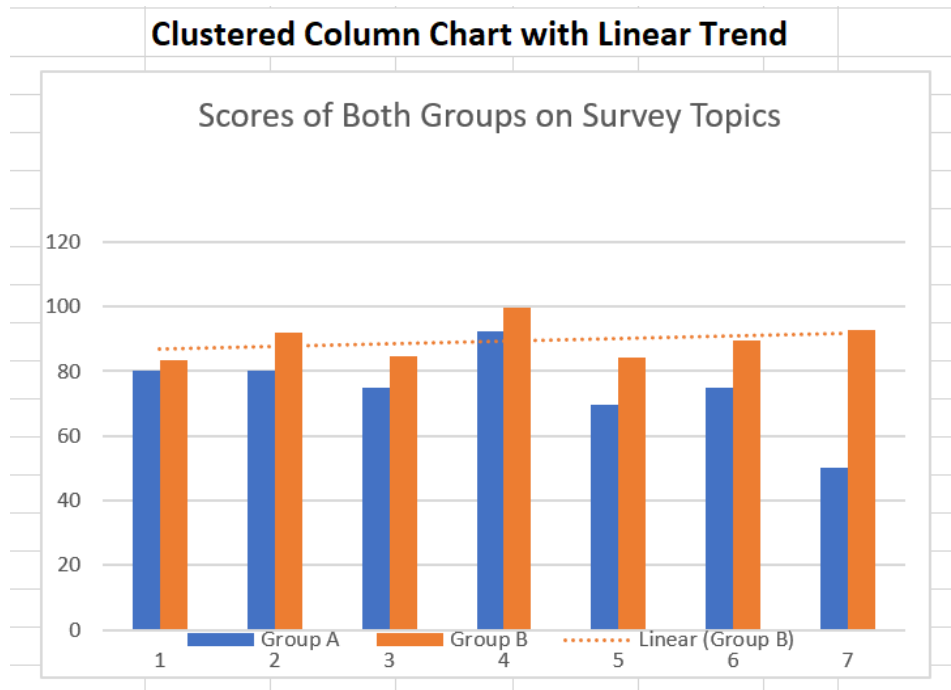
Mean/Average Score Overall Surveyed Items	74.57143	89.51	14.93857143
			Range in Scores btwn groups

The overall satisfaction ratings of the course differed between the two groups surveyed by 15%.

Counter	Group A	Mean less A	Square Diff		Group B	Mean less B	Square Diff			
1	80	-5.43	29.47		83.57	5.94	35.28			
2	80	-5.43	29.47		92	-2.49	6.20			
3	75	-0.43	0.18		84.57	4.94	24.40			
4	92.5	-17.93	321.43		99.64	-10.13	102.62			
5	69.5	5.07	25.72		84.36	5.15	26.52			
6	75	-0.43	0.18		89.57	-0.06	0.00			
7	50	24.57	603.76		92.86	-3.35	11.22			
Sum	522		1010.21	101.02	17.81	626.57		206.25	20.63	8.05
Mean/AVG	74.57		sum of squares	SS / Count	Std	89.51		sum of squares	SS / Count	Std
				Variance	Deviation				Variance	Deviation

sqrt of
variance

sqrt of
variance



Discussion and Conclusion

Key Question I: Did the online course follow The Swain Center’s design rubric for session elements on time limits?

In conclusion, the results of the design rubric on session elements showed that the rubric guidelines were not followed. There was only one module that had lessons, some did not have any readings while others had too much. Most of the modules broke the guidelines for the number of videos they should have, and the time allowed for videos. In looking at the design rubric, there seems to be a breakdown on clarity of the description of what the Swain Center wants in the modules with an outlined layout plan. The design rubric should be redesigned with a clearer design plan for the professors creating the modules. What is expected and required from the professors creating the modules should be included in their contract and contingent upon the rubric design being followed in order to receive payment.

Key Question II: What did the students request help with when taking the course?

