



NSP II 17-102

Expanded Pathways to the BSN: ATB 1-2-3



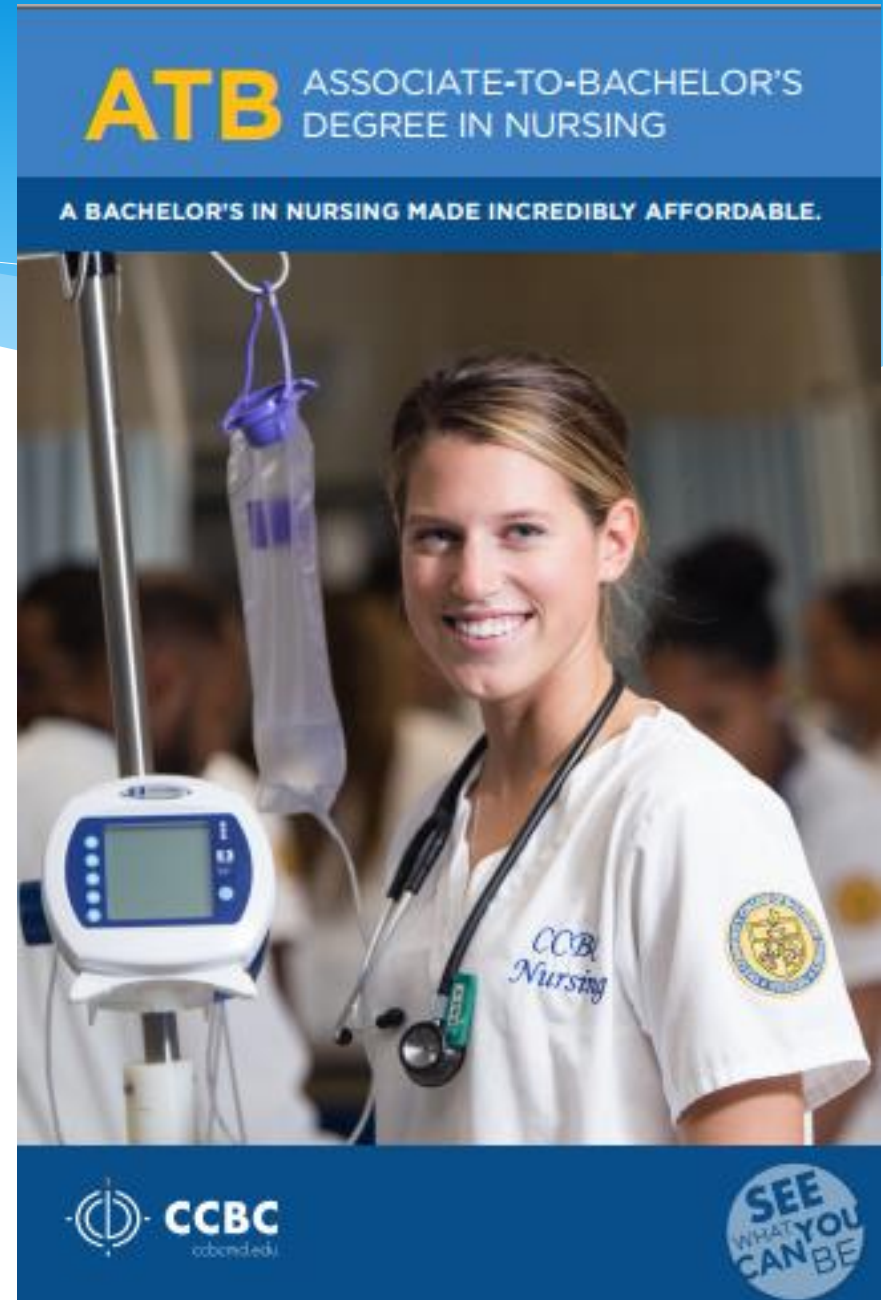
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Associate Professor, Project Director ATB Grant NSPII 17-102

NSPII Project Director's Meeting: October 16, 2020

Overview

- * Background for ATB model
- * Goals for NSP II 17- 102
(July 2016 – Dec 2020)
- * Outcomes to date
- * ATB Successes & Challenges



Background:

