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ABSTRACT

For a decade now, nurse educators across the US have experimented with ways to create seamless academic progression models necessary to achieve the Institute of Medicine's (IOM) goal to raise the percentage of the nation's RN workforce holding the BSN to 80% (Institute of Medicine, 2011). BSN preparation has been linked to improved patient outcomes and higher professional values, both important to increasing the quality and safety of healthcare delivery in America (Kutney-Lee et al., 2013). According to national data reported by the Health Resources and Service Administration in 2010, only 9.6 percent of community college nursing graduates completed a BSN within five years of earning the ADN and the timing of academic nursing progression from associate to bachelor degree averaged 7.5 years after initial licensure (Gubrud et al., 2017; Munkvold et al., 2012). ADN education remains a popular choice among adult learners seeking to enter the nursing profession. Students often cite time and cost savings and accessibility as major benefits of community college based nursing programs. ADN students are encouraged to pursue higher education but several barriers (e.g., time, cost, life obligations, additional pre-requisites, lack of knowledge about BSN programs and uncertainty about the value of the BSN) often prevent ADN graduates from seeking additional education (Heglund et al., 2017; Munkvold et al., 2012). CCBC and SU first began their dual enrollment ATB Partnership model in fall of 2015. Since the first cohort of students began, the leadership for both schools has implemented several innovations to continue to reduce barriers for Maryland's nursing students seeking to earn a BSN in a time and cost effective manner.

This poster will highlight the experiences and outcomes of this community college and university partnership in the initiation and implementation of their Associate to Bachelor's (ATB) dual enrollment model. Key features of the model, including the curriculum plan, enrollment and completion numbers will be shared. Specific ways in which this ATB model is removing barriers and creating opportunities for seamless academic progression for ADN students and implications for the future of Maryland's nursing workforce will be discussed.

OBJECTIVES

After reviewing this poster, the attendee will be able to:

1. Describe the curriculum plan and outcomes related to the CCBC-Stevenson University ATB education model.
2. Identify five ways the ATB model is removing barriers and creating opportunities for academic progression for Maryland's nursing workforce.

KEY: COMPLETE ALL PREREQUISITES

Prospective nursing students advised to take **ALL** CCBC RN Program prerequisite courses **PLUS** additional Stevenson ATB Program prerequisites **BEFORE** starting:

- Chemistry (3 cr)
- Nutrition (3 cr)
- Statistics (3 cr)
- Sociology (3 cr)

*Ethics course (3 cr) also required prior to SU graduation

THE CCBC – SU ATB 1.0 SAMPLE FALL START CURRICULUM PLAN

Fall (1 st Semester)	Spring (2 nd Semester)	Summer	Fall (3 rd Semester)
<p><u>CCBC NURN 153</u> Fundamentals 6 cr</p> <p><u>CCBC NURN 129</u> Professional Nsg 1 cr</p> <p><u>SU NATB 330*</u> Physical Assessmt 3 cr *replaces CCBC course</p> <p>10 credits</p>	<p><u>CCBC NURN 160</u> Nsg Concepts I 6 cr</p> <p><u>CCBC NURN 218</u> Maternal Newborn 3 cr</p> <p><u>SU GPS 200</u> Adult Lrng Theory 3 cr</p> <p>12 credits</p>	<p><u>SU NATB 313</u> Prof Sem I 4 cr</p> <p><u>SU NATB 315</u> Information Technology 3 cr</p> <p>7 credits</p>	<p><u>CCBC NURN 217</u> Mental Health Conc 3 cr</p> <p><u>CCBC NURN 234</u> Nsg Concepts II 5 cr</p> <p><u>SU NATB 414*</u> Nursing Leadership 3 cr *replaces CCBC course</p> <p>11 credits</p>
Spring (4 th Semester)	Summer	Fall	
<p><u>CCBC NURN 222</u> Pediatric Nsg 3 cr</p> <p><u>CCBC NURN 236</u> Nursing Conc III 6 cr</p> <p><u>SU NATB 415</u> Prof Sem II 3 cr A.S. Degree Awarded</p> <p>12 credits</p>	<p>NCLEX – RN Exam</p> <p><u>SU NATB 418</u> Nursing Research 3 cr</p> <p><u>SU NATB 434</u> Prof Sem III 3 cr</p> <p>6 credits</p>	<p><u>SU NATB 424</u> Health in the Community 5 cr</p> <p>B.S. Degree Awarded upon completion of 30 cr SU req & overall 120 cr</p> <p>5 credits</p>	<p>Flexible Approach:</p> <p>May complete BSN 7 mos. after AS degree (May – Dec) or choose to extend if work/other obligations warrant</p>

CCBC – SU ATB 1.0 ENROLLMENT & COMPLETION OUTCOMES SINCE INCEPTION

Semester/Yr CCBC-SU ATB 1.0 Cohort Entry	N = Admits	N = Earning CCBC A.S.	Grad Rate from CCBC	NCLEX Pass Rate for A.S. Grads	N = Earning SU BSN to Date	Grad Rate from SU to Date	N= Still Enrolled (in Progress to BSN)
Fa 15	4	3	75%	100%	2	66%	1
Sp 16	9	7	78%	100%	7	100%	0
Fa 16	8	5	63%	100%	3	62%	0
Sp 17	9	4	44%	100%	4	100%	0
Fa 17	13	12	92%	100%	10	83%	1
Sp 18	7	7	100%	100%	5	71%	0
Fa 18	11	10	91%	100%	7	70%	2
Sp 19	6	4	66%	100%	2	50%	1
Totals	67	52	77%	100%	40	77%	5
Fa 19- Sp 21	39	N/A Still In progress	N/A Still In progress	N/A Still In progress	N/A Still In progress	N/A Still In progress	N/A

NOTE: ATB 2.0 provides an option for students who want to start taking courses at Stevenson University after their first year of nursing courses at CCBC. Of the 38 students who started this option beginning in Fall, 2016, 30 have graduated from CCBC and passed NCLEX. Of that number, 14 have earned the bachelor's degree from Stevenson and 13 are still enrolled at Stevenson.

144 students have enrolled in CCBC-SU ATB 1.0 or 2.0 since inception

54 new BSNs produced thus far with many still in progress

ATB: REMOVING BARRIERS TO THE BSN

Ways in which the SU - CCBC ATB partnership is removing barriers and creating BSN opportunities:

1. Hold regular, joint ATB Information Sessions for prospective and current ADN students that clearly outline the program and its benefits.
2. Create curriculum plans that coordinate the prerequisites required for the AD and BS degrees, so that students complete all prerequisites prior to ATB program start.
3. Create both early (first semester) and late start (after one or more semesters) ATB entry points to encourage BSN connection when qualified students are ready.
4. Create flexible curriculum plans that take into account previous degrees and allow students to progress at their own pace.
5. Provide strong ATB student support from pre-admission through graduation from both the AD and BS partner institutions.

FUTURE PLANS

- Move the ATB new student orientation from August to June to welcome and more effectively facilitate a smooth adjustment to our two institutions
- Pilot a credit for prior learning model to award credit based on completion of the new graduate Nurse Residency Program in meeting objectives for SU's NURS 434 synthesis course
- Increase awareness of the ATB Option among prospective nursing students, particularly those making a career change and/or those with a previous Bachelor's degree

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