Phase I of the evaluation report stated that the purpose of this evaluation was to “uncover the root cause(s) of the problem to discern how the course can be improved to match the needs of the intended audience”. The manual coding analysis of the “Class Help Discussion Board” data indicate three categories (themes) that have informed the team as to possible root causes in terms of student help requests. From the table below, it is shown that these three themes are ranked from highest number of occurrences to least number of occurrences.

First, the results show that the “Technology” category was the category for which students requested the most help. The table shows a total of six occurrences of request for help with technology issues. Student remarks in this category included comments such as “...content

is hidden”, “...videos do not load”, etc. It is recommended by the team that as aspects of the course are redesigned, improvements should be made to ensure smooth, functional technical operation of the course content. One suggestion is to assign a team of Swain Center staff to carefully review the redesigned course for technical issues before the course is re-released. A “best practices” technology rubric such as the [Continuing Education and Professional Development \(CPE\) Rubric](#) should be used to document and correct issues as they are identified.

Ranking second in number of occurrences was the category of student access to course materials. The results show 5 comments from students who reported issues with accessing various parts of the course. A discerning reader of the student comments will note that there is some variation in the root of these reported access issues. For example, some reported issues were in fact incidences where a student was literally unable to access content....”...videos in the module cannot be accessed”, and “...I am unable to access modules 3 and 4”. Contrastingly, other issues, while reported as access, may be more directly caused by individual instructors not attaching or embedding a complete set of material within his or her module....”....the Professor’s videos...mention slides...being accessible, however there are no slides provided with Module 6”. Thus, the team recommends that in addition to reviewing the re-designed content for properly functioning technology, the re-designed course include an introductory module regarding course navigation. This material will help to ensure students are properly prepared and advised on course navigation skills and could also be included in the syllabus.

Last, three students reported incidents in which they attempted to complete various assignments, yet the attempts at the assignments were “not recorded”. It is suggested by the team that though this category of help requests showed the least number of occurrences, this type of issue likely contributes to significant frustration and dissatisfaction on the part of the students.

Because the cause(s) of this issue are unclear, it is recommended that the Swain Center further investigate the reason for this issue. One possible reason could again be that students are not accessing / navigating the material properly. A different reason could be something as simple as connectivity of the student's device, or, the reason could be related to the setup of the course in Canvas.

Overall, the results of the manual coding of student responses from the "Class Help Discussion Board" inform three rather easily implemented recommendations to the Swain Center staff and to the course instructors: 1) careful and systematic review of the re-designed course content to improve and ensure well-functioning technical operation 2) include, in the re-designed course, an introductory module regarding course navigation, and also to include a brief summative assessment as part of this introductory module and 3) further investigate the cause(s) of the inability of some students to have their work attempts recorded within the Canvas module. The team asserts that the consideration and use of these three recommendations will impart a clear improvement in the quality of the course as a whole.

Key Question: What did the students request help with when taking the course? (see Appendix for annotated narrative)				
Category / Theme	Code	Ranking by # of Occurrences	# of Occurrences	Example of Comments
Technology	Tech	1	6	...content is hidden
				...videos do not load
				...no slides provided with module
				...video is displayed twice
				...there is no Capital Budgeting video
				...the second video is not available
Access	Acc	2	5	...cannot see....Is there another place I am supposed to look for these?
				I am unable to access modules 3 and 4.
				I'm also unable to access modules 3 and 4.
				...videos in the module....cannot be accessed
				Professor's videos also mention the slides in his presentations being accessible, however, there are no slides provided with Module 6,
Attempts	Att	3	3	I completed the leadership pre-survey, but do not see any attempts listed... it appears I did not attempt it <u>before</u> so I completed it again. The attempt today is the only attempt recorded.
				It did not record it. I did this twice. Now I don't have any attempts left.
			 It takes you to an external link and does not record your response or your attempt

Key Question III: What does the results of the post-course survey data indicate is the biggest dissatisfaction factor from students?