ATB Pilot with TU Fall '12

Four Dual Enrollment Partner Options by Fall '15

- * Towson University (Pub) - F2F/online
- * Frostburg State U (Pub) - 100% online
- * Stevenson University (Priv) - blended
- * Notre Dame of MD University (Priv) - F2F/online
- * Dual Admission Option w UMSON added Sp '19



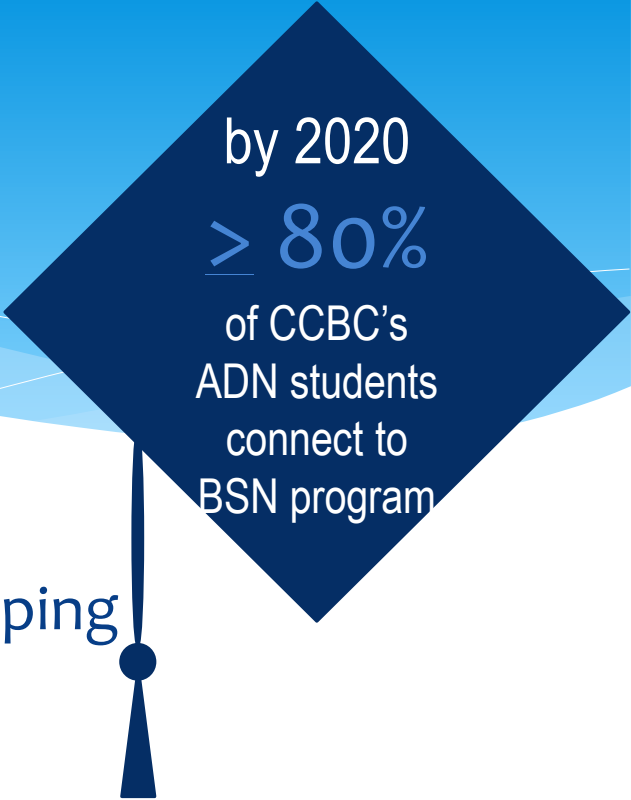
Dual Enrollment ATB Model

Key features:

- Complete pre-reqs for **both** A.S. and B.S. programs
- Begin B.S. courses **while** enrolled in ADN program
- Reduce course repetition where possible
- Year round attendance
- Take NCLEX-RN upon A.S. degree completion
- Begin work as RN
- Articulation agreements – 30 credits awarded
- Complete B.S. part time **within six months to one year**

Major Goals for ATB –

(July 2016 – Dec 2020)



by 2020
> 80%
of CCBC's
ADN students
connect to
BSN program

- * Goal #1:

Serve as a resource for others developing
ATB partnerships

- * Goal #2:

ATB Mission: by 2020 80% of CCBC nursing
students connect to BSN program by graduation

Goal # 1 - Met



LAUNCH PROGRAM ▾

SUPPORT STUDENTS

MANAGE ATB PROGRAM

RESOURCES ▾

CONTACT US

- * Mentored new ATB Coordinators
- * ***ATB Faculty Resource Website***
<http://blog.ccbcmd.edu/atb/>



