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### ABSTRACT

The dual enrollment nursing education model where students can take courses at both their community college and a partner university has developed in many states across the nation. In its 2016 report, *Assessing Progress on the Institute of Medicine Report the Future of Nursing*, NASEM, formerly the IOM, found that community college-university partnerships significantly increased access to and affordability of the BSN degree. In Maryland, one of the earliest efforts (2011) to explore a partnership for academic progression occurred between the Community College of Baltimore County (CCBC) and Towson University. By fall 2012, CCBC and Towson University admitted the first pilot cohort of 17 students into its dual enrollment Associate to Bachelor's (ATB) Nursing Degree Option. As interest in the option grew, CCBC was awarded a Nurse Support Program (NSP) II grant to expand the ATB Option by initiating partnerships with three additional universities. By fall 2015, four partner Maryland universities admitted ATB students and 41% of CCBC's first semester nursing students were dually enrolled. NSP II funding continues to support CCBC's 2020 goal to create a culture of academic progression by connecting 80% of its ADN students to a BSN program by the time of graduation. By fall 2020, more than 800 CCBC students have participated in ATB since the model launched. Now, with eight years of experience managing Maryland's first dual enrollment undergraduate academic progression model, CCBC's ATB Project Director wishes to share outcomes, successes and challenges associated with this highly promising initiative that is being replicated at numerous community colleges across Maryland.

### OBJECTIVES

- After reviewing this poster, the participant will be able to:
- Identify key goals and features of the ATB Model, a model helping Maryland lead the way in academic progression.
  - Apply the basic features of the ATB Dual Enrollment Model to the implementation of a dual enrollment academic progression model at their home institution.

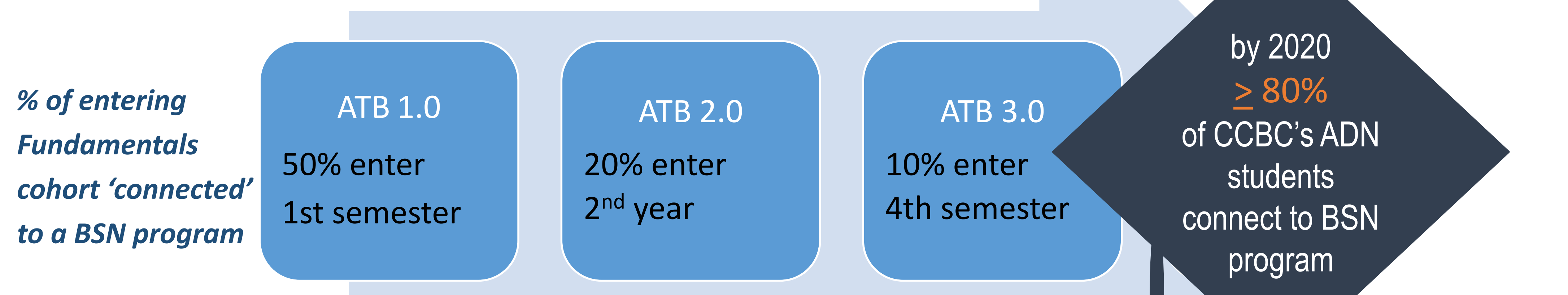
### EXPLORE THE ATB FACULTY RESOURCE WEBSITE

<http://blog.ccbcmd.edu/atb/>

- **Launching ATB Program**
- **Establishing Partnerships**
- **Marketing/Recruiting**
- **Admitting ATB Students**
- **Supporting Students**
- **Managing ATB Program**
- **CCBC Nursing Overview**
- **ATB Sample Resources**



### KEY GOALS & FEATURES OF THE ASSOCIATE TO BACHELOR'S (ATB) 1-2-3 MODEL



#### Create a culture of academic progression

- Dual enrollment partnerships with four area universities
- Complete prerequisites for **both** A.S. and B.S. programs
- Begin B.S. courses **while** enrolled in ADN program
- Reduce course repetition where possible (e.g., Health Assessment, Leadership)
- Year round attendance – summer, winter BSN courses
- Take NCLEX-RN upon A.S. degree completion
- Begin work as RN if desired
- Articulation agreements award 30 credits
- Complete B.S. part-time **in 6 months to 1 year** while employed as RN

### OUTCOMES TO DATE

#### Percent of Entering ADN Cohort Connecting to a BSN Program by A.S. Graduation

| Sem/Yr (Entering ADN Cohort #) | % ATB 1.0 Goal = 50% | % ATB 2.0 Goal = 20% | % ATB 3.0 Goal = 10% | Total % Connected to BSN Pathway Goal = 80% |
|--------------------------------|----------------------|----------------------|----------------------|---|
| Fa 15 (149)                    | 40.9%                | 9.4%                 | 6.7%                 | 57%   |
| Sp 16 (102)                    | <b>50%</b>           | 14.7%                | 5.9%                 | 70.6%                                       |
| Fa 16 (149)                    | 45.6%                | 10%                  | 1.3%                 | 56.9%                                       |
| Sp 17 (113)                    | <b>54.8%</b>         | 5.3%                 | 4.4%                 | 64.5%                                       |
| Fa 17 (157)                    | 47.7%                | 12.1%                | 5.9%                 | 65.7%                                       |
| Sp 18 (106)                    | <b>58%</b>           | 18.9%                | 5.7%                 | <b>82.6%</b>                                |
| Fa 18 (160)                    | <b>56.3%</b>         | 10.6%                | .63%*                | 67.5%*                                      |
| Sp 19 (123)                    | 43.1%                | 8.1%                 |                      |   |
| Fa 19 (161)                    | 41%                  | 9.3%                 |                      |   |
| Sp 20 (128)                    | 43%                  |                      |                      |   |
| Fa 20 (153)                    | <b>53%</b>           |                      |                      |   |

855 students enrolled in ATB 1.0 & 2.0 since Fall 2015

426 new ATB BSNs produced during recent 4-yr grant period

### SUCCESSSES AND CHALLENGES

#### Successes

- Four highly collaborative partner universities
- > 40-50% of CCBC ADN incoming students now ATB 1.0s
- Diverse population w/access to affordable path to BSN
- ATB students advantaged in hiring process
- Early connection to university = high retention
- Students dedicated to BSN completion
- MD longitudinal data showing significant decrease in time between A.S. and B.S. degree completion
- ATB 1.0 students complete B.S. approx. 6 mos. post A.S.
- ATB 2.0 students complete B.S. approx. 1 year post A.S.
- ATB model being replicated all across MD

#### Challenges

- Time to develop ATB agreements/curricula
- Financial aid logistics between CC and Universities
- Tracking ATB student progress
- Year-round attendance
- Different institution policies/procedures
- Securing buy-in from all college departments
- Advising pre-nursing and enrolled ATB students

### ATB MODEL CONCLUSIONS

- Proven approach to create a more highly educated, diverse nursing workforce to advance safe, quality care
- Provides clear, transparent, time and cost efficient roadmaps to the BSN
- In its more recent 2016 report, *Assessing Progress on the Institute of Medicine Report the Future of Nursing*, the National Academies of Sciences, Engineering and Medicine (NASEM, formerly the IOM) found that community college-university partnerships significantly increased access to and affordability of the BSN degree. These partnerships, according to NASEM, are producing more baccalaureate-prepared nurses, should be supported where established, and should be considered a viable means to increase the number of BSN-prepared nurses in all areas of the country.

### ACKNOWLEDGEMENTS

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\* Low response rate to electronic survey in Sp 20 due to COVID-19.