In conclusion the results of the quantitative and qualitative data showed that the most significant factor in course dissatisfaction for the learners was the content. Whether this was the type of content, amount of content, technical issues with the content or otherwise it is our opinion that the results support a course redesign effort focused on the content. Since this is a professional development course it should align with best practices in the industry. Best practice standards recommend one to three hours a week of course study for this type of training. The Quality Matters criteria should be measured against the course to assist in identifying additional areas for improvement. Course recommendation are listed in the chart below. They are focused on the materials that should be removed so learners are focused on key information at a high

	General recommendations for Redesign
Module 1	Remove one activity or decrease video length by 10 – 15 minutes. Remove the Leadership Survey. This activity is a duplicate activity of the Bio/First Case Study as it requests the same information from the learner.
Module 2	Decrease readings to 30 minutes, decrease discussions to 30 minutes. Remove 2 of the readings, Self-Awareness and Building Group EI. Remove Best & Worst Leaders Discussion board.
Module 3	Decrease videos to 15 minutes, decrease readings to 30 minutes. Remove reading Compensating Teams and Staffing, Recruiting and Selection. These readings are a bit long.
Module 4	Decrease videos to 20 minutes, decrease readings to 30 minutes. Remove 2 readings, Communicating with Employees and Motivating Employees. These readings are a bit long.
Module 5	Decrease readings to 30 minutes and decrease videos to 15 minutes.
Module 6	Reduce videos to 30 minutes total. All content is provided in multiple videos. Facilitator to discern which ones.
Module 7	Add 10-20 minutes of reading or NO changes since module is under 90 minutes.
Module 8	No changes recommended. Module is less than 7 minutes over 90 total minutes.
Module 9	Decrease readings to 30 minutes. Remove 2 reading links off of slide 12 of PPT from WeHavings.com (articles are long)
Module 10	Decrease readings to 30 minutes. Consider linking to brief high-level articles on the web. Remove 5 Dysfunctions of a team article (36 pages long) and Remove White Paper (is 42 pages long).

level. Learners receive their continuing education credits in this course which their nursing license requires. Learners time is limited, and the goal of the course is to support their CE requirements without taking away from their public service in their job. Reducing the course content will better serve the needs of the audience at large and increase their course satisfaction at large.

Limitations

Limitations to this study would be not having time to do an inter-rater reliability study. If this was completed, the analysis would have higher validity, would be more reliable and have less chance of error. This study would include additional analysis by team members resulting in a high positive correlation among the raters. Another limitation was the inability to speak directly to prior participants to gain a better understanding of their needs and their challenges with the

course. The nurses have been unavailable during COVID 19 to participate in this evaluation. Notably their service to the public is a higher priority in saving lives. Another limitation was the lack of access to the facilitators themselves. This would have allowed for collection of further qualitative data through either interview or survey for them. Collecting feedback of their understanding of the participants needs would help to identify the training they need to understand the expectations of a professional development course at large versus their typical audience which serves undergraduate courses in the university. Something else to consider is the population size of the evaluation study. The total population with collected surveyed responses was around twenty. A larger population or even sample size would have given further credibility to the evaluation results itself. Another limitation that lends to the validity of this evaluation is that the objectives and outcomes for the course were not aligned with the module recommendations for content changes. It was discovered during this evaluation that some objectives may overlap and several need to clarify the behavior, condition and its degree of mastery expected in the workplace. It is our opinion that during the redesign the instructors should review their written objectives collaboratively and then individually.

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Appendix

Table I

Design Rubric Guidelines	
Readings	30
Lessons 3@20 min	60
Videos 2 to 3 @5 min or less	15
Case Analysis	30
Quiz	10
Total Time	145