- * Co-leading Statewide ATB Coordinators' Meetings

Goal #2

Expanded Pathways to the BSN: ATB 1-2-3

Creating a Culture of Academic Progression

ATB 1.0
50% enter*
1st semester

ATB 2.0
20% enter*
2nd year

ATB 3.0
10% enter*
4th semester

by 2020
> 80%
of CCBC's
ADN students
connect to
BSN program

* = of entering Fundamentals cohort

Goal #2 Outcomes

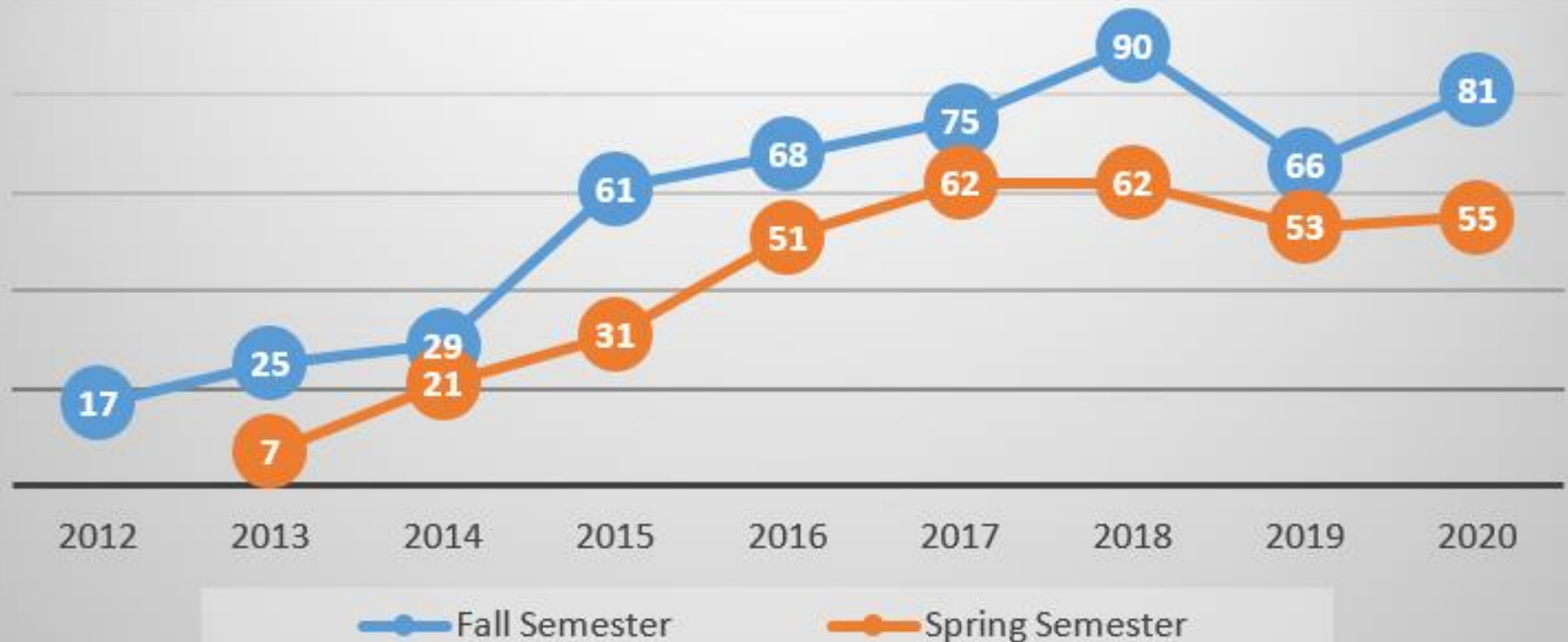
Enrollment Trends

Connection to a BSN Program

BSNs Produced to Date

ATB 1.0 Enrollment Trends

ATB 1.0 Enrollment Growth
(no. of students)