Table II

Rubric Guidelines for Session Elements										
Readings (30 min)	Mod 1	Mod 2	Mod 3	Mod 4	Mod 5	Mod 6	Mod 7	Mod 8	Mod 9	Mod 10
Reading 1	1383	5398	2889	2761	2009	770	0	1049	848	10373
Reading 2	1278	438	1375	11000	3038	4127	0	1555	930	8250
Reading 3	0	8882	871	3500	660	0	0	1356	7482	16189
Reading 4	0	6879	5000	8000	4482	0	0	1408	4275	0
Reading 5	0	0	6250	0	0	0	0	1692	0	0
Total Words per Reading	2661	21597	16385	25261	10189	4897	0	7060	13535	34812
Total Words/238 wpm = minutes	11.18	90.74	68.84	106.14	42.81	20.58	0.00	29.66	56.87	146.27
Minutes rounded	11	91	69	106	43	21	0	30	57	146
Videos (2-3 under 5 minutes)	Mod 1	Mod 2	Mod 3	Mod 4	Mod 5	Mod 6	Mod 7	Mod 8	Mod 9	Mod 10
Video 1	1:35	15:36	21:32	24:05:00	13:54:00	18:28	5:19	2:58	22:09	3:50
Video 2	7:45	19:24	12:48	18:52:00	14:23:00	8:21	9:35	3:50	6:01	12:59
Video 3	15:39	5:31	18:20			8:01	6:01			
Video 4			15:39			2:15	5:38			
Video 5			19:44			8:27				
Video 6						11:48				
Video 7						15:11				

Video 8						14:02				
Video 9						15:36				
Video 10						18:45				
Video 11						11:24				
Total Time	24:59:00	40:31:00	88:03:00	42:57:00	28:17:00	156:18:00	26:33:00	6:48:00	28:10:00	16:49:00

Table III

Rubric Guideline for Lessons 90 minutes total											
	Mod 1	Mod 2	Mod 3	Mod 4	Mod 5	Mod 6	Mod 7	Mod 8	Mod 9	Mod 10	
Lesson	0:00:00	10:00:00	0:00:00	0:00:00	10:00:00	30:00:00	0:00:00	10:00:00	10:00:00	0:00:00	
Total Reading Time/mod/min	11:00:00	91:00:00	69:00:00	106:00:00	43:00:00	21:00:00	0:00:00	30:00:00	57:00:00	146:00:00	
Videos	24:59:00	40:31:00	88:03:00	42:57:00	28:17:00	156:18:00	26:33:00	30:48:00	28:10:00	16:49:00	
Activities or Discussion	60:00:00	90:00:00	30:00:00	30:00:00	30:00:00	30:00:00	30:00:00	30:00:00	30:00:00	30:00:00	
Quizzes	10:00:00	10:00:00	10:00:00	10:00:00	10:00:00	10:00:00	10:00:00	10:00:00	10:00:00	10:00:00	
Minutes	105:59:00	241:31:00	197:03:00	188:57:00	121:17:00	247:18:00	66:33:00	110:48:00	135:10:00	202:49:00	
Minutes converted to h:mm	1:45:59	4:01:31	3:17:03	3:08:57	2:01:17	4:07:18	1:06:33	1:50:48	2:15:10	3:22:49	
Amount over OR under	90:00:00	0:15:59	2:31:31	1:47:03	1:38:57	0:31:17	2:37:18	23:27:48	0:20:48	0:45:10	1:52:49

Revised Rubric to Share with Instructors

Rubric Guideline for Lessons 90 minutes total											
	Mod 1	Mod 2	Mod 3	Mod 4	Mod 5	Mod 6	Mod 7	Mod 8	Mod 9	Mod 10	
Reading	11	89	69	106	43	21	0	30	56.87	146	
Lesson	0	15	0	0	10	0	0	0	0	0	
Videos	24.59	40.31	88	42.57	28.17	156.18	26.33	26.57	22.07	16.49	
Activity/ Discussion	60	90	30	30	30	30	30	30	30	30	
Quiz	10	10	10	10	10	10	10	10	10	10	
	105.59	244.3	197	188.57	121.17	217.18	66.33	96.57	118.9	202.5	
Over – Under +	-15.59	-154.31	-107	-98.57	-31.17	-127.18	+23.67	-6.57	-28.94	-112.49	Total Minutes