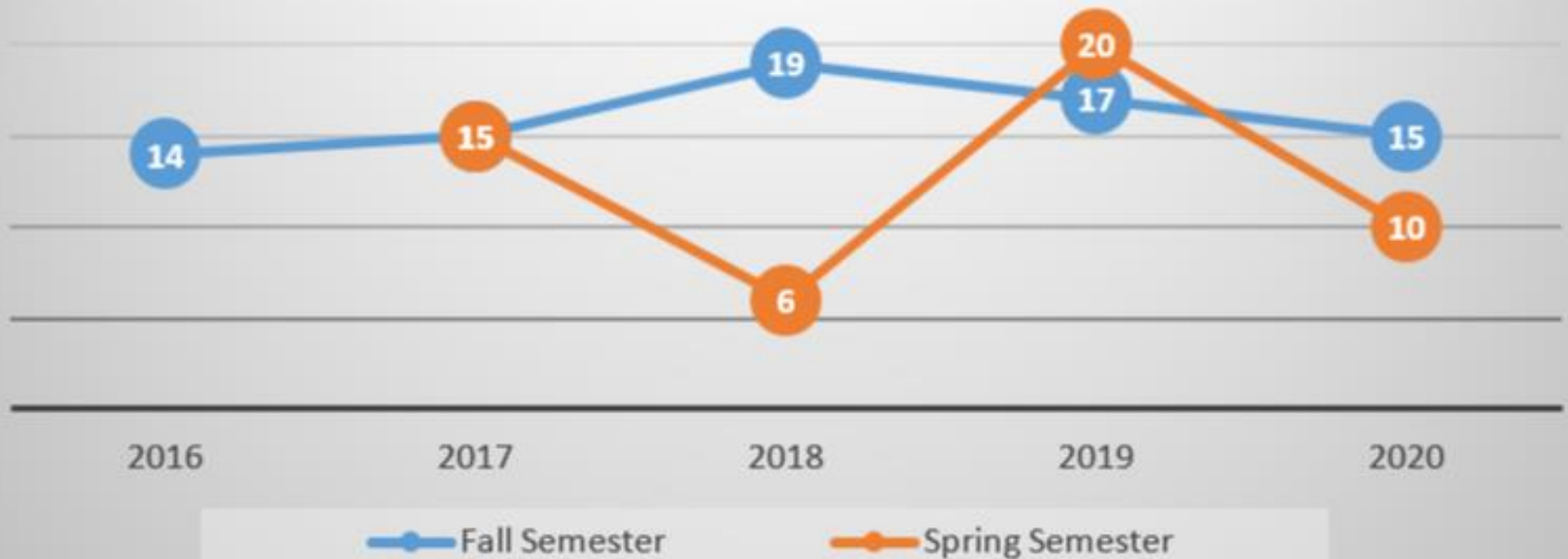
ATB 1.0 Enrollment

(Goal - 50% enter 1st semester)

Sem/Yr (Entering ADN Cohort #)	No. ATB 1.0 (Entering Fundamentals)	% ATB 1.0 Goal = 50%
Fa 15 (149)	61	40.9%
Sp 16 (102)	51	50%
Fa 16 (149)	68	45.6%
Sp 17 (113)	62	54.8%
Fa 17 (157)	75	47.7%
Sp 18 (106)	62	58.%
Fa 18 (160)	90	56.3%
Sp 19 (123)	53	43.1%
Fa 19 (161)	66	41%
Sp 20 (128)	55	43%
Fa 20 (153)	81	53%
TOTALs 1501	724	48.2% (ave)

ATB 2.0 Enrollment Trends

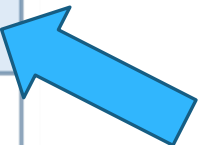
ATB 2.0 Enrollment Since Inception
(no. of students)



ATB 2.0 Enrollment

(Goal - 20% enter sometime after semester 1)

<u>Sem/Yr</u> (Entering ADN Cohort #)	<u>Sem/Yr</u> (Nos. Entering ATB 2.0)	% ATB 2.0 Goal = 20%
Fa 15 (149)	Fa 16 (14)	9.4%
<u>Sp 16</u> (102)	<u>Sp 17</u> (15)	14.7%
Fa 16 (149)	Fa 17 (15)	10%
<u>Sp 17</u> (113)	<u>Sp 18</u> (6)	5.3%
Fa 17 (157)	Fa 18 (19)	12.1%
<u>Sp 18</u> (106)	<u>Sp 19</u> (20)	18.9%
Fa 18 (160)	Fa 19 (17)	10.6%
<u>Sp 19</u> (123)	<u>Sp 20</u> (10)	8.1%
Fa 19 (161)	Fa 20 (15)	9.3%
TOTALs 1220	131	10.7% <u>(ave)</u>



ATB 3.0 Enrollment

(Goal - 10% accepted to RN to BSN program in Sem 4)

Sem/Yr (Entering ADN Cohort #)	No. 4th Semester <u>Accepted</u> to RN to BSN Program*	% ATB 3.0 Goal = 10%
Fa 15 (149)	<u>Sp</u> 17 (10)	6.7%
<u>Sp</u> 16 (102)	Fa 17 (6)	5.9%
Fa 16 (149)	<u>Sp</u> 18 (2)	1.3%
<u>Sp</u> 17 (113)	Fa 18 (5)	4.4%
Fa 17 (157)	<u>Sp</u> 19 (8)	5.9%
<u>Sp</u> 18 (106)	Fa 19 (6)	5.7%
Fa 18 (160)	<u>Sp</u> 20 (1**)	.63%
TOTALs 936	38	4% (<u>ave</u>)

*By time of graduate survey in NURN 236;
more students have applied but are waiting to hear decision.