Table IV

Key Question: What did the students request help with when taking the course? (see Appendix for annotated narrative)				
Category / Theme	Code	Ranking by # of Occurrences	# of Occurrences	Example of Comments
Technology	Tech	1	6	...content is hidden
				...videos do not load
				...no slides provided with module
				...video is displayed twice
				...there is no Capital Budgeting video
				...the second video is not available
Access	Acc	2	5	...cannot see <u>...</u> Is there another place I am supposed to look for these?
				I am unable to access modules 3 and 4.
				I'm also unable to access modules 3 and 4.
				...videos in the module....cannot be accessed
				Professor's videos also mention the slides in his presentations being accessible, however, there are no slides provided with Module 6,
Attempts	Att	3	3	I completed the leadership pre-survey, but do not see any attempts listed... it appears I did not attempt it <u>before</u> so I completed it again. The attempt today is the only attempt recorded.
				It did not record it. I did this twice. Now I don't have any attempts left.
			 It takes you to an external link and does not record your response or your attempt

Table V**Comments from participants on open-ended survey questions**

Change question to "What would have helped you to do better in the course that we could add or change?"

Survey Question: What can we do to better support your learning?	Positive	Negative	Module	Topic
Since I am new to Canvas, it would be helpful for a little more detailed instruction on where/how to post case study responses. Although I figured it out after emailing teacher.	0.5	1	Module 1	Introduction to Healthcare Management
This is a new experience and I feel it meets the target.	1		Module 1	Introduction to Healthcare Management
I enjoyed the module, but it was a little long	1	1	Module 2	Emotional Intelligence
This is a new experience and I feel it is geared appropriately at this time.	1		Module 2	Emotional Intelligence
The explanations were helpful. However, the first video did not work nor did the hyperlinks to the CMS Incentive Program.	1	1	Module 6	Healthcare Revenue Models and Financial Management
No feedback on 3,4,5,7,8,9,10				
Survey Question				
Tell us what you loved (and what you didn't.)				
Loved the videos, power points, TED talks and reading material. Did not love the case studies. Also, would love to see others respond to discussion points although I know that I may be the only one registered.	1	1	Module 1	Introduction to Healthcare Management

Ease of course.	1		Module 1	Introduction to Healthcare Management
The reading materials were a little long and I struggled to stay focused		1	Module 2	Emotional Intelligence
The ease of completing modules.	<u>1</u>	-	Module 2	Emotional Intelligence
I enjoyed the lectures more so than the reading materials.	1	1	Module 3	Emotional Intelligence
It was helpful to use the sec.gov website and see an example.	1		Module 5	Accounting Essentials
Finance and accounting are not one of my strengths. However, this module helped me understand the basics	1		Module 6	Healthcare Revenue Models and Financial Management
Module 6 was confusing.		1	Module 6	Healthcare Revenue Models and Financial Management
Don't like not being able to retake a quiz		1	Module 8	Improving Operations
Very helpful and a great topic to teach new nurses. Loved seeing Terri Dewees!	1		Module 8	Improving Operations
ease of understanding materials	1		Module 9	Ethic, Legal & Regulatory Issues
Nurse managers need to know about healthcare law and ethics. I enjoyed the presentation. However, did not like the YouTube video, to monotone.	1	1	Module 9	Ethic, Legal & Regulatory Issues

No feedback on 4,7,10

13.5 9
keep alter
0.6 0.4

No feedback provided on Magnus or Barnes and one of Lorie's

60% positive feedback
40% improvement feedback

Table VI

Quantitative Data Leadership Essentials for Nurses											
	Fall 2019					Spring 2020					
Number of people in course	6					15					
Number of people who completed the survey	2					14					
<i>Rating scale from 0 to 100.</i>	Mean	Min	Max	Standard Deviance	Variance	Mean	Min	Max	Standard Deviance	Variance	Mean (Avg)
I learned (nothing to a great deal).	80	60	100	20	400	83.57	50	100	18		123.57
The content was: (not relevant to relevant).	80	60	100	20	400	92	23	100	20.12		130.01
The content was: (confusing to explained well enough I could share).	75	50	100	25	625	84.57	2	100	33.83		224.01
<i>Rating scale was 0 to 100 with drop, alter, keep as anchors</i>											
In the future	Mean	Min	Max	Stnd Dev	Variance	Mean	Min	Max	Stnd Dev	Variance	0.00
drop, alter or keep facilitator.	92.5	90	95	2.5	6.25	99.64	95	100	1.29		58.38

drop, alter or keep the content.	69.5	49	90	20.5	420.3	84.36	0	100	34.55		206.21
drop, alter or keep the approach.	75	50	100	25	625	89.57	0	100	25.63		174.69
I plan to recommend the course to others (Strongly or Somewhat agree).	50					92.86					14.29
AVG	74.57	59.83	97.50	18.83	412.75	76.24	28.33	100.00	22.24		