Overall % of Class Connected to RN to BSN Program by Graduation (Goal – 80%)

<u>Sem/Yr</u> (Entering ADN Cohort #)	Total No. of ADN Cohort Connected to BSN (1.0, 2.0 or 3.0)	Total % Connected to BSN by A.S. Degree Goal = 80%	<u>Sem/Yr</u> (A.S. Degree Completion)
Fa 15 (149)	85	57%	<u>Sp 17</u>
<u>Sp 16</u> (102)	72	70.6%	Fa 17
Fa 16 (149)	85	57%	<u>Sp 18</u>
<u>Sp 17</u> (113)	73	64.6%	Fa 18
Fa 17 (157)	102	65%	<u>Sp 19</u>
<u>Sp 18</u> (106)	88	83%	Fa 19
Fa 18 (160)	108*	67.5%	<u>Sp 20</u>

* Incomplete data; very low response rate to electronic graduate survey during COVID-19

While it is clear we did not consistently reach the 80% mark by 2020....

Future of Nursing: Campaign for Action's Data Dashboard -Jan 2020

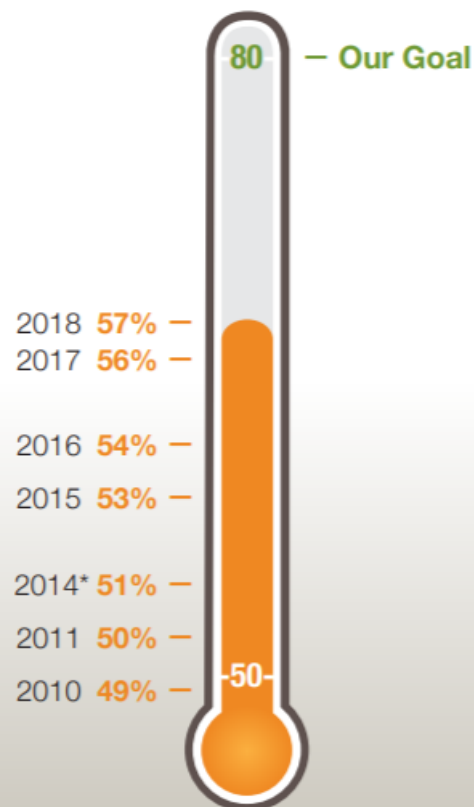
campaign progress

Indicator 1: Education

IOM Recommendation:

Increase the proportion of nurses with a baccalaureate degree to 80 percent by 2020

Percentage of employed nurses with a baccalaureate (or higher) degree in nursing



426 ATB BSNs Produced To Date

	<i>Projected No. of BSNs</i>	<i>Actual No. of BSNs Reported by Partner Schools (ATB 1.0 & 2.0)</i>	<i>BSNs by CCBC A.S. Grads from Any RN to BSN Program* (ATB 3.0)</i>	<i>Total BSNs (ATB 1.0, 2.0, 3.0)</i>
TOTAL BSNs Years 1-4	329	272	154	426

*Additional BSNs reported by National Student Clearinghouse database

Time to BSN Completion Trends

PROGRAM TYPE	AVERAGE YEARS FROM ASN TO BSN*
ATB 1.0	0.7
ATB 2.0	1.2
Non-ATB	3.8
*Years to BSN calculated by subtracting CCBC Award date from BSN award date divided by 365.	
Source: CCBC PRE Award Database and National Student Clearinghouse	

- * Former average length of time from AS to BSN = 7.5 years (HRSA, 2010, p. 62)

ATB: Major Successes & Challenges

Successes

- * Created the infrastructure for seamless academic progression
- * Created a culture of academic progression in the ADN program
- * Increasing diversity of BSN workforce
- * Earlier connection with university and earlier completion of BSN

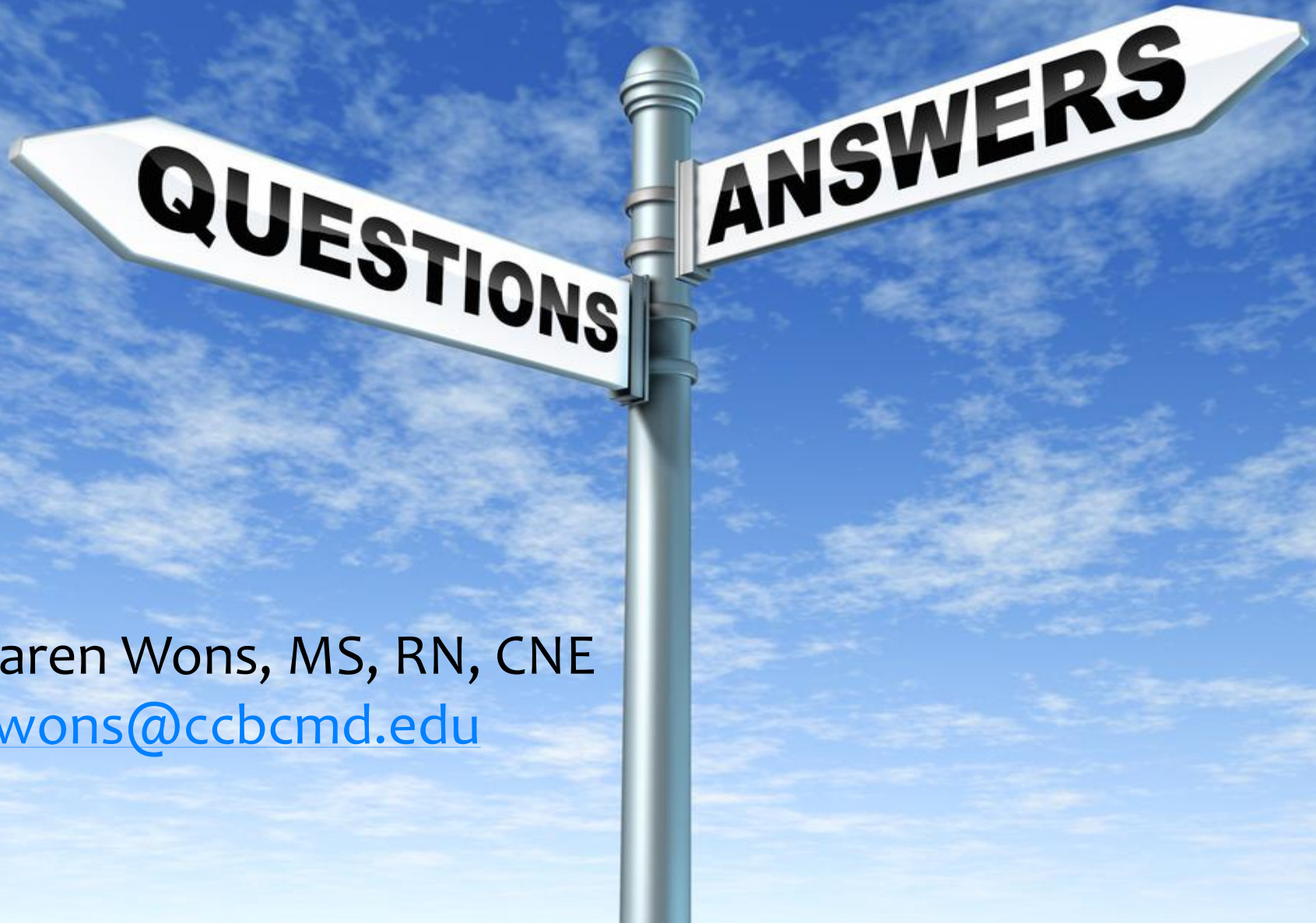
Challenges

- * Financial aid procedures for dual enrollment – cumbersome!
- * Tracking of student progression data with multiple partners
- * Sustainability post grant funding due to additional resources needed

ATB Model Conclusions

Independent Consultant Final Evaluation

“...I was struck by how the ATB program is a perfect example of a program that is well designed to take the student from the community college to further education and into a career, working backwards from the requirements of that career. It encourages not only students, but also the college, to think long term about how students’ time at CCBC fits into a larger picture of student success. Over the four years of the grant, the ATB program went through some growing pains and faced some challenges, but it is entering the next stage stronger and is a model for other ATB programs around the state and country”
(Coleman, in ATB Final Evaluation Report, p. 18).



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