Qualtrics Survey to Collect Data for Tables V and VI

2/24/2020

Edit Survey | Qualtrics Survey Software

Leadership Essentials for Nursing Pilot Sur... ▾

[Projects](#)

[Contacts](#)

[Library](#)

[Survey](#)

[Actions](#)

[Distributions](#)

[Data & Analysis](#)

[Reports](#)

Leadership Essentials for Nursing Pilot Survey

iQ Score: Fair

Published

▼ Default Question Block

Block Options ▾

■ What module are you evaluating?

⚙️

🔍

■ (Optional) What is your name and email address so we can follow up on your feedback?

⚙️

🔍

■ Q14 Part A: Slide the cursor to select the best response for the first set of questions.

⚙️

■ 2

⚙️

🔍

✳️

Nothing A Great Deal

0 25 50 75 100

I learned

■ 3

⚙️

🔍

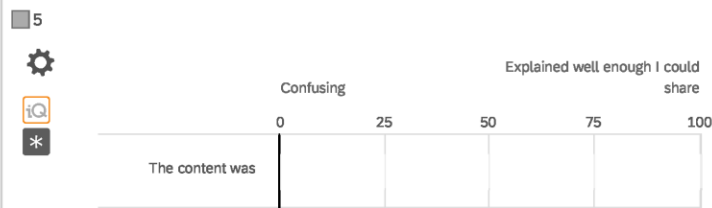
✳️

Not Relevant Relevant

0 25 50 75 100

The content was

https://uncw.az1.qualtrics.com/Q/EditSection/Blocks?ContextSurveyID=SV_7R2QxjNrA8dEuKp



■ 7 Part B: Select the best response for the next set of questions.



■ 8 I plan on recommending this course to others.



- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree


■ 9 I would be interested in taking an advanced course on this topic:



- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree


■ 11


Part C: Please type a short response below for the questions.



■ 12


What can we do differently to better support your learning?






■ 13

Tell us what you loved (and what you didn't).





[Add Block](#)

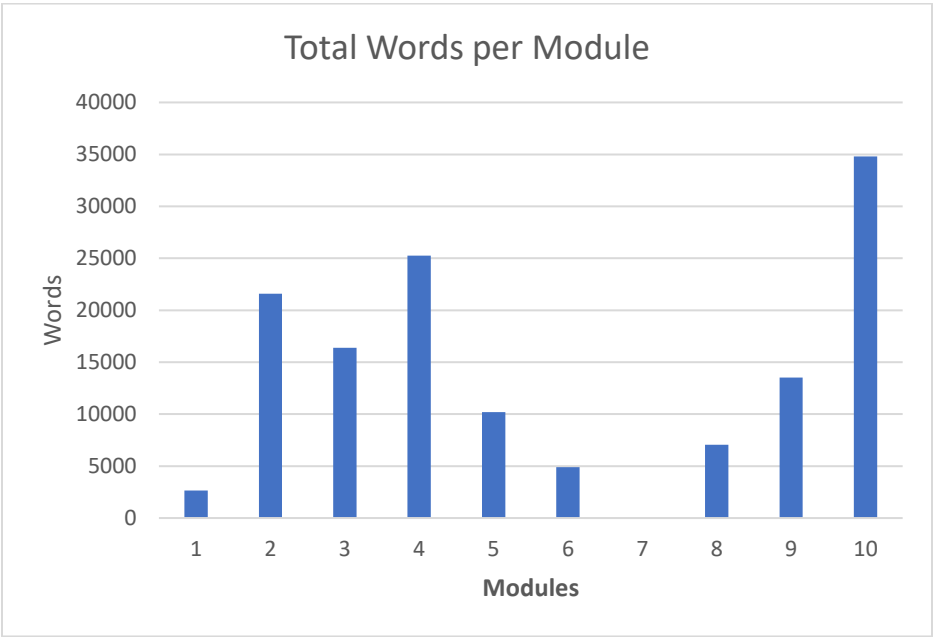


End of Survey

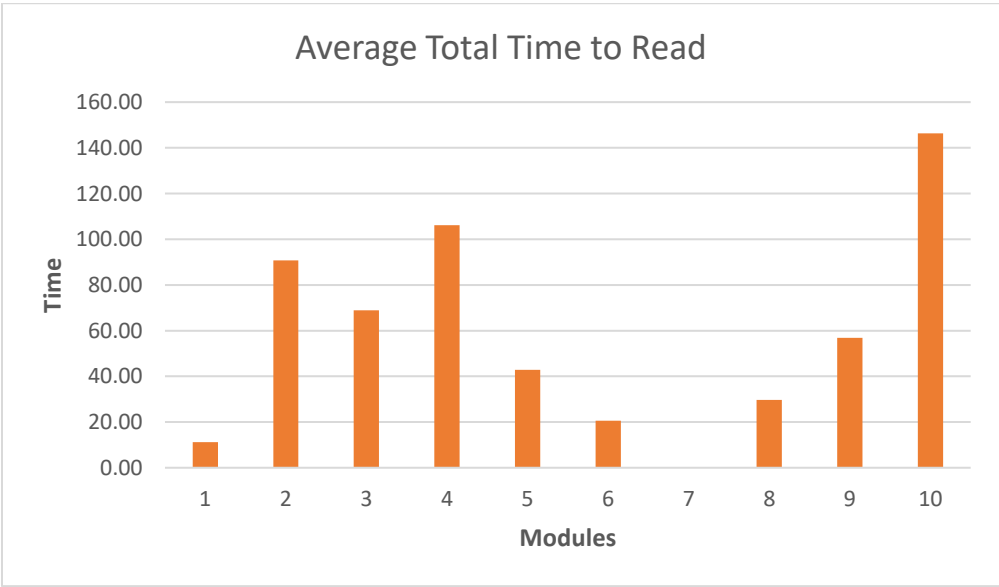
[Survey Termination Options...](#)



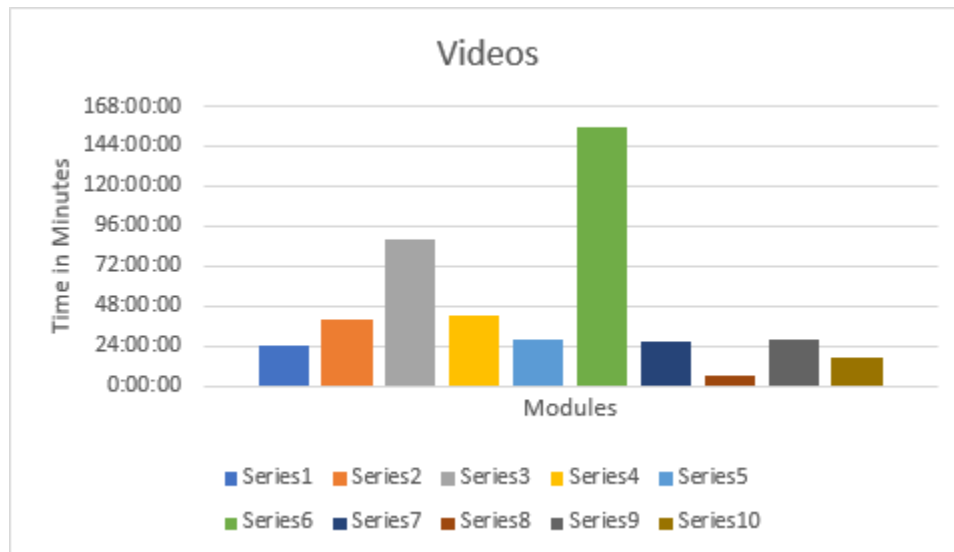
Graph I



Graph II



Graph III



Graph IV

